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
Describes the student's 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

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
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