# IEP's - Goals and Objectives



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my brother, Matt

24 years old, Del +, studious bookworm
and VERY selective about shoes

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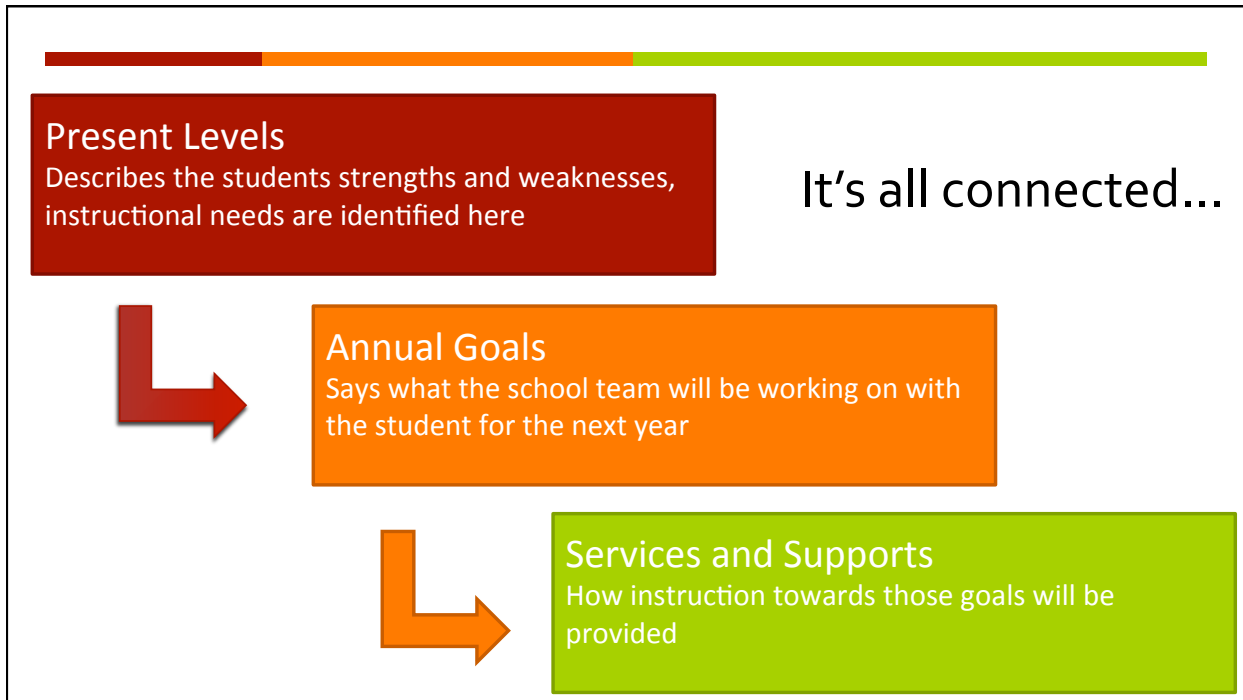
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# Purpose of Today's Presentation

-Review the basics of the IEP

-Become familiar with how goals and objectives are developed

-Discuss different ways goals and objectives can be accomplished

-Leave with a better understanding of the content of the IEP so that you can be a more active & comfortable participant in the meeting!

## Basics of the legal stuff...

↗ Individuals with Disabilities Education Act (IDEA) 2004 – key legislation

↗ Individualized Education Plan (IEP) is the cornerstone of special education – tell the who/what/where/when/why/how

↗ Provides the framework for what a free, appropriate public education (FAPE) in the least restrictive environment (LRE) looks like for that student

↗ Law explicitly says that parents/family are equal members of the IEP process and decision making team

## Basic Components of the IEP

● Identification & Eligibility Information
● Parent Concerns section
● Present Levels of Academic Achievement and Functional Performance
● Goals & Objectives
● Services & Supports
● Accommodations/Modifications
● Special Factors: Behavior Intervention Plan, Extended School Year (ESY)
● Signature Pages

## It's all connected...

**Present Levels**
Describes the students strengths and weaknesses, instructional needs are identified here

**Annual Goals**
Says what the school team will be working on with the student for the next year

**Services and Supports**
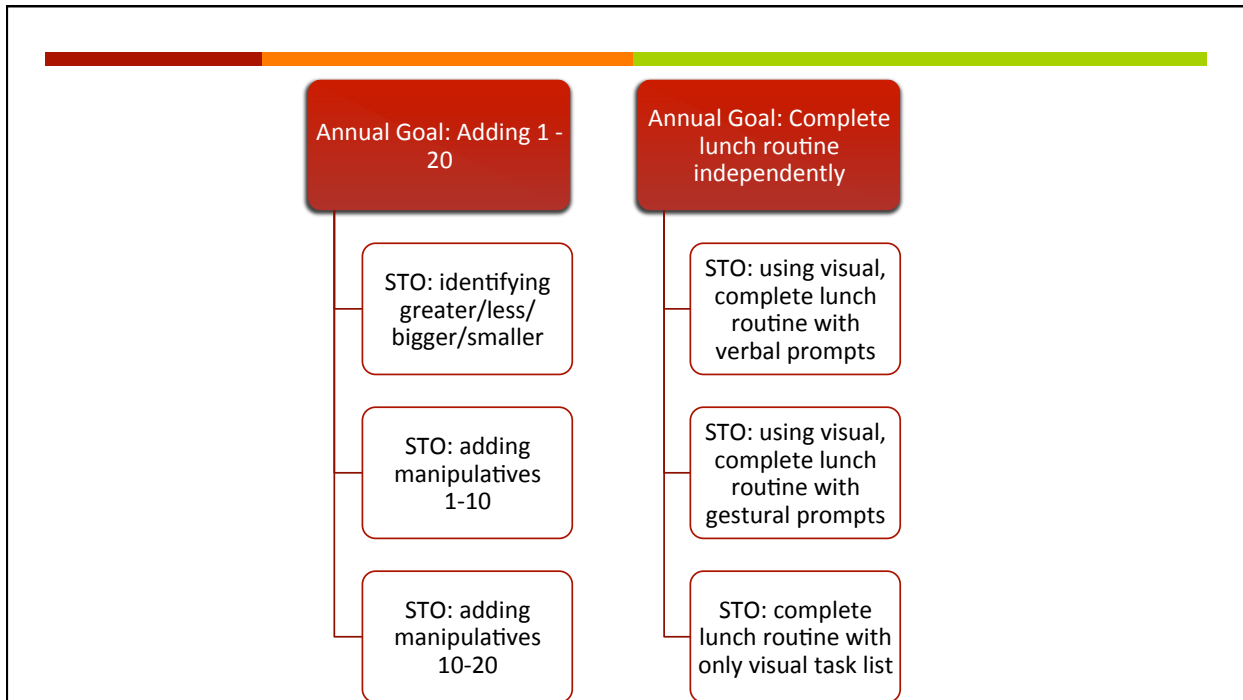How instruction towards those goals will be provided

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# Present Levels

↗ Written description of both academic *and* functional performance:

   -Strengths, what the student can do

   -Weaknesses, what the student is still working on

↗ Needs to be current – within the last year

↗ Should include multiple sources of data/information

   ↗ I highly encourage both formal and informal assessments

      ↗ Formal: psychological reports; state/district assessments that have statistics that compare student's scores to that of other students

      ↗ Informal: teacher observations, work samples, rating scales, classroom performance (focused on content and student's performance)

↗ Ensure the present levels sections are *objective* not *subjective*

## Goals

↗ Clear link to the Present Levels section - for every need identified, ensure that a goal is written to address that need

↗ Should be measurable, attainable, specific

↗ Must meet the child's needs that result from the disability to enable the child to be involved in and make progress in the general curriculum.

## Goals (continued)

↗ Goals = annual goals that will be worked on for the year

↗ Objectives = shorter term goals that help accomplish the larger annual goal (also called "short term objectives")

↗ Inclusion of STO varies from district to district

    ↗ Ex: students taking alternate assessments may be required to have STO, other students only have goals

Annual Goal: Adding 1 - 20
- STO: identifying greater/less/ bigger/smaller
- STO: adding manipulatives 1-10
- STO: adding manipulatives 10-20

Annual Goal: Complete lunch routine independently
- STO: using visual, complete lunch routine with verbal prompts
- STO: using visual, complete lunch routine with gestural prompts
- STO: complete lunch routine with only visual task list

# Deciphering IEP Goals…

↗ By 2/26/19, given a phrase or sentence composed of known sight words, STUDENT will independently match the phrase or sentence to a corresponding image with 90% accuracy on 3 consecutive data collection days as measured by staff data collection.

↗ By 10/30/19, given a variety of common lunch or classroom containers (ex. ziplock, tupperware, twist top bottles, etc.) STUDENT will open 5 containers with only 1 verbal prompt, as measured across 3 consecutive data collection days by teacher data collection.

## The "formula" for goals: Understanding the lingo

| | |
|---|---|
| Given (some sort of condition), | |
| student will (specific, observable behavior), | |
| with (how much) accuracy/prompts, | |
| with (what) consistency [every day? 4 consecutive data collection days? every recess opportunity?] | |
| as measured by (teacher observation & data collection? chapter reading test?), | |
| by (date to be completed). | |

# Services and Support

↗ *Who* will provide *what kind* of instruction to accomplish the goals

↗ *Where* the instruction will be provided

↗ Many service options exist that provide the *Least Restrictive Environment* for that student! Such as:
  ↗ Instruction in sped setting
  ↗ Assistant support in gen ed setting or sped setting
  ↗ Coteaching (1 sped and 1 gen ed teacher in a typical classroom) for part or all of a day
  ↗ A blend of all of the above!

↗ Ensure that you as the parent are comfortable with each setting your child will be in and it is *based on your child's needs*

## "Is this a good goal for my child?"

Things to consider when reviewing your child's goals:

➚Knowing my child's rate of progress - is this a reasonable goal for my child to achieve in a year?

➚Is this a skill that will benefit my child in the 'long run"?

➚Is this goal *meaningful* to my child?

## Places to Look for Goal Ideas/Guidance

● State standards and district curriculum - review the overall sequence of skills that students learn from grade to grade in your school/district

● Formal Assessments/Programs often come with skill recommendations - ask IEP team to see them if it's not stated in the evaluation/assessment results

● ASF IEP Bank

● Search for area specific IEP goal banks online

## English Language Arts Goal Ideas…

[This is in no way a complete/robust list and are ideas off the top of my head to get you started – refer back to previous slide and look at assessment results, state standards, etc., for more ideas!]

| | | |
|---|---|---|
| letter recognition | letter sound knowledge and recognition | syllable knowledge |
| interacting with/reading books (reading pictures IS READING!) | sight word recognition (words that don't follow phonics patterns) | sequencing visuals or acting out story events |
| core word usage and modeling during read aloud | follow written & visual steps to make a recipe, craft, etc. | participating in book club/literature circles with peers |
| identify character's feelings in a book | matching nouns and phrases to images | identifying common signs/words in the community |
| filling out a personal information sheet (typing? writing? alternative pencil?) | use magnetic letters to spell words | communicating opinion about book or topic |

[This is in no way a complete/robust list and are ideas off the top of my head to get you started – refer back to previous slide and look at assessment results, state standards, etc., for more ideas!]

## Math Goal Ideas…

| | | |
|---|---|---|
| 1:1 correspondence | number recognition | ordering numbers |
| language concepts such as more/less, all/none | identifying coins & bills & their symbols | addition/subtraction using manipulatives/number lines (problem solving skills!) |
| using a calculator | color and shape recognition/sorting | weighing/measuring skills |
| completing puzzles | composing/decomposing numbers (using cubes, counters, etc.) | making graphs |
| other math related language concepts: big, little, short, tall, some, zero, part, whole | | |

# Other areas goal ideas…(again not comprehensive!)

| | | |
|---|---|---|
| unpacking/packing backpack independently | following schedule independently | toilet training |
| hand washing | turn taking with peers during a game | participating in whole group activity |
| completing a structured work system/independent work station | asking for a break when frustrated/upset | opening and closing different types of containers |
| appropriate greetings and closings | complete daily reflection sheet | anything science/social studies related! |
| the possibilities are endless…. | | |

# IEP Reflection Tool Document

**Annual IEP Reflection Tool for Families**

This tool is intended to be used by families before, during, or after the IEP meeting, prior to signing consent to the IEP document, to aide in reflecting on your agreement to the IEP. The notes you create on this document can help guide further discussion with the IEP team if necessary.

Meeting Date:_____

| Category | Reflection Question | Notes |
|---|---|---|
| Basic Information | Is all the demographic information & health information up to date? | If no, write what needs to be changed: |
| Disability Impact Statement | Is the statement stating how the disability affects my child's progress in the general education curriculum descriptive and based on objective assessments? | Notes: |

| | | |
|---|---|---|
| Parent Input | Did the IEP team take into account my concerns and input for the upcoming IEP year? | Notes: |
| Present Levels | Does each present level area<br>   o  use multiple sources of data (standardized assessments, work samples, teacher observations, etc.),<br>   o  include a description of both strengths (things my child *can* do) and weaknesses (things my child is still learning and not able to do independently yet), *and*<br>   o  include objective statements, that is, those free from personal opinions, and not subjective statements influenced by personal feelings | Notes: |
| Goals | Is there a goal written for every deficit/weakness area identified in the present levels section? | Notes: |

| | | |
|---|---|---|
| Goals | Is each goal:<br>  1. A reasonable yet challenging goal my child can accomplish in the next year?<br>  2. Written with enough description & specificity that I know *how* the staff will work on it and *when* my child will have met the goal? | Notes: |
| Accommodations | Does the IEP address *accommodations* that will help my child be as successful and independent as possible in the school setting?<br><br>Possible accommodations include, but certainly not limited to: strategic seating placement in classroom; enlarged materials for vision issues; supportive seating/walking devices; visual supports; adaptive writing materials; behavior supports systems | Notes: |
| Services | Does the amount of service time from various professionals:<br>  1. Appear to be sufficient to meet the goals?<br>  2. Educate my child in the environment/setting that is most appropriate for them to be successful (the *least restrictive environment* as it pertains to my child)? | Notes: |

# Let's chat!

↗ Want me to look over an IEP? Specific behavior question? Want a copy of the IEP reflection tool or these slides?

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