Writing Standards-Based IEP Goals and Objectives

San Antonio ISD
Department of Special Education Services

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PLAAFP Basis

- We must know the present levels of performance for a student before we can determine where we can reasonably expect him or her to be within twelve months.

- Without the PLAAFP, the IEP does not have any data showing the student’s present levels of performance, and thus, cannot appropriately determine where the student’s needs currently exist.
PLAAFP: 5 Essential Components

- Based on Evaluation (Formal/Informal)
- Classroom Data
- Accommodations/Modifications
- Parent Information
- Additional Supports and Services
PLAAFP Guiding Questions

- Describe the individual strengths and needs of the student in relation to accessing and mastering the general curriculum by discussing the following:
  - What do we know about the student’s response to academic instruction (i.e., progress monitoring data)?
  - What programs, accommodations (classroom and testing) and/or interventions have been successful with the student?
  - What have we learned from previous IEPs and student data that can inform decision making?
  - Are there assessment data that can provide useful information for making decisions about the student’s strengths and needs (patterns in the data)?
PLAAFP Guiding Questions

Consider the factors related to the student’s disability and how they affect how the student learns and demonstrates what he knows by asking the following:

- How does the student’s disability affect participation and progress in the general curriculum?
- What supports does the student need to learn the knowledge and attain the skills to progress in the general curriculum?
- Is the student on track to achieve grade-level proficiency within the year?
PLAAFP Process

- Determine General Needs of the Student
- Identify Critical Needs/Instructional Focus
- Write Observable & Measurable IEP Goals
PLAAFP and Annual IEP Goals

- The PLAAFP and annual IEP goals must have a direct relationship.
- Each area of need identified in the PLAAFP must be addressed somewhere in the IEP.
- Most will be addressed by annual IEP goals, but they may be addressed or embedded in other ways.
Annual Goals: Essential Elements

PLAAFP Connection

- Parent Involvement
- Meaningful
- Measurable
- Challenging
- Realistic

Levels of Learning for students with Autism

- Acquisition
- Fluency
- Maintenance
- Generalization
What are Standards-Based IEP Goals?

- Standards-based goals are annual, measurable goals aligned to enrolled grade-level Texas Essential Knowledge and Skills (TEKS).
What does aligned to enrolled grade-level TEKS mean?

- Should reflect and link directly to specific grade-level TEKS
- Does not need to include all TEKS
- Should include only the most critical student expectations within a specific content domain
What are standards-based measurable annual goals?

- Statements that describe what can reasonably be expected to accomplish within an IEP year
- Skills and/or knowledge that will be mastered, not an activity
- Contain four critical components: **timeframe**, **conditions**, **behavior**, and **criterion**
- Includes the behavior or skill that can be measured at periodic intervals against a criterion of success
What should the ARD committee consider to ensure that standards-based IEP goals are measurable?

• A standards-based measurable goal meets the following requirements:
  • Indicates what to do to measure accomplishment of the goal
  • Yields the same conclusion if measured by several people
  • Allows a calculation of how much progress it represents
  • Can be measured without additional information and within a 12 month period
7 Steps to Writing IEP Goals

Step 1: Consider Grade Level Content
Step 2: Exam the Data
Step 3: Develop PLAAFP
Step 4: Develop Measurable Annual Goals
Step 5: Assess and Report Progress
Step 6: Accom./Mod,
Step 7: State Assessment

Student
7 Steps to Writing IEP Goals

- Step 1: Consider Grade Level Content
- Step 2: Exam the Data
- Step 3: Develop the PLAAFP (baseline data)
- Step 4: Develop Measurable Annual Goals
- Step 5: Assess and Report Progress
- Step 6: Accommodations/Modifications
- Step 7: State Assessment
When does an ARD committee need to develop annual goals? When...

- the ARD committee has assigned the student modified content (regardless of setting).
- the ARD committee removes the student from a general education setting.
- the ARD committee has not modified content and has not removed the student from a general education setting.
When does an ARD committee need to develop annual goals?

• The ARD committee removes the student from a general education setting. Whether or not the content is modified, if the student is removed from a general education setting, an annual goal is needed for that specific content area/course.
When does an ARD committee need to develop annual goals?

- If a student has no modified content and is not removed from a general education setting, the ARD committee must still include measurable annual goals. Annual goals may:
  - Be developed from an area of need addressed in the student’s PLAAFP that affects the student’s ability to make progress and/or access the general education curriculum; and/or
  - Be developed to clearly defined specially designed instruction that the student will receive.
IEP Goals: Four Components

- **Timeframe**: specifies the amount of time in the goal period, i.e. 36 weeks
- **Conditions**: specifies the manner in which progress toward the goal is measured and involves the application of skills or knowledge
- **Behavior**: clearly identifies the performance which is being monitored; reflects an action which can be directly observed
- **Criterion**: identifies how much, how often, or to what standards the behavior must occur in order to demonstrate that the goal has been achieved.
What does a standard-based measurable goal look like?

- 3rd Grade ELA TEKS (6)(B) – The student reads with fluency and understanding in texts at appropriate difficulty levels. The student is expected to read regularly in instructional-level materials that are challenging but manageable (texts in which approximately no more than 1 in 10 words is difficult for the reader; the typical third grader reads 80 wpm.)

- In 36 instructional weeks using decoding skills and oral practice within a 3rd grade passage Joseph, a 3rd grade student, will read 70 words per minute with 7 or fewer errors.
What does a standard-based measurable goal look like?

• **5th Grade ELA TEKS 5.18 A(iv)** – Students write expository and procedural or work related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to: (A) create multi-paragraph essays to convey information about the topic that: (iv) use a variety of sentence structures and transitions to link paragraphs;

• **By May 15, 2010, given a 5th grade story prompt and 30 minutes to write** Linda, a 5th grade student, will write a three paragraph essay using transition words in sentences and between paragraphs with 5 or fewer errors.
What does a standard-based measurable goal look like?

- 6th Grade Math TEKS (6.2)(B) – The student adds, subtracts, multiplies, and divides to solve problems and justify solutions. The student is expected to use addition and subtraction to solve problems involving fractions and decimals.

- By the end of the 2009-2010 school year given mixed fraction problems using addition and subtraction Jose, a 6th grade student will solve 85% of all assigned problems correctly.
What are Functional IEP Goals?

- The term is generally referred to skills or activities that are not considered academic or related to a child’s academic achievement. Instead it is used in the context of routine activities of everyday living.
Examples of Functional Skills and Behaviors

Examples: Social, emotional, communication and executive skills (time management, self-advocacy/determination), and behaviors.

- The amount of time a student can remain on task
- The number of times a student raises his/her hand
- The amount of time it takes for a student to begin work on an assignment after the teacher gives directions
- The amount of time a student is rocking with a certain timeframe
- The number of times a student brings his/her notebook, textbook, and pencil to class
What does a Functional IEP Goal look like?

- During the instructional school year, using a planner to record assignments, when directed by classroom teachers, Allison, a senior in high school, will complete planner entries in core content areas correctly and on time in 3 out of 5 class periods.
What does a Functional Goal look like?

- By the end of the IEP year, when given a built-up spoon Jessica will self-feed with minimal spillage 4 out of 5 trials.
What is a Post-Secondary Goal(s)?

- For each post-secondary goal there **must** be an annual goal(s) included in the IEP that will help the student make progress towards the stated post-secondary goal(s).
Example: Post-secondary Goal

- Jason will earn his undergraduate degree in history and education, to become a high school social studies teacher.
What does facilitated movement towards a post-secondary IEP goal look like?

- Within 36 instructional weeks, given in class assignments Jason, a 12th grade student, will accurately apply algebraic formulas 8 out of 10 trials.

- During the instructional school year, when presented with information by his academic counselor Jason, a 12th grade student, will participate in the district’s teacher mentor program, meeting the attendance and performance criteria of the program through June 4, 2010.
Related Service Goal for Counseling

- In six counseling sessions, John will utilize positive self-talk and calming strategies to handle stressful or feared situations in which he manifests anxious behavior (e.g. tearing up papers, mumbling under his breath, etc.). This will be demonstrated by engaging in the activity or situation in a calm manner two out of three incidents.
How can ARD committees use the TEKS to write standards-based goals?

• The student expectation component of the TEKS is used to provide the framework for annual goal writing by establishing grade-level expectations.

• Student expectations alone are not measurable and must be crafted by the ARD committee to reflect a measurable annual goal.
Can ARD committees use TAKS-Alt Essence Statements to write standards-based IEP goals?

- Yes, each knowledge and skill statement has been summarized into an essence statement that serves as a link to the grade-level TEKS.

- Essence statements alone are not measurable and **must** be crafted by ARD committees to reflect a measurable annual goal.
What do standards-based measurable annual IEP goals look like using TAKS-Alt Essence Statements?

- **TEKS (4.12) Measurement.** The student applies measurement concepts. The student measures time and temperature (in degrees Fahrenheit and Celsius). The student is expected to: (A) use a thermometer to measure temperature and changes in temperature.

- **Goal:** By May 15, 2010 given a Fahrenheit thermometer and liquids of different temperatures Lisa, a 4th grade student, will give the correct measurement of temperature in degrees Fahrenheit on 7 of 10 assigned problems.

- **TAKS –Alt: Essence Statement:** Understands temperatures and time.

- **Goal:** By May 15, 2010 given four objects of different temperatures Cindy a 4th grade student, will categorize temperatures of objects by identifying the cold object and the warm object 7 out of 10 trials.
When are Benchmarks/Short-Term Objectives needed?

- This depends on the scope of annual goals and the needs of each individual student, based on ARD committee decision.
- They are required as part of the annual goal for any student taking an alternate assessment judged against alternate achievement standards such as TAKS-Alt (IDEA 300.320 (a)(2)(i)).
- Per the state of Texas, two objectives per each annual goal must be developed.
What are Benchmark/Short-Term Objectives?

- Benchmarks/Short-term objectives describe the steps to be taken between the child’s present levels of academic achievement and functional performance and the attainment of the annual goal.

- Like the annual goal, benchmarks/short-term objectives must include timeframe, conditions, behavior and criterion.
What are Benchmark/Short-Term Objectives?

- There should be at least two benchmarks/short term objectives for each IEP goal for students with an modified curriculum and taking TAKS-M, and for students with an alternate curriculum and taking TAKS-Alt.

- When considering frequency and duration, specify the time that will be used for purposes of accountability and progress monitoring.
Examples of Goals and Objectives

- **Goal**: By the end of the IEP year, during structured play, Austin makes the sound of an animal or vehicle, or some other environmental sound.

- **Objective**: By the end of the first grading period per annual, during structured play, Austin makes the sound of farm animals (cow, pig, sheep, dog, cat) in 3 of 5 trials.

- **Objective**: By the end of the second grading period per annual, during structured play, Austin makes the environmental sound of phone ringing, door bell, clock ticking in 3 of 5 trials.
Examples of IEP Goals and Objective

- **TEKS**: Austin is expected to generate a fraction equivalent to a given fraction such as 1/2 and 3/6 or 4/12 and 1/3.

- **Standards-Based Goal**: By June 04, 2010, when given a class assignment, Austin will generate a fraction equivalent to a given fraction such as ½ and 3/6 or 4/12 and 1/3 with 70% accuracy.

- **Modified Goal**: By June 04, 2010, when given a class assignment, Austin will generate a fraction equivalent to a given fraction such as ½ and 3/6 or 4/12 and 1/3 with 60% accuracy.

- **Objective**: By the end of the first grading period per annual, when given a class assignment, Austin will generate a fraction equivalent to a given fraction of ½ with 60% accuracy.
Examples of IEP Goals and Objective

- **TEKS Standard**: The student is expected to identify forces that shape features of the Earth including uplifting, movement of water, and volcanic activity. 112.22.6.6.C (TEKS)
- **Standards-Based Goal**: By the end of the current school year, when given grade level classroom assignments, Austin will identify forces that shape features of the Earth including uplifting, movement of water, and volcanic activity with 70% accuracy.
- **Modified Goal**: By the end of the current school year, when given grade level classroom assignments, Austin will identify forces that shape features of the Earth including uplifting, movement of water, and volcanic activity with 65% accuracy.
- **Objective**: By the end of the current school year, when given grade level classroom assignments, Austin will identify forces that shape features of the Earth including movement of water, with 65% accuracy.
Examples of IEP Goals and Objectives

- **TEKS Standard:** The student is expected to edit drafts for grammar, mechanics, and spelling. 110.31.9.13.D (TEKS)

- **Standards-Based Goal Example:** By the end of the current school year, when given a writing assignment, Austin will edit drafts for correct grammar, mechanics, and spelling with 80% accuracy.

- **Modified Goal Example:** By the end of the current school year, when given a writing assignment, Austin will edit drafts for correct grammar, mechanics, and spelling with 60% accuracy.

- **Objective:** By the end of the first grading period per annual, when given a writing assignment, Austin will edit drafts for correct grammar with 60% accuracy.

- **Objective:** By the end of the second grading period per annual, when given a writing assignment, Austin will edit drafts for correct mechanics with 60% accuracy.

- **Objective:** By the end of the third grading period per annual, when given a writing assignment, Austin will edit drafts for correct spelling with 60% accuracy.
Department of Special Education Services Policy

- Students taking TAKS and TAKS-Accommodated need Goals

- Students taking a TAKS-M and a TAKS-Alt need Goals and Benchmarks/Short-term objectives.
What is Progress Monitoring?

- Progress monitoring is when teachers assess student’s academic performance on a regular basis (daily, weekly or monthly – contingent upon program placement) for two purposes:
- to determine whether children are profiting appropriately from the typical instructional program.
- to build more effective programs for the children who benefit inadequately from typical instruction.
PLAAFP and Progress Monitoring

- PLAAFPs establish the starting points in developing annual goals and serve as a baseline data points.

- Through a systematic approach to progress monitoring, the effectiveness of instructional services can be determined.
Measuring Student Progress

- One must use the same methods that were used to measure the child’s achievement in the PLAAFPs when assessing progress on the annual goals and/or short term objectives.
- The key to progress monitoring is consistency.
- Progress monitoring results inform and help ARDC members make good instructional decisions for students.
Tough Questions From the Field (TQFF)