



Writing the IEP

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Writing the IEP Elements

- Present Levels
- Goals
- Assessment
- Accommodations
- Placement Options – LRE
- Nonparticipation Justification

Writing Present Levels



Writing Present Levels

- Procedural Compliance Review
 - Standard 27
 - Standard 28

Writing Present Levels of Academic Achievement and Functional Performance

- Key Concepts:
 - serves as a foundation for IEP development
 - provides a clear picture of student's strengths and needs, based on evaluation and performance
 - guides the IEP team in identifying appropriate goals, supports, and services
 - written in language that is easily understood

Writing Present Levels of Academic Achievement and Functional Performance

➤ Performance Areas:

- Reading (decoding, comprehension)
- Writing (conventions, expression)
- Mathematics (computation, reasoning)
- Social/Emotional
- Behavior
- Pre-vocational (organization, work completion)
- Speech/Language
- Motor Skills (gross and fine)
- Others???

Writing Present Levels of Academic Achievement and Functional Performance

➤ Describe areas of strength and need by including statements about:

- what the student can do and cannot do
- results of curriculum based assessments
- results on district and statewide assessments
- classroom academic performance with classwork and homework assignments
- parent concerns

Writing Present Levels of Academic Achievement and Functional Performance

- The impact statement must include:
 - the **student's disability**,
 - how the **disability is manifested**, and
 - states that the disability **impacts the student's involvement and progress in the general education curriculum**

Writing the Impact Statement

- Does the student's disability impact his/her involvement and progress in the general education curriculum?
- How does the disability impact involvement and progress?
 - Impairs ability to read (decode, comprehend)
 - Impairs ability to write
 - Impairs ability to do mathematical calculations
 - Impairs ability to listen
 - Impairs ability to speak
 - Impairs ability to build or maintain interpersonal relationships

Writing Present Levels of Academic
Achievement and Functional Performance

READING SAMPLE



Lydia – 2nd Grader

Writing Present Levels of Academic
Achievement and Functional Performance

➤ Results:

- OAKS ELA/MA (year or N/A)
- District Assessment (year)
- Developmental/Functional Performance based on recent evaluation (date)

➤ Parent concerns

Writing Present Levels of Academic Achievement and Functional Performance

Areas of Strength

- Lydia is able to read first grade literature books independently. Her fluency score is 61 words per minute, slightly under the target of 65 words per minute. She reads common sight words at second grade level. Lydia can blend words with 2 and 3 letter consonant blends as well as words with short and long vowel patterns. She is able to apply phonics skills to decode words during structured reading time.

Writing Present Levels of Academic Achievement and Functional Performance

Areas of Need:

- Lydia is unable to comprehend grade level reading texts. She has difficulty stating main ideas, answering “how” and “why” questions and reading with comprehension in other subject areas such as Social Studies and Science. Her score for answering comprehension questions is 5/10 and her vocabulary score is 5/10 both of which are below target. She has difficulty participating in classroom discussions and completing follow up reading comprehension assignments.

Writing Present Levels of Academic Achievement and Functional Performance

Impact of Disability:

- Lydia's *specific learning disability impairs her ability to comprehend what she reads which impacts her involvement and progress in the general education curriculum.*



Writing Present Levels of Academic Achievement and Functional Performance

“Table-Talk”

MATH SAMPLE



Max – 3rd Grader

Table-Talk Questions

- Do the descriptions give you enough information to understand where the student is currently functioning in math computation and application/reasoning?
- Is there sufficient information to develop appropriate goals and objectives?
- Does the impact statement contain all three required elements?
- Discuss suggestions for improvement.

Writing Present Levels of Academic Achievement and Functional Performance

- **STRENGTHS**: Max has grown in his ability to add and subtract single digit numbers without using manipulatives. He is able to write and identify numbers from 1 to 100 without the use of a model.
- **NEEDS**: Max is experiencing difficulty in the areas of place value and regrouping.
- **IMPACT**: Max is having difficulties due to deficits in his abilities which impact his involvement and progress in the general education curriculum.

Writing Present Levels of Academic Achievement and Functional Performance

- **STRENGTHS (REVISED):** Classroom teacher reports Max is able to count, read and write whole numbers to 100 without the use of a model. He can add and subtract facts to twenty. Results of curriculum-based assessments indicate that he is able to write and solve number sentences involving addition and subtraction. He can solve addition and subtraction word problems with one and two digit numbers without regrouping.

Writing Present Levels of Academic Achievement and Functional Performance

- **NEEDS (REVISED):** Max has difficulty adding and subtracting multi-digit numbers with regrouping due to a lack of understanding of place value. He does not know basic multiplication facts or understand how to compare simple fractions. He has difficulty choosing the correct operations to solve multi-step word problems. Also, Max has difficulty recalling previously learned information.

Writing Present Levels of Academic Achievement and Functional Performance

- **IMPACT (REVISED):** Max's specific learning disability impairs his ability to do mathematical calculations which impacts his involvement and progress in the general education curriculum.

Writing Present Levels of Academic Achievement and Functional Performance

- **Multiple Measures**
 - Curriculum/Standards Based Tests
 - Teacher Input/Observations
 - Writing Samples/Portfolios
 - Parent Input
 - Norm Referenced Tests (e.g., WJ-IIIIR, KTEA2, etc)
- Evaluation and ongoing monitoring requires the use of multiple informal and/or formal measures to provide an accurate picture of the student's level of functioning.

Writing Present Levels of Academic Achievement and Functional Performance

➤ Important Reminders:

1. Provide clear, focused, detailed and complete information with supporting data
2. Include data from formal or informal assessments—use understandable language without jargon and acronyms
3. Document and address educational concerns of the parent
4. Document that the parents stated they have no current educational concerns
5. Consider all appropriate performance areas to include in the PLAAFP
6. Have a clear link between assessment results, **PLAAFP**, goals, accommodations/modifications, progress and services—all sections must match

Writing Measurable Goals



Writing Measurable Goals

- Procedural Compliance Review
 - Standard 32
 - Standard 33
 - Standard 34
 - Standard 35
 - Standard 36

Writing Measurable Goals

- When writing goals, the performance areas and goals are specific (i.e. reading comprehension, written expression, math calculations)
- Needs within the PLAAFP performance areas “should” have a matching goal
- ❖ *should* vs. *must*—if the IEP team determines that one area of need should be address prior to another, then document this decision on the IEP (notes section)

Writing Measurable Goals

What are **S.M.A.R.T.** goals?

- Specific
- Measurable
- Attainable with Action Words
- Realistic, Relevant, and Results Driven
- Time-limited

Writing Measurable Goals

- **Goals must be SPECIFIC!**
 - *Specific* goals describe each skill or behavior that must be taught
 - *Specific* goals have a better chance of being met because of targeted instruction
 - *Specific* goals answer the “WH” questions (who, what, where, when, which)

Writing Measurable Goals

- **Goals must be MEASURABLE!**
 - *Measurable* goals describe observable, verifiable outcomes
 - *Measurable* goals establish concrete criteria for measuring the child's progress
 - *Measurable* goals answer "how much" and "how many" which can be verified by data

Writing Measurable Goals

- **Goals must be ATTAINABLE!**
 - *Attainable* goals describe what is appropriate for the student to meet within the given time
 - *Attainable* goals build upon current skills to challenge the student and close the gap
 - *Action words* describe the behavior or skill that is being taught and can be recreated by another

Writing Measurable Goals

➤ Goals must be REALISTIC and RELEVANT!

- *Realistic* goals address what is appropriate and related to the child's unique needs
- *Realistic* goals can be challenging
- *Relevant* goals are child-specific based on verifiable assessment data
- *Relevant* goals should not be based on district curricula, state or district tests, or other external standards

Writing Measurable Goals

➤ Goals must be TIME-LIMITED!

- *Time-limited* goals describe the target date to achieve the skills or behavior
- *Time-limited* goals allow you to monitor progress at regular intervals

Writing Measurable Goals

READING SAMPLE



Lydia – 2nd Grader

Writing Measurable Goals

Areas of Strength: Lydia is able to read first grade literature books independently. Her fluency score is 61 words per minute, slightly under the target of 65 words per minute. She reads common sight words at second grade level. Lydia can blend words with 2 and 3 letter consonant blends as well as words with short and long vowel patterns. She is able to apply phonics skills to decode words during structured reading time.

Writing Measurable Goals

Areas of Need: Lydia is unable to comprehend grade level reading texts. She has difficulty stating main ideas, answering “how” and “why” questions and reading with comprehension in other subject areas such as Social Studies and Science. Her score for answering comprehension questions is 5/10 and her vocabulary score is 5/10 both of which are below target. She has difficulty participating in classroom discussions and completing follow up reading comprehension assignments.

Writing Measurable Goals

Impact of Disability: Lydia’s *specific learning disability impairs her ability to comprehend what she reads which impacts her involvement and progress in the general education curriculum.*



Writing Measurable Goals

➤ *What suggested goal performance area(s) should the IEP team consider for Lydia?*

- ✓ Reading Comprehension
- ✓ Vocabulary Development
- ✓ ???

Writing Measurable Goals

“SAMPLE goal”

- Goal Performance Area:
- Reading or English
- Annual Goal:
- Lydia will improve her vocabulary.



1. *Is this a focused performance area?*
2. *Is this a SMART goal?*

Writing Measurable Goals

“Lydia REVISED goal”

- Goal Performance Area:
 - Vocabulary Development
- Annual Goal:
 - By June 2013, when given a list of 10 content specific vocabulary words (Science and Social Studies) after a unit of study, Lydia will identify the meaning of the words with at least 80% accuracy in 10 consecutive trials as measured by content curriculum assessments and/or teacher made tests.

Writing Measurable Goals

- Goals & Objectives
 - Goals are required for all students.
 - Objectives are optional for most, but required for any students who are taking an alternate assessment aligned to alternate achievement standards.
 - Districts decide whether to require objectives for all students.

Writing Measurable Goals

➤ Objectives:

- Divide the annual goal into specific components
- Provide focus during instruction and assist with monitoring progress towards the annual goal
- Must be specific, measurable, attainable, relevant... and “time appropriate” during a progress reporting period
- Can identify prerequisite skills aligned to the goal
- Can indicate achievement levels in stages
- Can identify a fading of prompting or a change in the type of prompting

Assessment & Accommodations



Assessment & Accommodations

- Procedural Compliance Review
 - Standard 29
 - Standard 30
 - Standard 31 (objectives)

District and Statewide Testing

- All students in Oregon must have full access to the Oregon Statewide Assessment System (OSAS).
- IEP teams must document decisions about participation for each assessment.
- A public agency shall not exempt a student with a disability from participation.
- Parent can request an exemption.

District and Statewide Testing

- On the IEP:
 - Indicate Regular or Alternate
 - If applicable—Include explanation of why the student cannot participate in the regular assessment and why the alternate is appropriate
 - List necessary accommodations

Accommodations

- The Oregon Accommodations Panel refers to the term accommodations as “*practices and procedures in presentation, response, setting, and timing or scheduling that, when used in an assessment, provide equitable access to all students*”.
- Accommodations do not compromise the learning expectations, construct, grade-level standard, and/or measured outcome of the assessment.
- Only approved accommodations by the Accommodations Panel are allowed during testing.

Accommodations

- Accommodations provided during assessment must match accommodations provided during instruction.
- Accommodations must be documented within a student's IEP.
- Accommodation use is a team decision.

Accommodations

- **Avoid** these when selecting accommodations:
 1. Indicating “as needed” or “as appropriate”
 2. Choosing every accommodation available “just to be safe” or listing “standard accommodations”
 3. Assuming the same accommodations remain appropriate year after year and for all assessments
 4. Providing the same accommodations for every student in the class or program

Placement Options & LRE



Learning Knows No Bounds

Placement Options & LRE

- Procedural Compliance Review
 - Standard 46

Placement Options

- General Education
 - Consultation
 - Collaboration
 - Learning Center/Resource Center
- Self-Contained
- Alternative School
 - GE and/or SPED (day program)
- Residential
 - LTCT/Hospital Setting

School of Enrollment

- District
 - Charter
 - Hybrid Charter
 - building and online
 - Virtual Charter
 - online only
 - Private School
- ❖ Correctional facility placements are NOT educational decisions.

Least Restrictive Environment

- School districts must ensure that:
 - To the maximum extent appropriate, students with disabilities must be educated with students who are not disabled.
 - Special classes, separate schooling or other removal of students with disabilities from the regular educational environment may occur only if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Placement Options & LRE

- Important Reminders:
 - Eligibility does not equal placement.
 - Students with disabilities are general education first.
 - Placement is a discussion about the removal of students with disabilities from the general education environment.
 - Placement is not a building location.

Nonparticipation Justification



Nonparticipation Justification

- Procedural Compliance Review
 - Standard 43

Nonparticipation Justification

- Explain the extent, if any, to which the student will not participate with non-disabled peers in the regular classroom and in extracurricular and other non-academic activities.
- Describe the extent (amount) of any removal from the regular class environment and provide justification for the removal.

Contact Information

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