



PROJECT ACCESS FACT SHEET #21



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USE THE PERFORMANCE STANDARDS? FOR MY STUDENT?

You've just moved to an activity-based Individualized Education Plan (IEP) for your student with autism, and have begun developing lesson plans that address the objectives your team wrote. You're finally comfortable with this perspective on teaching, and suddenly you're handed the Show-Me Standards. What now? Do you have to change everything?

Fortunately, you've already made the first step in using "performance standards" for your student. An activity-based IEP is already designed to maximize your student's potential, is measurable, meaningful, and creative. Look closely at the Show-Me Standards. Can you see your student in there?

Comparing standards and IEP objectives

Let's look in the Health/Physical Education content area of the Show-Me Knowledge Standards: "In Health/Physical Education, students in Missouri public schools will acquire a solid foundation which includes knowledge of (2) principles and practices of physical and mental health (such as personal health habits, nutrition, stress management), and (3) diseases and methods for prevention, treatment and control."

Now check your student's IEP objectives under the goal for the Domestic Domain. You have an objective that reads, "Billy will perform personal hygiene routines (washing hands and/or face, combing hair, applying deodorant, shaving, brushing teeth) each day using a visual schedule with no more than 10 verbal prompts and one physical prompt." This objective certainly addresses the behavior that prevents diseases, and personal health habits.

Now look at the curriculum frameworks for K-4 in the Health/Physical Education content area. There are sample learning activities that neatly coordinate with the personal hygiene activities you already have in your lesson plans.

Academics

Let's look at an example from the academic content areas such as math: "In Mathematics, students in Missouri public schools will acquire a solid foundation which includes knowledge of (1) addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations."

Check Billy's IEP under the goal for the Academic/Vocational Domain. You have an objective that reads, "Billy will perform school/ office jobs (pass out materials, collate, staple, tally tokens, pay for lunch) each day with no more than 15 verbal prompts and three physical prompts." Does this have anything to do with number sense?

A check of your lesson plans indicates that number sense is built into these activities. To pass out materials, Billy must estimate how much he will need, use one-to-one correspondence to make sure everyone gets some, and add more if necessary. To collate materials, Billy must track each item to make sure he doesn't miss any parts, and he must ask for more if he runs out. Billy's reinforcement system involves the collection of tokens to buy items from the class store; he adds, subtracts, and estimates using visual adaptations.

You might wish to keep track of the Show-Me Standards on which your student is working. Though there's no place on the IEP form for this information, you could note this in the margins or at the end of each objective.

Noting the performance standard on each activity lesson plan will help you think of ways the activity can be modified. Each modification and adaptation helps Billy generalize to new situations.

It should be obvious to you now that the Show-Me Standards could be viewed as an IEP for general education. When you look at it like that, you're already a pro at performance standards--you've been writing them for years!

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