



Special Education Parent/ Guardian Workshop

Understanding IEP Goals and Monitoring Your Child's Success

February 28, 2018

Outcomes:

By the end of this session, participants will have an understanding of:

- Present Levels of Academic Achievement and Functional Performance (PLAAFP);
- Measurable IEP goals;
- Monitoring progress of student goals.

A PLAAFP is a summary of your child's skills in a particular academic or functional area.



Areas considered: academic, communication, functional skills, health, social emotional and others

What is a present level of academic achievement and functional performance?



KEY CHARACTERISTICS OF THE PLAAFP

Multiple data sources that have significance and demonstrate bearing on the student's academic and functional levels of performance

The most recent data available to inform instructional decision making.

02
relevant

03
objective

Based upon facts, data and observations

04
measurable

Concrete, quantifiable data and information.

01
current

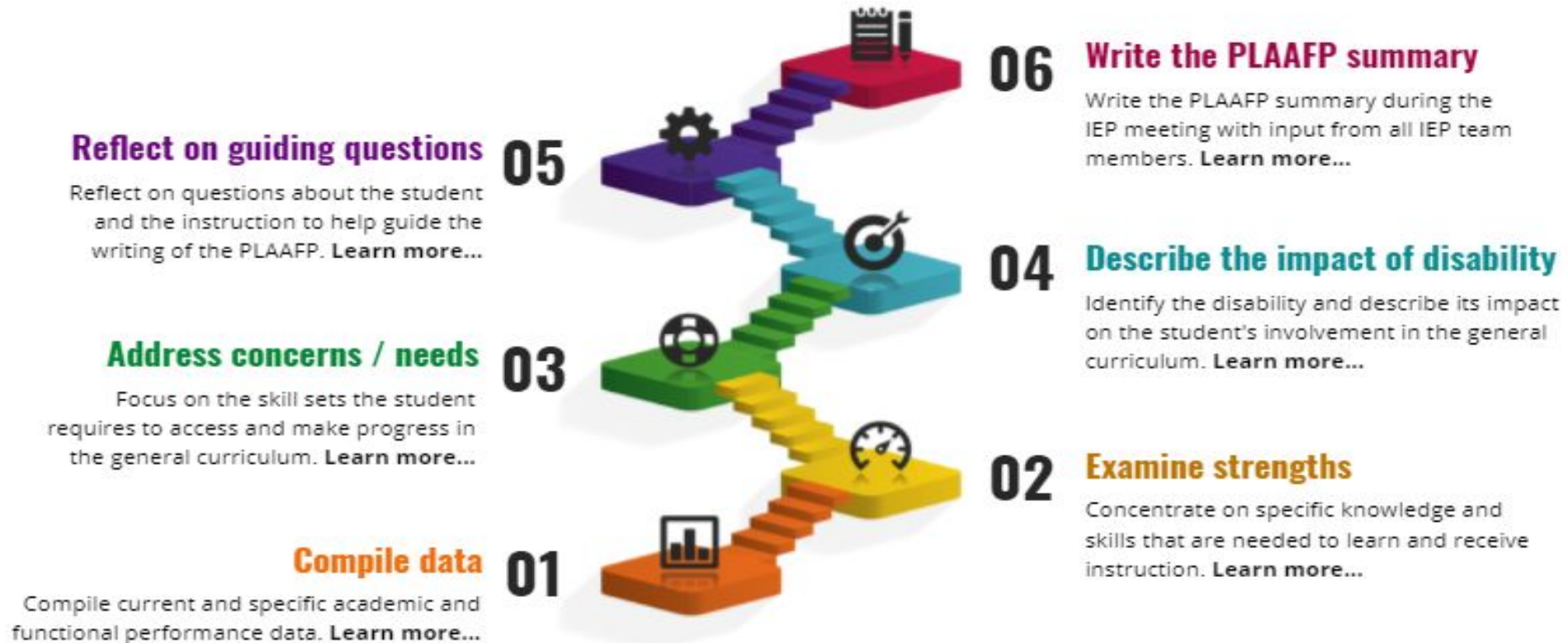
05
understandable

Written in family-friendly language.



Six Major Steps in development of the PLAAFP

Six major steps in the development of the PLAAFP



All components of the IEP, which includes accommodations, supplementary aids and services, and goals and objectives, will be aligned to the PLAAFPs.

INDIVIDUALIZED EDUCATION PROGRAM (IEP) - PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE
SECTION 3025.1(b)(1)(ii) of Public Law 105-178, which is 34 CFR 300.301(b)(1)(ii) and 34 CFR 300.301(b)(1)(ii)(A)

Name: _____ Date: _____ IEP Team Meeting Date: _____

ACADEMIC _____ Describe student's academic achievement and functional performance in student areas, as appropriate.

Strengths: _____ Summary of Assessment Findings (including areas of administration)

Level of Performance: _____
(Provide priority, high, low, and other criteria, and describe measurement, as applicable.)

How do you support the student's academic achievement and functional performance? (3025.1(b)) _____

RESULTS _____ Describe student's academic achievement and functional performance in student areas, as appropriate.

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How do you support the student's academic achievement and functional performance? (3025.1(b)) _____

EMOTIONAL _____ Describe student's academic achievement and functional performance in student areas, as appropriate.

Strengths: _____ Summary of Assessment Findings (including areas of administration)

Level of Performance: _____
(Provide priority, high, low, and other criteria, and describe measurement, as applicable.)

How do you support the student's academic achievement and functional performance? (3025.1(b)) _____

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IEP goals address the targeted areas that require specialized instruction.

Building a Solid Goal

Given...

Using...

With...

Strategy...

Supplementary Aid and Service...

(The student will) Xxxxx will...

Common Core State Standards
State Curriculum

START with
grade level standard

*If significantly below grade level,
consider a foundational goal*

By: (date)

Evaluation Method: (Which is the best means?)

With (criteria for mastery)

Given Statements

A goal usually starts with the word **Given**.
The words following identify those supplementary aids and services that are required for the student to make progress towards the goal.



Standards

Annual goals and objectives should align with the grade level general education curriculum standards, functional performance requirements and the Maryland State Curriculum.



Date of Achievement

When writing annual goals, the date is calculated to be 364 days from the meeting date.

Annual goals estimate what outcomes your child is expected to achieve in an academic year based on your child's PLAAFPs.



Evaluation Method

The evaluation method is an important component of the goal.

The team identifies objective procedures for evaluating progress.



Data Collection Tools

This term refers to the work samples, trials, observational checklists, etc. that will be kept and analyzed over the course of the quarter to determine student growth.

Observation	I observed that mostly all the brains were small except the human which was the biggest out of all of them.
Claim/Evidence	The human brain is mostly similar to the sheep brain. Most brains are alike because of the cerebrum and cerebellum. The human cerebrum is hidden when you look at it.

Based on the goal, the data collected could be different.

Informal Procedures

Appropriate to use for monitoring:

- To show what and how much your child has learned;
- To indicate when the teacher needs to adjust the instruction to meet your child's needs.

Examples of data collection forms for informal procedures:

- Graphic organizers
- Short quizzes on selected skill
- Mini whiteboards
- Exit Cards
- Checklists

Curriculum Based Assessments

Appropriate to use for monitoring performance on curriculum related tasks:

- Reading (sight words, comprehension, etc.)
- Mathematics (facts, formulas, operations)
- Writing (mechanics, content, structure, organization)

Examples:

*Running Reading Record

*Unit Assessments

*Common Writing Tasks

*Progress Checks

Portfolios

Appropriate to use for monitoring:

- To show student progress over time (based on IEP goals/objectives)
- Student writing

Examples of data collection forms for portfolios:

- *A collection of written samples in an academic area
- *Online collection of academic or behavioral progress

Measurement Criteria

This term refers to the way student progress will be determined/assessed.



It also includes the criteria that has been established which will determine mastery.

Criteria

The criteria identify how much, how often, or the correctness of the skill or behavior.

- **Accuracy** - the degree of correctness
- **Trials** - number of times (how often) a behavior or skill occurs
- **% increase/%decrease from baseline** - percent change (how much)

Measured by:

- cumulative counts
- duration
- rate

Objectives

Short-term objectives and benchmarks describe meaningful intermediate outcomes between the student's current performance level and the annual goal.





Discuss how you will use what you just learned at your child's next IEP meeting.

Interpreting progress notes

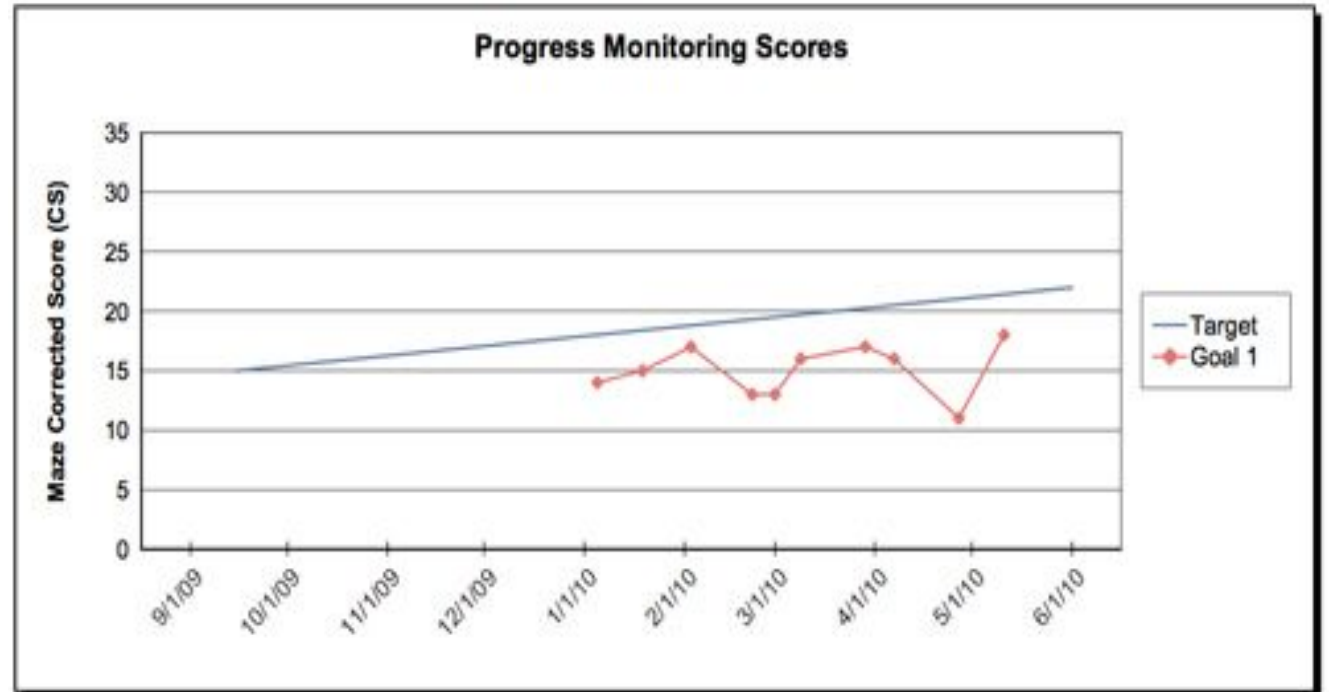
<http://olms.cte.jhu.edu/moiep-m04-presentation>

Monitoring Progress

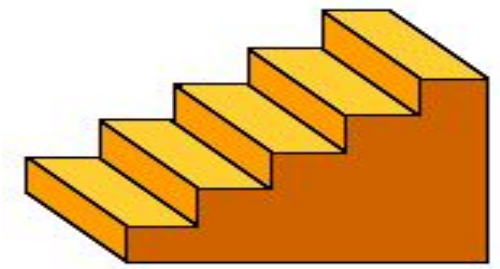


Progress Code(s)

These are the descriptions that are used quarterly to indicate student progress toward the goals.



Progress Codes



Achieved

This means the student has effectively demonstrated mastery of the goal over the course of the applicable marking period or within the year of the IEP

Making sufficient progress to meet goal

This means the student's progress over the baseline, which if continued incrementally throughout the next quarters, would result in mastery of the goal as written

Newly introduced skill, progress not measurable at this time

This means either the IEP (or goal of a periodic review) was just developed within the marking period or the skill was just introduced in the marking period and the data would be insufficient to determine progress

Not making sufficient progress to meet the goal

This means the student has made no progress or the progress over baseline, which if continued incrementally, throughout the next quarter, the student would not be able to master the goal as written

Not yet introduced

This means there was no opportunity for the student to learn this concept in the marking period.

Progress Monitoring Answers the Following Questions

01

Is the student making progress at an acceptable rate? It isn't enough to "just make progress". The progress must be meaningful with appropriate expectations and accommodations to close the gap between the student's performance and his or her peers.

02

Is the student meeting the short term objectives which will help him or her reach their long term goals?

03

Does the instruction need to be adjusted or changed to meet the individual needs of the student?

Is the student making progress at an acceptable rate?



01

Progress must be meaningful with appropriate expectations and accommodations to close the gap between the student's performance and his or her peers.



Is the student meeting the short term objectives which will help him or her reach their long term goals?



03

Does the instruction need to be adjusted or changed to meet the individual needs of the student?

Progress Codes: Next Steps



Achieved

If there is still a deficit in that area, then the IEP team needs to convene and write a new goal.

Not making Progress

If the student is not making progress, then an IEP team meeting must be convened to revisit the goal.