



*Advocacy & resources for citizens with
cognitive, intellectual and developmental disabilities*

The ABC's of IEP's "Writing Effective Goals"

Sponsored by: The Arc of Pennsylvania, in partnership with PaTTAN, Pennsylvania Department of Education/Bureau of Special Education and the State Improvement Grant

The ABC's of IEP's

“Writing Effective Goals”

- I. Inclusion- Beginning with the End in Mind
- II. Progress Monitoring
- III. You Can Do It!
- IV. Who Can Help?
- V. Education Law Center Resources

I. Inclusive Education

Why?

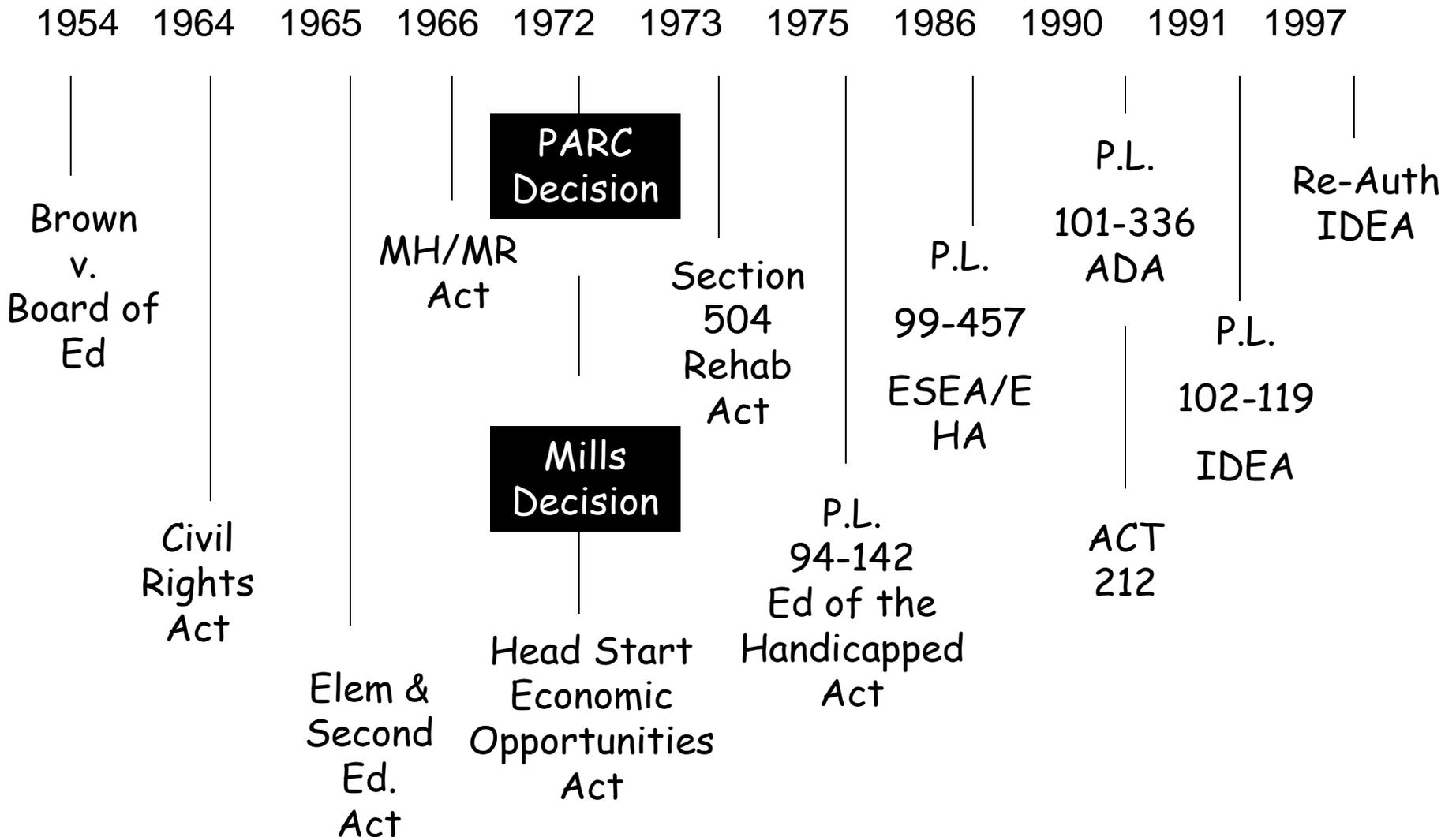
Beginning with the End in
Mind

Why?

Because it benefits ALL

Advocacy & resources for citizens with
cognitive, intellectual and developmental disabilities

Legal Milestones



PARC v. Commonwealth of PA (1971)

- Forced courts to answer the questions of the “right to education” for individuals with disabilities
- Stimulated Congress to legislatively address the exclusion of children with disabilities from adequate education and training.
- Led to the adoption by Congress of the Education for All Handicapped Children Act of 1975 (Later re-named IDEA)

Rules established by PARC Decision

- ✓ All children with MR are entitled to a free appropriate public education. (Right to FAPE)
- ✓ *The definition of education is NOT limited to academic experiences but is seen as a continuous process by which individuals learn to cope and function in their environment.*
(Individual needs)
- ✓ Placement in a regular class is preferable to any special class for these children. (Right to Least Restrictive Environment)

IDEA: Least Restrictive Environment

To the maximum extent appropriate,

- Children with disabilities.... are educated with children who are not disabled
- Special classes, separate schooling, or other removal of children with disabilities ... occurs only when ... education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily

Oberti Decision

“Inclusion is a right, not a privilege
of a select few.”

Third Circuit Court of Appeals



Oberti test

1. Can education in the regular classroom, with the use of ***supplementary aids and services***, be achieved satisfactorily?
2. If placement outside of a regular classroom is necessary for the child to benefit educationally, has the child been ***mainstreamed to the maximum extent appropriate***?

What does Inclusion look like?

It looks like **EVERYONE**
working and growing
together as valued members
of a **TRUE** community

Program planning steps

1. Identify the Students Strengths and Educational Needs



Program planning steps

2. Identify Existing Resources Provided in the Student's Program



Program planning steps

3. Describe the Student's Current Education Program



Overarching principles of the Gaskin Settlement Agreement

1. IDEA requires that students with disabilities receive their education with students who do not have disabilities to the maximum extent appropriate.
2. When districts provide appropriate specially designed instruction, related services, supports, and supplementary aids and services they work to ensure that students with disabilities receive FAPE in the LRE.

Overarching principles of the Gaskin Settlement Agreement

3. Supplementary aids and services must be:
 - Available to all students who need them;
 - Designed to provide meaningful educational benefit; and,
 - Provided in a manner that ensures that the child receives FAPE in the LRE.
4. PA districts educate all children and welcome children with special needs.

Elements of Gaskin Settlement Agreement

- o Advisory Panel on LRE: “Gaskin Panel”
- o School District Monitoring & Enforcement
- o Technical Assistance and Support from PA Department of Education
- o Grants to school districts to Support Inclusion

Resolving disagreements about Inclusion

- IEP Facilitation
- Mediation
- Pre-Hearing Conference
- Resolution Session
- Due Process Hearing
- Division of Compliance (DOC) Complaint

Least Restrictive Environment (LRE)

“Separation is repugnant to our constitutional tradition. Integration is a central constitutional value; not integration that denies difference, but rather integration that accommodates difference, appreciates it and celebrates it.” -Tom Gilhool

Least Restrictive Environment

“To the maximum extent appropriate, children with disabilities including children in public or private institutions, or other care facilities are educated with children who are not disabled and special classes, separate schooling or other removal of children with disabilities from the education environment occurs only when the nature or severity of the disability of a child is such that the education in regular classes with the use of supplementary aides and services still cannot be achieved satisfactorily.”

» From the 1997 Amendment of IDEA

II. Progress Monitoring

“If we can really understand the problem, the answer will come out of it, because the answer is not separate from the problem.”

-Krishnamurti

What is Progress Monitoring?

Progress Monitoring is the ongoing process which involves:

- ◆ Collecting and analyzing data to determine **student progress** toward specific skills or general outcomes.
- ◆ Making **instructional decisions** based on the review and analysis of student data.

The Goals of Progress Monitoring

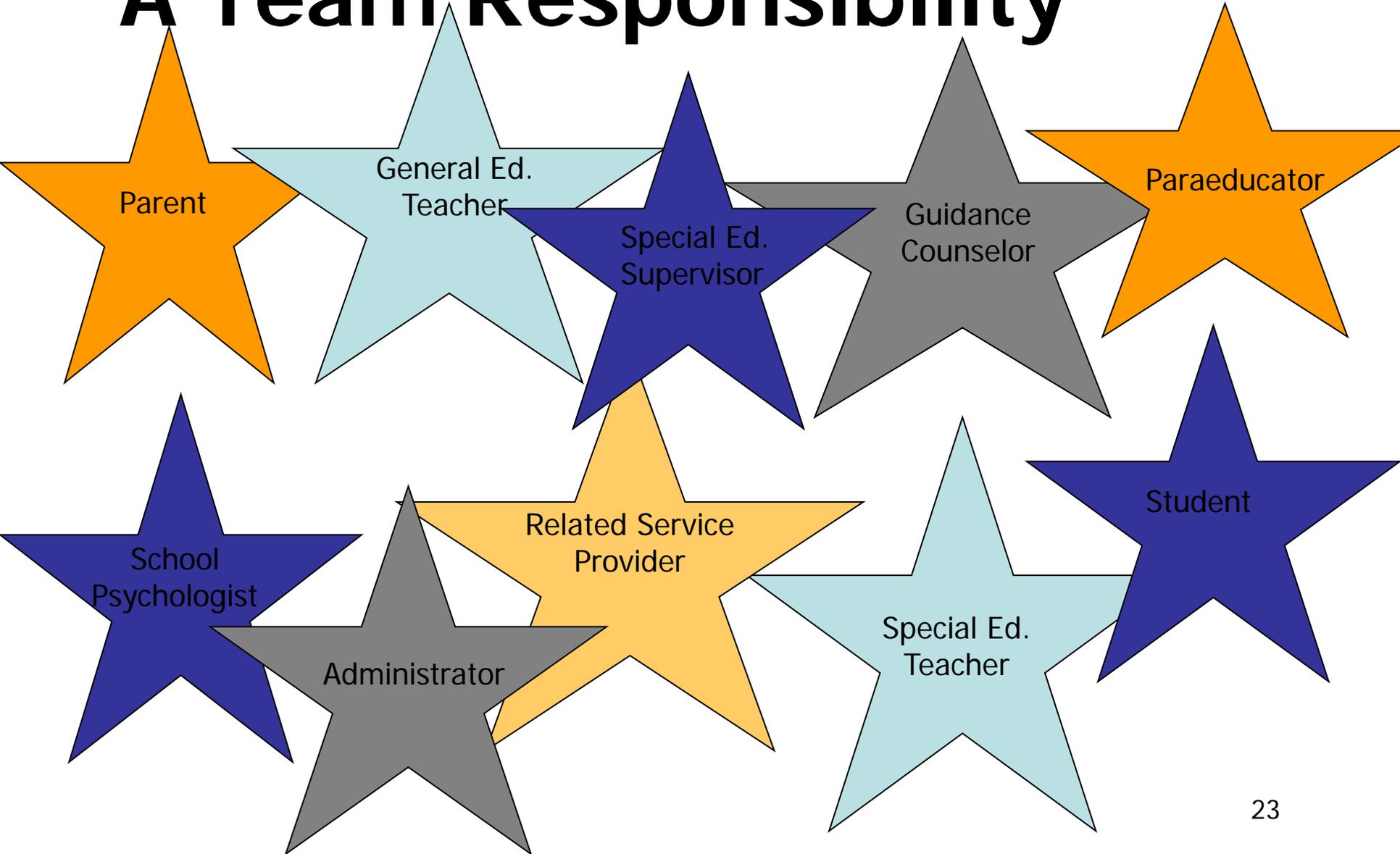


- ◆ Provide data to assist in making decisions about students.
 - To guide instructional decisions

- ◆ Provide data on student performance.
 - To determine current level of learning/behavior/performance
 - To measure and report progress towards goals and objectives/outcomes

- ◆ Provide data for the reevaluation process.
 - To determine if the student still meets eligibility for special education AND still needs specially-designed instruction

Progress Monitoring: A Team Responsibility



Benefits of Progress Monitoring



- ◆ Parents and students know what is expected
- ◆ Teachers have organized record of students' performance
- ◆ Teachers know what is working or not working with their instruction based on data
- ◆ “Easy to Understand” way to show parents the progress
- ◆ IEP teams have comprehensive data on student performance for decision making

Essential Elements of Progress Monitoring



- Measurable goals/outcomes
- Efficient and effective for use in the classroom
- Sensitive to increments of student growth
- Usable format
- Data driven
- Connected with general education curriculum/appropriate activities

IEP Goal Writing Check Sheet



CONDITION (WHEN, WITH WHAT AND WHERE?)
Does the goal describe <u>when or under what conditions</u> the behavior will take place? EXAMPLES: "When the bell rings between classes," "When given an opportunity to speak," "When the teacher gives a signal to begin,"
Does the goal describe <u>what</u> the student will use to perform the behavior? EXAMPLES: "Using a pen with a gripping device," "With a chapter from the end of a 5 th grade reading textbook," "Using course-required tools in the woodshop."
Does the goal describe <u>where</u> the behavior will be observed or assessed? EXAMPLES: "In the cafeteria," "On the bus," "In the classroom,"
STUDENT'S NAME (WHO WILL BE DOING THE BEHAVIOR?)
Is the student's <u>first name</u> listed as the subject of each clearly defined behavior?
CLEARLY DEFINED BEHAVIOR (DO WHAT TO WHOM OR WHAT?)
Is the behavior described as an <u>action</u> on an <u>object or directed towards a person(s)</u> ? In other words, can it be described in terms of <u>what the student will do to something or someone?</u> EXAMPLES: "Say his name," "Write all the lowercase letters of the alphabet," "read orally a chapter from a 5 th grade trade book," "chew pieces of soft, bite-sized foods." "Wipe her face (lip, chin or cheek area)," "smile at visitors," "share toys with classmates," NON-EXAMPLES: "Understand his numbers," "Know his spelling words," "recognize his materials," "behave in class." Comprehend what is said," "Improve his speech."

<p>Can the behavior be observed? (Does it pass the "dead man's test" and the "private events" test?)</p> <p>Dead mans test = if a dead man can do it, it's not a behavior</p> <p>EXAMPLES: "Will not call out in class," "Will not curse," "Will not throw objects,"</p> <p>Private Events test = thoughts and feelings that have no outward behavioral manifestation</p> <p>EXAMPLES: "Write his name legibly in cursive," "tie a bow on his shoe,"</p> <p>NON EXAMPLES: "Will think about," "Will consider,"</p>
<p>Can the behavior be measured in quantifiable or qualitative terms?</p> <p>EXAMPLES: "On 3 out of 4 occasions," "20 % of reading time," "4 on a carefully defined scale of 1-5, with 5 being the highest level of achievement"</p> <p>NON EXAMPLES: "Most of the time," "Less than expected," "As best he can,"</p>
<p>PERFORMANCE CRITERIA (TO WHAT EXTENT?)</p>
<p>Is the criterion level (level the student must demonstrate for mastery) stated in measurable terms?</p>
<p>Is the criterion level reasonable (achievable within given circumstances)?</p>
<p>Is a consistency level stated (a certain level of performance over a given period of time)?</p> <p>EXAMPLES: "90% correct over five consecutive tests," "a level of a 5 on four consecutive occasions."</p>
<p>Is there a stated schedule of assessment/evaluation?</p> <p>EXAMPLES: "Daily," "Weekly," "Bi-weekly," "Upon each opportunity,"</p>
<p>Is the method of assessment /evaluation clearly stated?</p> <p>EXAMPLES: "Based upon homework samples," based upon words spoken during specified group interaction time," "based on words read during an oral reading trial,"</p>
<p>Is the assessment/evaluation method appropriate for the particular behavior?</p>
<p>Does the location of the assessment/evaluation reflect "generalization"?</p>

Step 1. Measurable Goals

Just Checking



- Condition
- Student's name
- Clearly defined behavior
- Performance criteria

Example

Given a random selection of 20 words from a pool of 100 words, Eva will spell 95% of the words correctly on three consecutive weekly spelling tests.

Step 2. Data Collection Decisions

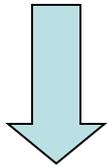


- What is the purpose for collecting the data?
- What type of data will be collected?
 - *Frequency or Rate*
 - *Percentage or Accuracy*
 - *Duration*
 - *Quality*
 - *Level of Assistance*
 - *Number*
- Where will the data be collected?
 - *Consider in what settings/situations the skill will be practiced.*
- How often will the data be collected?
- Who will collect the data?

Step 3: Data Collection Tools & Review Schedule

Data Decisions

- Type of data needed
- Where, by whom, and how often will data be collected



Guide your selection of a meaningful data collection tool

A Sampling of Tools

◆ Examples of tools include...

- Structured Interviews or Surveys
- Observations
- Teacher/Standardized Test
- Rating Scales/
Assessment Checklists
- Graph/Chart
- Curriculum Based Assessment
- Anecdotal Records
- Rubrics

Review Schedule

- Daily, weekly, monthly or quarterly monitoring activities are driven by
 - Goals and objectives (what you want students to know and be able to do)
 - The data collection method and tools
 - Knowledge of student's learning profile



Step 4. Representing the Data

Why Represent Data Visually?

- Establish baseline for goal development.
- Communicate program effectiveness to the teacher, parents, student, etc. about
 - Instruction
 - IEP
 - Reevaluation
- Provide reinforcement and feedback
- Make decisions about continuing or improving instructional practices

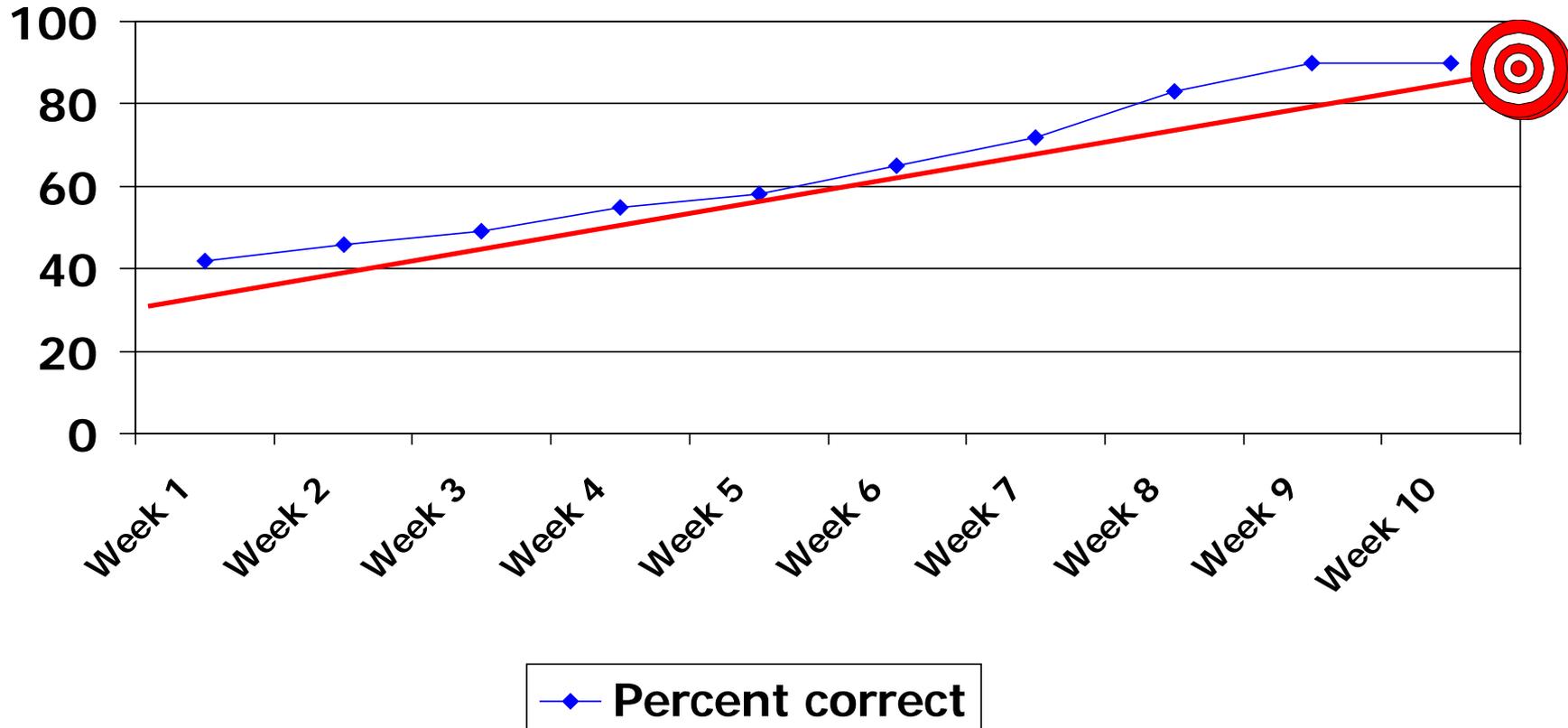
Step 4. Representing the Data Visually

- Appropriate representation requires a graph to be:
 - Simple
 - Stand alone
 - Understandable

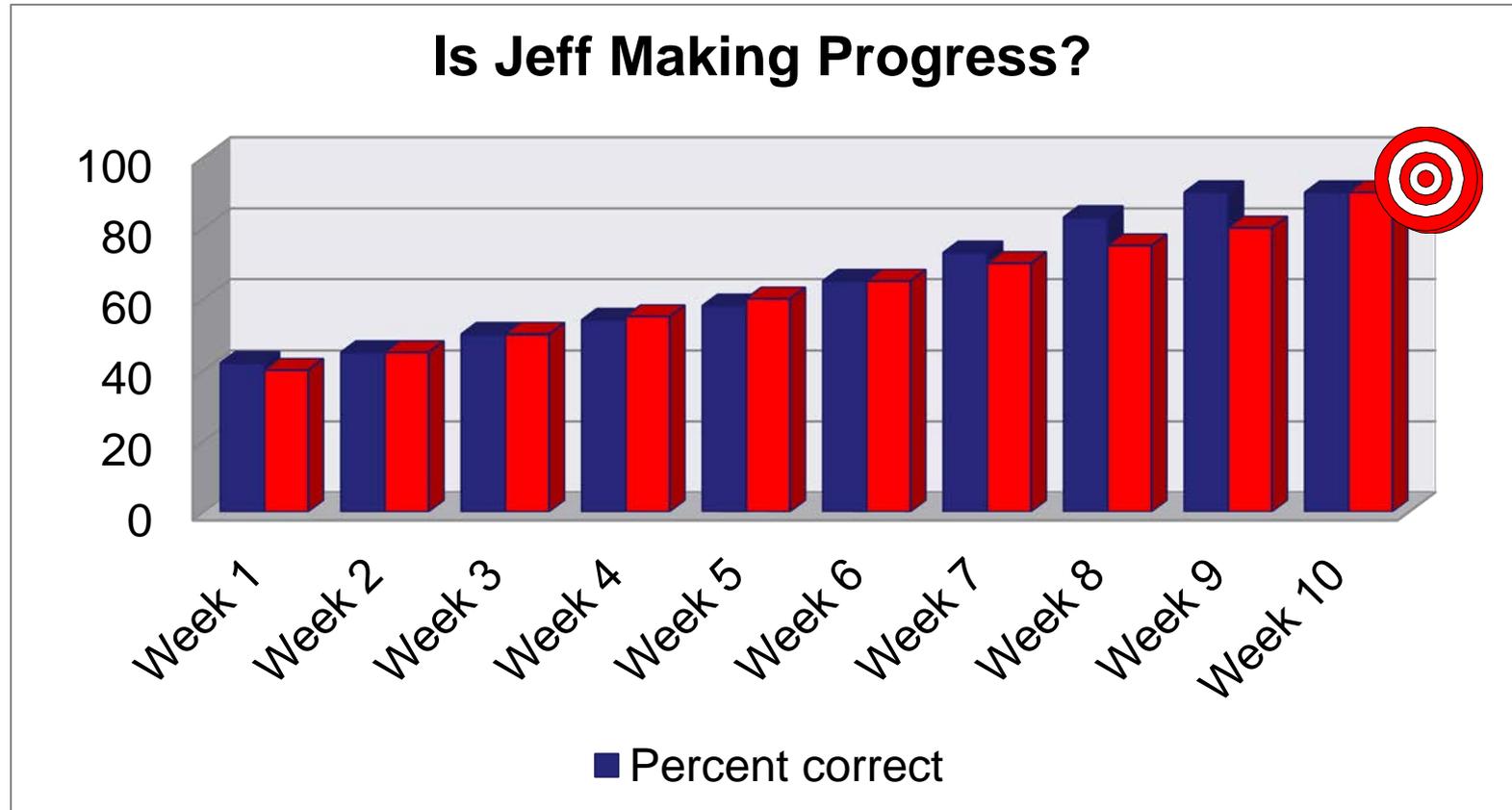
Step 4. Representing the Data

- Most common types of graphs used include:
 - Line Graph – used to reveal trends over time
 - Bar Graph – used to compare sets of values

Is Jeff Making Progress?



Examples of a Bar Graph



Step 5. Evaluate the Data

- Assumptions to ***consider*** before evaluating the data
 - Teacher is implementing instructional strategies
 - Student is actively engaged in instruction
 - Aim (Goal) line has been correctly identified based on present levels of educational performance
 - Appropriate identification of annual goals and objectives

Step 5. Evaluate the Data

- What to look for when evaluating the data...
 - Is the student making progress toward the goals and objectives?
 - “Rule of Thumb” – If 3 of the last 4 data points fall below aim line, student is not making progress
 - Baseline data
 - Established timeline
 - Established aim line
 - How is the student responding to the supports/instruction?
 - Specially designed instruction
 - Instructional materials and methods

Step 5. Evaluate the Data

- Why evaluate the data?
 - Effectiveness and efficiency of instruction
- Who should evaluate the data?
 - Parents, Teacher, Student, Other members of IEP team.

Step 5. Evaluate the Data: Additional Decision Rules

Data Patterns

- Making progress. →
- Errors flat or decreasing

- Progress stalled at →
- 20%-50% correct.

- Progress at or near →
- zero. High error rate.

Interpretation

- Program is working →

- Student can →
- perform some but not all parts of the task.

- Task is too difficult. →

Suggestion

- Continue present instructional program.

- Provide more direct or intensive instruction in difficult steps.

- Teach prerequisite skills.

Step 5. Evaluate the Data: Additional Decision Rules

Data Patterns	Interpretation	Suggestion
<ul style="list-style-type: none">• Progress stalled close to goal, no increase in rate	<ul style="list-style-type: none">• Student is ready for fluency building	<ul style="list-style-type: none">• Provide frequent opportunities for practice to increase accuracy and rate.
<ul style="list-style-type: none">• Meets aim line	<ul style="list-style-type: none">• Successful instructional program	<ul style="list-style-type: none">• Implement maintenance and generalization programs. Move on to new task.

Step 6. Instructional Adjustments

- If the student **IS** making progress...
 - Celebrate!
 - Keep doing what you are doing
 - Consider increasing expectations as appropriate
 - Increasing accuracy/Decreasing errors
 - Applying knowledge independently

Step 6. Instructional Adjustments

- If the student **IS NOT** making progress
 - FIRST consider changes in intervention strategies
 - Specially Designed Instruction (intensity, duration, frequency)
 - Materials
 - Methods
 - Reinforcement schedule
 - Consistency of implementation of all above.
 - Use of peers

Step 6. Instructional Adjustments

- If changes do not positively affect progress
 - Adjust goals and objectives
 - Call an IEP meeting to discuss necessary adjustments to goals and objectives.

Step 7. Communicating Progress

- Communication is a two-way street
 - Home issues that affect student progress
 - Class/instructional issues that affect progress
- Ways to keep the lines of communication open
 - Weekly phone calls
 - Communication books, data logs, and communication logs
 - Progress reports (including graphs!)
 - Parent – teacher conference
 - Written communication (email/letters)
 - Other....

III. You Can Do It!

- Frequently Asked Questions
- Parent Practice Session

Frequently Asked Questions

The Big 10

1. How are annual goals set for my child in the areas of reading and math? (setting goals)
2. Are the IEP goals functional and measurable?
3. How often is my child's progress checked/monitored? (progress monitoring schedule)
4. How will the teacher know if my child is/is not making progress toward the annual goal? (decision rules)
5. How will I know if my child is/is not making expected progress toward the goal? (progress reporting)
6. What information should I expect the teacher or IEP team to share with me on my child's progress during parent conferences or IEP team meetings?
7. What happens when my child is not making adequate progress; when it appears that he/she will not meet the annual goal? (instructional adjustments)
8. What will you do differently if my child is/is not making expected progress? (instructional adjustments)
9. Is an IEP meeting required each time an instructional adjustment is made?
10. What can I do to assist my child in making consistent progress toward his/her annual goal?

Measurable Goals:

Example of Poorly Written Goal

Non-Measurable Example

- **John will decrease calling out in class.**

Does this goal include:

- *Clearly defined behavior?*
- *Performance criteria?*
- *Student's name?*
- *Condition?*

Measurable Example

- ◆ **John will increase hand raising and waiting to be called on by the teacher to 10 times per day using event recording.**

Measurable Goals

Example of a Functional Goal

- Given multi-syllabic (2-4 syllables) words, Eddie will identify, by clapping, the number of syllables in words presented orally ten out of ten times.
 - Type of data – Percentage Correct/Accuracy
 - Where – Reading group
 - How often – 3 times per week
 - Who – Classroom teacher

Goal & Objectives Worksheet (IEP Blank Form)

V. GOALS AND OBJECTIVES including academic and functional goals: *(Use as many copies of this page as needed to plan appropriately. Specially designed instruction may be listed with each goal/objective or listed in Section VI.)*

MEASURABLE ANNUAL GOAL	Describe HOW the child's progress toward meeting this goal will be measured and WHEN periodic reports on progress will be provided to parents	Report of Progress

SHORT TERM OBJECTIVES - Required for children with disabilities who take alternate assessments aligned to alternate achievement standards (PASA)

Short term objectives / benchmarks
1.
2.
3.

IV. Who Can Help?

Resources

*Advocacy & resources for citizens with
cognitive, intellectual and developmental disabilities*

The Arc of Pennsylvania

Advocacy, Resources for Citizens with cognitive, intellectual and developmental disabilities.

The Arc is the largest advocacy organization in the United States for persons with cognitive, intellectual and developmental disabilities. The Arc of Pennsylvania is the state chapter of The Arc and works with local chapters serving 44 counties throughout the state. The mission of The Arc of Pennsylvania is to include all children and adults with cognitive, intellectual and developmental disabilities in every community. The Arc of Pennsylvania pursues its mission through public policy advocacy, family training, public awareness, and community resources.

1.800.692.7258 (in PA only)

717.234.2621

www.thearcpa.org

Pennsylvania Department of Education

Bureau of Special Education

The mission of the Pennsylvania Department of Education is to lead and serve the educational community to enable each individual to grow into an inspired, productive, fulfilled lifelong learner. The Department provides overviews of educational reforms, resources, home pages of schools, including performance reports, right to know laws and many more services.

ConsultLine 1.800.879.2301

Out of State ConsultLine 1.717.541.4960 x3332

www.pde.state.pa.us

Pennsylvania Training Technical Assistance Network (PaTTAN)

The Pennsylvania Training and Technical Assistance Network (PaTTAN) is an initiative of the Pennsylvania Department of Education, Bureau of Special Education. PaTTAN supports the Department of Education's efforts to lead and serve the educational community by offering professional development that builds the capacity of local educational agencies to meet students' needs. PaTTAN's primary focus is special education. However, services are also provided to support Early Intervention, student assessment, tutoring and other partnership efforts, all designed to help students succeed.

1.800.360.7282 (in PA only)

1.717.541.4960

www.pattan.net

Office of Dispute Resolution

- The Office for Dispute Resolution is located at the Pennsylvania Training and Technical Assistance Network building in [Harrisburg](#).

ODR, 6340 Flank Drive, Harrisburg, PA 17112

To expedite ODR's response to a caller, it is suggested that the [*ODR Staff list*](#) be reviewed to determine the appropriate individual to contact for the caller's particular issue.

Mediation: 717-541-4960 x3424

IEP Facilitation: 717-541-4960 x3302

www.odr.pattan.net

The Education Law Center

For thirty years, the Education Law Center (ELC) has worked to make good public education a reality for Pennsylvania's most vulnerable students –poor children, children of color, kids with disabilities, English language learners, children in foster homes and institutions, and others.

Our Philadelphia office answers our Help Line (for all area codes except 724, 814, and 412) from 9 am to 2 pm Monday through Friday – **Call (215) 238-6970.**

Our Pittsburgh office (for area codes 724, 814, and 412) answers our Help Line from 8:30 am - 4:30 pm Monday through Friday – **Call (412) 391-5225.**

www.elc-pa.org

Disability Rights Network (DRN)

Formerly known as Pennsylvania Protection & Advocacy, Inc. (PP&A) and the Disabilities Law Project (DLP) have merged to form the Disability Rights Network of Pennsylvania (DRN).

Disability Rights Network of Pennsylvania (DRN) is a statewide, non-profit corporation designated as the federally-mandated organization to advance and protect the civil rights of all adults and children with disabilities. DRN works with people with disabilities and their families to ensure their rights to live in their communities with the services they need, to receive a full and inclusive education, to live free of discrimination, abuse and neglect, and to have control and self-determination over their services.

Philadelphia Office
The Philadelphia Building
1315 Walnut St., Suite 400
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(215) 238-8070 (Voice)
(215) 789-2498 (TDD)
(215) 772-3126 (Fax)
drnpa-phil@drnpa.org

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1901 Law & Finance Building
429 Fourth Avenue
Pittsburgh, PA 15219-1505
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(412) 467-8940 [TDD]
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drnpa-pgh@drnpa.org

Harrisburg Office
1414 North Cameron Street
Suite C
Harrisburg, Pa 17103
(717)236-8110 [Voice]
(800)692-7443 [Toll Free]
(877)375-7139 [TTY]

Parent Education Network (PEN)

PEN is a coalition of parents whose children represent a full range of disabilities and ages from birth to adulthood. PEN provides consultation, technical assistance, workshops, and literature about special education to the eastern region of Pennsylvania. PEN's services are free and available to both parents and professionals. *PEN partners with PaTTAN on the State Improvement Grant.*

Voice & TTY: 717-600-0100

1-800-522-5827 (in PA)

1-800-441-5028 (Spanish, in PA)

www.parentednet.org

Parents Education & Advocacy Leadership Center (PEAL)

The PEAL Center is an organization of parents of children with disabilities reaching out to assist other parents and professionals. The PEAL Center provides workshops, training, and information about early intervention, special education, and inclusive education to the western and central regions of Pennsylvania. Parent advisors assist families with information about the special education process and problem-solving strategies. *The PEAL Center partners with [PaTTAN](#) on the State Improvement Grant.*

Voice: 412-422-1040

TTY: 412-281-4409

Toll Free: 866-950-1040

www.pealcenter.org

Wrights Law

Parents, educators, advocates, and attorneys come to Wrightslaw for accurate, reliable information about special education law, education law, and advocacy for children with disabilities. Wrights law has thousands of articles, cases, and free resources about dozens of topics.

www.wrightslaw.com

Local Parent Network

- Check with your local chapter of The Arc to locate disability specific and special education specific support groups
- Talk with other parents. You are not alone!

V. Education Law Center Resources