Module 4: Writing a Standards-Based IEP

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Related Readings

- Ahern, A. (2010). Standards-Based IEP Implementation Update. *inForum,* Alexandria, VA: NASDSE.

- McLaughlin, M. (2009). Keys to Creating Standards-Based IEPs. *The Special Edge, 23*(1), 1, 4-6.

http://www.opi.mt.gov/curriculum/MontCAS/ MontCAS_presents.html?gpm=1_3

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June 2010

inForum

Brief Policy Analysis

Standards-Based IEP: Implementation Update

by Eileen Ahearn, Ph.D.

INTRODUCTION

Standards Based IEPs:
A Growing Trend

- 12 states adopted standards-based IEPs between 2000 and 2005.

- 16 states adopted standards-based IEPs between 2006 and 2012.

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If a state has an alternate assessment based on modified achievement standards.....

(ii) Establish and monitor implementation of clear and appropriate guidelines for IEP teams to apply in developing and implementing IEPs for students who are assessed based on modified academic achievement standards. These students' IEPs must—

- *(A) Include IEP goals that are <u>based on the academic content standards for the grade in which a student is enrolled</u>; and*

- *(B) Be designed to monitor a student's progress in achieving the student's standards-based goals;*

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(iii) Ensure that students who are assessed based on modified academic achievement standards <u>have access to the curriculum</u>, including instruction, for the grade in which the students are enrolled;

(iv) Ensure that students who take alternate assessments based on modified academic achievement standards are not precluded from attempting to complete the requirements, as defined by the State, for a regular high school diploma; and

(v) Ensure that each IEP team reviews annually for each subject, according to the criteria in paragraph (e)(2) of this section, its decision to assess a student based on modified academic achievement standards to ensure that those standards remain appropriate [34 CFR 200.1(f)(2)].

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Connecting IEPs to Standards

What it does **NOT** mean—

- Writing goals that restate the standards
- Using the standards alone to determine goals
- Assuming that every student will work only on grade-level content
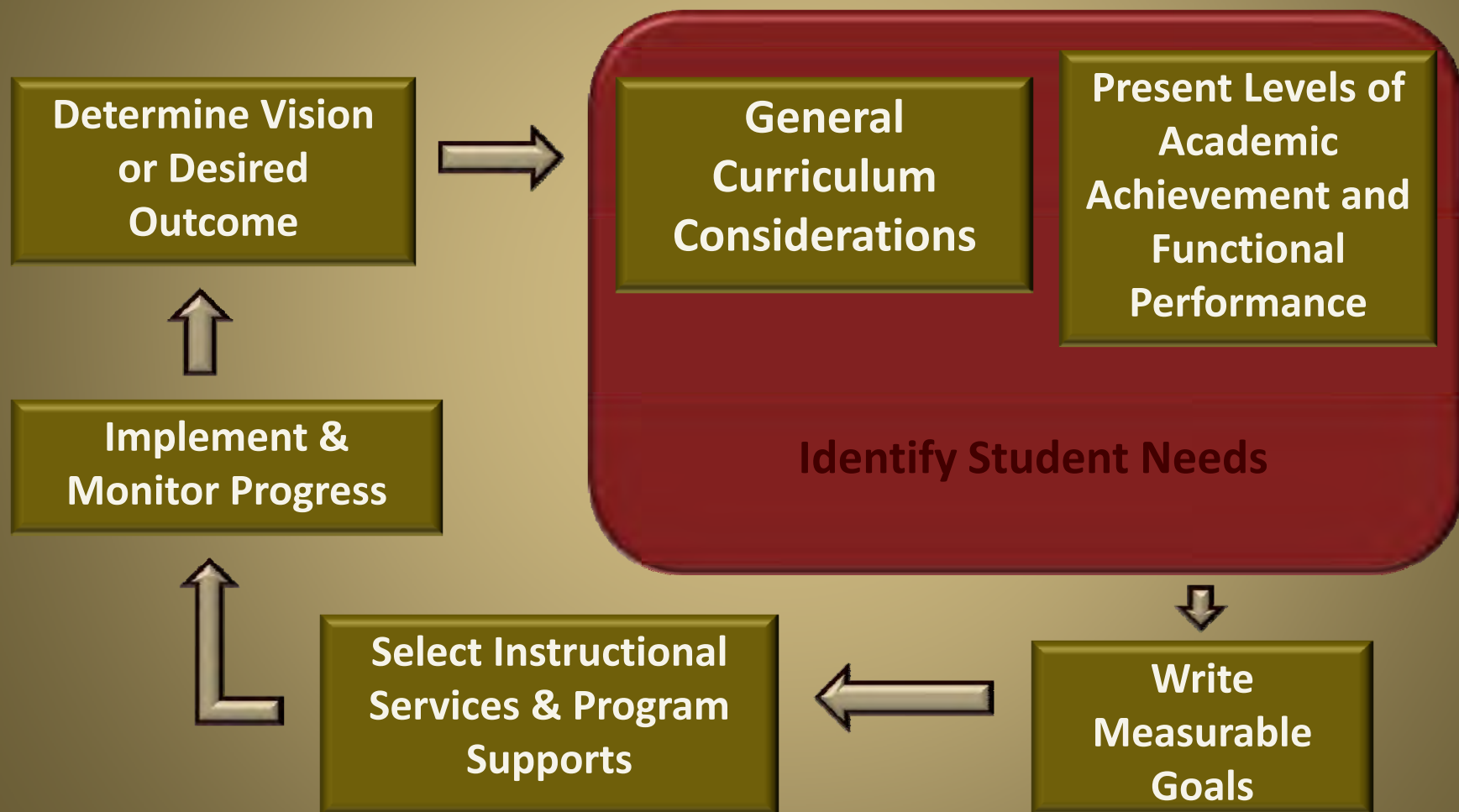
What it **DOES** mean—

- Referring to standards to determine expectations at grade level
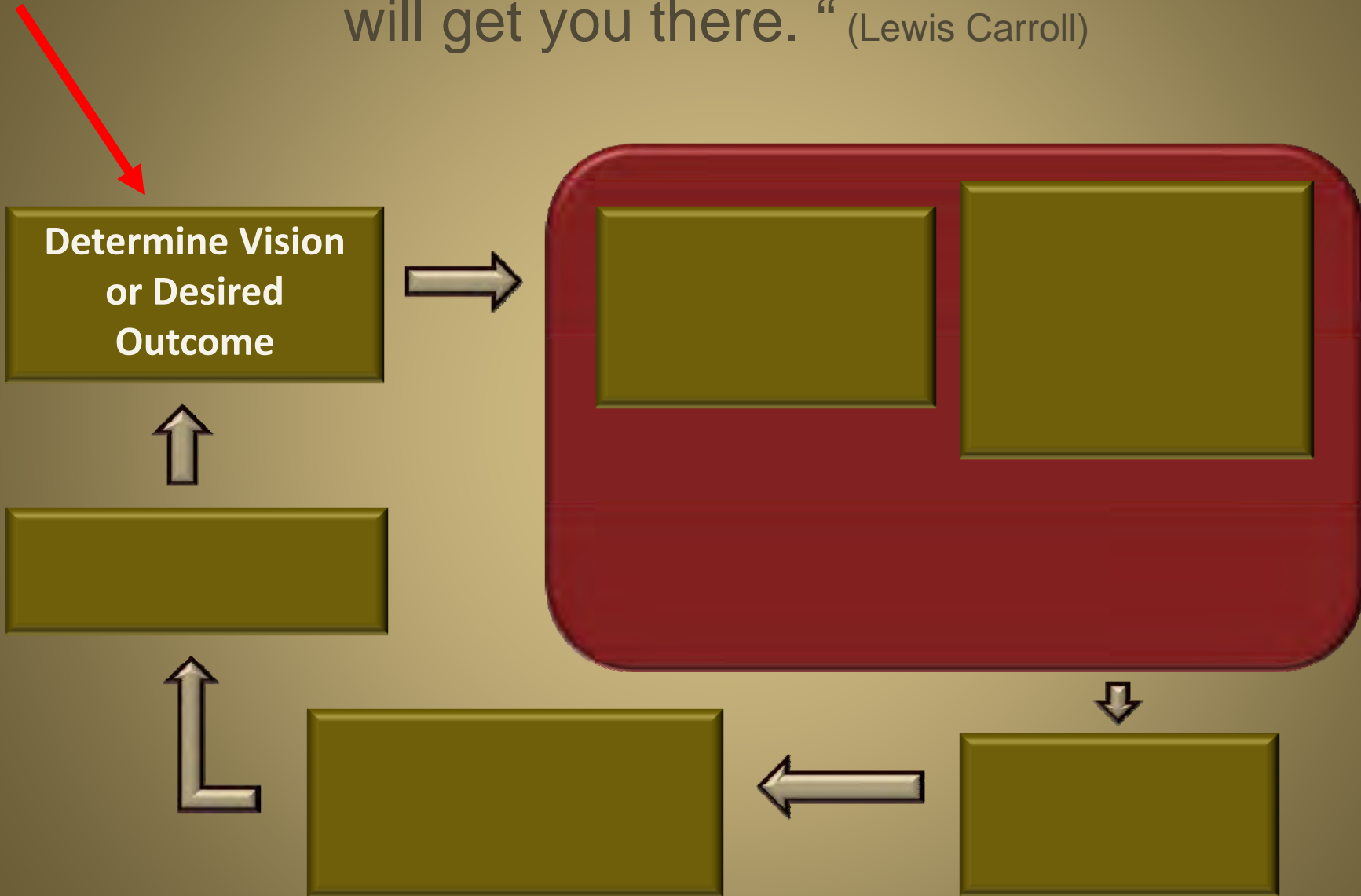- Using the standards as a guide to determine what is important for the student to learn or be able to do

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IEP Process in the Simplest Form

Present Levels of Performance → **Annual Goals** → **Implementation/ Assessment**

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A More Detailed View of the IEP Process

Determine Vision or Desired Outcome

General Curriculum Considerations

Present Levels of Academic Achievement and Functional Performance

Identify Student Needs

Implement & Monitor Progress

Select Instructional Services & Program Supports

Write Measurable Goals

"If you don't know where you are going, any road will get you there. " (Lewis Carroll)

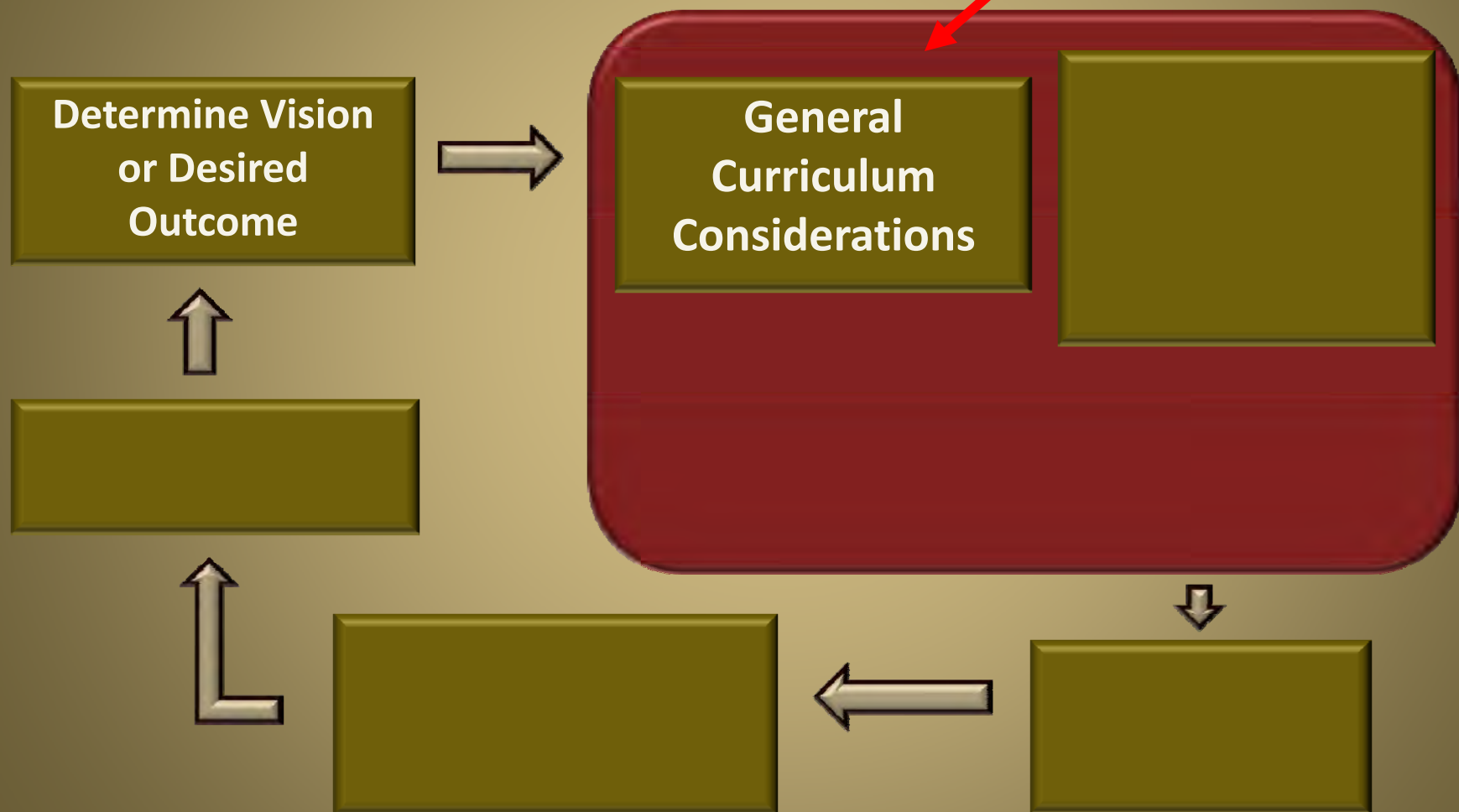**Determine Vision or Desired Outcome**

Vision → Desired Outcome

- What are the family's/student's dreams and goals for the future?

- What does the family/student see the student doing 3–5 years from now?

- What is the student's desired post-school outcome?

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IEP Process

Determine Vision or Desired Outcome
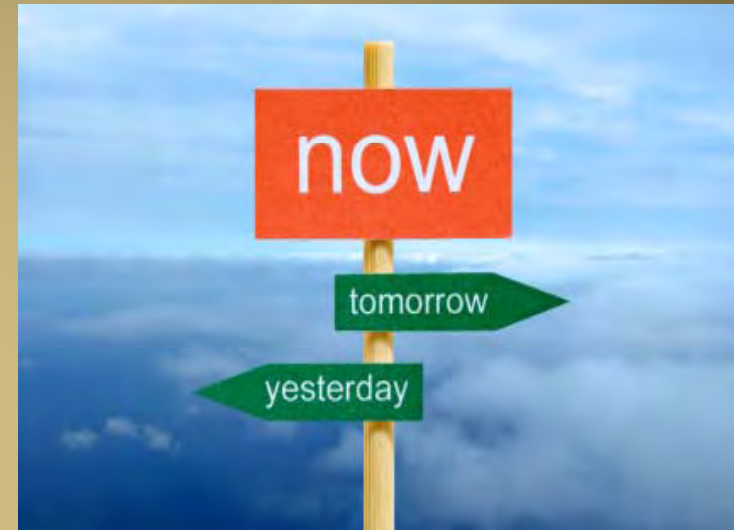
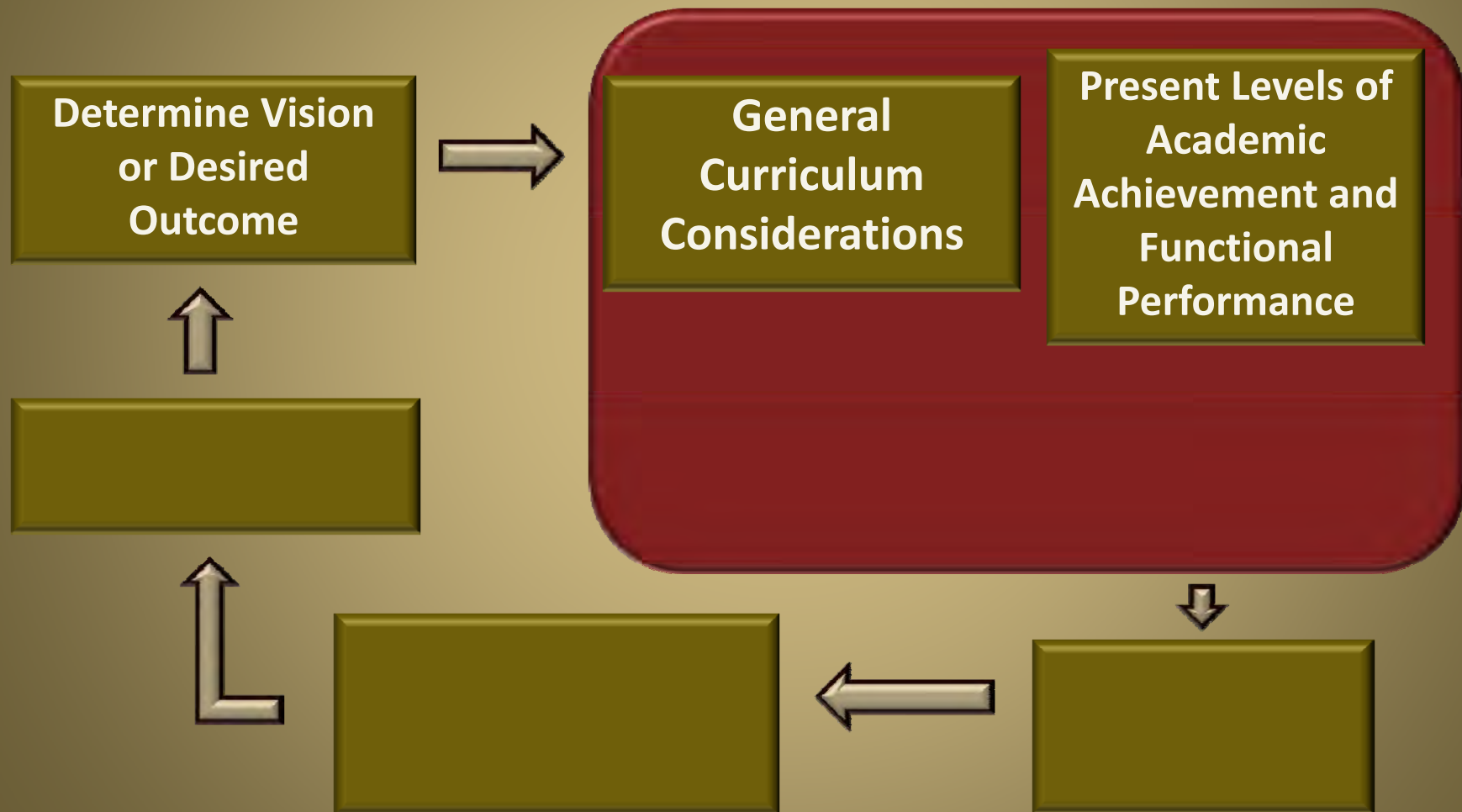**General Curriculum Considerations**

General Education Curriculum Considerations

- What ARE the grade level standards?

- What are the expectations of the general education classroom?

- What are the prevailing instructional strategies used in the general education classroom?

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IEP Process

Determine Vision or Desired Outcome

General Curriculum Considerations

Present Levels of Academic Achievement and Functional Performance

PLAAFP - What is it?

(1) . . .a statement of the child's **present levels of academic achievement and functional performance**, including—

   (i) how the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children);

   (ii) for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;

34 CFR §300.324(a)(1)

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Components of a PLAAFP Statement

- Student strengths

- Student needs

- How the student's disability affects performance in the general education curriculum

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Present Level Statements: Strengths

Student's response to:

- Learning strategies
- Accommodations
- Interventions
- Standards-Based Instruction

Guiding Question:

"What have we learned about this student's strengths?"

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Present Level Statements: Needs

- Prioritize in relation to how they affect involvement and progress in the general education curriculum.

Guiding Question:

- "What prerequisite skills/knowledge does the student need to close the gap between his/her present level and the grade-level content standards?"

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Present Level Statements: Impact of Disability

- Consider how the student's disability affects progress in learning the grade-level content standards.

- Tasha's limited vocabulary knowledge is affecting her progress in achieving reading standards that include synonyms, antonyms, and multiple-meaning words.

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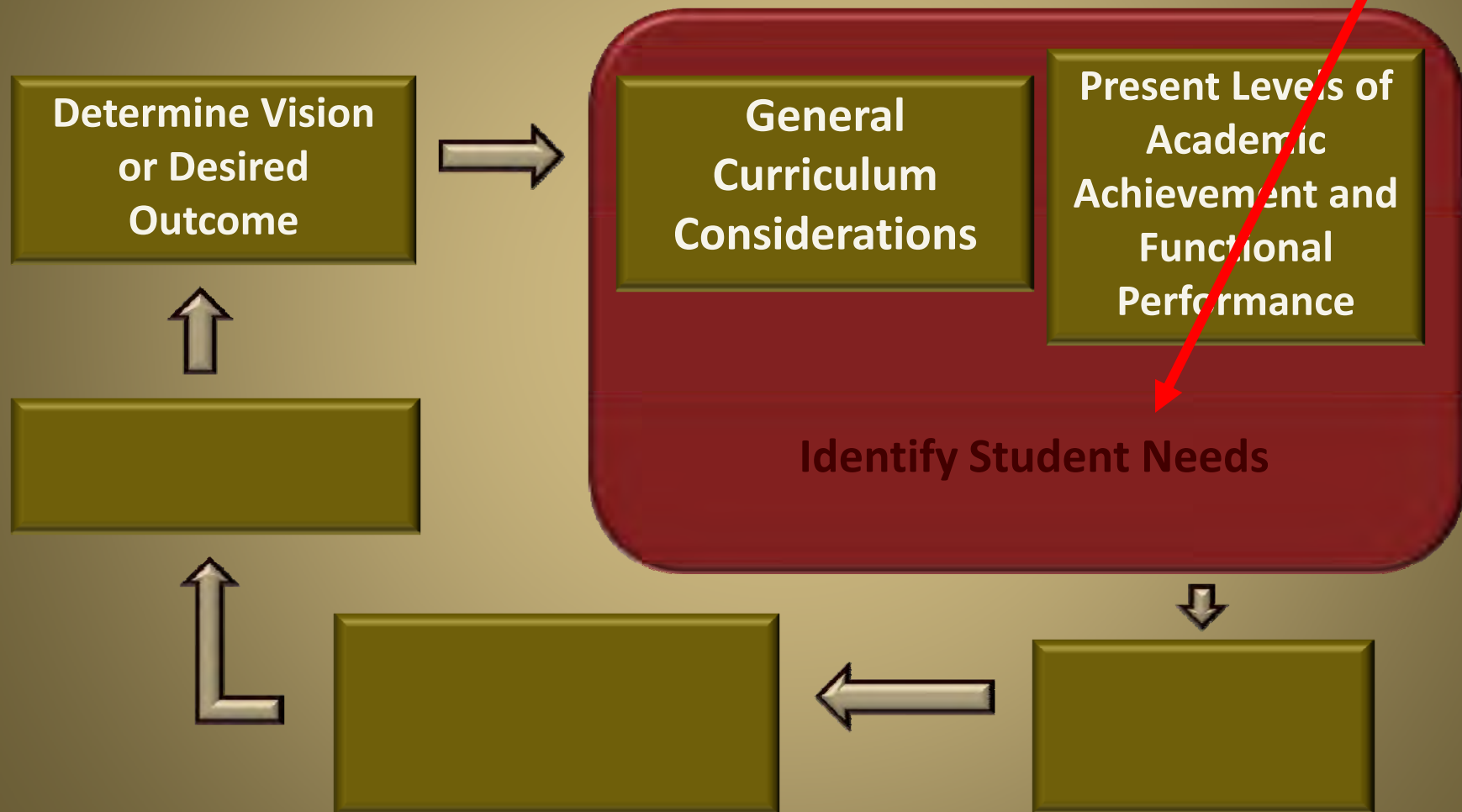Denise Juneau, State Superintendent
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Writing PLAAFP Statements

- Accurately describe performance in areas affected, including academic and non-academic skills.

- Use objective, measurable terms.

- Where scores are used, ensure they are self-explanatory or an explanation is included.

- There should be a direct relationship between evaluation/assessment data and PLAAFP statements.

IEP Process

Determine Vision or Desired Outcome

General Curriculum Considerations

Present Levels of Academic Achievement and Functional Performance

Identify Student Needs

Identification of Need

- Step 1: Description of what the student CAN do (strengths described based on an understanding of the general curriculum)

- Step 2: Identify the GAPS in essential skills/knowledge.

Given the vision or desired outcomes, what we know about the expectations of the general curriculum (and specifically the standards), and the PLAAFP, what will keep this student from being able to accomplish the vision or desired outcomes and progress in the general curriculum?

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Prioritizing Needs

Rate 5 to 1 5=high 1=low	Need 1:	Need 2:	Need 3:	Need 4:	Need 5:
Aligned to the General Curriculum					
Impact on Future Performance					
Impact on Level of Independence					
Necessary for Subsequent Learning					
Necessary to Plans for Post-secondary Education					
Necessary for Future Employment					
Other:					
Total					

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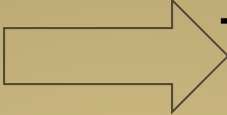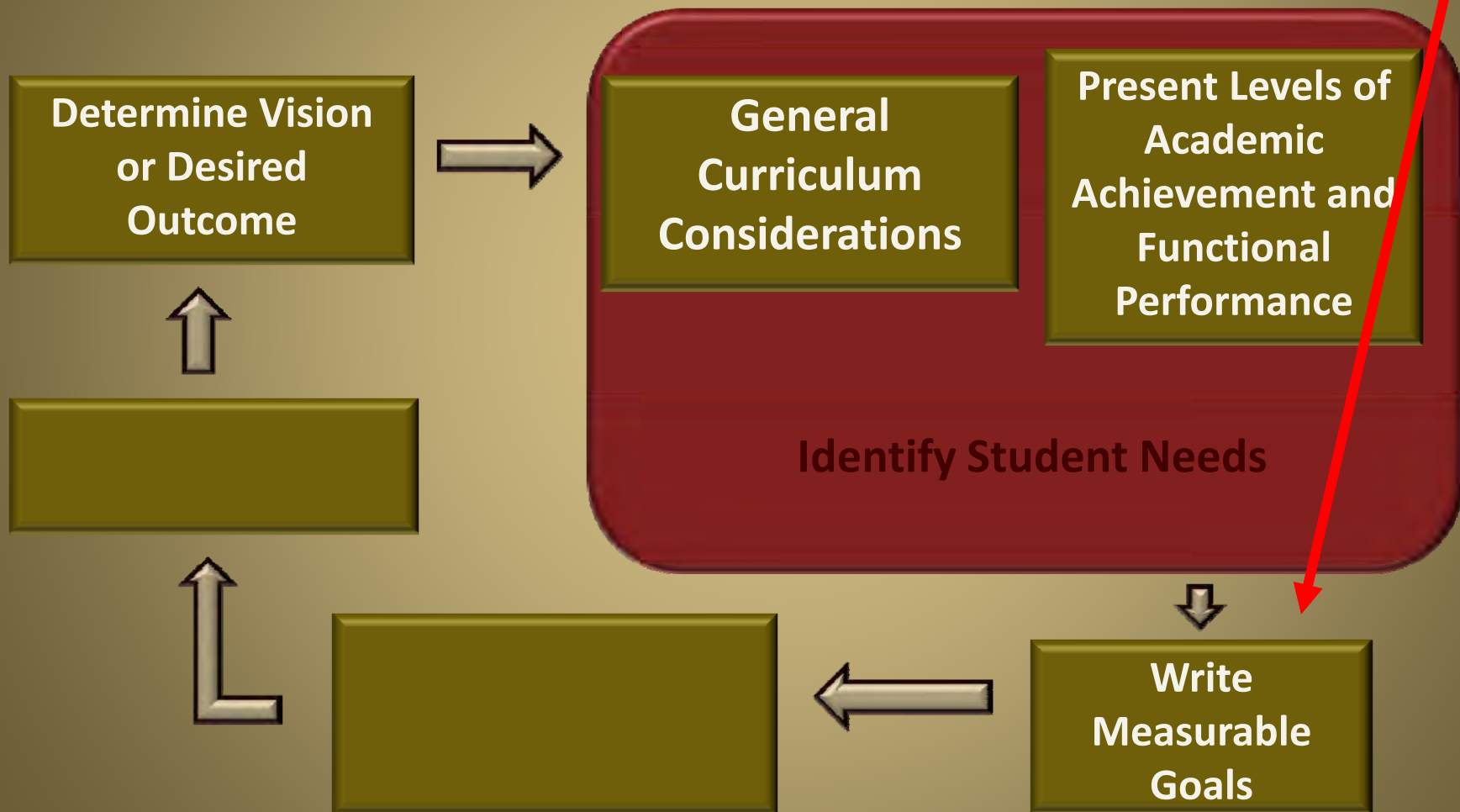
- Johnny is in the sixth grade. He has a reading fluency rate of 120 wpm when given passages written at the 3rd grade level. He is able to read two syllable nonsense words that follow common letter sound correspondence with 100% accuracy.

- Johnny demonstrates understanding of grade level materials when information is presented orally, including science, math, and social studies information.

- What Johnny CAN do.

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- Impact of disability ⟹ The requirement to read material at grade-level interferes with Johnny's ability to perform proficiently or to expectations without support or adaptations.

- Needs ⟹ To meet Johnny's goals for the future, continued intervention to develop independent reading skills is required.

IEP Process

Determine Vision or Desired Outcome

General Curriculum Considerations

Present Levels of Academic Achievement and Functional Performance

Identify Student Needs

Write Measurable Goals

Measurable annual goals are statements that describe what a student can reasonably be expected to accomplish within a 12-month period in the student's special education program.

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Identifying Goals

- Review area(s) of instructional need.
- Determine which needs may be met through accommodations in the general education classroom and which require specialized instruction and/or modifications.
- Consider the gap between actual performance and grade level expectations.

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Annual Goals….

Annual goals are related to needs resulting from the student's disability that directly affect involvement and progress in the general education curriculum

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Identifying Goals—Things to Consider

- Identify the critical academic or functional skills the student will need to learn in order to demonstrate "proficient" or "applying" performance.

- Which of these are **essential** to meeting the desired vision/outcome?

- Which are challenging yet attainable?

- Which are **essential** to student's ability to participate in the general curriculum (priorities)?

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Identifying Goals—Things to Consider

- Where might "alternate" content standards be considered? Where might modifications be needed such as choosing a different performance standard?

- Consider whether or not the need might be met using an accommodation or by teaching a compensatory (functional) skill.

- Identify what you can **realistically** expect within one year, focusing on **challenging**, yet attainable outcomes.

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Developing SMART IEP Goals

S **Specific**—based on the student's Present Level of Academic Achievement/Functional Performance.

M **Measurable**—progress is objectively determined at frequent data points.

A **Achievable**—realistic, related to the most critical needs.

R **Results-oriented**—developed with a standards outcome in mind.

T **Time-bound**—has clearly defined beginning and ending dates.

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Measurable Annual Goals at a Glance

Condition	Name	Clearly Defined Behavior	Performance Criteria		
Given...,	he/ she	will do this ... ,	this well,	this many days/times,	as measured this often using ...

Sample Goals

- Given a literary passage written at the sixth grade level, Johnny will read fluently (120–130 wpm) with at least 90% accuracy on repeated trials over a three-week period.

- After reading a variety of written material at the sixth grade level (e.g., classroom content material), Johnny will respond to comprehension questions (both meaning and inference) with 85–90% accuracy.

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IEP Process

Determine Vision or Desired Outcome

General Curriculum Considerations

Present Levels of Academic Achievement and Functional Performance

Identify Student Needs

Select Instructional Services & Program Supports

Write Measurable Goals
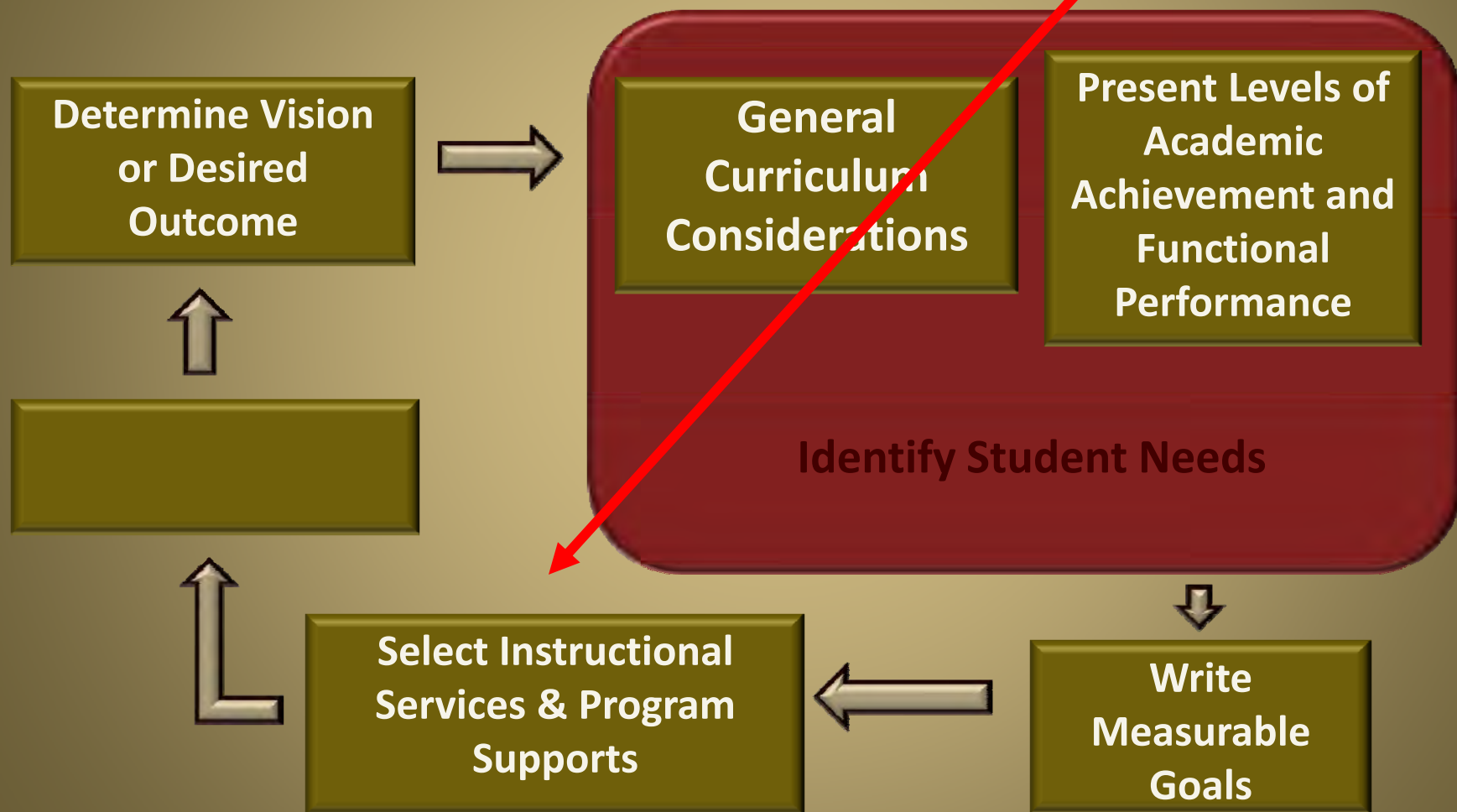
Selecting Instructional Services & Program Supports

A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, . . .and a statement of the program modifications or supports for school personnel that will be provided to enable the child—

(i)To advance appropriately toward attaining the annual goals;

(ii)To be involved in and make progress in the he general education curriculum

34CFR § 300.320 (a)(4)

Considerations for Selecting
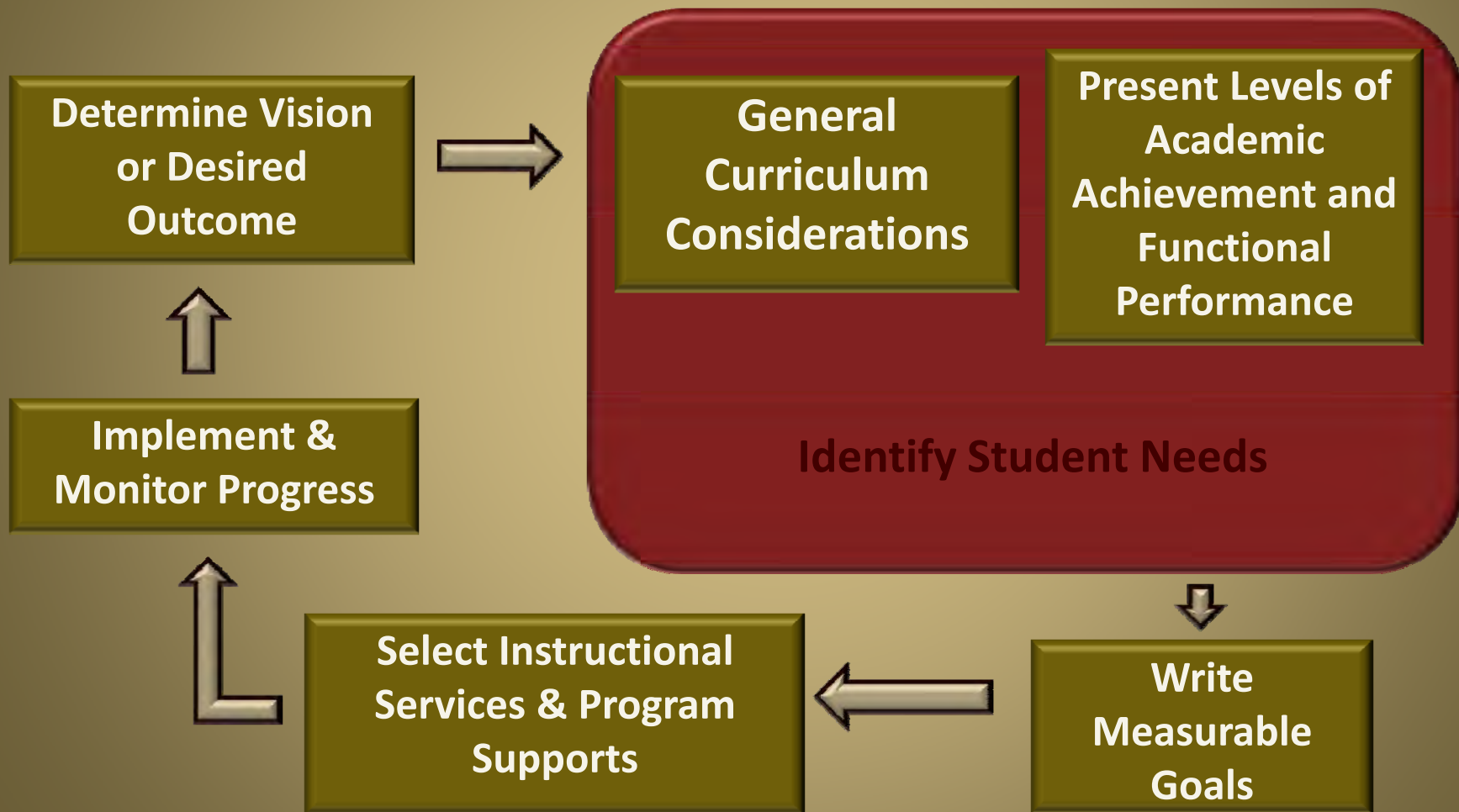## Instructional Services & Program Supports

- Is the service or program research-based, or does it have evidence that it is effective?

- Is it matched with the needs of this student, including is it culturally appropriate?

- Is it aligned with the general curriculum?

- Can it be delivered in the general education classroom?

Special Education and Related Services: The BRIDGE to Access the General Education

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IEP Process

Determine Vision or Desired Outcome

Implement & Monitor Progress

General Curriculum Considerations

Present Levels of Academic Achievement and Functional Performance

Identify Student Needs

Select Instructional Services & Program Supports

Write Measurable Goals

Determining Progress

- How will we know we are making expected progress?

- What is the rate of growth we should expect to document from initiation of IEP to goal achievement?

- What will we do if we note that progress is not occurring?

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Assessment Strategies For Tracking & Reporting Progress

Screening	Progress Monitoring	Diagnostic
Broad index—desired end point	Specific academic skill or behavioral target	Specific academic domains
Yearly, 3/year Identify areas of risk	Bi-weekly; weekly; 2x week; Regroup student or modify instructional strategy	Gathering information about student skills; As part of instruction Identify specific student deficits
Class/school instruction and curriculum decisions	Within intervention	Selecting curriculum and instructional methods
First step for intervention planning	Reporting progress toward goal	Planning or specifying intervention

Formative Assessment

- Involves frequent, ongoing, systematic monitoring of student performance.

- Occurs with individuals in core, supplemental, and intensive instruction with varying degrees of frequency.

- Answers these questions:

  - Is the student making progress compared to self, peers, and/or standard?

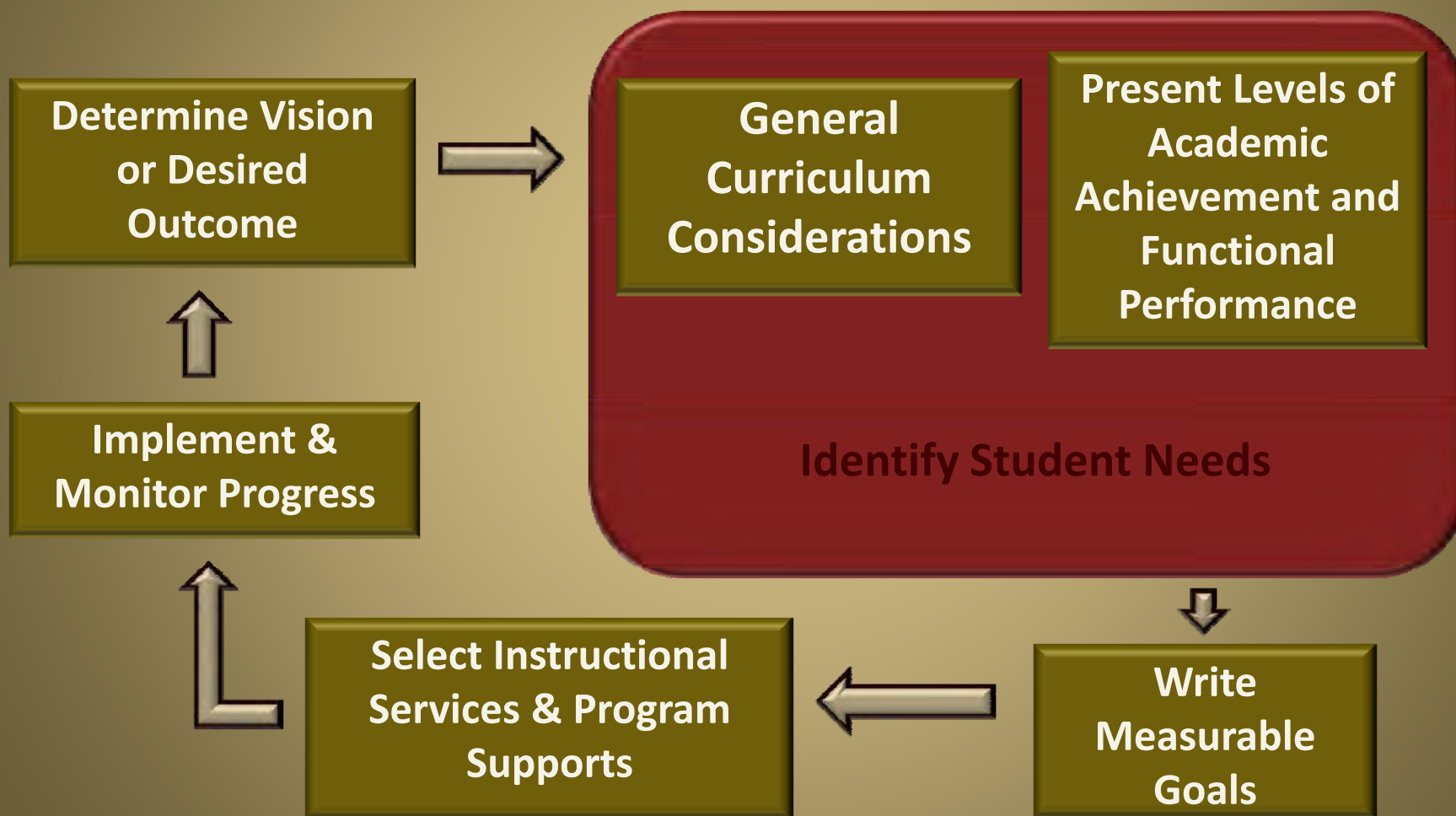 - What instructional adjustments are needed?

Progress Monitoring
CBM Chart

A Continuous Cycle

Determine Vision or Desired Outcome

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Identify Student Needs

Implement & Monitor Progress

Select Instructional Services & Program Supports

Write Measurable Goals

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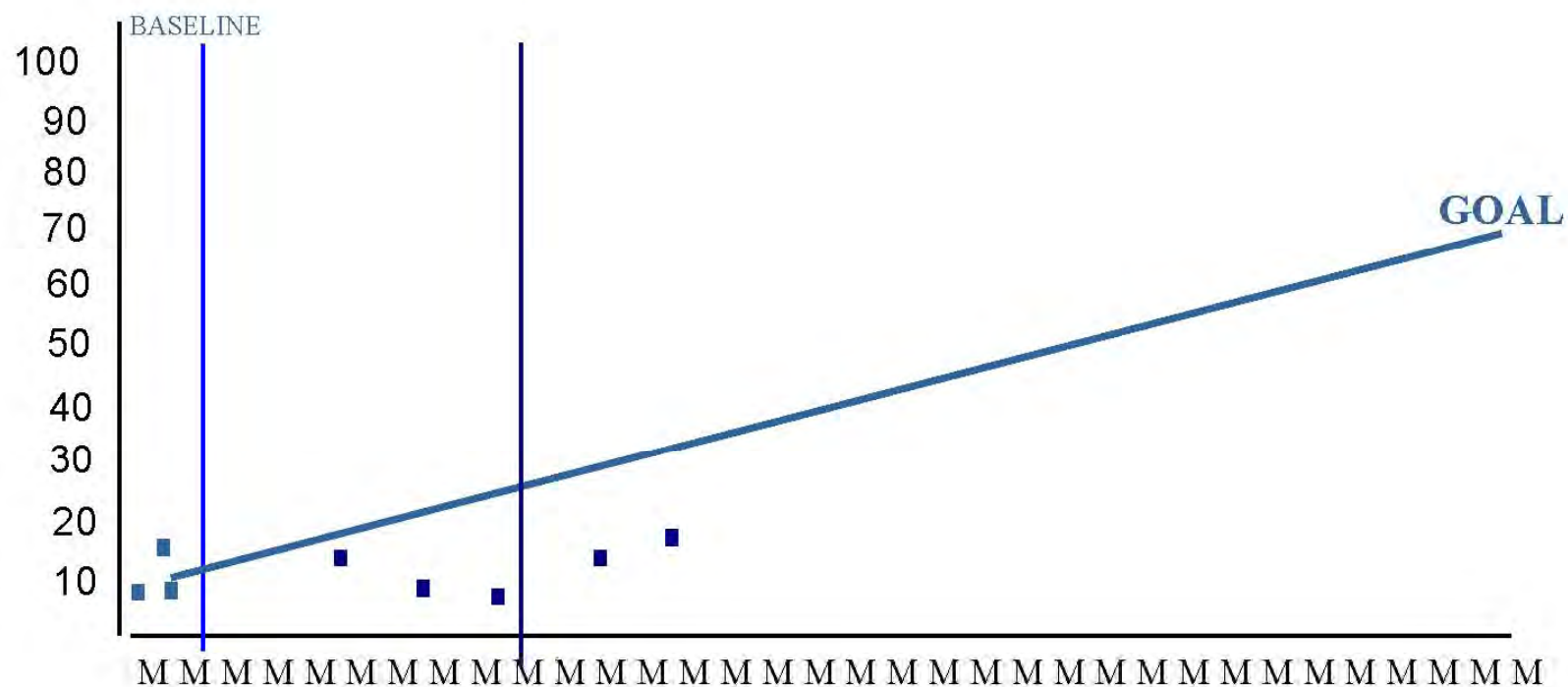
A Closing Thought…

IEP team decisions ***profoundly*** affect how students with disabilities will meet the challenges of a standards-based educational system. Our limitations should not limit our students. We need to seek out effective "best practices" and be willing to try new approaches to planning and delivering instruction.

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