

Individualized Education Program (IEP): Part 2

Opening Slide:

This is Part 2 of the Essential School Age Module. This presentation focuses on measurable goals and specially designed instruction (SDI)

Slide 2:

There are three elements of a measurable goal. All three elements must be a part of each goal on the IEP in order to be considered compliant.

The first element of a measurable goal is clearly-defined behavior. The second element of a measurable goal is the condition under which the behavior will occur. The final element is the criteria that will be used to evaluate the performance of the behavior.

Slide 3:

Clearly-defined behavior is defined as the specific action the student will be expected to perform. The behavior should be based on one specific skill. Do not blend skills, such as decoding and fluency, in one goal. Each goal should only have one verb. The description of the skill should be clear, concise and specific.

Slide 4:

The next element of a measurable goal is the condition under which the behavior will occur. The condition can be defined as the situation, setting or given material in which the behavior is to be performed.

Slide 5:

The last element of a measurable goal is the criteria that will be used to evaluate the performance of the behavior. The definition of performance criteria is the level the student must demonstrate for mastery and the number of times that skill or behavior must be demonstrated to be considered proficient.

The annual goal and the baseline in the present levels must be stated in the same units of measurement. For instance, if the goal reads “When given subtraction problems with regrouping, Donna will solve the problems at 80% or better accuracy in 4 out of 5 trials”; then the present levels would state what Donna’s current baseline is in solving subtraction problems with regrouping, e.g. 60% accuracy in 2 out of 5 trials.

Districts should avoid using vague terms such as increase or decrease with a baseline or target of acceptable performance.

Performance criteria should include both a level of degree and a level of mastery.

Below the measurable annual goal, there are checkboxes lettered A – K. The district must determine and identify here the best way to monitor the progress toward the annual goal for the student. Remember that if the observation box is checked, there must also be a written record in order to support this method of data collection.

Slide 6:

Progress monitoring is used to determine if the student is making progress. The monitoring helps determine if the goals of the IEP are being met. The results of the monitoring can be a basis to reevaluate the IEP to provide different supports that may better meet the needs of the student.

In Section 6 of the IEP, you will indicate the method that will be used to measure the student's progress towards each goal. There are rollovers explaining each of the methods.

You will also indicate the frequency of reporting progress to the child's parents.

Slide 7: Optional Form OP-6A - Progress Report

Progress Reports must be provided to parents of a child with a disability at least as often as report cards are issued to all children. If the district provides interim reports to all children, progress reports must be provided to all parents of a child with a disability.

There is an area on the form to summarize the measurable data utilized to assess the student's progress towards attaining the goal. Report the student's current performance on the GOAL compared to the goal mastery criteria from the IEP.

Under Data Source, refer to the method being used for measuring the child's progress towards their annual goal. Remember to refer to Section 6 of the IEP, the Method Boxes A-K located under the measurable annual goal.

Under Data Points, refer to the number of times and the percentage of accuracy the child is presently performing toward mastering their annual goal. See the slide for example.

Please ensure that if you are using a district-created form for reporting progress, that these components are included.

Slide 8:

Specially designed instruction means adapting, as appropriate to the needs of an eligible child the content, methodology, or delivery of instruction to address the unique needs of the child that results from the child's disability and to ensure child has access to the general education curriculum, so that the child can meet the educational standards that apply to all children.

Specially designed instruction is how you are teaching the child and how the delivery of instruction is different from what every child receives. There must be a clear connection to the

specific goal referenced and the location of services. The amount of time must reflect the need of the individual student and is not based on a schedule or availability of staff.

Slide 9:

SDI describes the nature of the instruction that aligns with the needs of the student AND supports the progress towards achievement of annual goals. SDI can be a stand-alone related service.

Slide 10:

Assistive technology is defined as any item, piece of equipment or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain or improve the functional abilities of a student with a disability.

When describing the specific assistive technology, proprietary names should not be used.

It is important to note that a surgically implanted device is NOT considered by federal law to be assistive technology.

Assistive technology service means any service that directly assists a child with a disability in the selection, acquisition or use of an assistive technology device.

Please note: Under Assistive technology in Section 7 of the IEP form, it is not necessary to identify the time and frequency.

Slide 11:

Accommodations provide access to course content but DO NOT alter the scope or complexity of the information taught to the student. Accommodations do not reduce the learning or performance expectations of what is being taught or tested.

Modifications change the amount and/or complexity of the instructional material taught. Modifications of the curriculum result in the student being taught the same information as the same-age, grade-level peers, but with less complexity or reduced work requirements.

Slide 12:

Support for school personnel is an area that documents interaction between adults. This section identifies the person or persons who will be receiving the specific support provided, by whom and when it will occur. There can be more than one support description in this area.

As an example, consider a student who has been identified with a speech impairment. The Speech and Language Pathologist might consult with the classroom teacher to provide strategies which could be used in the classroom for the student. This section is where the interaction of the Speech Pathologist consulting with the classroom teacher would be documented.

This area is also used to document that an Occupational Therapist Assistant or Physical Therapist Assistant is providing therapy to the student in consultation with the Licensed Physical Therapist or Occupational Therapist.

Slide 13:

For more information, please visit:

<https://education.ohio.gov/Topics/Special-Education/Federal-and-State-Requirements/Operational-Standards-and-Guidance>

<https://education.ohio.gov/Topics/Special-Education>

For further support, contact your State Support Team (SST). To find your SST, please visit:

<http://education.ohio.gov/Topics/District-and-School-Continuous-Improvement/State-Support-Teams>

Slide 14:

Please visit: <http://education.ohio.gov/>