Moving Toward Standards-Based IEPs

IEP Goals That Make A Difference

By

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The Law

- 1997 IDEA – “Access the general curriculum”
- 2002 NCLB – “All students participate in state assessments …aligned with state standards” and “subgroups need to demonstrate continual growth toward proficiency in reading and math.”
The Law cont’d

• 2002 President’s Commission on Excellence in Special Education – “Increased accountability, highly qualified teachers, reconsider LD eligibility” and “IEPs…focus on substantive (1) educational and (2) developmental outcomes and results”
The Law (3)

• 2004 IDEA – “The significance of the shifting emphasis from objectives to measurable outcomes…

• While benchmarks and short-term objectives are thought by some to help track the child’s progress, their inclusion in IEPs contributes greatly to the paperwork burden on educators and parents and often bears no relationship to the non-linear reality of a child’s development.”
A New Way to Think About IEPs

• It’s a tool

• Summarizes important student information

• Prioritizes goals for the year

• Describes a process to track students progress toward meeting the goal
A New Way… cont’d
Present Levels Statements

• Student’s strengths

• Student’s areas of need

• Impact the disability will have on the student’s involvement and progress in the general education curriculum

• Not too many…A few important goals only
A New Way...Goals

• Must focus on the critical skill and behavior...to access the general curriculum

• Identify skill deficits
  (ex. ...Needs critical reading skills and strategies to effectively use the textbook”)

• Do not identify the curriculum
A New Way…Goals and Measurable Outcomes

• Goal describes a measurable outcome not the steps along the way.

• IEP not intended to be curriculum, scope and sequence or lesson plans.

• Special educators “should feel free to use progress monitoring data and their professional judgment to decide ‘how’ and ‘what’ needs to be taught”
A New Way…Measurable Outcomes

- Pre-tests / Post-tests
- Classroom Assignments
- Benchmarks
- State Testing
- Progress Reports
A New Way…Measuring Progress

• Nature of the Goal should determine how best to measure progress.
• Measures can be general (6 wks, semester, year)
• Measures can be by mastery of short term objectives (skills mastery)
• IEP goals can be effectively measured by documenting progress toward the outcome (goal) without measuring the sub-skills of a skill or behavior
Vocabulary

- Objectives – Component parts that make up a skill or behavior
- Example: Goal – Eating Independently
- Skills for mastery of that goal:
  1. By September, S will pick up spoon
  2. By October, S will place spoon in bowl
  3. By December, S will scoop food onto spoon

ETC…
Vocabulary cont’d

• Benchmarks – Performance criteria student will demonstrate at designated times throughout the IEP cycle.

• What the student will do as a result of the intervention cycle?
Benchmarks

• Example: Goal – Increase student’s ability to control behavior
  (1) By quarter 1, S will participate in class for 225 minutes/day
  (2) By quarter 2, S will participate in class for 250 minutes/day
  (3) By quarter 3, S will participate in class for 275 minutes/day
  ETC...
Control Behavior …

• Skills and behaviors the student will be taught to increase self-control
  – Pro-social skills
  – Attending
  – Attempting assignments

Do not have to be a part of the IEP, but will need to be a part of what he is taught
Before Writing Goals

• Collecting data is the most challenging
  (1) Curriculum-based measurement (CBM) checks educational “vital signs”
  Pre-test – academic health – What does the child already know?
  Post-test – Response to intervention – What has the child learned as a result of your teaching?
Examples of General Outcome Measures

• # of correct words read as an indicator of “reading health”
• # of correct letter sequences as an indicator of “spelling health”
• # of correct word sequences as an indicator of “writing health”
• # of correct digit placements as an indicator of “math health”
Curriculum –Based Measures

• **Reliable and valid** – standardized observation of repeated samples of performance

• **Multiple equivalent samples** – different yet equivalent stimulus materials frequently administered

• **Sensitive to small increments** of change – both qualitative and quantitative information is provided
Curriculum-Based Measures cont’d

• Simple, accurate, efficient to administer – can be administered by teachers and assistants. Typically 1-8 minutes depending on the skill assessed.

• Graphs communicate information for decision-making – Assessment data is visually represented through graphs that include baseline data, projected goal, trend line, and series of data points.
# CBM Data Can be Useful in Writing Goals

<table>
<thead>
<tr>
<th>Area</th>
<th>Goal Format</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td>In (#) weeks (S Name) will read (#) of words correctly in one minute from randomly selected grade (#) passages</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>In (#) weeks (S Name) will write (#) correct letter sequences and (#) correct words in two minutes from randomly selected grade (#) spelling lists</td>
</tr>
<tr>
<td><strong>Early Literacy</strong></td>
<td>In (#) weeks (S Name) will read (#) nonsense words presented with randomly selected lists of nonsense words</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>In (#) weeks (S Name) will write (#) correct word sequences given a story starter and three minutes to write</td>
</tr>
<tr>
<td><strong>Math Computation</strong></td>
<td>In (#) weeks (S Name) will write (#) correct digit placements in (#) minutes from randomly selected grade (#) calculations</td>
</tr>
</tbody>
</table>
Response to Intervention and CBM

- Universal Screenings, Benchmarks and State Assessments can be used for IEP planning and monitoring throughout IEP cycle
  - Source for baseline data
  - Goal setting
  - Progress monitoring
  - Can bridge general and special education requirements
  - Improved IEPs
Measuring Behavioral, Emotional, and Executive Skills

(1) Define the skill or behavior they are trying to change

(2) Describe it in observable terms
EX. Improving self-esteem cannot be observed.
   A student attempting a difficult assignment can be observed.

Once you can observe something, you can count it. Once you can count something, you can measure if it changes.
# Measuring Behavioral, Emotional & Executive Skills

<table>
<thead>
<tr>
<th><strong>Duration Recording</strong></th>
<th>How long a behavior lasts. EX. How long a student can remain on task</th>
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<tbody>
<tr>
<td><strong>Frequency Recording</strong></td>
<td>How often a behavior occurs. EX. The number of times the student raises hand and waits to be called on</td>
</tr>
<tr>
<td><strong>Latency Recording</strong></td>
<td>Length of time between stimuli and response behavior. EX. Time it takes for student to begin work after teacher gives directions</td>
</tr>
<tr>
<td><strong>Interval Recording</strong></td>
<td>Percentage of time a behavior occurs. EX. Percentage of time student is rocking.</td>
</tr>
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Legal Requirements of IDEA 2004

(1) A statement of child’s present levels of academic achievement and functional performance (PLAAFP)

• How the child’s disability affects involvement and progress in the general curriculum

• For pre-school, how the disability affects the child’s participation in appropriate activities
Legal Requirements IDEA 2004 (2)

(2) Statement of measurable annual goals, including academic and functional goals designed to:

– Meet the child’s needs that RESULT from the PLAAFP
  • Curriculum (academic achievement)
  • Other needs (functional abilities)
Legal Requirements IDEA 2004 (3)

(3) For children with disabilities who take ALTERNATE ASSESSMENTS,

• Annual Goals AND

• Benchmarks or Short-term Objectives
Legal Requirements IDEA 2004 (4)

(4) A description of

• How the child’s progress toward meeting the ANNUAL GOAL will be measured

• When periodic reports of progress will be provided (concurrent with issuance of report cards)
Legal Requirements IDEA 2004 (5)

(5) A Statement of:
- Special education services
- Related services
- Supplementary aids and services
- Based on peer-reviewed research to the extent practicable
- Program modifications / accommodations
- Supports for school personnel

To advance appropriately toward attaining annual goals, progress in the general curriculum, participate in extracurricular and other nonacademic activities with non-disabled and disabled children.
Legal Requirements IDEA 2004 (6)

(6) Explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular classroom and in extracurricular and other nonacademic activities.
Legal Requirements IDEA 2004 (7)

(7) Statement of any individual appropriate accommodations that is necessary to measure the academic achievement and functional performance of the child on state- and district-wide assessments.
(8) If the IEP Team determines that the child must take an alternate assessment instead of a particular regular state- or district-wide assessment, a statement of:

- Why the child CANNOT participate in the regular assessment
- Why the alternate assessment selected is appropriate for the child.
Legal Requirements IDEA 2004 (9)

(9) Include the following description of services:

• Projected date for the beginning of services and modifications

• Anticipated frequency

• Location

• Duration of special education and related services and supplementary aids and services and modifications and supports.
(10) Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team, and updated annually thereafter, the IEP must include:

- Appropriate measurable post-secondary goals based upon
  - Age-appropriate transition assessments
  - Related to training, education, employment and where appropriate independent living skills
- The transition services (course of study) needed to assist student in reaching those goals
Legal Requirements IDEA 2004

(11)

(11) Rights that transfer at age of majority.

- Beginning not later than one year before the child reaches the age of majority under State law, the IEP must include:

  - A statement that the child has been informed of the child’s rights that will transfer to the child on reaching the age of majority.
See Attached

• Worksheet for Developing Measurable Goals

• Sample IEPs