



Getting Real Program

Measurable
Functional
Academics
for IEPs



IEP
RESOURCES

**Debbie Semple and
Shelia Lechler**

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About the Authors

Authors Debbie Semple and Shelia Lechler have taught together in a Life Skills special education classroom since 1979. At that time, Debbie had just graduated with a Bachelor of Science Degree in Elementary/Special Education from Baylor University. Shelia was successfully operating a Day Care Program, but was ready for a change.



Shelia Lechler and Debbie Semple

No matter what has changed in special education over the years, or the variety of students entering their classroom, Shelia and Debbie view their vocation as a blessing and a challenge.

They realized early on that the most effective method for helping their students retain information was through daily repetition. Since their classroom was always in a Jr. High or High School setting, they

wanted to insure that tasks would be functional and age appropriate.

After an unsuccessful search for a program to meet that criteria, they began creating and using their own worksheets. Over the years these worksheets developed into a curriculum, complete with Pre-Tests to assess each student's academic strengths and weaknesses, IEPs that doubled as progress reports, corresponding worksheets to be repeated daily by the students, and Post-Tests to measure yearly academic gains.

Debbie and Shelia continue to have great success using the Getting Real Program today. The system has proven itself time and again. Its structured format has proved a valuable tool for demonstrating student progress to parents and administrators. Most of all, the curriculum has brought a sense of pride to the students themselves, helping them to clearly see what they can accomplish when they try.

Debbie and Shelia would like to thank their husbands, Rob and Bob, for their patience and support during this project. They also would like to express appreciation to all their students for the inspiration they have given and continue to give.

(Editor's Note: Most photos appearing here are of students in Shelia and Debbie's class, including the cover and the group shot on page 3.)

Getting Real Program Teacher's Guide

Introduction

The **Getting Real Program** teaches students the practical knowledge in math and language arts they'll need to succeed in the real world and increases their sense of pride and self-worth. It includes reproducible testing materials, worksheets, visual aids, and IEP and other evaluation forms. **Getting Real** tasks are split into two sections: **Math (M)** and **Language Arts (L)**. Each area is coded so testing materials can be matched to worksheet tasks and IEP goals. For instance, the first Math testing task (Counting from 1 to 100), is labeled **M1A** as is the worksheet task (see Fig. 1). This Teacher's Guide and the IEP Goal sheets also use the same coding system. It follows a simple four-step process that combines academics with life skills in a functional and easy-to-use curriculum:

Step 1. Testing (Pre-Test)

Step 2. Planning (IEP Goals and Objectives)

Step 3. Teaching (Reproducible Worksheets and Teaching Methods)

Step 4. Evaluating (Report cards & Post-Test)

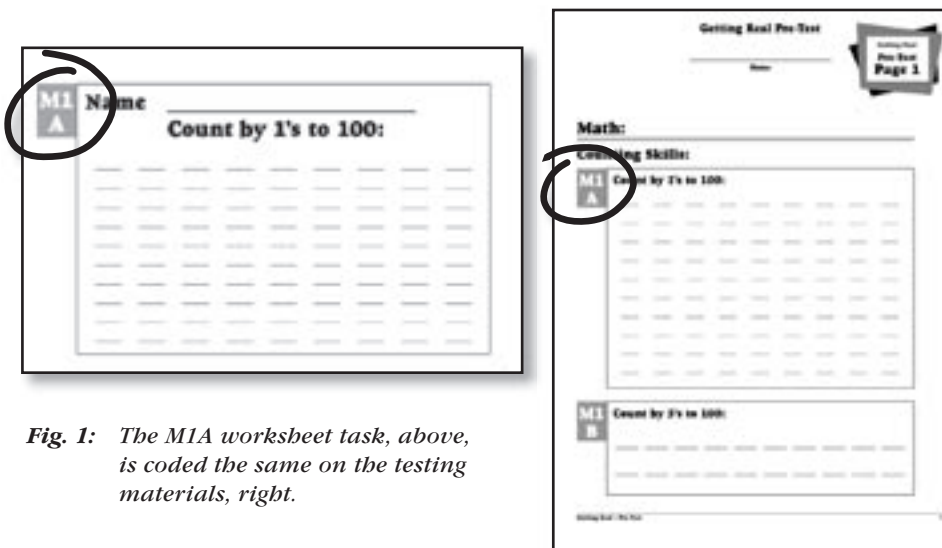


Fig. 1: The M1A worksheet task, above, is coded the same on the testing materials, right.

Getting Real Win/Mac CD

Also included with this book is a CD containing this complete book in PDF form for you to review and print out pages from your computer. This PDF (portable document format) requires Acrobat Reader to access.

- If you have Acrobat Reader software already on your computer, open Acrobat Reader, then open the **GET_REAL.pdf** on the CD.
- To install Acrobat Reader for Windows, run **ARINSTALL.EXE**. After installation, open Acrobat Reader, then open **GET_REAL.pdf**.
- To install Acrobat Reader for Mac, run Acrobat Reader Installer. After installation, open Acrobat Reader, then open **GET_REAL.pdf**.



Step 1. Testing:

The **Pre-Test** (given at the beginning of the school year) and the **Post-Test** (at the end) are **exactly the same**, with the exception of the title (Fig. 2).

Divide these tests into doable portions and spread out the testing over several days. Consider that with some students, giving them one page of a test at a time is less stressful. Encourage them to relax. Explain that while it's important to do their best, it's okay if they don't know every answer. For the **Pre-Test**, explain to them that incorrect or

incomplete answers will determine the worksheets they will practice on during the school year.

Keep in mind that **Pre/Post-Tests** are assessment tools and students should not be guided or taught how to complete them. Instructions for administering the **Pre/Post-Tests** in this Guide (beginning on pg. 15), explain the skills and sequences being tested.

The tasks in the Pre-Test and Post-Test are ordered in a logical sequence. The coding may sometimes appear to be out of alphabetical or numerical sequence, but remember that the coding is linked to specific tasks and abilities scored on the **IEP Goals & Objectives**.

Fig. 2: First page of Angelina's Pre-Test (above). Her Post-Test (right), taken at the end of the year in Step 4 (Evaluation), shows marked skill improvements.



Step 2. Planning:

The planning stage uses the **IEP Goal Sheets** (Fig. 3), which can be reproduced from this book for each student. Use them to plan your goals and objectives in the areas of math, language arts, life skills and recreation. Note that math and language arts objectives are based on the Pre-Test which was administered at the beginning of the year.

The **Life Skills** and **Recreation** sections do not correlate to any specific **Getting Real** tasks. Objectives for these skills should be decided through observation of the student's general level of functioning.

The **Pre-Test, IEP Goal Sheets** and **Worksheet Planner** are used together to create a framework for planning student activities during the school year. Detailed instructions for using these forms begin on pg. 15.

The figure displays three overlapping pages from a student's IEP documentation:

- Top Page: IEP Goal Sheet (Functional Math)**
 - Student: Johnny Allison, School Year: '04-'05, Grade: 10
 - Annual Goal: Johnny will demonstrate 70% mastery for the targeted math goals identified below.
 - Table of Short Term Objectives and Criteria for Mastery:

Short Term Objectives (Indicated as met or not met with an asterisk)	Criteria for Mastery (%)	Essential Procedures (1-3)	Report of Progress (1-5)
Counting Skills: 13 to 100	90%	1, 2, 3	
Counting Skills: 73 to 99	80%	1, 2, 3	
Multi-Problems: Addition	80%	1, 2, 3	
Multi-Problems: Subtraction	70%		
Multi-Problems: Multiplication	70%		
Multi-Problems: Division	50%		
- Middle Page: Getting Real Worksheet Planner**
 - Student: Johnny, School Year: '04-'05
 - Table of Goals for Math and Language Arts:

Code	MATH	Code	LANGUAGE ARTS
M1A	Counting to 100	L1A	Printing
M1C	Count by _____	L1B	Curves
M2	Math Problems	L1C	Beginning sounds
M3	Money Counting	L2A	Signatures
M3B	Cash Register	L2C	Complete Address
M3A	Calculates Tax	L3A	Phone
M3B	Calculates Percent Off	L3B	Date of Birth
M3C	Calculates Change	L3C	SSN
M3D	Restaurants/Dept. Store	L3D	Place of Birth
M3E	Deposit Teller	L3H	US Citizen
M3F	Check	L3O	Marital Status
M3G	Check Register	L3P	Parent's Name
M3C	Tell Time	L3Q	References
M3D	Time Equivalents	L4	A, B & C - Number Words
M3E	Time Between	L5	Days
M3F	Calendar	L6	Months
M3G	Holidays	L7	Money Words
M3H	Seasons	L8	Survival Words
M7	Measurement Equivalents	L9	Reading
		L10	Telephone Skills
		L11	Envelopes
		L12A	Alpha Order
		L12B	Dictionary
		L13	Sentence Writing
- Bottom Page: Personal Info - Advanced**
 - Form for collecting personal information such as name, address, phone, date of birth, etc.
 - Criteria for Mastery: 70%

Fig. 3: Sample pages from Johnny's IEP Goal Sheets and Worksheet Planner help create a framework for planning his activities throughout the school year.

The Getting Real Coding System

All of the **Getting Real** tasks are coded and numbered based on two subject areas:

M for Math tasks

L for Language Arts tasks

Math Tasks:

- M1A Counting Skills
- M1B Count by 5s
- M1C Count by 2s, 3s, 4s, 6s, 7s, 8s, 9s
- M1D Count backwards from 18
- M2 Math Problems (with and without a calculator)
- M3 Money Counting
- M4A Paying Money using bills
- M4B Paying Money using bills and coins
- M5A Calculating Sales Tax
- M5B Calculating a Percent Off
- M5C Calculating Change
- M5D Totaling Receipts
- M5E Depositing to a Checking Account
- M5F Writing a Check
- M5G Recording in a Check Register
- M6A Numbers on a Clock
- M6B Counting by 5s Around a Clock
- M6C Telling Time
- M6D Time Equivalents
- M6E Time Between
- M6F Calendars
- M6G Holidays
- M6H Seasons
- M7 Measurement Equivalents

Language Arts Tasks:

- L1A Alphabet Printing
- L1B Alphabet Cursive
- L1C Beginning Sounds
- L2A-E Personal Info - Basic
- L3A-Q Personal Info - Advanced
- L4A-C Word Skills - Number Words
- L5 Word Skills - Days of the Week
- L6 Word Skills - Months of the Year
- L7 Word Skills - Money Words
- L8 Survival Words
- L9 1-2 Getting Real Reading
- L10 Telephone Skills
- L11 Addressing Envelopes
- L12A-B Alphabetical Order/Dictionary Skills
- L13A-B Handwriting/Sentence Writing



Step One - Testing



The Pre-Test

Coded pre-tests are given to students at the beginning of the school year to assess their knowledge and ability. Reproduce the **Pre-Test** (pgs. 39-76), write the student's name on each page and the beginning date (or have students write their name on each sheet as they complete the pages of the test). Note that the pages of the Pre-Test are numbered separately from the pages of this book.



Teaching Strategies

- Give the Pre-Test on the first day of the school year. Have it copied and prepared with their names before students arrive.
- Spread the test out over several days. Encourage the students to relax. Explain that it's okay if they don't know every answer.
- At the same time, explain the importance of trying their best, and point out that incorrect answers will determine the worksheets each will work on throughout the rest of the school year.
- Have students bring each page to you as they finish it.
- Note that higher functioning students who have been in the program for a while can do the Pre-Test at their pace. They know what to do next.
- If new students come into the class during the school year, give them the test as soon as they arrive.

Organizational Note

The tasks in the Pre-Test and Post-Test are ordered in a logical sequence. The coding may appear to be out of alphabetical or numerical sequence, but remember that the coding is linked to specific tasks and abilities scored on the **IEP Goals & Objectives**.

The **Getting Real Pre-Test** has two main sections:

- Math
- Language Arts

Math Section

Counting Skills

- M1A** Count from 1 to 100.
- M1B** Count by 5s to 100.
- M1C** Count by 2s to 20, 3s to 30, 4s to 40, 6s to 60, 7s to 70, 8s to 80, and 9s to 90.
- M1D** Count backwards from 18 to 0.

Math Problems

- M2** The first set of math problems should be completed using a calculator. The other individual sets of Addition, Subtraction, Multiplication, and Division problems (Fig. 8) should be done **without** a calculator. Students should answer the problems to the best of their ability.



Fig. 8: A portion of the math problems should be done **without** a calculator.

Getting Real Pre-Test

Getting Real
Pre-Test
Page 1

Name

Date

Math

Counting Skills

M1

Count by 1s to 100:

A

_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

M1

Count by 5s to 100:

B

_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____

Getting Real
Pre-Test
Page 2

Name

M1
C

Count by 2s to 20:

____ _

Count by 3s to 30:

____ _

Count by 4s to 40:

____ _

Count by 6s to 60:

____ _

Count by 7s to 70:

____ _

Count by 8s to 80:

____ _

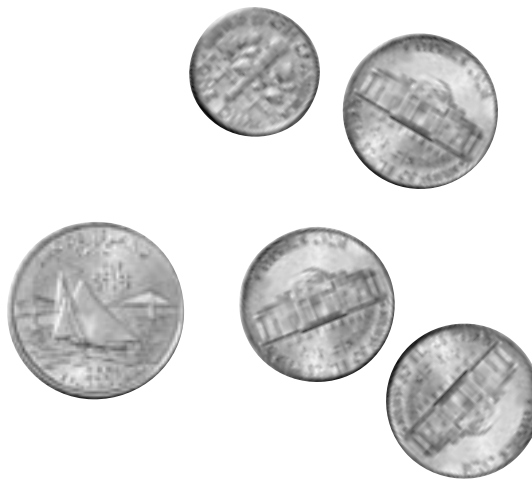
Count by 9s to 90:

____ _

M4
B
#6

Name _____

Cash Register Total = \$ ____.

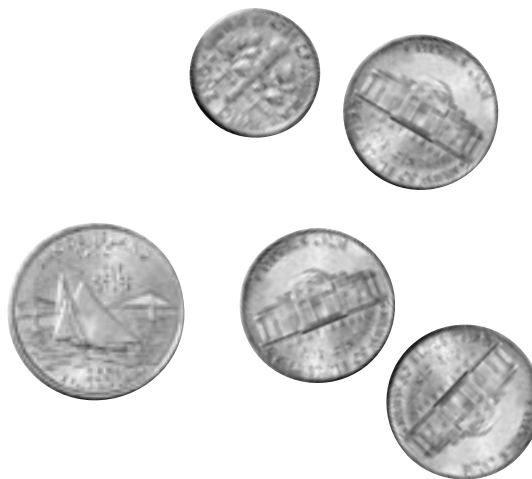


Color the best amount needed to give the cashier.

M4
B
#6

Name _____

Cash Register Total = \$ ____.



Color the best amount needed to give the cashier.

M5
F

Name _____

Check Writing

_____	_____
_____	_____
_____	_____
Pay to the order of _____	\$ _____
_____	DOLLARS
For _____	Signature _____

M5
F

Name _____

Check Writing

_____	_____
_____	_____
_____	_____
Pay to the order of _____	\$ _____
_____	DOLLARS
For _____	Signature _____

M5
F
1b

Name _____

Check Words – Level 1b

CASH REGISTER AMOUNT	NUMBER WORDS TO WRITE ON CHECK
\$4.61	
\$3.99	
\$8.17	
\$5.40	
\$7.86	

M5
F
1b

Name _____

Check Words – Level 1b

CASH REGISTER AMOUNT	NUMBER WORDS TO WRITE ON CHECK
\$4.61	
\$3.99	
\$8.17	
\$5.40	
\$7.86	

**M5
F
2a**

Name _____

Check Words – Level 2a

CASH REGISTER AMOUNT	NUMBER WORDS TO WRITE ON CHECK
\$19.75	
\$12.22	
\$13.11	
\$16.83	
\$11.97	

**M5
F
2a**

Name _____

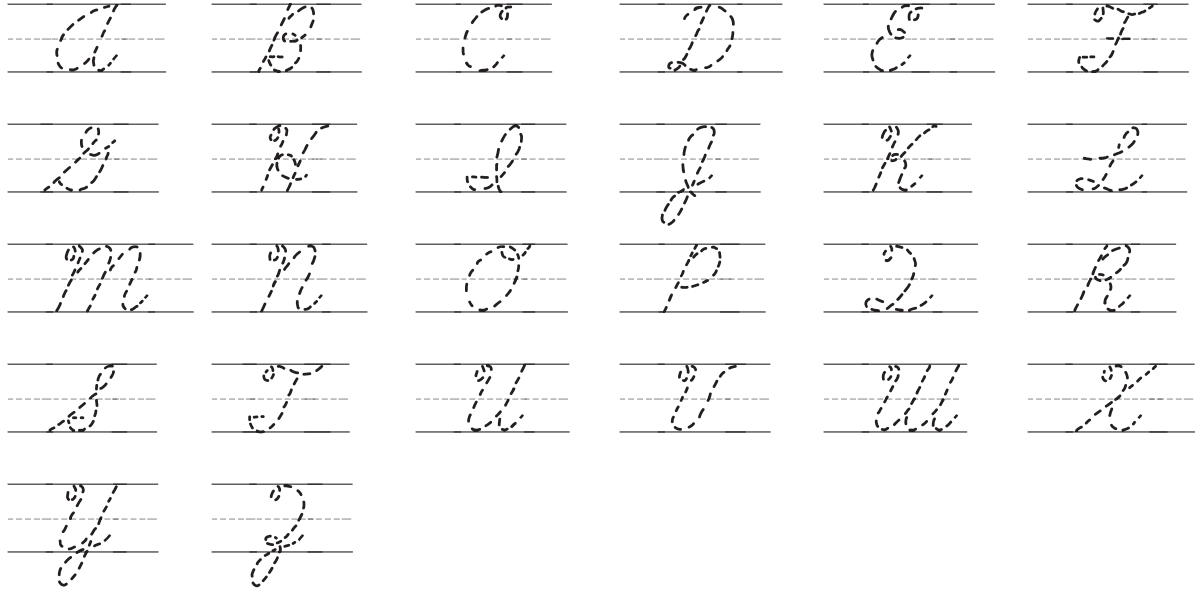
Check Words – Level 2a

CASH REGISTER AMOUNT	NUMBER WORDS TO WRITE ON CHECK
\$19.75	
\$12.22	
\$13.11	
\$16.83	
\$11.97	

L1
B

Name _____

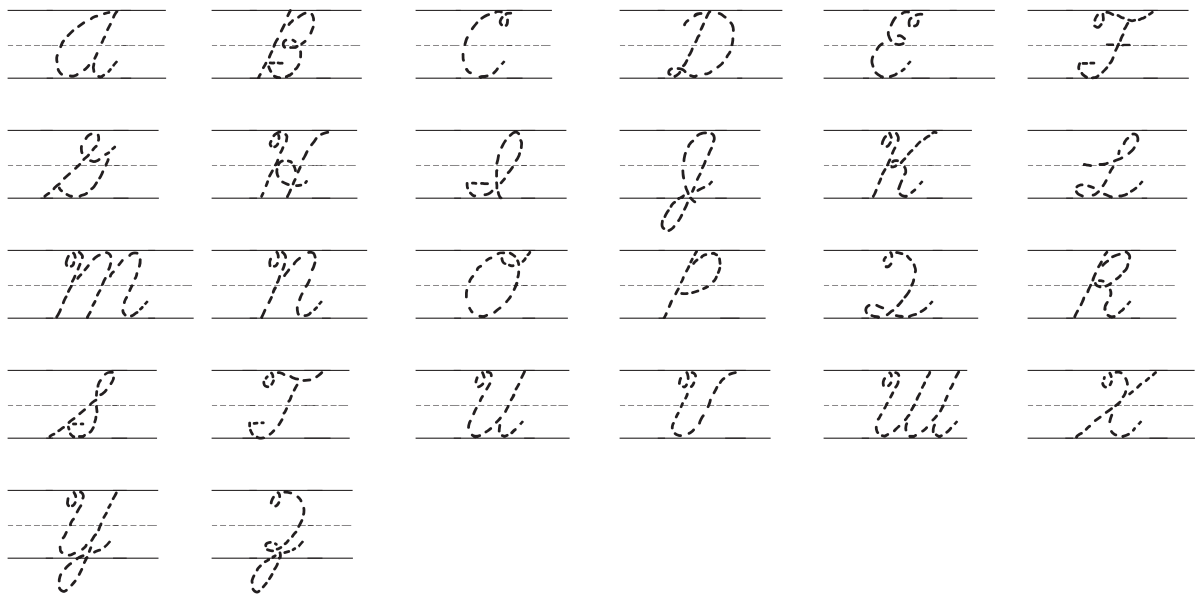
Cursive Alphabet



L1
B

Name _____

Cursive Alphabet



L3
C

Name _____

Last name:

L3
C

Name _____

Last name:

L9
#1
E

Name _____

Getting Real Reading #1e

This is a great _____
year. I _____ have a positive
_____, and will try my
_____ every _____.

L9
#1
E

Name _____

Getting Real Reading #1e

This is a great _____
year. I _____ have a positive
_____, and will try my
_____ every _____.

Name _____

TEACHER'S WORKSHEET

Cash Register Skills

M4
A

Give students twenty \$1.00 bills. Ask them to “pay” the correct number of one dollar bills for the following cash register totals:

Cash register total:	✓ Correct number of \$1.00 bills?
\$ 1.35	_____ yes _____ no
\$ 2.93	_____ yes _____ no
\$ 7.82	_____ yes _____ no
\$ 9.00	_____ yes _____ no
\$ 14.79	_____ yes _____ no

M4
B

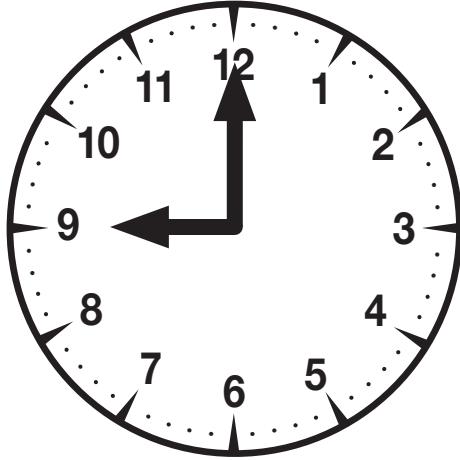
Give students a stack of mixed bills and some coins. Ask them to “pay” the correct money amount for the following cash register totals:

Cash register total:	✓ Correct number of bills and coins?
\$.35	_____ yes _____ no
\$ 5.04	_____ yes _____ no
\$ 22.17	_____ yes _____ no
\$ 35.00	_____ yes _____ no
\$ 8.20	_____ yes _____ no

Name _____

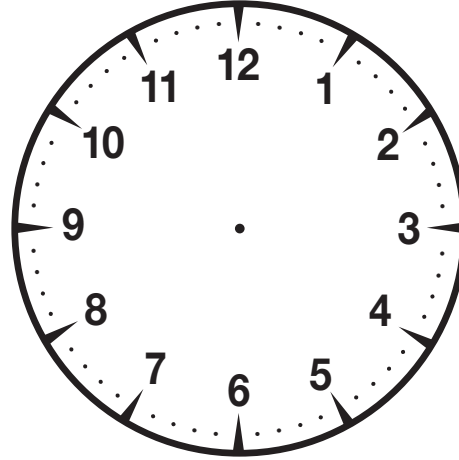
M6
C

Fill in the blank with the correct time.



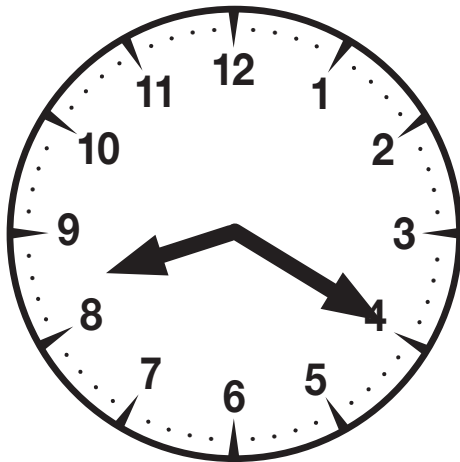
____ : ____

Put hands on the clock for the given time.



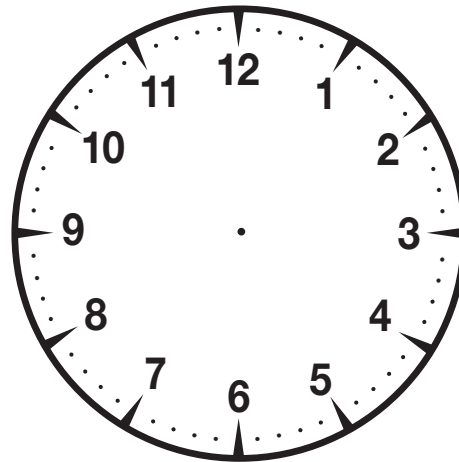
3:00

Fill in the blank with the correct time.



____ : ____

Put hands on the clock for the given time.



5:45