IEP Development: Present Level of Performance, Measurable Post-Secondary & Annual Goals

Thanks to: Kathy Gomes, Regional Coordinator Capital Region/North Country Regional Special Education Technical Assistance Support Center
Training Goals

Participants will be able to:

1. Write high quality Present Level of Performance statements (PLP)

2. Write high quality, Measurable Annual Goals, objectives and benchmarks as well as Measurable Post-Secondary goals

3. Become familiar with the new NYSED mandated IEP form
Expected outcomes of new forms initiative:

• Develop quality, student-centered IEPs
• Conform to consistent format and common expectations
• Involved and informed parents
• School districts meet compliance requirements
Expectations in Mandated IEP Form

• Evaluation results stated in instructionally relevant terms
• Impact of disability; Effect of student needs on progress and participation in general education curriculum
• Standard format for PLP (academic, social, physical)
  – current functioning,
  – student strengths, preferences, and interests
  – needs, including parent/student educational concerns
• Management (what we provide to manage student’s needs)
• Consideration of Special Factors
Essential Resources

Guide to Quality Individualized Education Program (IEP) Development and Implementation

Test Access & Accommodations for Students with Disabilities-Policy and Tools to Guide Decision-Making and Implementation

New York State Forms and Notices Related to Special Education
The IEP is the Cornerstone of the Special Education Process

Supports participation in the general education curriculum and learning standards

Guides the provision of instruction designed to meet a student’s needs

Provides an accountability tool

Ensures a strategic and coordinated approach to address a student’s needs

Identifies how the resources of the school need to be configured to support the student’s needs

Identifies how the student will be prepared for adult living
Guiding Principles for IEP Development

- Tool to Guide Instruction and Measure Progress
- Child Centered
- Includes Positive Behavior Supports
- Shared Responsibility Parental Participation
- Planning for Adult Outcomes
- Special Ed. is a Service, Not a Place
- Based on Individual Strengths & Needs
- LRE
- General Ed. Curriculum, Standards & Assessments
Steps for Writing and Implementing an IEP

1. Present Level Of Performance
   Academic, Physical, Social, Management Needs, Transition

2. Measurable Post Secondary and Annual Goals, Objectives / Benchmarks (if needed)

3. Programs, Services, Supports, Modifications & Accommodations, Transition Services & Activities

4. Determine LRE

5. Implement IEP

6. Monitor Student Progress

7. Review and Revise
1) Present Level Of Performance:
   Evaluation, Academic, Social, Physical, Management
   Effect of needs on involvement and progress..
   Student needs relating to special factors

( optional Student Information Form) and Student Information

2) Measurable Post Secondary Goals and Transition Needs

3) Annual Goals, Objectives / Benchmarks (if needed)

4) Reporting progress to parents

5) Programs and Services - Modifications & Supports

6) 12 month Services (if needed)

7) Testing Accommodations

8) Coordinated Set of Transition Activities

9) Participation in State Assessments, and with Students without Disabilities

10) Special Transportation

11) Placement

Sections of the IEP
Present Levels of Performance (PLP)
PLPs are the **Foundation** of the IEP

- The PLP provides the informational basis for generating goals, supports and services that are specifically designed to meet the student’s **individual** needs and begin to prepare them to select and reach their post-secondary goals.

“A problem well stated … … is a problem half solved”

(Charles F. Kettering)
PLP Information Comes From:

- **Evaluations**
  - Initial or most recent individual evaluation
  - Classroom assessments, progress monitoring
  - State and district assessments
  - Observations
  - Functional Behavioral Assessment (FBA)
  - Work samples

- **The student, parents, past teachers**

- **Factors related to the disability**

- **Transcripts, credits earned, exams taken (HS age)**
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<tr>
<th><strong>PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS</strong></th>
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<td><strong>DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS</strong></td>
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<th><strong>EVALUATION RESULTS (INCLUDING FOR SCHOOL-AGE STUDENTS, PERFORMANCE ON STATE AND DISTRICT-WIDE ASSESSMENTS)</strong></th>
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<th><strong>ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE AND LEARNING CHARACTERISTICS</strong></th>
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<tbody>
<tr>
<td>LEVELS OF KNOWLEDGE AND DEVELOPMENT IN SUBJECT AND SKILL AREAS INCLUDING ACTIVITIES OF DAILY LIVING, LEVEL OF INTELLECTUAL FUNCTIONING, ADAPTIVE BEHAVIOR, EXPECTED RATE OF PROGRESS IN ACQUIRING SKILLS AND INFORMATION, AND LEARNING STYLE:</td>
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<tr>
<th><strong>STUDENT STRENGTHS, PREFERENCES, INTERESTS:</strong></th>
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<tr>
<th><strong>ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:</strong></th>
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<tr>
<th><strong>SOCIAL DEVELOPMENT</strong></th>
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<tr>
<td>THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S RELATIONSHIPS WITH PEERS AND ADULTS; FEELINGS ABOUT SELF; AND SOCIAL ADJUSTMENT TO SCHOOL AND COMMUNITY ENVIRONMENTS:</td>
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<th><strong>SOCIAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:</strong></th>
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PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS
Documentation of student's current performance and academic, developmental and functional needs

Evaluation Results (including for school-age students, performance on State and district-wide assessments)
Functional Behavioral Assessment - 10-11-09 - Problems identified in the areas of self-regulation, attention and aggression in the form of destruction of materials. Aggression found to be avoidance / escape behaviors in response to stress and skill deficits.
Psycho-educational Assessment - 10-20-09
*Wechsler Intelligence Scale for Children* – Fourth Edition (WISC-IV): 95 (average) in verbal comprehension, 86 (low average) in perceptual reasoning, 71 (borderline) in working memory, and 88 (low average) in processing speed
*Woodcock-Johnson Tests of Achievement-Third Edition (WJ-III ACH)*: standard (and percentile) scores of 85 (14) in broad math, 80 (11) in basic reading skills, 87 (9) in math calculation skills, and 85 (13) in academic skills.
*Silent Reading Test*, score of 72 - borderline range.

*Test of Written Language-Third Edition*, standard composite score in the borderline range
Speech and Language Assessment - 10-5-09 - Clinical Evaluation of Language Fundamentals-Third Edition standard score in the below average range for the sentence repetition subtest and in the very low range for the listening to paragraphs subtest.
Physical Examination – 9-1-09 – Physical development is within normal range. Seizures medically controlled. Some side effects of seizure medication noted.
Classroom Observation - 10-15-09 - Difficulties with transition from one activity to the next. When presented with reading tasks, he ripped pages from the book. Broke pencils during math assignments. Attempted to leave the classroom 5 times during instructional periods. These behaviors did not present during the observation of the student during lunch, art and adapted physical education classes.
Enderle-Severson Transition Rating Scale (ESTR-R); *Jobs & Job Training* - score 46%, *Recreation & Leisure* - score 77%, *Home Living* - score 25%, *Community Participation* - score 60%, and *Post Secondary Training* - score 10%. Has expressed an interest in animal care. Has one work experience working in his father's Veterinary Office. Does not understand factors that influence job retention, dismissal, and promotion. Does not know how to use resources for assistance in job searching. Lacks skills necessary to complete a job application or job interview; and does not understand information on a paycheck. Enjoys swimming at the YMCA. His family supports the goal that he live outside of their home after high school, in a setting with supervision and support.
State and District-wide Assessments -
*State Assessment English language arts* - Grade 8 - Level 2 (partially proficient).
*State Assessment Mathematics* - Grade 8 - Level 3 (proficient).
4 Components of the Present Level of Performance
including Strengths, Preferences, and Interests, Needs, Parent Educational Concerns

- Academic Achievement
- Functional Performance & Learning Characteristics
- Social Development
- Physical Development

Management Needs
Academic Achievement, Functional Performance, and Learning Characteristics
What is functional performance?

• Functional means nonacademic, as in “routine activities of everyday living.”
  • Telling time
  • Counting money
  • Organization
  • Time management
  • Self Monitoring
**SCANS & CDOS SKILLS**

**Resources**
Understands how to use:
- Time
- Money
- Materials
- Facilities
- Human Resources

**Technology**
- Selects and Applies Technology
- Maintains Equipment

**Information**
- Acquires/Evaluates Information
- Organizes/Maintains Information
- Interprets/Communicates Information
- Uses computers to process

**Interpersonal**
- Teaches Others
- Serves Clients
- Exercises Leadership
- Negotiates
- Works as a Member of a Team
- Works with Diversity

**Basic Skills**
- Can Read
- Can Write
- Can use Basic Math Skills
- Listens Effectively
- Speaks Clearly

**Thinking Skills**
- Can Think Creatively
- Uses Decision Making Skills
- Uses Problem Solving Skills
- Can Visualize in One’s Mind
- Knows How to Learn

**Systems**
- Improves & Designs Systems
- Monitors & Corrects Performances
- Understands Systems

**Personal Qualities**
- Demonstrates
- Responsibility
- Positive self-esteem
- Self Management
- Social Skills
- Integrity/Honesty
Physical Development

Degree and quality of motor and sensory development

Health and Vitality

Physical skills or limitations related to learning

Strengths

Parent & Student Concerns

Impact of Disability
Management Needs

Nature and degree to which the following are required to enable the student to benefit from instruction:

- Environmental modifications
- Human Resources
- Material Resources

Note: Management needs must be developed in consideration of student needs identified in other PLP areas.
PLP Tips:

• Use clear, understandable language that all can understand. No jargon. No vague terms such as: “understands”, “good student”, “misbehaves”

• Identify supports and accommodations that have been used successfully in the past

• Be specific and use data. Without data, the PLP is only your opinion!

“The temptation to form premature theories upon insufficient data is the bane of our profession.”-Sherlock Holmes
Effect of Student Needs on Involvement and Progress

• Summary of how student’s disability affects student’s involvement and progress in general education curriculum, or

• for preschool, participation in appropriate activities
For example: Student with Traumatic Brain Injury - age 13

Effect of Student Needs on Involvement and Progress in the General Education Curriculum or, for a Preschool Student, Effect of Student Needs on Participation in Appropriate Activities

Craig’s short attention span and his difficulties applying organization strategies affect his ability to complete homework and class assignments in a timely manner. He forgets to take home materials and assignments and often forgets to turn in completed homework.

His decoding skills and physical difficulties with written work affect his ability to keep pace with his peers in activities which require independent reading and manual writing. As a result, he is falling behind in learning and does not always get credit for completed work or assessed knowledge.

His behavior when frustrated is distancing him from his peer group and taking time from instruction.
PLPs should:
Create a clear picture of the student

If the student moved to another district tomorrow, could their new teacher read the PLP and know his/her instructional strengths & needs?
Transition in the PLP

• Transition must be addressed beginning with the IEP in effect at age 15 or earlier, as appropriate.

• The PLP must include the student’s strengths, preferences, and interests as they relate to transition from school to post-school activities.
Transition in the PLP

• Transition assessment is an ongoing process of collecting data on the individual’s needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments.
Transition in the PLP

• All assessment data:
  – inform transition planning
  – serve as the common thread in the transition planning process
  – form the basis for defining goals and services to be included in the Individualized Education Program
What do transition statements look like:

• Evaluative results provide a summary of student information from transition/vocational assessments

• PLP: “Steven’s strengths in the area of writing and interpersonal skills support his plan to pursue a career in journalism. Due to his difficulty with legibility and writing speed, he needs to develop keyboarding skills and use of assistive technology”.
For students involved in Transition Planning:

• Consider the student’s interests, preferences, strengths, and needs as reflected in evaluations.

• Talk with the student and develop a statement related to their strengths, preferences, and interests, and record this in the PLP.

*Do these tie into the student’s future goals for living, learning, and earning?*
PLP Quality Indicators

- Address 4 need areas: Academic & Functional Performance, Social, Physical, Management
- Uses data from multiple sources to describe current functioning
- Includes progress on prior year’s IEP goals, if applicable
- Includes student strengths
- Includes parent concerns and student preferences & interests
- Includes how the disability impacts involvement and progress in general curriculum
- Identifies supports and accommodations that have been used successfully
- Includes impact of behavior on learning and social development, if applicable
- Addresses communication needs, Braille instruction, limited English proficiency, or assistive technology, if applicable
- Beginning at age 15, includes transition needs in consideration of student’s strengths, preferences and interests
- Uses clear, specific language that can be understood by parents and school staff
- Establishes a thorough foundation for development of goals and services
Measurable Post-Secondary Goals (MPSG) and Annual Goals
The IEP Shall List...

• **Measurable post-secondary goals**, beginning not later than the first IEP to be in effect when the student is age 15 - section 200.4(d)(2)(ix)

• **Measurable annual goals**, including academic and functional goals, consistent with the student’s needs and abilities … to enable the student to participate and progress in the general ed. curriculum - section 200.4(d)(2)(iii)
Goals Provide an Instructional Roadmap

“Would you tell me please, which way I ought to go from here? …

That depends on where you want to get to.”

Lewis Carroll, Alice in Wonderland
Measurable Post-Secondary Goals (MPSG)
The IEP Shall List…

• Measurable post-secondary goals, beginning not later than the first IEP to be in effect when the student is age 15 (and at a younger age if determined appropriate) - section 200.4(d)(2)(ix)
Measurable Post-Secondary Goals

200.4(d)(2)(ix) (b)

Based on age appropriate assessment data related to strengths, preferences, and interests

- Identifies the student’s long-term goals in:
  1. training and/or education
  2. employment
  3. independent living skills
Measurable Postsecondary Goals and Transition Needs

<table>
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<tr>
<th>Beginning not later than the first IEP to be in effect when the student is age 15 (and at a younger age if determined appropriate)</th>
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<tbody>
<tr>
<td><strong>Measurable Postsecondary Goals</strong></td>
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<tr>
<td>Long-term goals for living, working and learning as an adult</td>
</tr>
<tr>
<td><strong>Education/Training:</strong></td>
</tr>
<tr>
<td><strong>Employment:</strong></td>
</tr>
<tr>
<td><strong>Independent Living Skills (when appropriate):</strong></td>
</tr>
<tr>
<td><strong>Transition Needs</strong></td>
</tr>
<tr>
<td>In consideration of present levels of performance, transition service needs of the student that focus on the student’s courses of study, taking into account the student’s strengths, preferences and interests as they relate to transition from school to post-school activities:</td>
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</table>
Student with Other Health Impairment - age 16

Education/Training: Lisa will attend a two year college to take courses in animal care.

Employment: Lisa will work as a dog groomer as she participates in veterinary science course work.

Independent Living Skills Lisa will obtain her driving license. She will live in an apartment assisted by friends and family.
a) a statement of the student’s needs, taking into account the student’s strengths, preferences and interests, as they relate to transition from school to post-school activities.

b) a statement of the transition service needs of the student that focuses on the student’s courses of study, such as participation in advanced-placement courses or a vocational education program.
Transition Needs

In reflection of the PLP including assessment data and the students MPSG the IEP must include identified needs of the student such as:

• “needs to develop self-advocacy skills”

• “needs to learn computer and time management skills”

• “courses of study should include career and technical education courses in veterinary science.”
Course of Study:

- The high school curriculum that will prepare the student to meet his/her post secondary goals
- Considers diploma options required to achieve their MPSG’s

For example:

“Regents coursework required for regents diploma and/or sequence of courses in a career and technical education field related to the student's post-secondary goals”
Measurable Post-Secondary Goals and Transition Needs

• Guide planning activities that prepare the student to move from school to post-school

• Are considered, along with the needs identified in the PLP, when determining annual goals, services, and coordinated transition activities

• Annual goals, services, and activities prepare the student to achieve his/her post-secondary goals
Annual Goal: Section 200.4(d)(2)(iii)(a-c)

A statement that identifies what knowledge, skills or behaviors a student is expected to be able to demonstrate by the end of the year

- Focus on knowledge, skills, behaviors and strategies to address the student’s needs **as identified in the PLP**

- Not a restatement of the general ed. curriculum or a list of curricular content
Accessing the General Curriculum

Select goals to answer the question:

“What **skills** does the student require to master the content of the curriculum?”

**NOT**

“What curriculum content does the student need to master?”
Let’s Get Metaphysical…

“Give a man a fish and he will eat for a day. Teach him how to fish and he will eat for a lifetime.”

Chinese Proverb

How does this proverb relate to writing Measurable Annual Goals?
Annual Goals: Section 200.4(d)(2)(iii)(a-c)

1. Are student’s goals, not program goals
   - Based on identified needs
   - Reasonable to achieve within one year, based on student’s present abilities and rate of progress
   - Not all needs statements must have a corresponding annual goal. Some needs can be addressed through supports, accommodations and modifications and, therefore do not need a corresponding goal.
   - In some cases, a single goal may address more than one need. As a result, there is no direct match between the number of needs identified and the number of goals.
The following goals are recommended to enable the student to be involved in and progress in the general education curriculum, address other educational needs that result from the student's disability, and prepare the student to meet his/her postsecondary goals.

<table>
<thead>
<tr>
<th>Annual Goals</th>
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<tbody>
<tr>
<td>The student will be expected to achieve by the end of the year in which the IEP is in effect.</td>
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<table>
<thead>
<tr>
<th>Criteria</th>
<th>Method</th>
<th>Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure to determine if goal has been achieved</td>
<td>How progress will be measured</td>
<td>When progress will be measured</td>
</tr>
</tbody>
</table>

| Dawn will solve math word problems that involve addition and subtraction of two-, three- and four-digit numbers. | 90% accuracy on 8/10 classroom assessments or worksheets | Classroom assessments and worksheets | Every two weeks |
| Dawn will complete actions in response to 3-step verbal requests. | 5 out of 5 times on 4 consecutive weekly trials | Charting of student responses | Weekly |
| Dawn will remain in class for 45/50 minute periods, requesting a 'break' from class work not more than three times per class period. | 5 out of 7 class periods per day over 5 week period | Daily charting of time in class | Monthly |
What Makes Goals Measurable?

1. Clarity of language describing what the student will do.
   - observable behavior
   - conditions for performance are identified (e.g., prompt level, givens)
   - avoid vague language and jargon
<table>
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<tr>
<th>Observable? ........ Or Not?</th>
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<tbody>
<tr>
<td>Point to</td>
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<tr>
<td>Circle</td>
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<tr>
<td>Spell orally</td>
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<td>List in writing</td>
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<tr>
<td>Read orally</td>
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<tr>
<td>Walk</td>
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<td>Count</td>
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<td>Eat</td>
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<td></td>
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<tr>
<td>Know</td>
</tr>
<tr>
<td>Understand</td>
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<td>Grasp the meaning of</td>
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<td>Remember</td>
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<td>Realize</td>
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<td>Enjoy</td>
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<td>Be familiar with</td>
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<td>Participate in</td>
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Will you know it when you see it?
What Makes Goals Measurable?

2. Evaluation plan for goal is identified

- **criteria**: how well must the student perform, over what period of time to demonstrate mastery of the goal? Measure to determine if goal has been achieved

- **method for evaluation**: How progress will be measured

- **schedule for evaluation**: when, how often, on what dates or intervals of time will progress be measured?
Criteria:
How well must the student perform?

- accuracy, duration, frequency, speed, distance, # of trials, by when

- Goals may need > 1 criteria
  - 50 words /min. with 3 or fewer errors
  - 85% accuracy over 5 consecutive trials
Criteria: Some Suggestions

• Start with the PLP / baseline data
• Be realistic, but aim high
• Match criteria to the behavior
  – Keep independence in mind
  – Keep safety in mind
Method for Evaluation: How will you measure progress?

Examples:

- Standardized assessment (name it)
- Scoring of work sample using a rubric
- Curriculum-Based Measurement probe
- Observation with behavior checklist
- Review of ______ data
Schedule for Evaluation:
The date or intervals of time by which evaluation procedures will be used to measure the student’s progress toward the goal.

Or

How often do I formally sit down to evaluate and look at progress data?

Examples:

» Daily
» Weekly
» Monthly
» Once per quarter
» Every 5 weeks
The Goal Schedule is NOT:

• When you will report progress to the parent – (this goes in another part of the IEP)

• When the student will achieve the goal
  – “by June 2010”, “over 10 months”
  – “Too late to re-evaluate”
  – Is this strategy working or not?
  – Data informed instructional decision

• It is assumed the goal will be achieved within the year, hence “annual goal”
What makes goals measurable?

1. Clarity of what the student will DO.

2. Evaluation plan is clearly identified.
A goal can have all of the required parts and still not be measurable. So…

\textbf{CAUTION}

beware of ‘\textit{fill in the box}’ goals
Beware of the terms:

- increase
- decrease
- improve

...when used on their own, they are too vague to be measurable

If using these terms, a start and end level of performance are needed - e.g. improve from 5 words per minute to 25 WPM.
**PLP:** Mike reads 4th grade material at 50-70 wpm with 4-6 errors.

### Annual Goal Template

<table>
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<tr>
<th>Annual Goal</th>
<th>Criteria</th>
<th>Method</th>
<th>Schedule</th>
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</thead>
<tbody>
<tr>
<td><strong>Given 5th grade material, Mike will read orally at 80-100 wpm</strong></td>
<td>with 1-3 errors, for 3 consecutive trials</td>
<td>1 minute oral reading probe</td>
<td>weekly</td>
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</table>
Make Social Goals Measurable

• Start with The Big Idea…
• What observable behavior will demonstrate the change in attitude, feeling, etc.?
• For example, “improved social skills” may be demonstrated by:
  
  • Increased number of peer interactions
  • More time engaged in conversation
  • More choice of play activities
### Making Social Goals Measurable

“will improve peer relationships” becomes…

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<tr>
<td><strong>Given 15 minutes of free play time, Sam will engage in interactive play with peers for at least 10 minutes</strong></td>
<td><strong>3 out of 4 trials over 2 consecutive months</strong></td>
<td><strong>direct observation with timing of interactive play</strong></td>
<td><strong>weekly</strong></td>
</tr>
</tbody>
</table>
Short Term Instructional Objectives or Benchmarks: Section 200.4(d)(2)(iv)

• Required for students eligible for the New York State Alternate Assessment (NYSAA) and preschool children with a disability

• How will instruction be organized to facilitate the mastery of the annual goal?
  – Move child toward meeting the annual goal
  – Are not lesson plans
The following goals are recommended to enable the student to be involved in and progress in the general education curriculum or, for a preschool child, in appropriate activities, address other educational needs that result from the student's disability, and, for a school-age student, prepare the student to meet his/her postsecondary goals.

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<tr>
<td>Given reading passage at the 2(^{nd}) grade level, Mike will orally read 100 words per minute with no more than 6 errors.</td>
<td>8 out of 10 trials over 3 consecutive weeks</td>
<td>Reading curriculum based oral reading fluency probes</td>
<td>Every two weeks</td>
</tr>
</tbody>
</table>

Short-term Instructional Objectives and/or Benchmarks (intermediate steps between the student’s present level of performance and the measurable annual goal):

- By November, Mike will orally read 70 – 80 words per minute.
- By February, Mike will orally read 80 – 90 words per minute.
- By April, Mike will orally read 90 – 100 words per minute.
Short Term Objectives

The intermediate knowledge, skills and/or behaviors that must be learned in order for the student to reach the annual goal

Objectives break down the skills into discrete components or sub-skills (Task analysis)

1. Mike will orally read 70 – 80 words per minute.
2. Mike will orally read 80 – 90 words per minute.
3. Mike will orally read 90 – 100 words per minute.
Benchmarks

Indicate those measurable intermediate steps between the student’s present level of performance and the measurable annual goal

1. By November, Mike will orally read 70 – 80 wpm….

2. By February, Mike will orally read 80 – 90 wpm…

3. By April, Mike will orally read 90-100 wpm….
Key ?s for Prioritizing Goals:

• What is preventing this student from participating in a less restrictive environment and/or from progressing in the general education curriculum?

• What foundation skills needs cross multiple content areas and settings? (e.g., reading)

• How many goals are reasonable given the student’s abilities and rate of progress?
What Factors Might Present Barriers to Access, Participation & Progress in General Education?

- Environment
- Content
- Instruction
- Materials

How Learning is Measured
<table>
<thead>
<tr>
<th>Goal/Objective/Benchmark Quality Indicators</th>
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<tbody>
<tr>
<td>☐ Address priority needs described in the PLP</td>
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<tr>
<td>☐ Are linked to the standards</td>
</tr>
<tr>
<td>☐ Seek to support participation and progress in general ed.</td>
</tr>
<tr>
<td>☐ Focus on skills, not curriculum</td>
</tr>
<tr>
<td>☐ Are linked to desired post school outcomes</td>
</tr>
<tr>
<td>☐ Achievable within year</td>
</tr>
<tr>
<td>☐ Obj./Bs lead from PLP to annual goal</td>
</tr>
<tr>
<td>☐ Use clear wording that all can understand</td>
</tr>
<tr>
<td>☐ State what the child will DO, (observable)</td>
</tr>
<tr>
<td>☐ Include conditions under which performance will occur</td>
</tr>
<tr>
<td>☐ Include criteria and evaluation procedure</td>
</tr>
</tbody>
</table>
Seeing The Forest Through The Trees
Goal Planning Worksheet

|----------|----------------------------------|-----------------------|--------------------------|----------------|--------------|----------------|

Connecting The Dots
Connecting The Dots

1. Using the Goal Planning Worksheet, review your IEPs.

2. For each goal, fill out the chart making sure there are clear connections between needs > skills > goals

The idea here is that sometimes we need to step out of the IEP to look at it from a different perspective to see the connections.
“They may forget what you said but they will never forget how you made them feel.” -- Anonymous

Go forth and develop awesome IEPs!