

**Aligning the IEP to Common Core State Standards
Case Study: Joey “Choose the Standard”**

Background: Joey is a 6 year old twin who is in first grade. He lives in East New York with his father who is Guyanese and his mother who is Puerto Rican. Joey hears almost no Spanish. He does hear Guyanese English and since he started preschool he hears a good deal of African-American English (AAE) from peers and in the community.

Academic Difficulty: Joey has difficulty expressing himself verbally on grade level (age appropriately). Joey’s verbal language lacks morphemes from Standard American English as well as from the other dialects of English he speaks. Joey inconsistently used past tense as well as negation, causing confusion for the listener. Joey’s sentence structure tended to be simple and short for his age rather than the variety (e.g., imperative, interrogative, compound) demanded by the CCSS. Joey is delayed in verbal language as well as in reading and writing compared to peers and his twin brother.

Joey was shown a Max the Mouse video and asked retell it. The following is a language sample taken from that interaction.

The rat ate something. And then his mouf was started to hurt. The doctor said, “Don’t eat nothin. No chocolate. If your mouth hurts do not do eat nothing.”

The mouse was peeking eating. And the mouse didn’t listen to the doctor. The doctor haf to say every time. And he won’t listen. He want to peek eating. He took a piece of chocolate and put it in the thing. He don’t want have eating. He still eating.

The doctor don’t want him to eat lot of food. He no want to eat junk food. He wanted to eat good food.

[How did the mouse’s foot get hurt?] Because they was peanuts inside the chocolate.

[Do you remember his foot got hurt?] Yes.

[How did his foot get hurt?] Because the door ‘n’ lock fell on his foot.

[How did it fall on his foot?] When he kick the door and pull out, then it fell on his foot.

[Why did it pull out when he kicked the door?] Because he kicked it so hard that it close hard. It slam. And then you know what happened? He went to the doctor and the doctor didn’t ha naf to eat. He still ate. And he didn’t want to listen to the doctor so the doctor haf to say, “Don’t eat muffin.” Then he won’t help him.

[Could he eat good food or just no food at all?] He not gonna eat junk. He’s just gonna eat junk food.

8 Steps to Developing IEP Goals Aligned with the CCSS

1. Identify WHY the student is having difficulty—what are the underpinnings?
2. Determine what would benefit the student most
 - 3. Choose the standard**
 - 4. “Unpack” the standard and break it into its component parts.**
 - 5. Analyze the subskills.**
 - 6. Develop the goals.**
 - 7. Create short-term objectives for planning and benchmarks.**
8. Monitor the goal.

Step 1: Identify WHY the student is having difficulty

Why is Joey having difficulty?

- Dialect issues:
 - While it is noted that Joey speaks primarily African American English (AAE), “When he kick the door...,” we know this is not purely a dialectal difference because Joey appears delayed even compared to his speech community, his twin brother and peers. A lot of inconsistency in verb tenses and negation is also noted in the speech sample, to the point of confusion for the listener. In addition, Joey’s mother stated that she was concerned about his language development and that it didn’t seem right.
- Speech and Language Disability:
 - Aside from the mother’s concern and a comparison of Joey’s speech to his peers, other factors indicate a speech and language disability. For example, the metathesis noted, keep → peek, which is unusual for a child Joey’s age.

Joey appears to have a moderate to severe language delay.

Step 2: Determine what would benefit the student most

What would benefit Joey most?

- Classroom instruction support from the SLP
 - Collaborate with the classroom teacher on how to emphasize syntactical structures being targeted in therapy (e.g., choose materials with those structures repeated, highlight them in materials, etc).
 - Support teacher on using different modalities to support reading acquisition (E.g., color coding, movement, pictures, etc)
 - Explicitly educate both teacher and child about code-switching as the child’s dialect is not reflected in written classroom material such as dropped -s morphemes as well as

past tense markers.

- Speech and language therapy to target:
 - Challenging, age-appropriate syntactical structures
 - Expand sentences to increase length and complexity
 - Phonics skills to support reading acquisition

Step 3: Choose the standard

What grade level standard includes goals that would most benefit Joey?

Grade 1: Language

<http://www.corestandards.org/ELA-Literacy/L/1>

CCSS.ELA-Literacy.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.1.1b Use common, proper, and possessive nouns.

CCSS.ELA-Literacy.L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

CCSS.ELA-Literacy.L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

CCSS.ELA-Literacy.L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

CCSS.ELA-Literacy.L.1.1g Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).

CCSS.ELA-Literacy.L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

Choose the CCSS:

Step 4: “Unpack” the standard and break it into its component parts.

How many parts does the standard have? List them:

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Step 5: Analyze the subskills.

What skills are needed to perform the common core standard?

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Step 6: Develop the goals.

Incorporate CCSS skills into annual IEP goal elements required by NYSED:

<ul style="list-style-type: none"> • Given conditions and modifications • <i>Student's name</i> will • Do what? i.e. identify in functional terms an observable skill or behavior • To what extent? E.g. percentage of accuracy • Over what period of time or by when • As evaluated by i.e. method and schedule. 	<p>Write an IEP goal with the CCSS for Joey!</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
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Step 7: Create Short-Term Objectives for planning and Benchmarks.

How and when will Joey's progress be measured during the year?

Write Short-Term Objectives

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Step 8: Monitor the Goal.

How will Joey's progress be monitored?

Progress will be monitored through charting accuracy by the speech teacher.