

# IEP's - Goals and Objectives

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## Purpose of Today's Presentation

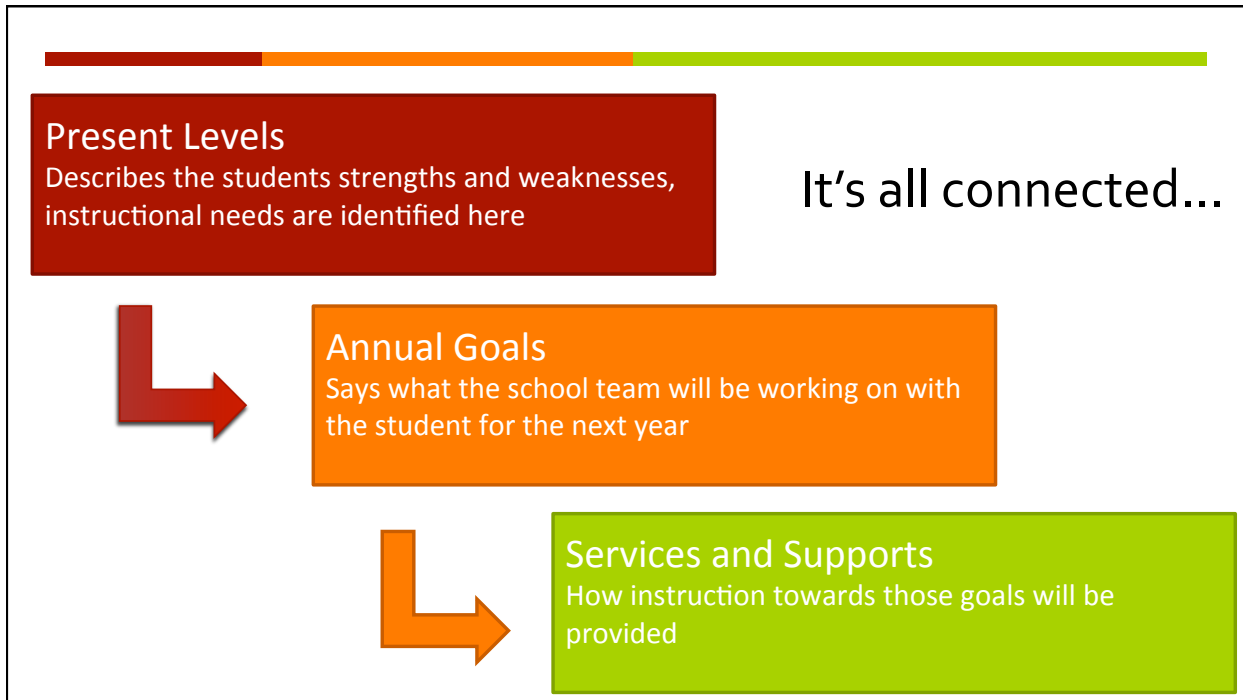
- Review the basics of the IEP
- Become familiar with how goals and objectives are developed
- Discuss different ways goals and objectives can be accomplished
- Leave with a better understanding of the content of the IEP so that you can be a more active & comfortable participant in the meeting!

## 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



## Present Levels

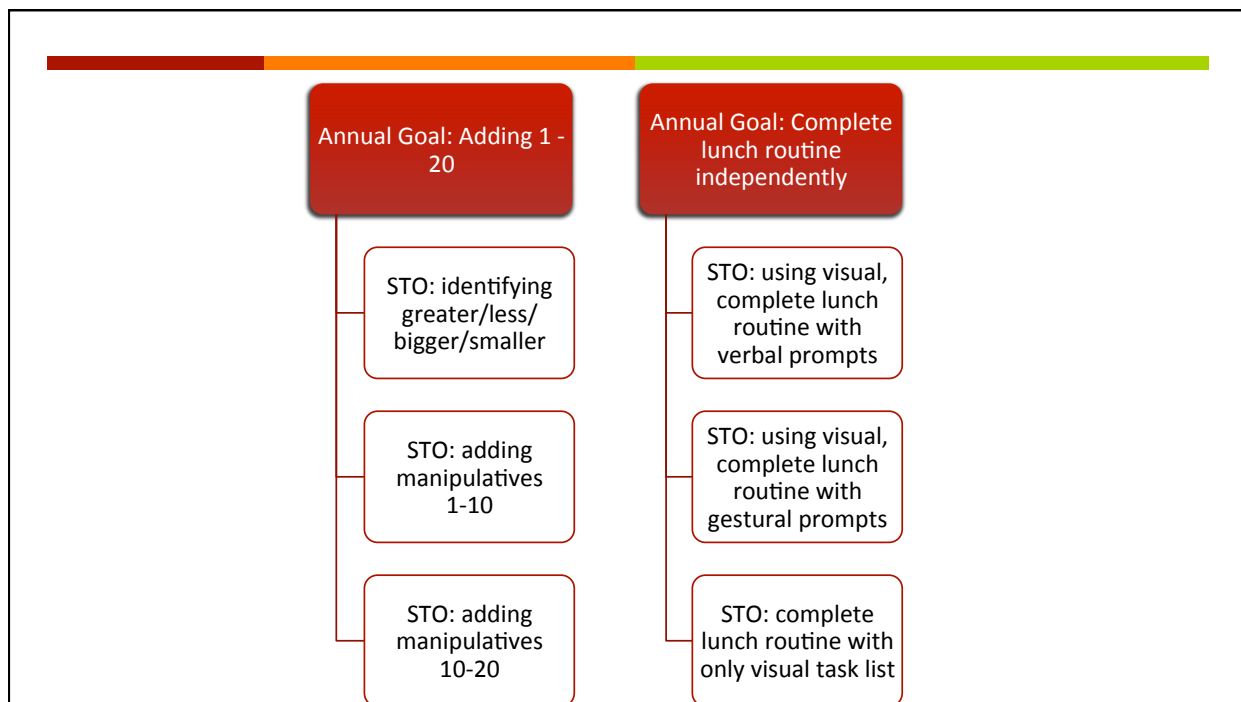
- Written description of both academic *and* functional performance:
  - Strengths, what the student can do
  - Weaknesses, what the student is still working on
- Needs to be current – within the last year
- Should include multiple sources of data/information
  - I highly encourage both formal and informal 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



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
- ASF IEP Bank
- Search for area specific IEP goal banks online