
Effective Standards-Based IEPs

Examples and Non-Examples

**(companion to “Effective Decision-Making for
Standards-Based IEPs)**

Georgia Department of Education
Divisions for Special Education Services and Supports
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Step 2: Examine student data

School Psychologist: “Mark was reevaluated on 3/20/06 and continues to qualify for EBD based on the information provided in the eligibility report. He demonstrated an average IQ as measured by the WISC-IV. WIAT results indicated academic deficits in reading comprehension and solving math word problems. Analysis of the behavior assessment (Devereaux/BASIC) revealed significant problems in interpersonal skills and also indicated signs of depression.”

School Psychologist:

**2/20/08 WISC-IV Full Scale IQ: 81, Verbal IQ: 79,
Performance IQ: 82**

**2/27/08 WRAT3 Reading SS: 62 Spelling SS: 68 Arithmetic
SS: 57**

Step 2: Examine student data

General Education/Special Education Teacher:

CRCT (Spring 2006) Reading 858, English/Language Arts 781, Math 778, Science 810, Social Studies 822

General Education/Special Education Teacher: On the CRCT, scores of 800 and above meet or exceed expectations for grade level standards.

Fourth grade CRCT results for 2006:

- **Reading: 858 (Exceeds expectation) – extended time, oral reading of test questions**
- **English/Lang. Arts: 781 (Did not meet expectations) Grammar and sentence construction were significant weaknesses – extended time**
- **Mathematics: 778 (Did not meet expectations) Number operations and math process skills were significant weaknesses – extended time**
- **Science (810) and Social Studies (822) were within the *meets expectation* range – extended time, oral reading of test questions**

Step 2: Examine student data

Special Education Teacher/General Education Teacher

GAA (Spring 2008) A portfolio was submitted Miguel in March 2008.

Special Education Teacher/General Education Teacher:

Miguel received Established scores on Reading/ELA and Social Studies and Extending in Math and Science on the 2008 GAA. In all areas, Miguel showed progress in the “reasonable” range. Generalization was high in all areas, showing that Miguel participated in activities outside of the classroom, with his general education peers and other teachers.

Step 2: Examine student data

General Education Teacher/Special Education Teacher: 9th Grade Lit: On classroom assignments involving presentation of knowledge through graphic organizers and visuals, Demarcus demonstrates accuracy in making connections between previously learned and new material. He can also discuss and answer questions about assignments. However, on end-of-chapter or end-of-unit tests, Demarcus does not demonstrate the same accuracy or depth of knowledge. Although he receives accommodations for extended time, since he uses extended time for classroom assignments, he turns in his tests before other students in the class, and these tests have many errors and omissions.

General Education Teacher/Special Education Teacher: Demarcus is currently passing 9th grade lit with a 72. His teachers do not feel he will be able to maintain this grade due to his performance on end-of-unit tests.

Step 2: Examine student data

Special Education Teacher/Therapist: Jamal is tube fed and needs to be changed every hour. He does not respond to anyone other than his mother.

Special Education Teacher/Therapist: Jamal depends on adult support and supervision for his health, feeding, and hygiene needs. Currently, when told what is happening next in these routines, Jamal does not respond consistently. However, Jamal's mother reports that, at home, Jamal will respond with an eye gaze toward her when she tells him what is about to happen. The Speech/Language Therapist and Occupational Therapist have worked together and have found an appropriate access point for a switch (right hand movement), however, Jamal does not yet use the switch consistently.

Step 3: Present Levels of Academic Performance

- **Emma is detail oriented and organizes her materials well. Reading is a strength for Emma. She is a fluent reader and has good comprehension of grade level materials.**
- **Seth is a sweet and loving boy who loves to talk to his teachers and visitors who come into the room. He loves attention. His reading skills are stronger than his math skills. He has good computer skills.**

Step 3: Present Levels of Academic Performance

- **Chris is an auditory learner. He is able to listen to lectures, instruction, and directions and retain the information. He participates in class discussions and has good recall for tests and quizzes. He has great interest in science and social studies and performs very well in those classes.**
- **Demarcus doesn't follow directions and won't answer questions in class. He bothers others constantly. He spends a lot of time in ISS. He will not be able to graduate if he doesn't improve.**

Step 3: Present Levels of Academic Performance

- **Naki has limited mobility and does not feed or dress herself. She does use assistive technology. She often falls asleep in class and is cranky when she wakes up. She will respond to others.**
- **Ray's math calculation and word problem skills are very strong. He is able to accurately complete two-step word problems and addition and subtraction with regrouping up to two digits.**

Step 3: Present Levels of Academic Performance

- **Rebekah has extended time on classroom assignments and tests in reading and math. She uses all the time available, and will go back and check her math work once she is finished (a goal for last year). She does not go back and check answers on reading tests. Rebekah's tests are read to her in science and social studies because she misses content vocabulary. Her accuracy improves when science and social studies questions are read to her.**

Step 3: Present Levels of Academic Performance

- Seth has strengths in reading comprehension, especially in the area of vocabulary development. He uses context clues to understand new vocabulary. Seth is not able to routinely recall math facts when needed. He will provide the correct steps in solving two-step math problems, but will miss the facts. Seth also has difficulty recalling formulas if required to solve a math problem. In all classes, Seth participates in class discussions, will answer questions from teachers and others, and responds best to positive attention.

Step 3: Present Levels of Academic Performance

- Demarcus spent 9 days in ISS in the first semester of the year. Five days of ISS were given for not responding to teacher directions after being given at least 3 attempts and 4 days were given for responding to other's comments by touching the student inappropriately or taking items belonging to others. While work and instruction was provided during ISS, Demarcus refused to work until the last hour of the school day, and all work turned in was incorrect.

Step 3: Present Levels of Academic Performance

- Naki has limited mobility but can consistently move her head to press a switch located on the left side of her wheelchair. She uses the switch to activate a voice output device, to advance slides on the computer, and turn on equipment during snack and leisure. While Naki activated the switch indiscriminately at the beginning of the year, she will now wait for the appropriate time to continue activation for the first 3 – 4 hits in most activities. After that, she returns to indiscriminate hits.

During times that she is not directly involved in class activities, Naki will fall asleep quickly and will cry when disturbed. Naki requires others to assist with dressing and feeding, and it takes at least five verbal prompts for her to “relax” so that these activities can take place.

Step 3 – Present Levels of Academic Performance

- **Other Examples – Parental Input**
 - Shay’s parents want to be able to use a communication system at home that will allow Shay to tell them about her day at school.
 - Johnny’s parents have serious concerns about his low reading skills and want reading instruction to be a priority for the next school year.
 - Rebekah’s mother is concerned that her daughter will be unable to pass the science portion of the GHSGT.

Step 3 – Present Levels of Academic Performance

- **Other Examples – Student Input**

- Demarcus wants to have a job in the computer field after school, specifically in programming.
- Naki pointed to leisure and reading when asked her favorite subjects during the day.
- Sam believes that extended time is helpful during classroom tests and on the CRCT, but he says it is confusing when the math problems are read to him.

Step 3 – Present Levels of Academic Performance

- **Other Examples – Impact of Disability**
 - Sally’s deficits in auditory processing make it difficult for her to understand verbal instruction and directions. She requires written directions and frequent checks for understanding.
 - Due to Michael’s deficits in decoding he cannot comprehend grade level materials, when reading independently.

Step 3 – Present Levels of Academic Performance

- **Other Examples – Impact of Disability**
 - Maria frequently cries, yells and refuses to work when she doesn't understand a new concept or assignment. Once upset, she requires time away from instruction to calm down, resulting in many interruptions to her learning. When new lessons or assignments are being presented, Maria needs extra time with a teacher to assure she understands the material and what is expected of her before working.

Step 4: Measurable Annual Goals

- **Seth will pass the 5th grade CRCT test in reading.**
- **Alex will improve his written language skills so that he can write a clear, cohesive and readable paragraph consisting of at least 3 sentences to include compound and complex sentences.**
- **Sam will represent and interpret the relationships between quantities algebraically. M5A1**

Step 4: Measurable Annual Goals

- **Johnny will establish and use a system for organizing his work so that he completes assignments and turns them in on time 80% of the time.**
- **Jeff will improve his academic performance while in the general education classroom.**
- **Noah will maintain satisfactory progress in his core academic classes (C average or higher)**

Step 4: Measurable Annual Goals

- Demarcus will comply with oral directions the first time given by listening, clarifying and verbally agreeing to do as asked 4 out of 5 times for three consecutive weeks.
- Emma will maintain successful participation in a collaborative setting for reading/language arts and math.
- Using a text reader, Rebekah will find information to answer classroom questions from a previously presented grade-level science and social studies text for five different sections over 10 weeks.

Step 4: Measurable Annual Goals & Objectives

Goal: Demarcus will answer questions and give information within activities in a variety of environments.

Objectives:

- 1. Demarcus will answer questions regarding what comes next in a sequence during life skills (cooking, community-based activities), leisure (using leisure equipment) and content (reading, math, science, social studies) activities. Criteria: 75 percent accuracy without cues.**
- 2. Demarcus will utilize symbols or his voice to answer previously reviewed questions asked by others (i.e., general education peers, general education teachers) during content times. Criteria: 75 percent accuracy and question asked only once.**

Step 4: Measurable Annual Goals & Objectives

Goal: Naki will utilize assistive technology to communicate and interact with materials in her environment.

Objectives:

- 1. Naki will increase the number of consecutive purposeful switch hits (hits occurring at the appropriate time) in communication, leisure, making snack, and content activities. Criteria: At least 7 consecutive purposeful hits in 4/5 activities.**
- 2. Naki will utilize one of two switches (placed at each side of her head to be able to access) to make a choice between two items during leisure, snack, and content activities. Criteria: Making and accepting choice at least three times in 2 activities.**

For additional information contact:

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