



Welcome to Creating Collaborative Standards-Based IEPs, an online training for IEP team members.

This is Session Four of the training. If you have not viewed the Introduction to Creating Collaborative IEPs or Sessions One, Two and Three of this training, it is suggested that you return and begin with the Introduction and Session One.

It is our belief in providing this online training that the use of a process for developing IEPs that is both

- collaborative (including students and their parents), and
- tied to Virginia's Standards of Learning,

will produce IEPs that lead to better student outcomes, improved IEP team functioning and a reduction in conflicts over IEP development and implementation.

During this session, you will be referred to activities that require handouts. You will be cued to look for an accompanying handout when you see the following symbol: . The handouts can be found in the file for the session on the website where you accessed the online training in an accompanying folder entitled "Session # Handouts". For ease of working with this online training, it is suggested that you download the handouts for the session on which you are working and either save them to your desktop or print all of them before you actually begin the session.



In this session we are looking at the development of Standards-based IEP goals. “Goals serve a purpose. They are part of the big picture – part of the dream for a positive future. They are necessary steps to teach students the things they need to learn to reach the futures they have planned.”

Creating Collaborative IEPs: A Handbook (Revised Second Edition), Partnership for People with Disabilities, Virginia Commonwealth University, p.15.



Session Four Training Objectives

Participants will:

- Understand the link between the PLoP and IEP goals
- Understand the link between education Standards and IEP goals
- Understand the components of Standards-based IEP goals
- Understand the process for developing Standards-based IEP goals

As a reminder, the training format is standard throughout these training sessions.

Each session is introduced by a vignette which is a description of the IEP process from the point of view of one of the team members (student, parent, special education teacher, general education teacher, administrator). We have called this section *The Way Things Are*.

☞ This is followed by *Points to Ponder*, an activity about your current IEP process in which you are asked to consider the strengths and areas of need in your present practices. This handout can be found on the website where you accessed the online training in a folder entitled **Session # Handouts**.

The Main Idea helps you to focus on what we consider the most important points to be taken away from each of the sessions.

☞ Finally, each Session ends with a *Lesson from Nature*, a tale or fable that we have included in the **Session # Handouts** file to emphasize the important ideas in each section.

Our training objectives for this session are listed on this slide.

Session Four: 4



"In the middle of difficulty lies opportunity"
Albert Einstein

"Tales in Colors", a work of art by a student With disabilities, Robert Doval.



THE WAY THINGS ARE

THE PARENT

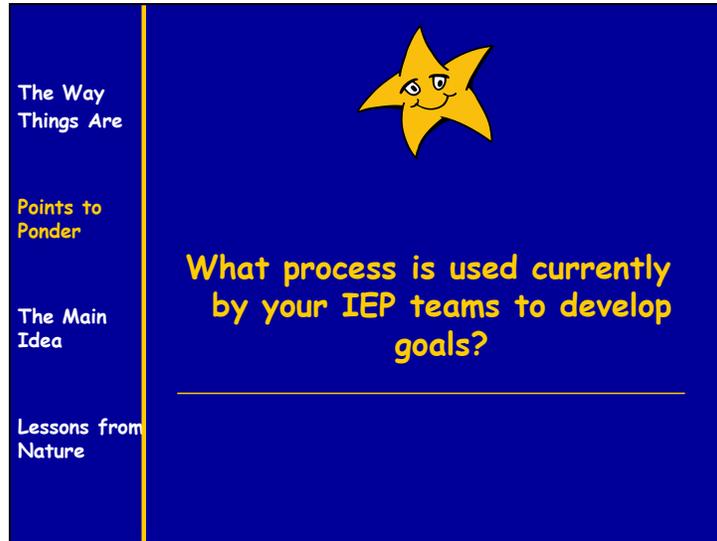
I can't believe that Jim has to be out of town today and won't be able to attend this IEP meeting. It will be just me and a room full of professionals discussing reports with all those initials and technical terms that I don't understand. There is no way that I can take this all in, in one sitting, by myself.

I wish that I could get the reports in advance of the meeting. Then I could review everything with Jim and get some help and advice before the actual meeting. I know all these people mean well, but sometimes I'm not sure we are all playing on the same team. I wonder if they meet and discuss everything first without me.

At the parent training I attended last month, they talked about sharing your dreams and your worst fears for your child with your IEP team. These people have to get real. Our meetings are not that warm and fuzzy. One teacher even said to me that mine was just one of several students for whom she had to give up her time attending these meetings, so could we please keep it under an hour. As if I have any control. In my business if anyone ever ran a meeting this size without an agenda we'd be called on the carpet by our management. Unfortunately here, the administrator seems to have a private agenda...don't give away the farm.

The system is just not child focused or user friendly. It seems that what is most important is that we not rock the boat, and above all, the system's needs come first. What about Suzie and her needs? Elementary school wasn't great, but middle school is unbearable. In November I went in to see her history teacher who told me that she didn't know about all of these classroom accommodations for Suzie because she hadn't actually seen her IEP. Why do they even bother writing them if they aren't going to implement them?

I need to find someone who will be my ally and help me get things back on track. Suzie doesn't have that many years of school left, and when she is through what will she be ready for? The whole thing scares me.



Perhaps the preceding was a point of view that rings true for you, perhaps not. The purpose of these vignettes is to remind us that we each come to the IEP process with a different set of experiences, training, and expectations. If we are not aware that we have unique differences, it can be more difficult for us to understand another's point of view.

Now we want to take a few minutes to reflect on the current way your school uses teams to develop IEPs. Please review the handout in your training packet, Session Three - **Points to Ponder: Developing Standard-Based IEP Goals**. Remember we said that Points to Ponder is the second area around which this training is organized. We are using the "points to ponder" tool throughout the training as a way to determine what our IEP processes look like now. Take several minutes to describe what process was used to develop the student's IEP Goals for the most recent IEP. Indicate whether you think each step is a strength in your IEP process (+) or something that needs to be improved upon (-) by placing a check in one of the columns to the right. After you have done this, force rank the top two points that are working well with your current process and two points that you identify as needing the most improvement. If you are doing this as part of a team or group training, spend a little time discussing and try to come to consensus on 2 areas of strength and 2 areas of need

Keep these areas of strengths and needs in mind throughout the training and think about strategies that could be used by schools and IEP teams to build on the strengths in the team process and address the needs that you have identified.

Session Four: 7

The Way Things Are

Points to Ponder

The Main Idea

Lessons from Nature

How does the IEP team work collaboratively to develop Standards-based goals?

During today's session we are going to answer the question "How does the IEP team work collaboratively to develop Standards-based goals?"



Develop Annual Goals

1. Why is the PLoP critical to the development of IEP Goals?

In order to be able to answer this “main idea’ question, there are a series of other questions we need to be able to answer. The first question to address is “Why is the PLoP critical to the development of IEP goals?”



Develop Annual Goals

1. Why is the PLoP critical to the development of IEP Goals?

The PLoP is where

- the student's strengths (including those readiness skills that will provide a bridge for the student to achieve in the grade level curriculum) are identified and documented
- the student's current academic achievement and functional performance are identified and documented
- the student's needs are identified and documented

In Session Three, we looked at this question from many different directions. We talked about the importance of involving the student in the IEP development process, the need to learn what are the student's and his or her parents dreams or goals for the future, and ways to assure that all IEP team members have the opportunity to provide input into the student's PLoP.

When it is completed, the PLoP is the place where the student's strengths and needs are identified and described in terms of how they impact on the student's ability to progress in the general education curriculum.



Develop Annual Goals

2. What do the Standards of Learning have to do with IEP goals?

The next question to address is “What do the Standards of Learning have to do with IEP goals?”



Develop Annual Goals

2. What do the Standards of Learning have to do with IEP goals?

- In gathering information for the PLoP the IEP team has reviewed the grade level Standards for the student and understands what the student must know and be able to do (grade level expectations).
- In developing the PLoP the IEP team has documented the **gap** between the student's current performance and grade level expectations.

Progress in the general education curriculum is the desired outcome for all students. For students with disabilities, success in this area requires IEP team members to know the grade level expectations for the student. This means having a solid understanding of the age appropriate grade level Standards or in other words understanding what the student must know and be able to do.

The IEP team uses the performance data it has gathered to determine if there is a **gap** between the student's current performance and what he or she is expected to know and be able to do.



Develop Annual Goals

3. What are the components of an IEP Goal?

To answer the question “What are the components of an IEP goal?” we can use a rubric, or format, like the one provided on this slide to highlight the components of an IEP goal.

Develop Annual Goals

3. What are the components of an IEP Goal?

Who/Condition	Student/Situation	
Direction we want to go	Increase/decrease	
Problem we are addressing	Identified need	
Present level	From _____	
Amount of change by end of IEP year?	To _____	
Strategies needed-SDI**	By/through _____	
Measured by		

Adapted from Pete Wright

Using a format for goals like this one helps to insure that goals consistently address all of the important areas, that is

- The need (that has been clearly identified in the PLoP)
- The direction the student is to go
- From where to where, so that the goal is clearly measurable
- The strategies or specially designed instruction that will be used with the student so that he or she will be able to make this progress
- The ways that progress will be measured



Develop Annual Goals

4. What is the definition of "special education/specially designed instruction based on peer reviewed research?"

I EP goals outline the special education, (specially designed instruction based on peer reviewed research) that the student will receive.



Develop Annual Goals

4. What is the definition of "special education/specially designed instruction based on peer reviewed research?"

A Look at what IDEA says:

Special Education means specially designed instruction. . .to meet the unique needs of a child with a disability § 300.39

Special education is not a place or a program; it is specially designed instruction...to meet the unique needs of a child with a disability.

Develop Annual Goals



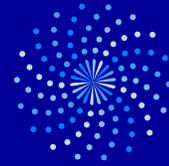
- **Specially designed instruction** means adapting, as appropriate to the needs of an eligible child. . . , the content, methodology, or delivery of instruction—
 - (i) To address the unique needs of the child that result from the child's disability; and
 - (ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards . . . that apply to all children. *§300.39(b)(3) IDEA*

Again, specially designed instruction means individualized adaptations of the

- Content - oftentimes we think of this as curriculum modifications
- Methodology or delivery of instruction – oftentimes we think of this as accommodations

Develop Annual Goals

- The special education (specially designed instruction) a child receives must be **"based on peer-reviewed research to the extent practicable"** §300.320(a)
IDEA/special education



IDEA 2004 adds an additional responsibility to those providing specially designed instruction, it must be based on peer-reviewed research to the extent practicable.

Develop Annual Goals

It is the IEP Team's responsibility to agree on the research-sound specially designed instruction that the child will receive.

... use methods that research has shown to be effective, to the extent that methods based on peer-reviewed research are available ... **The final decision about the special education and related services, and supplementary aids and services that are to be provided to a child must be made by the child's IEP Team based on the child's individual needs. (71 Fed. Reg. at 46665)**



In developing IEP goals , it is the IEP team's responsibility to agree on the specially designed instruction.



Develop Annual Goals

6. What are the steps to develop Standards-Based IEP Goals?

Does anyone have thoughts on the steps that should be taken to develop Standards-based IEP goals?

6. What are the steps to develop Standards-Based IEP Goals?

Developing My Goals and Identifying How My Progress Will be Measured
(Work with your parents and educators to draft some goals based on your needs and what you are expected to learn.)

My Name: _____ Age: _____ Grade: _____ Date: ____/____/____

What are my academic and functional needs (described in my PLOP)?	What are the grade-level Standards or Aligned Standards linked to my needs?	My Goals (Suggested format to use: <input type="checkbox"/> direction we want to go (increase/decrease) <input type="checkbox"/> the problem we are addressing <input type="checkbox"/> the present level (from _____) <input type="checkbox"/> amount of change by the end of the IEP year (to _____) <input type="checkbox"/> the methodology/strategies needed (by/through _____) <input type="checkbox"/> Measured by _____ Read Martin & Wrightlaw: www.comodispensary.org/IEPGoals.html (Objectives and Benchmarks are optional but are required for students participating in Alternate Assessment Programs.)	How will my progress be measured and reported?

STEP
5

Needs	Standard	Goal	Monitoring & Reporting
Example Reading: decoding and fluency Behavior: Difficulty staying on task	Reading 5.6 Student will read and demonstrate comprehension of non-fiction (no standard required for functional goals)	William will increase decoding skills from 20% to 80% accuracy and read content by 100 words per minute in a 5th grade text through indirect reading instruction using a research based reading program by June 8, 2009 William will remain engaged in independent reading activities for 20 minutes at a time for out of 5 days through the use of a self monitoring and acknowledgement system, by June 8, 2009	Teacher /visit curriculum based assessments reported via 9 weeks progress reports Teacher observation and charting of engaged behaviors reported via 9 weeks progress reports.

Using a grid such as this one provided in *It's About Me*, takes the IEP team members through the steps that need to be addressed in developing annual, Standards-based goals that are:

Specific – based on needs ((both academic and functional) identified in the PLoP

Measurable – progress is objectively determined at frequent, defined data points

Achievable – realistic, related to the most critical needs***; achievable in one year

Results-oriented – with a Standards' outcome in mind

Time-bound – clearly defined beginning and ending dates; within one year

***If the IEP team has identified a large number of needs in the PLoP, they must consider how each need impacts the students' progress in the general education curriculum.

They must then, select the need(s) that has the greatest impact on progress in the general education curriculum, and develop a goal(s) to address that need.



Develop Annual Goals

Examples of ways to measure progress

- Tests
- Daily work samples
- Portfolio
- Benchmark tests
- Statewide assessment information
- Objective evaluation



These are some examples of tools that you can use to measure annual progress.



Develop Annual Goals

On Reporting progress

- IEPs must state how the student's parents will be regularly informed of their child's progress toward the annual goals

* Regulations require that the frequency of reporting must be at least as often as reporting for parents of typical children



It is important to remember that progress on IEP goals should be reported to parents with at least the same frequency as the reporting for parents of typical kids.



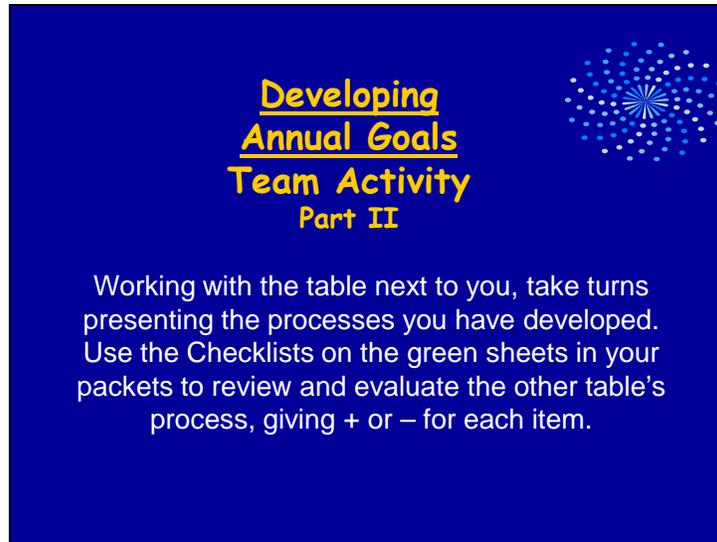
Developing
Annual Goals

Team Activity
Part I

You have 30 minutes to complete this activity.
Assign a time keeper, a recorder and a
spokesperson for your team.

Record your responses on the flip chart provided.

📁 Use the handout for this session entitled **Design a Process for Developing Annual Goals** for this activity.

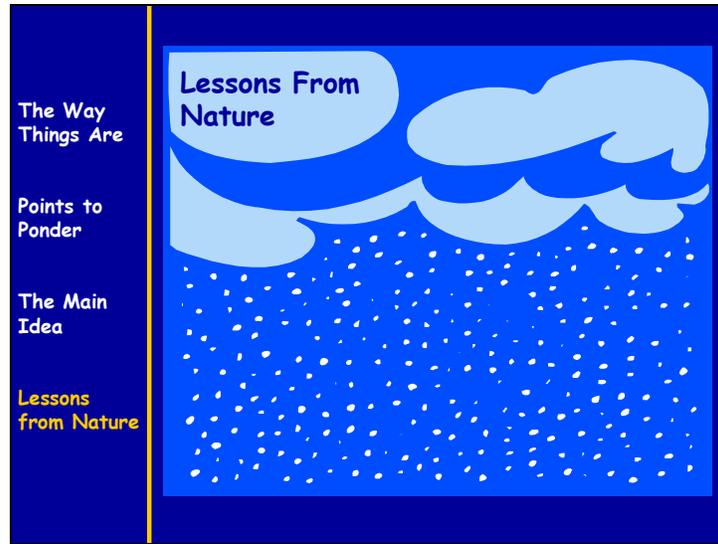


Developing
Annual Goals
Team Activity
Part II



Working with the table next to you, take turns presenting the processes you have developed. Use the Checklists on the green sheets in your packets to review and evaluate the other table's process, giving + or – for each item.

📁 Use the handout for this session entitled **Considerations Checklist for a Process for Developing Annual Goals** for this activity.



📁 Please review the story for this session, entitled, “Empty Cup Mind”.