The Essential School-Aged IEP:

Measurable Goals and SDI

Elements of a Measurable Goal

- Clearly Defined Behavior
- Condition under which the behavior will occur
- Criteria used to evaluate performance

1. The specific action the student will be expected to perform
2. Based on one specific skill
3. Do not blend skills, such as decoding and fluency in one goal

Avoid:
- Targeted Math Skills
- Targeted Reading Tasks
2 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.

Grade level material NEEDS to be specifically defined
to their ABILITY level or their EXPECTED grade level.

3 Criteria used to evaluate performance

• The level the student must demonstrate for mastery

  Example 80%

• The number of times that skill or behavior must be demonstrated

• The same unit of measurement and criteria should be used in the PLOP
  and in the Progress Reports

• Avoid vague terms

• Include both level of degree and mastery

4 Progress Monitoring

REMEMBER
Progress REPORTING to parents occurs at EACH grading
period, progress MONITORING can occur throughout the
grading period.
Progress Report  Optional Form 6A

OP-6A PROGRESS REPORT  School Year:  District Name:  
Student Name:  Student ID:  Grade:  

Date:  Reporting Period:  

Refers to the method being used for measuring the child’s progress towards their annual goal.

Running Records  2 out of 4 times at 75% mastery

Refers to the number of times and the percentage of accuracy the child is presently performing towards mastering their annual goal.

Donna is currently reading at 30 WPM. She is progressing towards mastering her goal of 66 WPM.

When given a passage to read, Donna will read 66 WPM with 100% accuracy in 3 out of 4 trials.

Specially Designed Instruction (SDI)

Adapting to the NEEDS of a child

- Content
- Methodology
- Delivery of Instruction

Unique NEEDS of the child

Ensure

Child has ACCESS to the General Education Curriculum or Extended Standards.

The educational standards that apply to ALL children

Meet

HOW you are teaching the child

HOW the delivery of instruction is different from what every child receives

Must be a clear connection to the SPECIFIC goal referenced and the location of the service

Amount of TIME must reflect the need of the individual student

NOT based on a schedule or availability of staff

Should have only 1 provider and location

Can be related service
Specially Designed Instruction (SDI)

- Instructional methods and strategies specially designed for each individual student and goal
- List of Accommodations
- Designed to assist the student in progressing towards achievement in their goals
- Consider the implications for instruction in Part 2 of the ETR
- Can be provided by intervention specialist and related service providers

Paraprofessionals and General Education Teachers
- Can
- Implement Accommodations
- Monitor Progress
- Be documented in Support for School Personnel

Specially Designed Instruction (SDI)

Each box of the Specially Designed Instruction should be completed without multiple providers and/or locations.

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<th>TYPE OF SERVICE</th>
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<th>LOCATION OF SERVICE</th>
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<td>Intervention Specialist</td>
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<tr>
<td>Noncompliant SDI for location and time and frequency</td>
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Assistive Technology

- Increase, maintain or improve the functional abilities of a student with a disability
- Proprietary names should not be used
- A surgically implanted device is NOT assistive technology

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

- Provide access to course content but do not alter the scope or complexity of the information taught to the student.
- Does not reduce the learning or performance expectations of what is being taught or tested.

Visual Highlighters
Formulas
Extended Time
Reducing Visual Distractions
Human Reader
Comprehension
Fidgets
Clarifying Directions
Subject & Content
The condition for and extent of the accommodations MUST be explained.

Ohio’s Accessibility Manual

Modifications

- Changes the amount and/or complexity of the instructional material being 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.

Skip Selected Items
Reducing the Scope
Subject / Type
Hints / Clues
Defining Vocabulary
Lowering Performance Level
The use of The Ohio Learning Standards Extended

http://education.ohio.gov/Topics/Special-Education/Ohio-Learning-Standards-Extended

Support for School Personnel

- When an adult is providing services to a student directly

- Paraprofessional supports a teacher in a classroom generally at the teacher’s direction.

- Occupational Therapist providing training and guidance to teachers or Occupational Therapist assistant.

One-to-one direct aide services
Support for School Personnel

Support the needed support from Adult to Adult

Example
Example

Support for School Personnel Section
Accommodation Section
Written
Documented
For More Information

For more information, please visit:
http://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

Share your learning community with us!
#MyOhioClassroom
Celebrate educators!
#OhioLovesTeachers