

# TOPIC BRIEF:

## DEVELOPING MEANINGFUL AND COMPLIANT IEPs

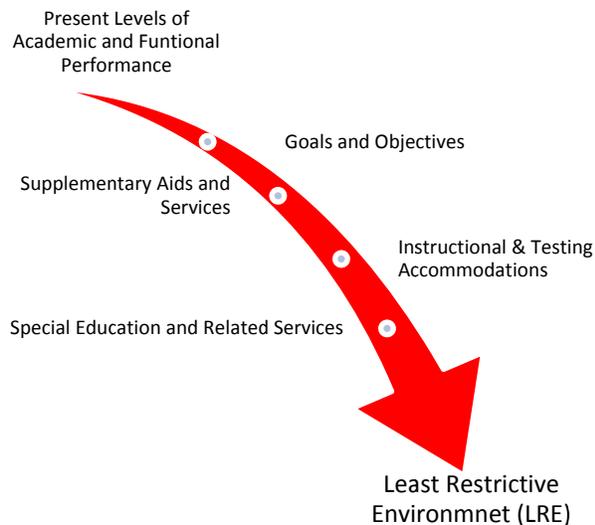
### Developing the IEP

An Individualized Education Program (IEP) is a written description of the special education and related services needed by the student. The purpose of the IEP is to give students access to the general education curriculum and provide opportunities to acquire grade-level content. IEP developers must be aware of the general education content standards, and the state's assessment measures, as they determine each student's strengths and weaknesses and any gaps when compared to non-disabled same age peers.

To develop an appropriate IEP, consider:

- What must the student know and be able to do?
- What are the grade level content standards for the grade in which the student is enrolled?
- Where is the student functioning in relation to the grade level content standards?
- Has the student been taught grade-level content?

### Components of the IEP



### ACCOMMODATIONS

Instructional and Assessment accommodations provide access by enabling the student to participate more fully in instruction. Accommodations are part of daily instruction, not introduced for the first time when the student participates in state and local assessments. If the student will not participate in state or local assessments, the IEP team must

document why it is not appropriate and how the student will be assessed.

### Present Levels of Academic Achievement and Functional Performance (PLAAFP)

The IDEA requires an IEP to include "a statement of the child's present levels of academic achievement and functional performance," which also must include:

- How the disability affects the child's involvement and progress in the general education curriculum
- For preschool children, as appropriate, how the disability affects the child's participation in age appropriate activities
- Consideration of the strengths and weaknesses of the child

#### Remember when writing the PLAAFP:

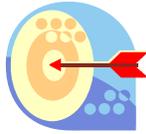
- Linked to current evaluation/assessment results
- Based on data
- Stated objectively, not subjectively
- Addresses educational gaps and why these gaps exist
- Considers interventions or teaching strategies that have been successful with the student
- Describes how the student's disability affects the ability to be successful in the general education classroom

#### Sources of Information for the PLAAFP include:

- Classroom data: behavioral charted data, work samples, assessment information, teacher observation, progress on goals and objectives, data on curriculum materials covered in class
- Progress monitoring data from interventions used
- Data gathered from functional behavioral assessments or behavior intervention plans
- Curriculum-based measurements
- State and local assessments
- Benchmark testing data based on curriculum content with data on specific areas
- Norm-referenced test results with general comparison of student with peers
- Criterion referenced test results used to determine if the student has learned particular skills
- Systemic observations used to describe behavior

## Goals and Objectives

Measurable goals include academic and functional goals designed to meet the student's needs that will enable her or him to be involved in and make progress in the general education curriculum and meet each of the student's other educational needs that result from the disability.



### Writing Goals

- Goals are the driving force behind the IEP.
- Consider what can be reasonably accomplished in a year.
- Base goals on the PLAAFP. Each area of identified need should have at least one goal.
- State the goals with what the student will do, not what others will do for the student.
- Align goals with grade level content. What does the student need to access that content?
- Include appropriate evaluation procedures and measurement criteria to determine if the goal is being achieved. The goal should be clear in what the observer should see when the goal has been mastered.

### GOALS MUST INCLUDE

Target Behavior
Conditions
Level of Proficiency
Measurement

Special education services and related services must be based on the needs of the student and NOT on the availability of services within an individual building. Services also must not be based on scheduling considerations.

***The IEP goal must focus on the critical skill and behavior a student needs in order to access the general education curriculum and NOT general education content itself.***

The IEP should identify skill deficits interfering with the student's access to the curriculum. *It should not describe the curriculum.* The content of a class is what all students are expected to learn. Instead the IEP must identify the critical skills and behaviors the student needs to *access* the curriculum. For example, a student with a reading disability needs critical reading skills and strategies to effectively use the textbook.

### PROCESS for Developing Measureable Goals:

<b>Area of Need:</b>
<b>Establish student's present level of performance</b> <ul style="list-style-type: none"> <li>• Describe what student can do</li> <li>• Describe what student should work on next</li> </ul>
<b>Identify tool/procedure that can quantify the skill/behavior and collect baseline data</b>
<b>Consult norms and other relevant data</b> <ul style="list-style-type: none"> <li>• How does student perform compared to others</li> </ul>
<b>Define the skill or behavior to change</b> <ul style="list-style-type: none"> <li>• How will it be observed?</li> <li>• Dimension of behavior to change (Fluency, speed, duration, accuracy, etc.)</li> </ul>
<b>Using above, present level is:</b>
<b>Identify length of time for IEP</b>
<b>Select performance criteria for goal</b> <ul style="list-style-type: none"> <li>• Describe in observable terms</li> <li>• Describe in quantifiable terms</li> </ul>
<b>Select conditions that must be present for student to perform at this level</b> <ul style="list-style-type: none"> <li>• Describe level of assessment or support necessary to perform skill or behavior</li> </ul>
<b>Using above, goal is:</b>
<b>Develop progress monitoring plan</b> <ul style="list-style-type: none"> <li>• What tool</li> <li>• By whom</li> <li>• How often</li> <li>• Where</li> </ul>