



Say Again?!

Frequently Asked Questions Regarding Standards-Based IEPs

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Learning Expectations/Big Idea

- Presenter will discuss aspects which contribute to the development of appropriate Individualized Education Programs (IEPs) which promote learning within the general curriculum (standards)
- Participants will identify important aspects of the IEP and methods of ensuring that all aspects work together to promote learning within the general curriculum

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Learning Expectations/Big Idea

- The IEP provides the program for student learning within the general curriculum, and the program must be based on and take into consideration the way the student learns, what the student is to learn, and how the student shows that learning

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Frequently Asked Questions: General Topics

- Terms
- Present Level of Performance
- Goals/Objectives
- Specific Areas

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Terms

- What IS a standards-based IEP?
- Which standards must be used?
- What is "measurable"? How can goals be measured?

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Present Level of Performance (PLP)

- Which assessments should be included in the PLP? How can information from different assessments (for eligibility, state-mandated, classroom) be utilized in the PLP?
- Why does it matter if there is a correspondence between the PLP and the goals/ objectives/ accommodations/special factors?
- So, what about "other behaviors"? Does everything in the PLP have to be academic?
- Does every weakness mentioned in the PLP have to have a goal?

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Goals/Objectives

- Can goals/objectives be prioritized?
- What makes a good long term goal? What makes a good short term objective?
- What makes a good goal and objective for a student accessing the curriculum?

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Specific Areas

- So, what do we do with the ELL student?
- What makes a good transition plan?
- What's the difference between an accommodation for the classroom and an accommodation for state-mandated testing?
- How can the IEP show what state-mandated test the student should take?

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Terms

- 1. What IS a standards-based IEP?
- 2. Which standards must be used?
- 3. What is "measurable"? How can goals be measured?

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What IS a standards-based IEP?

- Through IDEA 1997, standards-based IEPs are intended to “address the unique needs of the child that result from the disability; and to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.” (34 C.R.F 300.26 (b)(3))

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What IS a standards-based IEP?

- Important Points:
 - “...educational standards within the jurisdiction of the public agency that apply to all children.”
 - GPS for the grade in which the student is enrolled
 - “...ensure access of the child to the general curriculum...”
 - Skills related to and needed by the student in order to learn AND make progress in the GPS
 - “address the unique needs of the child that result from the disability...”
 - Individualized and based on child-specific data

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What IS a standards-based IEP?

	Examples	Non-Examples
Educational standards that apply to all children	The GPS for the grade in which the student is enrolled	The GPS for a lower grade than the one in which the student is enrolled
Ensure access to the general curriculum	The skills (academic, behavioral, “functional”) that are necessary for the student to learn in order to make progress within the general curriculum	A restatement of the GPS themselves
Address the unique needs of the child that result from the disability	Data-based weaknesses that result in the student not making progress toward the general curriculum	General statements about weaknesses that do not have a direct link to what is seen in the classroom

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Which standards must be used?

- The statement “...educational standards within the jurisdiction of the public agency that apply to all children” means that it is the GPS of the grade in which the student is enrolled
- The grade-level GPS become the basis for instruction
- Skills that are targeted for specially designed instruction may be those found at an early grade
- All skills should be linked to the grade-level GPS

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What is "measurable"? How can goals be measured?

- Goals must be measurable, allowing the progress of the student toward meeting the standard to be shown
- Measurable goals:
 - are clearly written
 - reflect an observable behavior
 - specify the conditions under which the behavior will occur
 - indicate a criteria for performance which is appropriate for the behavior

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What is "measurable"? How can goals be measured?

- The method through which IEP goals are measured depends on the skill, the conditions, and the criteria for performance
- Goals are measured through:
 - benchmarks/progress monitoring based on the curriculum
 - classroom summative assessments
 - classroom observations/evaluation of student work
 - student “think alouds”/student-based assessments

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Present Level of Performance

- Which assessments should be included in the PLP? How can information from different assessments (for eligibility, state-mandated, classroom) be utilized in the PLP?
- Why does it matter if there is a correspondence between the PLP and the goals/objectives/accommodations/special factors?
- So, what about "other behaviors"? Does everything in the PLP have to be academic?
- Does every weakness mentioned in the PLP have to have a goal?

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Which assessments should be included in the PLP?

- The purpose of the present level of performance is to document the **CURRENT** status of the student in a number of areas
- A variety of assessments provide a complete picture of the student, their needs, and how those needs relate to learning within the curriculum
- **Without a firm PLP, the basis for the rest of the document is weak**

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Which assessments should be included in the PLP?

		Academics
Course Grain	Psychological Assessments	Can be utilized as the BASIS for the need for other assessments – what are the areas of strengths and weaknesses that need to be investigated?
	State-Mandated Tests	Can be utilized to support the need for specially designed instruction in certain content areas, depending on the student’s movement toward meeting grade-level standards
	Classroom Summative Assessments	Can be utilized to indicate where the student is on the way to meeting grade-level standards, suggest skills that are lacking which may hinder the student’s progress, and describe broad accommodations/supports provided to guide student learning
Fine Grain	Classroom Benchmark Testing	Relates directly to the content knowledge and skills the student lacks that are hindering progress toward meeting the standards, describes more specific accommodations/supports provided to guide student learning, and suggests the amount of time needed for student to become proficient in skill use

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How can information from different assessments (for eligibility, state-mandated, classroom) be utilized in the PLP?

- Scores alone do not tell the story
- Describe the score in relation to the grade-level expectation
 - Will require the input of IEP team members familiar with the particular assessment
- Describe the score in relation to the student's strengths and weaknesses
 - Will require the input of IEP team members familiar with both the assessment and student's learning characteristics

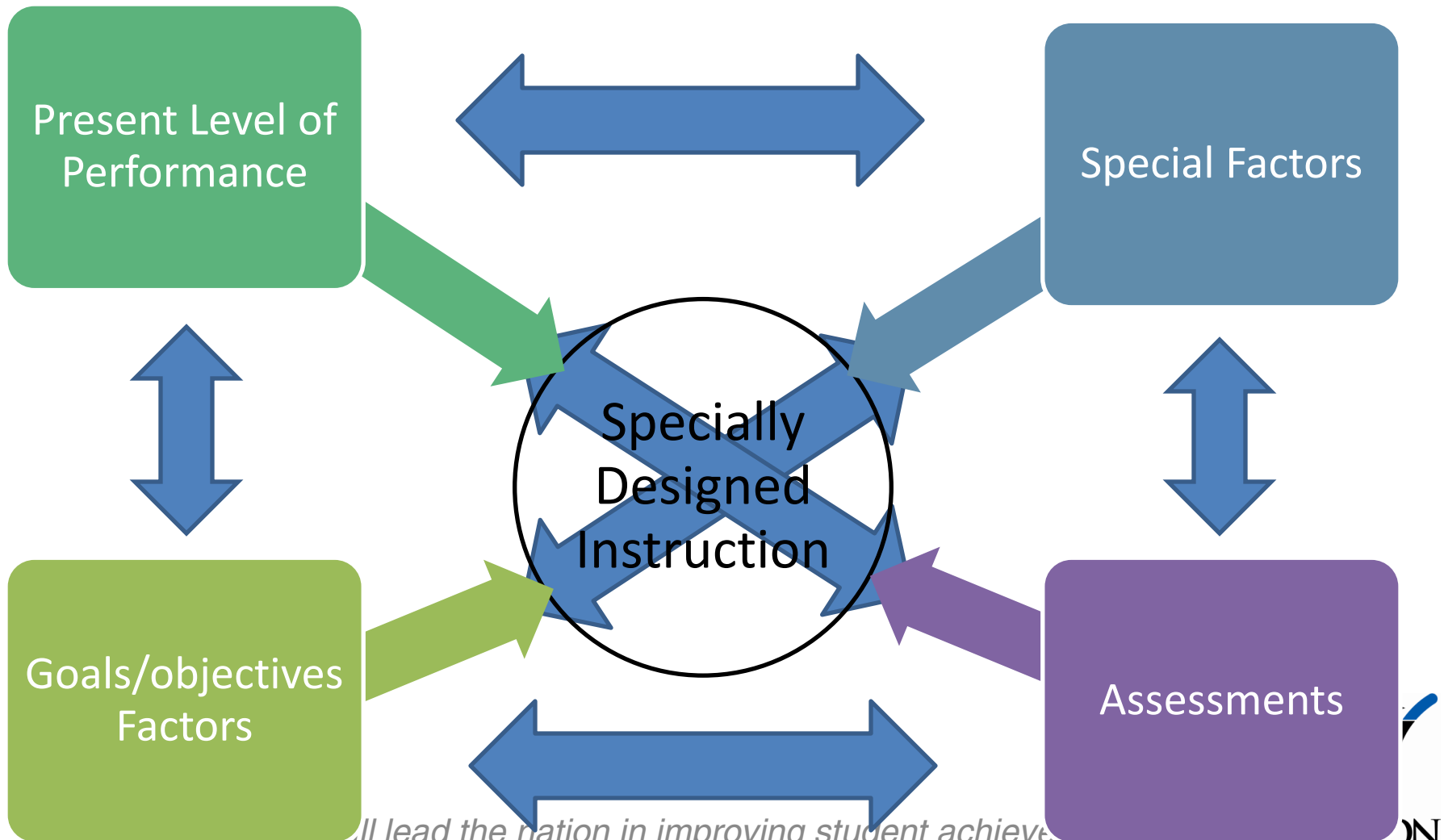
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Why does it matter if there is a correspondence between the PLP and the goals/objectives/accommodations /special factors?

- All parts of the IEP are intended to work together to provide specially designed instruction for the student with a disability
 - The IEP should tell what, who, when, and how specially designed instruction is to be provided
 - The IEP should also provide the answer to “how do we know it worked?”
- Without correspondence between the PLP and the other sections, the reasons for the decisions aren't clear

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Why does it matter if there is a correspondence between the PLP and the goals/objectives/accommodations /special factors?



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So, what about "other behaviors"?

Does everything in the PLP have to be academic?

- PLP describes the student's academic and functional performance
- Functional performance can include:
 - Functional skills
 - Developmental skills
 - Behavioral skills
 - Metacognitive skills
 - Pivotal skills (Browder, Spooner, Wakeman & Baker, 2006)

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So, what about "other behaviors"?

Does everything in the PLP have to be academic?

	Types of skills
Functional skills	Daily living (taking care of personal needs, household chores/tasks), consumer/ community (saving and spending money, identifying and using appropriate locations in the community), vocational (appropriate work skills, social skills within the workplace)
Developmental skills	Communication (use of academic and general vocabulary, use of AAC devices), Social (interacting with others in a variety of environments)
Behavior skills	Interpersonal (working with others, maintaining personal space), Personal (regulating anger/disappointment, responding appropriately to correction), Classroom (maintaining class and school rules)
Metacognitive skills	Regulation of learning (identifying problem solving strategies, monitoring on-task behavior and progress)
Pivotal skills	Promote growth across the curriculum (learning strategies that support vocabulary comprehension, identifying methods for answering questions)

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Does every weakness mentioned in the PLP have to have a goal?

- The PLP MAY contain information that supports a single or several goals/objectives
- Providing information about weaknesses that don't have a connection to some other part of the IEP should be avoided
- DON'T FORGET about strengths!
- DON'T FORGET about parent input!
- DON'T FORGET about student input!

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Goals/Objectives

- Can goals/objectives be prioritized?
- What makes a good long term goal? What makes a good short term objective?
- What makes a good goal and objective for a student accessing the curriculum?

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Can goals/objectives be prioritized?

- IEP teams can prioritize the need for instruction within the curriculum

Prioritizing	
Do	Don't
Understand the student's strengths and weaknesses in relation to the standards	Review strengths or weaknesses separate from the standards
Look for skills that impact, and can be taught within, different content areas	Isolate skills unless there is a specific reason to do so
Consider current and future curricular needs	Continue to base decisions on standards taught in earlier grades
Ensure that the opportunity to learn cuts across the curriculum	Severely limit the student's options for learning within the curriculum based upon the strengths or weaknesses

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What makes a good long term goal?

What makes a good short term objective?

- Goals and objectives are based upon the information gathered through the present level of performance and understanding of the standards
- Indicates projected growth from present level of performance
- Goals and objectives are targeted **WITHIN** the standards and are **NOT** a restatement of the standard/element

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What makes a good long term goal?

What makes a good short term objective?

- Every goal/short term objective should meet certain criteria:
 - Must be skill building – beyond what is considered “typical” for the standards
 - Must contain a target behavior, condition, and criteria
 - Must have a data collection strategy that supports the measurability of the goal

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What makes a good goal and objective for a student accessing the curriculum?

- Goals and objectives are based upon the information gathered through the present level of performance and understanding of the standards including entry level or access skills
- Indicates projected growth from present level of performance in the standards as well as other relevant skills
- Goals and objectives are targeted **WITHIN** the standards and are **NOT** a restatement of the standard/element

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What makes a good goal and objective for a student accessing the curriculum?

- Every goal/short term objective should meet certain criteria:
 - Must be skill building –can include connecting skill to different activities/environments in which it would be needed
 - Must contain a target behavior, condition, and criteria
 - Must have a data collection strategy that supports the measurability of the goal

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Specific Areas

- So, what do we do with the ELL student?
- What is a good transition plan?
- What's the difference between an accommodation for the classroom and an accommodation for state-mandated testing?
- How can the IEP show what state-mandated test the student should take?

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So, what do we do with the ELL student?

- Present Level of Performance should note the needs and strengths of language
 - ACCESS Scores are added, with attention to what scores mean
 - Impact of disability on learning within the standards in conjunction with second language acquisition
- The Special Factors section of the IEP must address the language needs of the ELL student with a disability
- Accommodations for the ACCESS Assessment must be included

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So, what do we do with the ELL student?

- Students with disabilities are entitled to ESOL services when they meet the criteria as an English Language Learner
- Balance what is understood regarding the learning of a second language with what is understood regarding the learning process of the student
- Coordination is key
- Collaboration is key

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What makes a good transition plan?

- Transition Plan is made up of both transition outcome goals and annual transition IEP goals
- Transition OUTCOME goals are related to what the student wants to do AFTER graduation
 - Written in the areas of Education/Training, Employment and (if appropriate) Independent Living
- ANNUAL transition IEP goals outline what is necessary for the student to reach the outcome goals

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What makes a good transition plan?

- Outcome goals must be specific/obtainable
- Annual goals and activities must be clearly aligned to the outcome goal and measurable
- Both outcome and annual goals must be based on PLP
 - Academic and functional behavior included
 - Results from transition assessment must be discussed, including assessments of student's strengths, weaknesses, interests and perceptions within education, employment and independent living
 - Course of study must be should be delineated

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What makes a good transition ANNUAL GOAL?

Must be clear

- Aligned with the student's strengths, weaknesses, interests, perceptions
- Covers areas of education/training, development of employment, community participation, adult living skills/post school options, related services, daily living
- Meaningful and relevant to the student's desired post secondary outcomes

Must be measurable

- Clearly describes the what, when, where and how needed to complete each delineated goal
- Allows each member of the student's transition team, including the student, to define what would be involved in meeting the goal
- Meaningful and relevant to the student's desired post secondary outcomes

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What's the difference between an accommodation for the classroom and an accommodation for state-mandated testing?

- Classroom accommodations can be more expansive, can cover situations outside the direct learning environment
- Accommodations utilized for state-mandated testing are more prescriptive, and support the standardization of the testing procedure
- The ultimate goal is always meaningful measurement of what the student has learned **as a result of instruction**

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Classroom and State-Mandated Testing Accommodations

Classroom	State-Mandated Testing
Can be more expansive	Focus on standardization
May include accommodations for a variety of educational environments	Focus on testing environment
Must be individualized	Must be individualized
Must include those accommodations being utilized in the testing situation	Must be utilized in the classroom before being provided on the state-mandated test

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What's the difference between an accommodation for the classroom and an accommodation for state-mandated testing?

- Some accommodations appropriate for instruction are not appropriate for assessments
- Given a mismatch, careful consideration of possible consequences should be given before including accommodations in the classroom that go beyond what is allowable on the state-mandated test

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How can the IEP show what state-mandated test the student should take?

- ALL state-mandated assessments measure the student's learning in the general curriculum
- Therefore, ALL students with disabilities must have instruction that teaches the general curriculum
- The determination of the state-mandated assessments through which the student will be assessed is NOT “which one is easiest” RATHER “which one matches the instruction, goals and objectives”

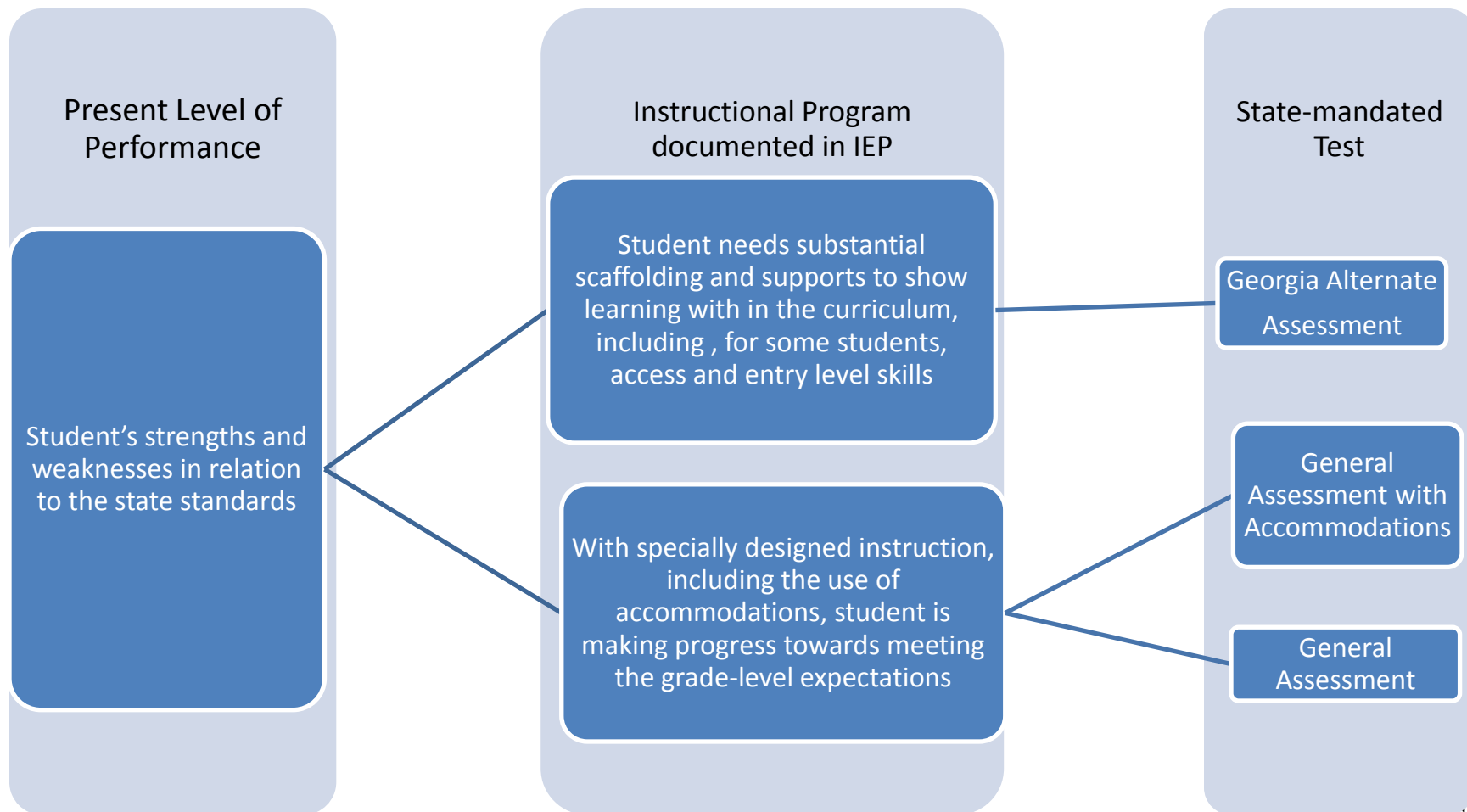
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How can the IEP show what state-mandated test the student should take?

- The movement of the student through the levels of possible assessment should begin with the appropriateness of the general assessment without accommodations, then moves from there
- The decision must be supported by information in the PLP as well as IEP goals/objectives

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How can the IEP show what state-mandated test the student should take?



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Three Big “Take Aways”

- First,
- Second,
- Third

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