

PDF & POWERPOINT

Editable with 541 pages of goals and references

Student: _____ Teacher: _____

Dressing: Zip / Unzip

When given a verbal or environmental cue to "zip/unzip," STUDENT will zip/unzip the zipper without assistance improving dressing skills from 84% to 100% in 4 out of 5 consecutive opportunities across three consecutive data days as measured by staff observation, daily notes, and data records.

Prerequisite: Present a zipper on clothing, backpack, or similar item and say, "zip/unzip the zipper."

Resources: Zipper the zipper without assistance.

Materials: Easy to zip clothing.

Modality: 3 consecutive days at 80%.

Set	Description—Use zipper on clothes	Date Initiated	Date Mastered
1	Zipper zipper on clothing in front of student, backwards then forwards with zipper.		
2	Zipper zipper on clothing in front of student, backwards then forwards independently.		
3	Zipper zipper on clothing in front of student, backwards then forwards when item is zipped and started with zipper.		
4	Zipper zipper on clothing in front of student, backwards then forwards when item is zipped and started independently.		
5	Zipper zipper on clothing in front of student, backwards then forwards with zipper.		
6	Zipper zipper on clothing in front of student, backwards then forwards independently.		
7	Zipper on own clothing, backwards then forwards with zipper.		
8	Zipper on own clothing, backwards then forwards independently.		
9	Zipper on own clothing, backwards then forwards when item is zipped and started with zipper.		
10	Zipper on own clothing, backwards then forwards when item is zipped and started independently.		
11	Zipper on own clothing, backwards then forwards with zipper.		
12	Zipper on own clothing, backwards then forwards independently.		
13	Zipper on own clothing, backwards then forwards when item is zipped and started with zipper.		
14	Zipper on own clothing, backwards then forwards when item is zipped and started independently.		
15	Zipper on own clothing, backwards then forwards with zipper.		
16	Zipper on own clothing, backwards then forwards independently.		

Task analysis zip:
hold on each unattached zipper end, one in each hand
pull feet and PTHO little hole on other zipper end
pull feet and down until all the way in
hold bottom of zipper with two fingers
pull zipper leg up with other hand

Task analysis unzip:
grab material above zipper
non-dominant hand
hold zipper leg with dominant hand
pull zipper all the way down
unattach zipper from base

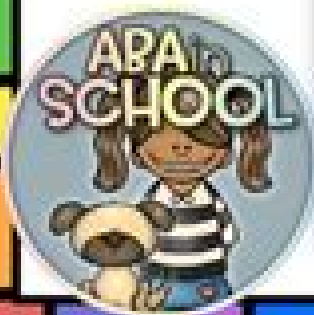
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Customizable IEP goal

Brief "how-to"

Broken down into suggested objectives

Some goals include task analyses or materials recommendations



Iep Sample For Motivating Students

Padhraic Smyth



Iep Sample For Motivating Students:

Motivating Defiant and Disruptive Students to Learn Rich Korb, 2012-01-10 How to stay calm cool and in control of your classroom Today's teachers face more challenges than ever before in managing student behavior in the classroom Rich Korb brings extensive teaching and administrative experience to his collection of strategies designed to keep teachers and students focused on learning This accessible step by step guide offers easy to implement methods that help you Motivate and engage students Set up your classroom to prevent disruptive behavior Stay calm in the face of adverse situations Reduce the effect of misbehavior on other students learning Respond to inappropriate behavior effectively Avoid burning out **A**

Guide to Teaching Students with Autism Spectrum Disorders Darlene E. Perner, Monica E. Delano, 2013-01-01 This book is a must have resource for all special educators and general educators who work with students with autism spectrum disorders ASD The strategies and teaching techniques discussed here are those that have shown great promise in helping students with ASD to succeed The underlying premise is that students with ASD should be explicitly taught a full range of social self help language reading writing and math skills as are their typically developing classmates Each chapter provides teachers with practical information about how to approach the tasks of determining what to teach and how to teach with clearly defined steps for implementation The approaches described here are based on the view that the classroom must be structured as an environment that reflects high expectations and provides sufficient support from teaching staff and peers This invaluable volume offers teachers state of the art knowledge on how to help students with ASD succeed **Best**

Interests of the Student Jacqueline A. Stefkovich, William C. Frick, 2021-05-19 Best Interests of the Student presents both a theoretical model for guiding educators as they confront legal and ethical dilemmas in their schools as well as highly accessible and annotated court cases for exploration The authors introduce an ethical decision making model that focuses on strategies for determining what actions are in the best interests of the student and demonstrates the application of this theoretical model for examining legal and ethical dimensions of court cases Discussion questions at the end of each case encourage readers to examine issues from differing viewpoints helping them to become more self reflective school leaders who can effectively address legal dilemmas in their own contexts This important text is a valuable resource for both aspiring and practicing school administrators and leaders This thoroughly revised edition features An entirely new chapter on conceptual and empirical insights grounding our understanding of students best interests 10 new legal cases reflecting recent developments in school law including educational needs of transgender students immunity for student searches conflicts between religious expression and free speech educators access to students cell phone data education for children of undocumented immigrants and access to literacy as a fundamental right A focus on preparing school leaders to meet the Professional Standards for Educational Leaders PSEL Updated information and references throughout to reflect current context resources and education policy *Teaching Students With Special Needs in Inclusive Classrooms* Diane P.

Bryant, Brian R. Bryant, Deborah D. Smith, 2019-03-05 Inspire and equip current and future classroom teachers to ADAPT to the needs of all students Teaching Students with Special Needs in Inclusive Classrooms uses the research validated ADAPT framework Ask Determine Analyze Propose Test to help teachers determine how when and with whom to use proven academic and behavioral interventions to obtain the best outcomes for students with disabilities Through clear language and practical examples authors Diane P Bryant Brian R Bryant and Deborah D Smith show how to create truly inclusive classrooms through evidence based practices and hands on strategies The Second Edition includes strategically reorganized chapters a new chapter devoted to differentiated instruction and new classroom footage and teacher interviews illustrating how readers can implement the strategies discussed in their own classrooms With the help of this supportive guide educators will be inspired to teach students with disabilities in inclusive settings and be properly equipped to do so effectively A Complete Teaching Learning Package SAGE Premium Video Included in the interactive eBook SAGE Premium Video tools and resources boost comprehension and bolster analysis Interactive eBook Your students save when you bundle the print version with the Interactive eBook Bundle ISBN 978 1 5443 7037 8 which includes access to SAGE Premium Video and other multimedia tools SAGE coursepacks SAGE coursepacks makes it easy to import our quality instructor and student resource content into your school's learning management system LMS Intuitive and simple to use SAGE coursepacks allows you to customize course content to meet your students needs SAGE edge This companion website offers both instructors and students a robust online environment with an impressive array of teaching and learning resources

Embracing Disabilities in the Classroom Toby J. Karten, 2008-04-04 The practical aspects of the book provide a wealth of ideas about how educators can make modifications and accommodations for individuals in their classrooms while fostering a positive and inclusive atmosphere Anne Beveridge Coordinator of Primary Years Program Branksome Hall Toronto Canada Provides background historical information current trends suggestions for novice teachers and new ideas for experienced teachers Leslie Hitchens Special Education Teacher Crossroads Elementary St Paul MN Foster positive experiences by differentiating not only instruction but attitudes too How we treat others often influences how individuals feel about themselves This book illustrates how educators can effectively promote sensitive inclusive classroom practices that maximize success for students with disabilities Embracing Disabilities in the Classroom provides content rich interdisciplinary lessons accompanied by behavioral academic and social interventions that capitalize on student strengths Inclusion expert Toby J Karten demonstrates the impact of literature self advocacy role playing and strategic interventions on students growth and achievement The numerous lessons tables rubrics instructional guidelines and charts help readers Determine effective strategies for differentiating instruction for specific disabilities Modify lessons and curriculum appropriately in the content areas Encourage students to become active participants in learning Increase disability awareness and foster inclusive mind sets in students colleagues and families This practical resource provides special education and general education teachers

principals and teacher leaders with both effective instructional strategies for curriculum delivery and responsive approaches to promoting positive attitudes toward disabilities Given appropriate support and an accepting environment all students are able to achieve thrive and succeed in school and in life

Using RTI to Teach Literacy to Diverse Learners, K-8 Sheila Alber-Morgan, 2010-04-05 In a small volume Sheila Alber Morgan addresses RTI in a much more comprehensive way than other texts The book provides critical features of RTI across reading writing handwriting and spelling and is packed with practical information for each tier Nancy L Cooke Associate Professor of Special Education University of North Carolina at Charlotte Alber Morgan clearly and concisely articulates the theoretical and empirical bases of RTI an important and worthy achievement For the classroom teacher her book provides numerous assessment and instructional strategies for turning the great promise of RTI into reality for students William L Heward Professor Emeritus The Ohio State University Practical intervention strategies for diverse learners who struggle with literacy Literacy is a critical foundational skill for success in school and throughout adulthood Covering both reading and writing instruction this book shows K 8 teachers how to build the literacy skills of diverse learners including those with disabilities and those from culturally and linguistically diverse backgrounds in inclusive classrooms Sheila Alber Morgan discusses instruction and assessment within a Response to Intervention RTI framework and demonstrates how to provide targeted support to students struggling with literacy or those who may require special attention to achieve success Providing specific interventions for tiers 1 2 and 3 this book offers Evidence based practices such as guided note taking the use of response cards peer mediated instruction self monitoring and direct instruction Strategies for phonemic awareness fluency vocabulary and comprehension Methods for teaching handwriting spelling keyboarding and the writing process A discussion on using thematic units to integrate reading and writing With sample assessments graphic organizers and brief case studies of students this timely volume assists teachers and literary specialists in providing the support that diverse learners need to succeed

Learners on the Autism Spectrum Pamela Wolfberg, Kari Dunn Buron, 2023-10-17 This third edition is a foundational text that has been updated and expanded to prepare educators therapists and other care providers with vital knowledge and practical skills to support diverse learners on the autism spectrum Covering an expanse of fundamental topics this edited volume features new directions in research and practice that are essential to understanding the ever changing field of autism Along with new chapters from leading experts including those who identify as autistic this revision places greater emphasis on the intersection of neurodevelopmental differences with ethnicity race culture language gender expression and socioeconomic experiences The diverse disciplines and perspectives presented provide a foundation on how these students learn and how best to provide them with effective teaching therapy and social supports This book equips readers with knowledge and skill to competently apply reflective and humanistic practices that prioritize the preferences strengths and values of autistic learners from all walks of life

Classroom Pivotal Response Teaching for Children with Autism Jessica

Suhrheinrich, Sarah Reed, Laura Schreibman, Cynthia Bolduc, 2011-08-01 Classroom Pivotal Response Teaching or CPRT was developed to help meet the educational needs of young children with autism CPRT originally called Pivotal Response Training or Treatment is a form of naturalistic behavioral intervention based on the principles of applied behavior analysis ABA and is soundly supported in the scientific literature This manual will describe the components of CPRT and how to implement the approach in your classroom Although this manual is geared primarily toward preschool through grade 3 teachers CPRT strategies can be used by a variety of professionals Speech and language pathologists occupational therapists behavior specialists psychologists and other teaching professionals may all find CPRT a valuable strategy Additionally the techniques in this manual may be useful with typically developing children and those with a variety of special needs Most children can benefit from this structured systematic approach that utilizes naturally occurring teaching opportunities One of the strengths of this approach is that it is adaptable to a wide range of teaching goals and service settings All who teach are encouraged to integrate CPRT into their existing strategies as often as possible Provided by publisher Developing and Implementing Individualized Education Programs Bonnie B. Strickland, Ann P. Turnbull, 1990 This edition of this practical text teaches future special educators how to effectively carry out the responsibility of establishing IEPs This text thoroughly examines procedural guidelines for IEP development and implementation providing a wealth of ideas and suggestions for every stage along the way from referral through placement **The Secondary SLP Roadmap** Hallie Sherman, 2025-11-11 Essential guide for Grade 4-12 SLPs to reduce prep work and help students crush their goals The Secondary SLP Roadmap Motivating Students to Crush their Speech and Language Goals is a unique resource for speech language pathologists working with secondary students who are often harder to motivate and more aware that learning is difficult for them Based on author Hallie Sherman's 16 years of SLP experience and her extensive professional development training career this book is filled with stories and practical ideas tips and tricks that you can use right away to help students learn more effectively while bringing prep work down to one hour each week Broken down into three phases to allow for modular learning this book shows readers how to Target a variety of goals without spreading resources too thin Work with mixed groups in a way that all students get the attention and assistance they need Teach skills differently than how they are already being addressed in the classroom Build rapport and a safe environment in which students feel comfortable taking risks The Secondary SLP Roadmap provides readers with an essential framework to go from being uncertain and overwhelmed to having their speech students crushing their goals and making massive progress

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