Instructionally Appropriate IEPs

Focus on the IEP Writing Process

Special Populations Student Support Services
At the end of this training you will be able to:

- Write an IAIEP including:
  - Narratives
  - Present Levels of Educational Performance (PLEPs)
  - Measurable Annual Goals and where appropriate, short-term objectives
  - Appropriate accommodations and/or modifications
  - Service delivery plan

- Self-assess and self-reflect on your IEP writing practice
• Early Foundations and Literacy
• High School & Bridge to Postsecondary
• All Means All
• Educator Support
• District Empowerment
Our Priorities

**Early Foundations & Literacy**
Building skills in early grades to contribute to future success

**High School & Bridge to Postsecondary**
Preparing significantly more students for postsecondary completion

**All Means All**
Providing individualized support and opportunities for all students with a focus on those who are furthest behind

**Educator Support**
Supporting the preparation and development of an exceptional educator workforce

**District Empowerment**
Providing districts with the tools and autonomy they need to make the best decisions for students
Improving Student Outcomes
- Prevention
- Intervention
- Achievement
- Outcomes

Managing Performance
- Effective employees at every level of the organization with a focus on improving student outcomes.
Special Populations Beliefs

All Means All

- All students are general education first.
- Special education is not a place.
- Strong leadership at every level is the foundation of a collaborative and inclusive environment that supports students.
- Postsecondary success is attainable for all students.
- Educators are professionals, content experts, and the key to student success. They should be supported instructionally and professionally.
- Family and community engagement at every level is important and an integral component of student success.
- An effective office of special populations communicates proactively, clearly, and efficiently with all internal and external stakeholders.
### TN Landscape for SWDs

<table>
<thead>
<tr>
<th>Disability</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTISM</td>
<td>22.52%</td>
</tr>
<tr>
<td>DEAF-BLINDNESS</td>
<td>38.27%</td>
</tr>
<tr>
<td>DEAF-BLINDNESS</td>
<td>38.27%</td>
</tr>
<tr>
<td>DEVELOPMENTAL DELAY</td>
<td>74.42%</td>
</tr>
<tr>
<td>EMOTIONAL DISTURBANCE</td>
<td></td>
</tr>
<tr>
<td>HEARING IMPAIRMENTS</td>
<td></td>
</tr>
<tr>
<td>INTELLECTUAL DISABILITY</td>
<td></td>
</tr>
<tr>
<td>MULTIPLE DISABILITIES</td>
<td></td>
</tr>
<tr>
<td>ORTHOPEDIC IMPAIRMENTS</td>
<td></td>
</tr>
<tr>
<td>OTHER HEALTH IMPAIRMENTS</td>
<td></td>
</tr>
<tr>
<td>SPECIFIC LEARNING DISABILITIES</td>
<td></td>
</tr>
<tr>
<td>SPEECH OR LANGUAGE IMPAIRMENTS</td>
<td></td>
</tr>
<tr>
<td>TRAUMATIC BRAIN INJURY</td>
<td></td>
</tr>
<tr>
<td>VISUAL IMPAIRMENTS</td>
<td></td>
</tr>
</tbody>
</table>
### What We Know

#### Tennessee IDEA Part B APR Indicator 14: Post-School Outcomes
2014-15 School Year Exiters - By Disability

<table>
<thead>
<tr>
<th>Disability</th>
<th>Total Statewide Respondents, n=731</th>
<th>All Other Disabilities, n=240</th>
<th>Emotional Disturbance, n=29</th>
<th>Intellectual Disability, n=66</th>
<th>Specific Learning Disability, n=396</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non Engaged</td>
<td>26.68%</td>
<td>27.50%</td>
<td>37.93%</td>
<td>69.70%</td>
<td>18.18%</td>
</tr>
<tr>
<td>Other Employment</td>
<td>5.34%</td>
<td>4.58%</td>
<td>3.45%</td>
<td>9.09%</td>
<td>5.30%</td>
</tr>
<tr>
<td>Postsecondary Education or Training</td>
<td>3.56%</td>
<td>4.17%</td>
<td>0.00%</td>
<td>3.03%</td>
<td>3.54%</td>
</tr>
<tr>
<td>Competitively Employed</td>
<td>30.51%</td>
<td>21.67%</td>
<td>27.59%</td>
<td>12.12%</td>
<td>39.14%</td>
</tr>
<tr>
<td>Higher Education</td>
<td>33.93%</td>
<td>42.08%</td>
<td>31.03%</td>
<td>6.06%</td>
<td>33.84%</td>
</tr>
</tbody>
</table>
Core Instruction and Transition

- Narratives: Strengths, Concerns, Adverse Impact
- Present Levels of Educational Performance (PLEP)
- Measurable Annual Goal (MAG)
- Accommodations & Modifications
- Service Delivery and Least Restrictive Environment (LRE)
- Progress Monitoring
“Least Dangerous Assumption”

- States that in the absence of absolute evidence, it is essential to make the assumption that, if proven to be false, would be least dangerous to the individual.
- Therefore, the IEP teams should operate from the criterion of least dangerous assumption by considering the least restrictive setting, general education, first, for all students, regardless of disability, before considering more restrictive settings.
- Evidence and data collected should be discussed before making the determination that a student requires a more restrictive setting at each IEP meeting (Rossetti & Tashie, 2013).
Instructionally Appropriate IEPs
Narratives: Strengths, Concerns, Adverse Impact

Core Instruction and Transition

- Progress Monitoring
- Present Levels of Educational Performance (PLEP)
- Service Delivery and Least Restrictive Environment (LRE)
- Measurable Annual Goal (MAG)
- Accommodations & Modifications
Developing a Strong Narrative

- The narrative section includes:
  - Student’s strengths
    - Includes academics but is not limited to academics
  - Parent concerns
    - In their own words to the greatest extent possible
  - Adverse impact statement on the student’s access and participation in instruction
    - How the disability impacts the student
  - Medical information
    - If no concerns, you must still write a statement of no concerns
Example Student Strength

Riley’s receptive language skills, math calculation skills, and conversational skills are strengths. Riley exhibits good attention in class, perseveres on tasks, and enjoys working with her peers.

Note: this is an example provided for training purposes only.
Example Parent Concern

Donna’s parents are concerned about behavior problems Donna has with others. When she is in a new place, she tends to have behavior problems initially but then adapts to the situation. They are also concerned that Donna may be struggling with learning to read, but they are proud of the academic progress she has made.

Note: this is an example provided for training purposes only.
Example Medical Information

Marcus has bilateral cochlear implants that he received in 2010 (left ear) and 2009 (right ear).

- Do not leave this area blank.
- If no medical information exists, then add “There are no medical concerns at this time.”
- If parent reports a medical concern but does not provide documentation, you can write “As per parent report…”
  - The team should also complete a request for records or plan how to receive this documentation.

Note: this is an example provided for training purposes only.
Hope’s expressive language impairment impacts her ability to answer questions, use subject-specific vocabulary, and express herself clearly in class. This impacts her ability to demonstrate her knowledge and skills in academic areas.

*Note: this is an example provided for training purposes only.*
Let’s Practice

- The narrative section includes:
  - Student’s strengths
    - Includes academics but is not limited to academics
  - Parent concerns
    - In their own words to the greatest extent possible
  - Adverse impact statement on the student’s access and participation in instruction
    - How the disability impacts the student
  - Medical information
    - If no concerns, you must still write a statement of no concerns
Present Levels of Educational Performance (PLEP)

Core Instruction and Transition

- Progress Monitoring
- Service Delivery and Least Restrictive Environment (LRE)
- Accommodations & Modifications
- Narratives: Strengths, Concerns, Adverse Impact
- Present Levels of Educational Performance (PLEP)
- Measurable Annual Goal (MAG)
Present Levels of Educational Performance (PLEP)

- Describes the unique needs of the student that the IEP will address
  - Identifies the student’s level of performance using current data
    - What they can do
    - What they are currently not able to do
  - Identifies the student’s area(s) of strength
  - Identifies area of exceptionality (deficit)
  - Written in positive terms
Present Levels of Educational Performance (PLEP) cont.

- Provides the informational basis for generating goals, supports, accommodations, and services that are specifically designed to meet the student’s individual needs
- Describes current academic and functional performance

Without proper PLEPs, the IEP team cannot develop appropriate goals, accommodations, or select an appropriate program for the student.
Associated Areas of Deficit

- Eligibility
- Adverse Impact
- Exceptional PLEPS
Areas of Deficit: Reading

Basic Reading Skills
- Phonological Awareness
- Phonics

Reading Fluency Skills
- Fluency

Reading Comprehension Skills
- Text Comprehension
- Vocabulary
Areas of Deficit: Math

Math Calculation

Basic Facts | Complex Computation | Decimals, Fractions, etc.

Math Problem Solving

Numbers and Operations | Base Ten | Place Value | Geometry, Algebra, etc.
PLEP Considerations

1. Do you know in which area(s) the student is exceptional as indicated by a yes/no?
2. Do you know in which area(s) the student requires intervention?
3. Do you know where to begin instruction/intervention?
4. Do you know how the area of exceptionality is aligned to the standards?
5. Do you know how the area of deficit will impact the student on the mastery of standards?
   • E.g., Reading fluency deficit will impact student in their access to grade-level texts and instructional materials in all content areas.
   • E.g., Math calculation deficit will impact student calculating integrated math, problem-solving, and accessing new math concepts at a rate commensurate with their peers.
Example PLEP

Assessment Area: PL-Academics-Basic Reading Skills

Lucy read lists of 20 words in isolation. She read 70% of the 1st grade list automatically and 20% of the 2nd grade list automatically, missing words such as “suddenly” and “heavy”. Lucy self-corrected 2 errors on the 2nd grade list. She was unable to read any words correctly on the 3rd grade list, having the most difficulty with 2+ syllable words and vowel teams.

WIST (Word Identification and Spelling Test): Administered 4.23.17
Word Identification: Standard Score 80
Spelling: 66
Sound/Symbol Knowledge: Standard Score 62
Lucy’s score is higher in Word Identification than in Sound/Symbol Knowledge (sounds in isolation and in nonsense words), due to her ability to read some of the words by memory rather than phonics. This is further evidenced by her difficulty to spell using these sound/symbol patterns. On this assessment, Lucy had the most difficulty with vowel patterns beyond closed (i.e. _e, open, r-controlled, vowel teams)

WJ-IV-Ach (Woodcock Johnson Tests of Achievement-4th revision): Administered 4.10.17
Basic Reading Skills: 11th percentile
Lucy demonstrated knowledge of consonants and closed syllables in both real and nonsense one-syllable words. She met much difficulty with more difficult phonics skills such as vowel teams and application of skills across multiple syllables.

Impact of Mastery of Standards: Due to Lucy’s difficulty decoding grade level words, both accurately and automatically, she needs access to grade level texts across the content areas through audio, as well as direct instruction to continue her phonics progression.

Source of Information: Basic Reading Assessments

SubTest: General
Date Administered: 04/30/2017
**Example PLEP**

**Assessment Area:** PL-Academics-Math Calculation  
**Present Level of Performance:** AIMSweb M-COMP (Math Computation) Benchmark Assessment: Administered 1.9.17  
2nd grade probe: 9 problems completed, 27th percentile  
3rd grade probe: 5 problems completed, 7th percentile  
8th grade probe: 0 problems completed, 1st percentile  

WJ-IV-Ach (Woodcock Johnson Tests of Achievement-4th revision): Administered 1.10.17  
Math Calculation Skills: 1st percentile  

Lucy is able to complete, and draw visual depictions of, addition and subtraction problems with up to 2 digits each with regrouping, when given the time to work through the problems. She tends to struggle with math computation beyond this level, including multiplication, division, and math operation symbols. She often displays more knowledge of the procedure than the underlying concept.

**Impact of Mastery of Standards:** Lucy’s difficulty with foundational math skills makes grade level instruction very difficult to access. She can be walked through a process when prompted, but loses track of her steps in math operations and may not understand the concept behind the process. In addition, her slower pace with calculation causes her to have difficulty keeping pace with her peers requiring accommodations in her general education classroom, as well as direct instruction in the prerequisite skills required to access the grade-level standards.

**Source of Information:** Math Calculation Assessments  
**SubTest:** General  
**Date Administered:** 04/30/2017
**Example PLEP**

<table>
<thead>
<tr>
<th>Assessment Area:</th>
<th>PL-Adaptive Behavior</th>
</tr>
</thead>
</table>

**Present Level of Performance:** According to the adaptive rating scales, skill areas that were scored below average included socialization, self-care, and daily school living (classroom responsibility). Teacher ratings indicated below average skills in the areas of communication, self-direction and health, and safety. Average skills included community use such as accessing the building and resources as well as functional academics specifically in the areas of basic reading and math skills needed for daily functioning. Lucy does have a passion for reading areas of interest and discovering new information when tied to her areas of interest.

**Impact of Mastery of Standards:** Lucy’s adaptive behavior impacts the skills needed to attend to the responsibilities of her classes which in turn impacts her grades.

**Source of Information:** Adaptive - Adaptive Behavior Assessment System-Second Edition (ABAS-II) Teacher

| SubTest: General Adaptive Composite | Date Administered: 01/11/2017 | Score - 66 | Narrative - See narrative above. |
**Example PLEP**

**Assessment Area:** PL-Speech

**Present Level of Performance:** The GFTA-3 Sounds-in-Words test was used to evaluate Lucy’s articulation skills when labeling single words. The examiner presented a picture stimuli for her to label, and scored each consonant and consonant cluster sound in the word as a correct or incorrect production. This test has a mean of 100 and a standard deviation of 15. Lucy received a standard score of 43 on the Sounds-in-Words test. When compared to peers of the same age and gender, Lucy uses more sound change errors which results in a score that is in the very low/severe range. Sound errors in the following positions include:
- Initial: /th( voiced), s/r, initial /r/-blends, initial /s/-blends
- Medial: /th (voiced), k, s,r,j,br/
- Final: /r, s/

**Impact of Mastery of Standards:** Lucy may not be able to express her needs, wants, and academic knowledge in the general educational setting due to articulation errors affecting her intelligibility. Articulation deviations may also affect her reading fluency, reading comprehension, and writing efficiency. Social language may be impacted by unintelligibility.

**Source of Information:** Goldman-Fristoe Test of Articulation Third Edition (GFTA-3)

**SubTest:** Sounds-in-Words  
**Date Administered:** 03/01/2017  
**Std. Score:** - 43
**Example PLEP**

<table>
<thead>
<tr>
<th>Assessment Area:</th>
<th>PL-Language</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRESENT LEVEL OF PERFORMANCE:</strong></td>
<td>Based on classroom teacher data and informal observation, Lucy has made significant gains in her ability to follow two-step directions in the general education classroom. She is able to follow her teacher’s two-step verbal directions, without prompts and cues, to 90% accuracy during transitions in the class. Lucy continues to demonstrate deficits in word finding and retell during large and small group, as well as 1:1 settings. Lucy benefits from visual cues to assist her with vocabulary and sequencing during verbal expression.</td>
</tr>
<tr>
<td><strong>IMPACT OF MASTERY OF STANDARDS:</strong></td>
<td>Lucy’s delay in the area of expressive language may result in difficulties communicating her needs, wants, and academic knowledge in the general education setting. This delay may also affect her ability to verbally effectively express her level of comprehension for mastery of grade level standards.</td>
</tr>
<tr>
<td><strong>SOURCE OF INFORMATION:</strong></td>
<td>Language Data- General Education Classroom</td>
</tr>
<tr>
<td><strong>SUBTEST:</strong></td>
<td>Language</td>
</tr>
<tr>
<td><strong>DATE ADMINISTERED:</strong></td>
<td>03/01/2017</td>
</tr>
</tbody>
</table>
Assessment Area: PL-Transition

Present Level of Performance: Lucy is demonstrating professionalism and consistency in her everyday courses. She has exemplary attendance and consistent drive that has been key in helping her be successful in her classes. Her strengths are in adhering to rules, routines, and completing assignments on time. Lucy has demonstrated independence and drive in the focus area of Agriculture. While she does express an interest in greenhouse management and floral design, her primary preference is in forestry, specifically developing plans for the management of protected areas. One area in which Lucy struggles is advocating for herself because she tends to hesitate to ask for help in subject areas in which she needs academic support. Lucy is aware of how to seek help but often does not seek the opportunity when needed.

Impact of Mastery of Standards: Lucy may not fully understand the material presented due to her hesitance to advocate for herself when needed. This may also affect her ability to provide information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person once she enters her career field.

Source of Information: Student Transition Questionnaire

SubTest: General Date Administered: 01/10/2017 Narrative - Needs based on Transition Survey & Student Interview: Self-advocacy Skills
**Example PLEP—Gifted**

**Assessment Area:** PL-Advanced Math  
**Present Level of Performance:** Dustin scored in the 98th percentile for Broad Mathematics on the Woodcock Johnson IV achievements. According to classroom performance, he has demonstrated exceptional mathematical problem solving skill.

**Impact of Mastery of Standards:** Dustin’s level of mathematical skill suggests that he will easily master grade level material and will need enrichment interventions and opportunities beyond the general education program to ensure growth.

**Source of Information:** Woodcock Johnson IV achievement

SubTest: Math Problem Solving  
Date Administered: 01/24/2017  
Percentile Rank: 98

---

**Assessment Area:** PL-Advanced Written Expression  
**Present Level of Performance:** Dustin’s performance on the written language sections of the Woodcock Johnson IV achievement indicates significantly advanced (99%) written language skills. He demonstrates exceptional spelling skills and very strong skills in developing and writing sentences.

**Impact of Mastery of Standards:** Dustin’s performance in written language suggests that he will easily master grade level material and will need enrichment interventions and opportunities beyond the general education program.

**Source of Information:** Woodcock Johnson IV achievement

SubTest: Written Expression  
Date Administered: 01/24/2017  
Percentile Rank: 99
Let’s Practice

Must include:

– Student’s current assessment data
– Specific, accurate reflection of skills
– Narrative description about skills assessed
– Impact on mastery of standards
– Exceptional: yes or no
– Positive terms and language
– Must pass the “stranger test”

Provides the informational basis for generating goals, supports, accommodations, and services that are specifically designed to meet the student’s individual needs
Measurable Annual Goals

- Narratives: Strengths, Concerns, Adverse Impact
- Present Levels of Educational Performance (PLEP)
- Core Instruction and Transition
- Service Delivery and Least Restrictive Environment (LRE)
- Accommodations & Modifications
- Measurable Annual Goal (MAG)
Measurable Annual Goals (MAGs)

- Direct relationship to skills identified as exceptional in the PLEP
- **Skill** deficit-specific
- Individualized
- Measurable: numbers/targets clearly identified within the goal statement
- Focus is on accessing and participating within curriculum at increasingly higher levels of independence

A well written MAG addresses an identified deficit, which after intervention, will assist the student in reducing the adverse impact of the disability on their mastery of standards.
Measurable Annual Goals (MAGs)

- Eligibility
- Adverse Impact
- Exceptional PLEPS
- Measurable Annual Goal
Tennessee’s Special Education Framework and Alignment to Content Standards

OSERS issued a “Dear Colleague” letter on Nov. 16, 2015.

– “IEP teams must ensure that annual IEP goals are aligned with the State’s academic content standards for the grade in which the child is enrolled.”

– “Therefore, an IEP that focuses on ensuring that the child is involved in the general education curriculum will necessarily be aligned with the State’s content standards.”

The Tennessee department of education created a reply documenting the Special Education Framework alignment to content standards.
## Measurable Annual Goals at a Glance

<table>
<thead>
<tr>
<th>Condition</th>
<th>Name</th>
<th>Clearly Defined Behavior</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the situation <em>(materials, settings, accommodations)</em> in /with which the student will perform the behavior.</td>
<td>Student’s Name</td>
<td>Describe behavior <em>(what will she/he actually DO)</em> in measurable, observable terms using stems from standards</td>
<td>The <strong>level</strong> <em>(how well?)</em> the student must demonstrate for mastery:</td>
</tr>
<tr>
<td><em>Given..., he/she will do this, this well,</em></td>
<td></td>
<td></td>
<td><strong>Number of times needed to demonstrate mastery</strong> <em>(how consistently?)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Evaluation Schedule</strong> <em>(how often?)</em> and method, <em>(how measured?)</em></td>
</tr>
</tbody>
</table>

[www.pattan.net](http://www.pattan.net)  
[http://www.ksde.org](http://www.ksde.org)
Measurable Annual Goal (MAG) Template:

Given_______(condition/materials/setting/accommodation),
_______(student name) will ________(do what measurable/observable skill/behavior in functional terms), _____(to what extent/how well to determine mastery), __________(# of times/frequency/how consistently), by __________(how often) evaluated/determined by ______(measure).
## Measurable Annual Goal (MAG)

<table>
<thead>
<tr>
<th>Goals Are:</th>
<th>Goals Are Not:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specific, measurable</td>
<td>General concepts and ideas</td>
</tr>
<tr>
<td>Individualized to the student’s needs</td>
<td>Grade level curriculum</td>
</tr>
<tr>
<td>Related to an individual student’s skill deficits</td>
<td>Standards</td>
</tr>
<tr>
<td>Directly related to the individual student’s PLEP</td>
<td>Related to core instruction tutoring</td>
</tr>
</tbody>
</table>
### Example MAGs

#### Measurable Annual Goals and Benchmarks/Short-term Instructional Objectives for IEP and Transition Activities

<table>
<thead>
<tr>
<th>Area of Need</th>
<th>Personnel/Position Responsible</th>
<th>Annual Goal</th>
<th>Program Modifications/Supports for School Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academics-Math Calculation</td>
<td>Special Education Teacher</td>
<td>Given 5 multiplication problems with 3-digit numbers and graph paper, Lucy will follow the steps of computation in order to correctly answer 80% of the problems on 3 consecutive opportunities as measured by data collection each quarter.</td>
<td>None needed at this time.</td>
</tr>
<tr>
<td>Academics-Basic Reading Skills</td>
<td>Special Education Teacher</td>
<td>Given 10 2-syllable pseudo words with v_e, open, and vowel teams, Lucy will read with 80% accuracy in 4 of 5 opportunities per quarter as measured by data collection.</td>
<td>None needed at this time.</td>
</tr>
</tbody>
</table>
Example Goals

Goal 6 of 8

**Area of Need:** Speech  
**Personnel/Position Responsible:** SLP/SLT

**Annual Goal:** Given sentences to read, Lucy will produce /r/ in the final and initial positions of words to 80% accuracy over three consecutive sessions as measured by SLP/SLT data.

---

**Program Modifications/Supports for School Personnel:**
None needed at this time

---

Goal 7 of 8

**Area of Need:** Language  
**Personnel/Position Responsible:** General Education Teacher, Special Education Staff

**Annual Goal:** Given visual cues representing vocabulary words in a small group setting, Lucy will verbally answer listening comprehension questions to 90% accuracy over three consecutive sessions as measured by teacher data.

---

**Program Modifications/Supports for School Personnel:**
Visual cues
Example Goals

Goal 5 of 8

**Area of Need:** Adaptive Behavior

**Annual Goal:** Given video self-modeling at lunch, Lucy will open food containers including plastic tubes, bags and paper wrappers with no assistance 90% of opportunities per month as measured by data collection.

---

**Personnel/Position Responsible:** Special Education Teacher

---

**Program Modifications/Supports for School Personnel:**
Training on the use of video editing software.

---

Goal 8 of 8

**Area of Need:** Transition

**Annual Goal:** Given that Lucy wants to become a forester, when provided instruction self-advocacy and using a 5-point rating scale, Lucy will self-monitor to identify when to advocate for assistance by raising her hand and clearly conveying her question, with no more than two prompts within a 30 minute observation period measured bi-weekly for 3 consecutive weeks.

---

**Personnel/Position Responsible:** Special Education Teacher/General Education Teacher

---

**Program Modifications/Supports for School Personnel:**
None needed at this time.
Example MAGs—Gifted

Goal 1 of 3

Area of Need: Advanced Math
Personnel/Position Responsible: Gifted Teacher
Annual Goal: Given complex mathematical problems requiring multiple strategies, Dustin will use creative problem solving strategies, visual models, and mathematical reasoning scoring 80% on 3 out of 4 consecutive preselected teacher-developed rubrics.

Goal 3 of 3

Area of Need: Advanced Written Expression
Personnel/Position Responsible: Gifted Teacher
Annual Goal: Given multiple sources including the Internet, teacher resources and textbooks, Dustin will be able to organize and develop a written approach to creative problem solving regarding a topic of interest at a rate of 95% accuracy when measured by teacher created rubrics that will be completed 1x per semester.
When you review Measurable Annual Goals, ask:
- Is there a condition?
- Is the behavior/skill observable?
- Is there a criteria that includes:
  - how well?
  - how consistently?
  - how often?

Ask:
- What skills does the student require to master the content of the curriculum?
Measurable Annual Goal vs. Short-term Objectives

**Measurable Annual Goal**

- Very specific, no longer broad
- Includes criteria for mastery within the goal
- May have more measurable annual goals if distinctly different skills

**Short-term objectives**

- Instead, progress monitor to show progress toward the MAG
- If you need short-term objectives, you can still use them
- Required for students on alternate assessment
# Short Term Objective Requirements

Required for students with significant cognitive disabilities assessed on an alternate assessment for accountability

<table>
<thead>
<tr>
<th>Short-term Objectives Are:</th>
<th>Short-term Objectives Are Not:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills that need to be directly taught</td>
<td>Accommodations</td>
</tr>
<tr>
<td>Student behaviors that demonstrate understanding and application of skills</td>
<td>Interventions or programs of curriculum</td>
</tr>
<tr>
<td>Separate skills required to meet the goal</td>
<td>Projected timelines of mastery aligned to progress reporting</td>
</tr>
<tr>
<td>Skills and behaviors that a student must master to achieve independence that are generalizable beyond school setting</td>
<td>Skills specific to the classroom or school setting only</td>
</tr>
</tbody>
</table>
### Let’s Practice

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A</strong></td>
<td><strong>Given…</strong> (condition/materials/setting/accommodation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>B</strong></td>
<td>student name</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>will do what</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>to what extent/at what mastery</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>in this many chances</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>F</strong></td>
<td>with chances repeated this often</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>G</strong></td>
<td>as measured by</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Accommodations
Accommodations and Modifications

- Accommodations change **how** the student is taught or expected to learn.
  - They provide equitable access during instruction and assessments and neither change the construct being assessed, nor compromise the integrity or validity of the assessment or content,
  - are intended to reduce or even eliminate the effects of a student’s disability; and
  - do not reduce learning expectations, if based on need.

- Modifications change **what** the student is taught or expected to learn.
  - They change what is being taught to or expected from the student.

The least dangerous assumption would be that students are able to participate within the core curriculum **without** modifications unless student performance data indicates otherwise.
Modifications for Instruction and Access

- Modifications are **restrictive by nature** and should be a **last resort**.
- Changing what a student is taught has a long-term impact on the opportunity to graduate with a regular high school diploma. This further limits employment and college/technical school opportunities.
- Students with modifications must still be provided access and participation within core instruction.
Accommodations and Modifications Hierarchy Activity
Universal Designs for Learning (UDL)

- Designing instructional spaces with UDL principles can minimize the need for individualized accommodations and modifications.
  - Sidewalk ramps
  - Crossing lights with sound
  - Sensor faucets
  - Picture/icon signs
  - Automatic doors
  - Fire alarms that flash and make noise
  - Phone sound/vibrate/flash modes
  - Font sizes
- The American with Disabilities Act requires accessible design in all new buildings and renovations of public buildings.
CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEAR THE PATH FOR EVERYONE!
Accommodations for Instruction and Access

- Accommodations provide a bridge to access and participation for a student based on the impact of the area(s) of deficit.
- These should be necessary accommodations for the student, not things the student may need on a few isolated opportunities or that there is no data to support.
- The student should be encouraged to provide feedback on the effectiveness of the accommodation(s) selected.
- Accommodations should not be selected to hide a disability or inflate the abilities of the individual; access and participation are the guide to selection.
Accommodations Create Fair Access
Accommodation Selection

1. Expect all students to achieve grade-level academic content standards.
2. Learn about accommodations.
3. Review the student’s strengths.
4. Review the student’s PLEPs and MAGs.
5. Select accommodations that support the student’s current needs for access and participation.
   
   *Accommodations should provide access so the student can accurately reflect their current level of knowledge and mastery.

6. Administer accommodations during assessment.
7. Evaluate and improve accommodation use by talking to the student.
The Individuals with Disabilities Education Act (IDEA) and Title I of the Elementary and Secondary Education Act (ESEA) each require all students with disabilities to be included in State assessment systems. The prohibition against exclusion from participation or denial of benefits to, or discrimination against, individuals with disabilities contained in section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act applies to state assessment and accountability systems.
In addition to state assessments, the IDEA (section 612(a)(16)) requires that all students with disabilities participate in district-wide assessment programs and that alternate assessments be provided for students with disabilities who cannot participate in grade-level assessments, even with accommodations.
State Assessment Participation Options

- General grade-level assessment, with or without accommodations
  - TNReady Achievement Grades 3–8
  - End of Course (for secondary)
- Alternate assessment based on alternate academic achievement standards
  - Alternate for ELA and math grades 3–8 and 11
  - Alternate science
  - Alternate social studies
Service Delivery and LRE

Core Instruction and Transition

- Narratives: Strengths, Concerns, Adverse Impact
- Present Levels of Educational Performance (PLEP)
- Service Delivery and Least Restrictive Environment (LRE)
- Measurable Annual Goal (MAG)
- Progress Monitoring
- Accommodations & Modifications
What Is LRE?

- LRE – Least Restrictive Environment is:
  - Defined individually by the student's skills, strengths, and needs at that time, based on their current data
  - Determined for each part of their day and may vary from subject to subject, hour by hour depending on what is determined least restrictive by the IEP team
  - Determined at least at the annual IEP meeting
    - The LRE for one IEP in no way predicts the LRE for future IEPs.
  - Not dependent on the state assessment eligibility
    - Students assessed on the alternate may be learning within the general education classroom during the whole or a portion of the day.
    - Students assessed on TNReady may be learning within a separate setting during the whole or a portion of the day.
## Students with Disabilities by Environment

### Percent of Students

<table>
<thead>
<tr>
<th>Environment</th>
<th>Percent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Separate School</td>
<td>0.87%</td>
</tr>
<tr>
<td>Residential Facility</td>
<td>0.13%</td>
</tr>
<tr>
<td>Parentally Placed in Private School</td>
<td>0.94%</td>
</tr>
<tr>
<td>Homebound/Hospital</td>
<td>0.64%</td>
</tr>
<tr>
<td>Correctional Facility</td>
<td>0.05%</td>
</tr>
<tr>
<td>In General Education 80% or more</td>
<td>70.54%</td>
</tr>
<tr>
<td>In General Education 40%-79% of Day</td>
<td>15.70%</td>
</tr>
<tr>
<td>In General Education &lt; 40% of Day</td>
<td>11.13%</td>
</tr>
</tbody>
</table>
Service Delivery and LRE

- Services include: intervention, check-ins, interpreting, ancillary attendants, etc.
- *Special education services must be more intensive than Tier I, II, or III interventions*
- Services can be provided in any LRE setting that is determined appropriate for a student.
Tier II, Tier III or Special Education Intervention: Core Instruction Plus A Skill Specific Intervention
Questions to Consider for Service Delivery

- What accommodations/supports are needed to achieve the goal?
- What services are being considered?
- Are the services aligned to the student’s areas of deficit?  
  - For example: reading fluency, math calculation, written expression
- Do the services relate to the measurable annual goal?
## Special Education and Related Services

### Direct Special Education

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Provider Title</th>
<th>Sessions Per Week</th>
<th>Time Per Session</th>
<th>Hours Per Week</th>
<th>Beginning-Ending Dates</th>
<th>Location of Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Reading Intervention</td>
<td>Special Ed Teacher</td>
<td>5</td>
<td>45 min</td>
<td>3 hrs and 45 mins</td>
<td>02/27/2017-02/27/2018</td>
<td>Special Ed Setting</td>
</tr>
<tr>
<td>Math Core Support</td>
<td>Special Ed Teacher</td>
<td>5 Per week</td>
<td>40 min</td>
<td>3 hrs and 20 mins</td>
<td>02/27/2017-02/27/2018</td>
<td>General Education</td>
</tr>
<tr>
<td>ELA Core Support</td>
<td>Special Ed Teacher</td>
<td>5 Per week</td>
<td>40 min</td>
<td>3 hrs and 20 mins</td>
<td>02/27/2017-02/27/2018</td>
<td>General Education</td>
</tr>
</tbody>
</table>

### Total Special Ed Minutes by Date Range

<table>
<thead>
<tr>
<th>Begin Date</th>
<th>End Date</th>
<th>Minutes per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/27/2017</td>
<td>02/27/2018</td>
<td>625</td>
</tr>
</tbody>
</table>

**Note:** Service Dates apply during the normal school year, not ESY, unless specified.

## LRE and General Education

Explain the extent, if any, in which the student will not participate with non-disabled peers in:

1. the regular class: Lucy will receive core instruction in the general education classroom, with special education support for 40 minutes during ELA and 40 minutes during math. She will be with her non-disabled peers at all times during her school day, except for her basic reading intervention once per day for 45 minutes.
2. extracurricular and nonacademic activities: Student may participate with non-disabled peers, per school board policy.
3. and/or, his/her LEA Home School: Lucy will receive services at her LEA home school.
Consistent progress monitoring can help the team determine:

- Effectiveness of intervention
- Student rate of learning
- Potential for meeting IEP goals (in a year, earlier, later)
- The student’s present level of performance
  - This will guide future IEP goals.
- Need for additional intervention and/or supports
- Need for less intervention and/or supports
- Need for accommodations and/or modifications
  - Which accommodation(s) and/or modifications are actually effective and needed?
Example Data and Progress Monitoring Sources

- Observations
- Student **self-monitoring** checklist
- Written tests
- Behavior charting
- Work samples
- Summative assessments
- Formative assessments
- Curricular Based Measures (CBMs)
- Academic achievement
- Functional performance
- Social development
- Physical development and management needs
Progress Monitoring and Data Based Decisions

- Progress monitoring should occur for students with disabilities as frequently as for their nondisabled peers.
- Ongoing assessment of student learning provides continuous feedback on the effectiveness of instruction and intervention.
- Data indicates areas where a change in instruction and intervention may be required.
- Data points can be used to make decisions regarding instruction and intervention. Once several data points are collected, a pattern of response can be investigated.
References

Kansas State Department of Education
http://www.ksde.org

Pennsylvania Department of Education
www.pattan.net

Tennessee Department of Education Website

TOPS (Transition Outcomes Project) Information
http://cuttingedj.net/index.html

GAO report on Problems that Impede Youth Transition

NSTTAC - National Secondary Transition Technical Assistance Center
http://nsttac.org/

Transition Innovation – Region V Technical Assistance & Continuing Education Center (TACE)
brown@ruralinstitute.umt.edu
Tennessee Department of Education Website

TOPS (Transition Outcomes Project) Information
http://cuttingedj.net/index.html

GAO report on Problems that Impede Youth Transition

NSTTAC – National Secondary Transition Technical Assistance Center
http://nsttac.org/

Transition Innovation – Region V Technical Assistance & Continuing Education Center (TACE)
brown@ruralinstitute.umt.edu

Special Education – State Personnel Development Grants Program
www.tnspdg.com

Free Resources

- EasyCBM.com
- DIBELS.com
- Intervention Central

Universal Design for Learning
http://www.cast.org/
http://www.udlcenter.org/
Contact Information

Blake Shearer
Blake.Shearer@tn.gov

Kate Martin
Kate.B.Martin@tn.gov

Joann Runion
Joann.Runion@tn.gov

Scott Indermuehle
Scott.Indermuehle@tn.gov

Nancy Williams
Nancy.E.William@tn.gov

Alison Gauld
Alison.Gauld@tn.gov
Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork