

IMPROVING STUDENT OUTCOMES IN GENERAL EDUCATION THROUGH STANDARDS-BASED IEPs

WRITING MEASURABLE, STANDARDS-BASED ANNUAL GOALS

BELIEF SURVEY

What are your beliefs about
students with disabilities?

-Belief Survey-

www.indianaieprc.org/survey

INTRODUCTION AND AGENDA

LEARNING OUTCOMES

1. Using grade level standards, identify specific student access skills.
2. Understand components of measurable goals.
3. Develop goals based on grade-level academic standards.



Students with
disabilities can
successfully learn
grade-level content.

Do You Work With Students with Disabilities?

The Office of Special Education has received guidance from the U.S. Department of Education



[US Department of Education](#)

[November 16, 2015 Dear Colleague Letter: Guidance on FAPE](#)



EVERY STUDENT SUCCEEDS

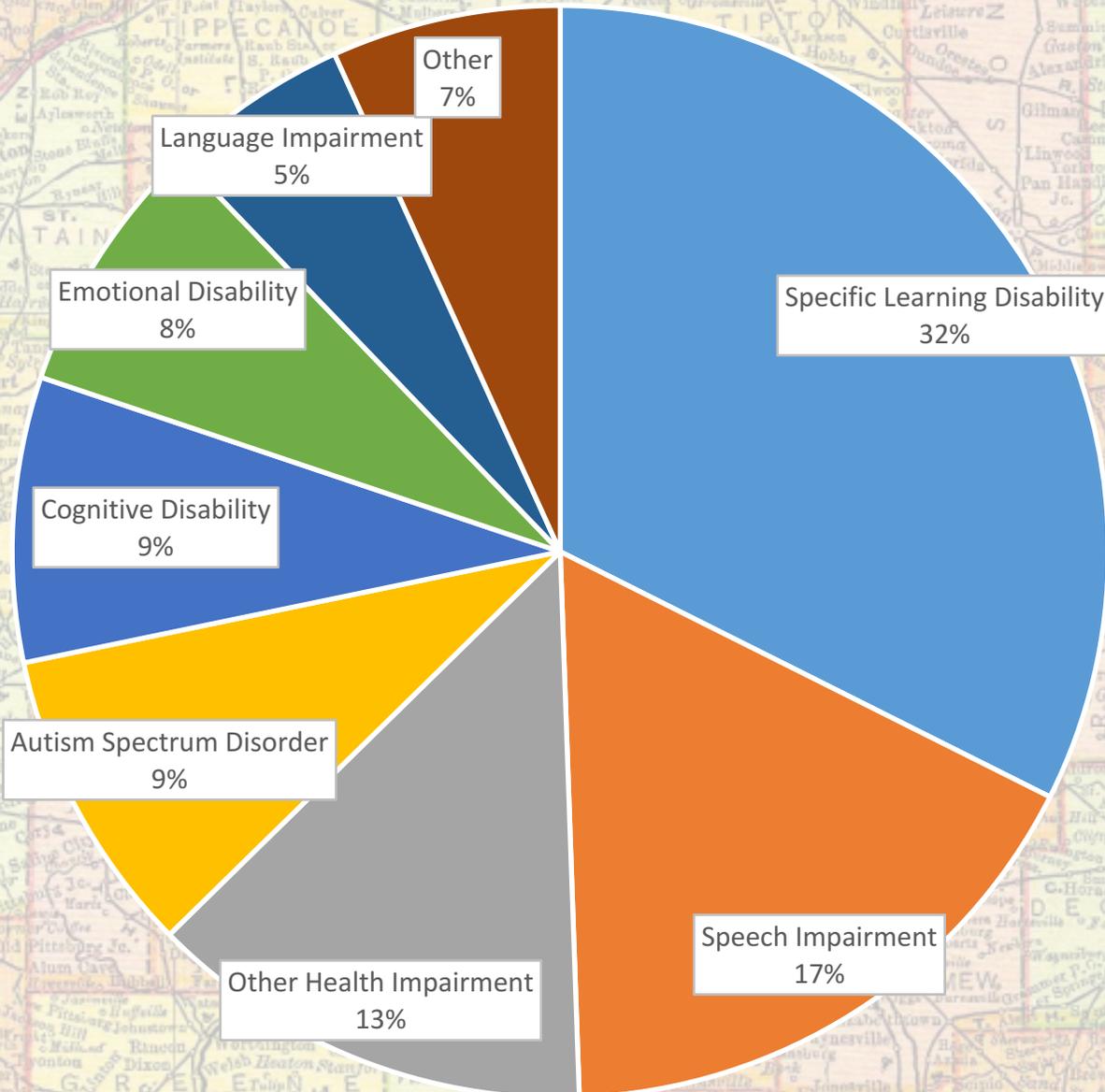


DEAR COLLEAGUE LETTER - GUIDANCE ON FAPE

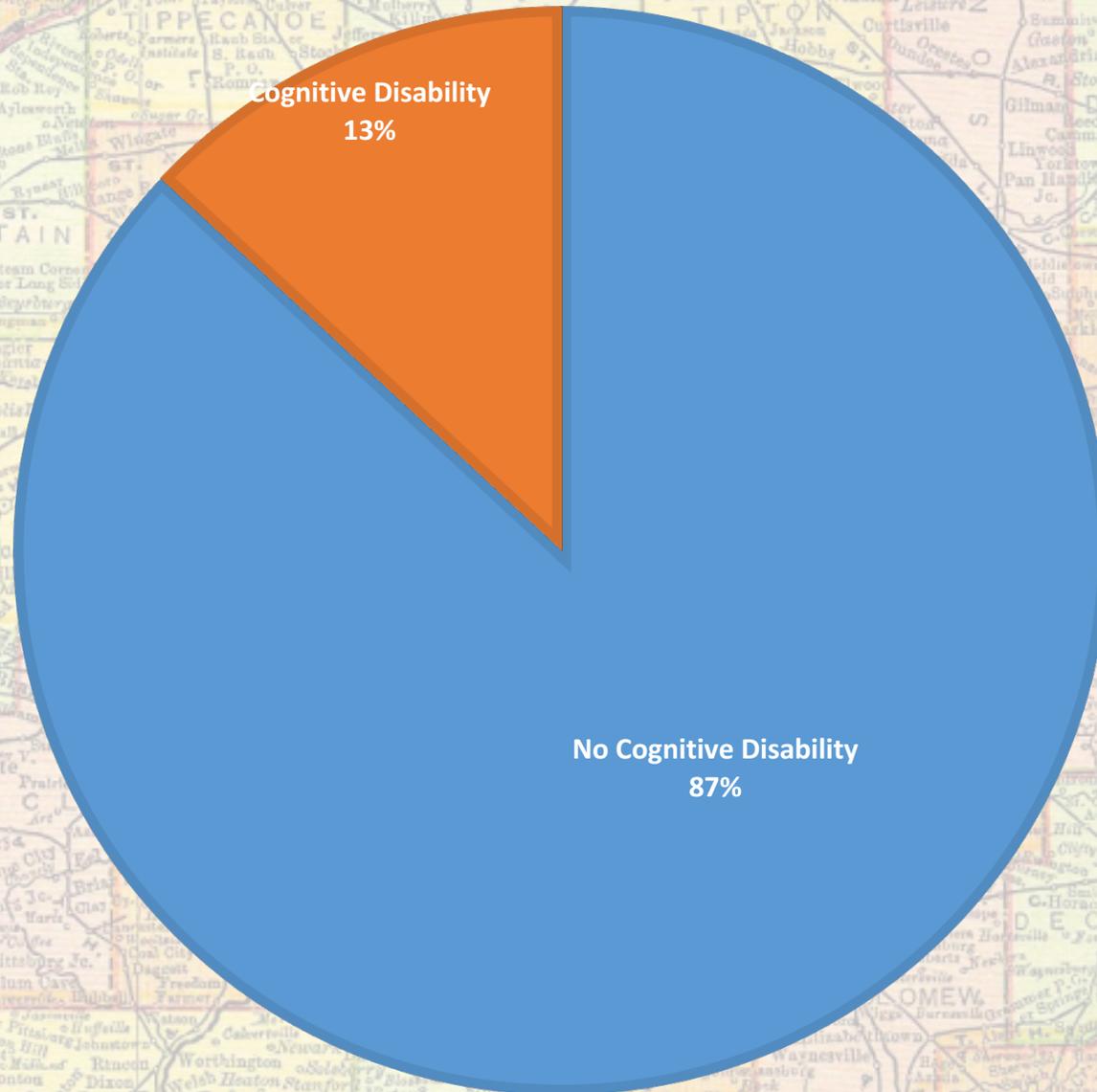
- “Ensuring that all children, including children with disabilities, are held to rigorous academic standards and high expectations is a shared responsibility for all of us.”
- IEPs must be aligned with the State’s academic content standards for the grade in which the child is enrolled.
- Research has demonstrated that children with disabilities who struggle in reading and mathematics can successfully learn grade-level content and make significant academic progress when appropriate instruction, services, and supports are provided.



STUDENTS WITH DISABILITIES BY PRIMARY DISABILITY

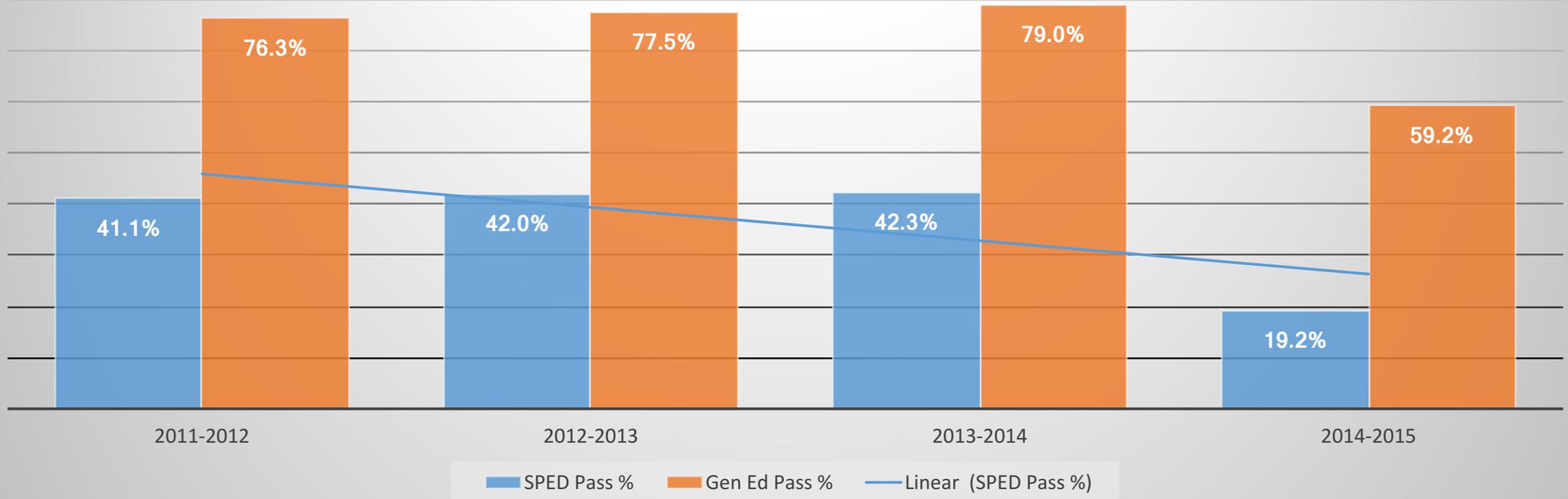


STUDENTS WITH DISABILITIES BY PRIMARY DISABILITY



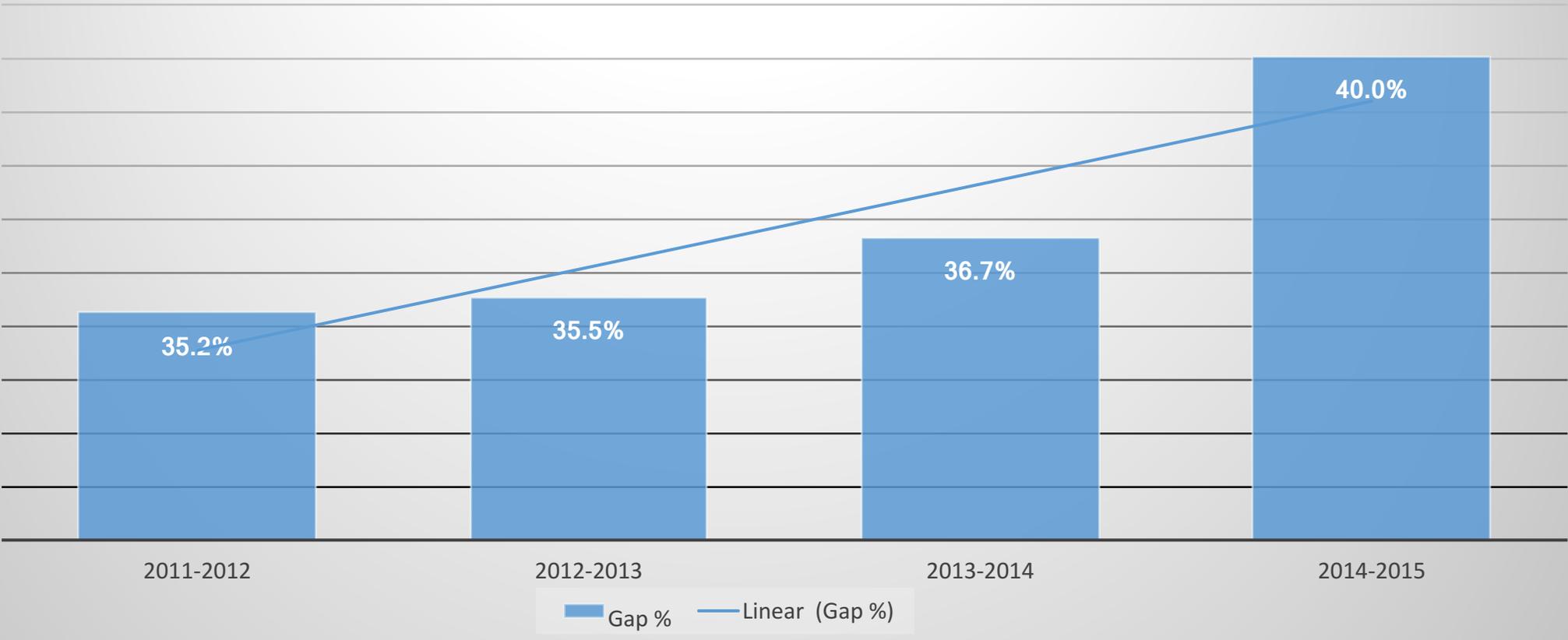
STATE ASSESSMENT PROFICIENCY COMPARISON

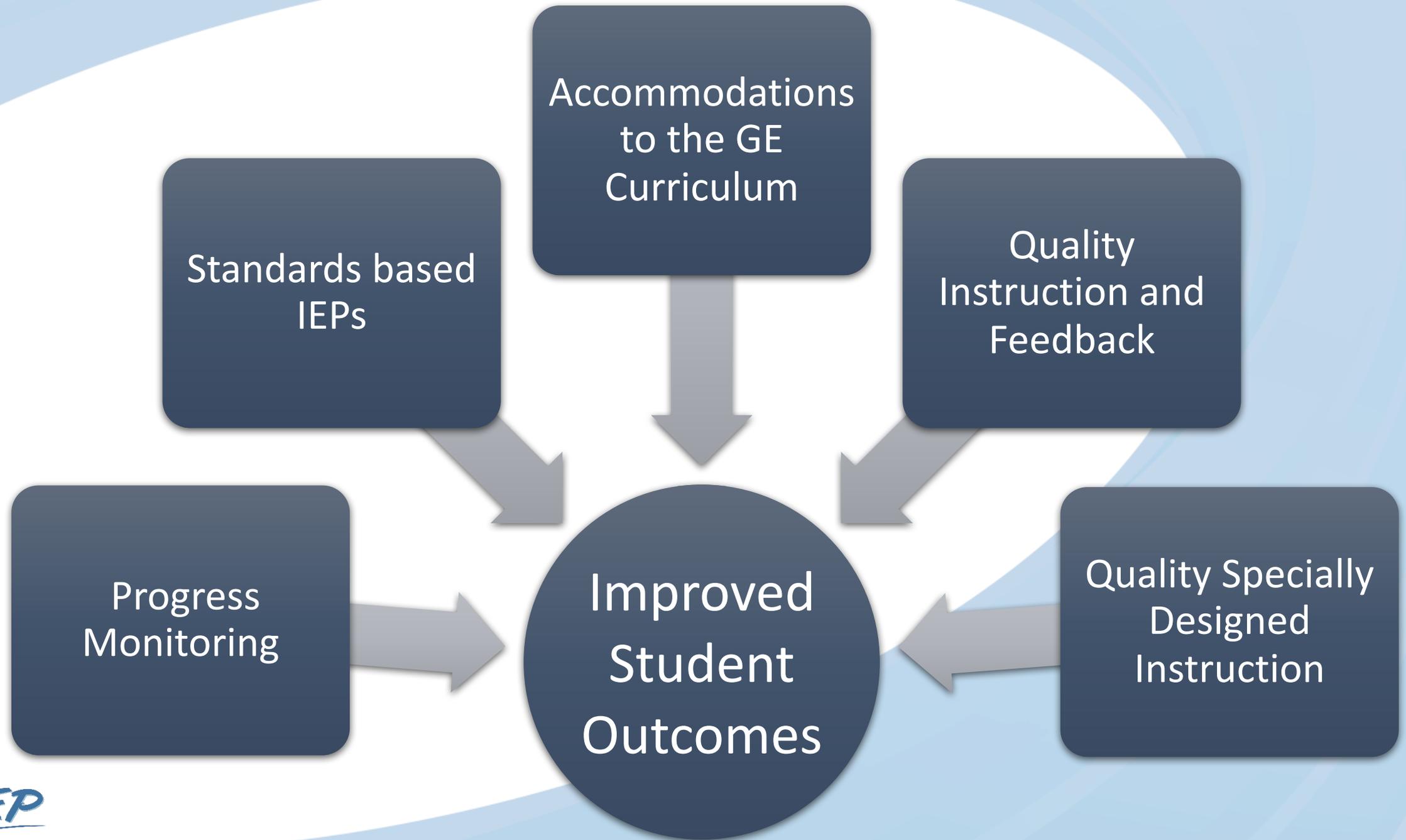
ISTEP+ Pass % by Year



STATE ASSESSMENT PROFICIENCY

Performance Gap %





SHARED RESPONSIBILITY

1. What information does the Special Education teacher need from the General Education teacher?
2. What questions does the Special Education teacher ask to get it?
3. What information does the General Education teacher need from the Special Education teacher?
4. What questions does the General Education teacher need to ask the Special Education teacher?

What similarities and differences do you see between the Lesson Plan Template and the IEP Process?

PROCESS COMPARISON

Lesson Planning Guidance

- Grade-level Academic Standards
- Learning Targets
- KUD
- Assessment Criteria for Success
- Access and Engagement for All
- Differentiation/Accommodations

IEP Process

- Grade-level Academic Standards
- Annual Goals
- KUD
- Criterion for Mastery
- Present Levels - Access to the GE Curriculum
- Accommodations

UNPACKING THE STANDARDS

Unpacking Standards Example

STANDARD:

7.C.8: Solve real-world problems with rational numbers by using one or two operations.

SKILLS: What students should DO (VERBS)

CONCEPTS: What students should KNOW (NOUNS)

What access skills are required for every student to master the selected grade-level standard?

Which access skills describe barriers for this student's access to and progress toward this grade-level standard?

Unpacking Standards

STANDARD:

7.C.8: Solve real-world problems with rational numbers by using one or two operations.

SKILLS: What students should DO (VERBS)

CONCEPTS: What students should KNOW (NOUNS)

What access skills are required for every student to master the selected grade-level standard?

Which access skills describe barriers for this student's access to and progress toward this grade-level standard?

Unpacking Standards

STANDARD:

7.C.8: Solve real-world problems with rational numbers by using one or two operations.

SKILLS: What students should DO (VERBS)

1. Solve
2. Use

CONCEPTS: What students should KNOW (NOUNS)

1. Problems
2. Rational #'s
3. Operations

What access skills are required for every student to master the selected grade-level standard?

Which access skills describe barriers for this student's access to and progress toward this grade-level standard?

Unpacking Standards

STANDARD:

7.C.8: Solve real-world problems with rational numbers by using one or two operations.

SKILLS: What students should DO (VERBS)

1. Solve
2. Use

CONCEPTS: What students should KNOW (NOUNS)

1. Problems
2. Rational #'s
3. Operations

What access skills are required for every student to master the selected grade-level standard?

Know solve vs. simplify, what are rational numbers, identify applicable operations, solve problems utilizing multiple operations, ability to read, ability to sift through information and identify the problem, etc..

Which access skills describe barriers for this student's access to and progress toward this grade-level standard?

Unpacking Standards

STANDARD:

7.C.8: Solve real-world problems with rational numbers by using one or two operations.

SKILLS: What students should DO (VERBS)

1. Solve
2. Use

CONCEPTS: What students should KNOW (NOUNS)

1. Problems
2. Rational #'s
3. Operations

What access skills are required for every student to master the selected grade-level standard?

Know solve vs. simplify, what are rational numbers, identify applicable operations, solve problems utilizing multiple operations, ability to read, ability to sift through information and identify the problem, etc..

Which access skills describe barriers for this student's access to and progress toward this grade-level standard?

CASE STUDY

- Brian is a sixth grader with a specific learning disability in reading.
- According to recent evaluation data, his reading comprehension level when he must decode independently is four years behind that of his grade-level peers.
- He specifically struggles with oral reading fluency. He can currently read 51 words per minute correctly from a 2nd grade level text.
- He can answer 35% of comprehension questions about the text he has read independently.
- When grade-level material is read aloud to him (Listening Comprehension), he is able to understand the material and answer comprehension question appropriate for his age and grade.

Unpacking Standards

STANDARD:

6.RN.2.2: Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.

SKILLS: What students should DO (VERBS)

CONCEPTS: What students should KNOW (NOUNS)

What access skills are required for every student to master the selected grade-level standard?

Which access skills describe barriers for this student's access to and progress toward this grade-level standard?

DEAR COLLEAGUE LETTER – GUIDANCE ON FAPE

The IEP is designed to:

Enable the child to be involved and make progress in the general education **curriculum**.

Address the child's needs based on the child's present levels of performance.



LUNCH BREAK



All means all.

ALIGNING THE IEP WITH GRADE-LEVEL STANDARDS

Present Level Data

- *What do we know about this student's specific learning needs?*

Grade-level Academic Standards & General Access Skills

- *Which academic standards are most affected by the student's disability?*
- *What access skills are required for every student to access the grade-level standard?*

Student Specific Access Skills

- *What access skills will this student require to access the General Education curriculum?*

Accommodations

- *What services or supports may be provided to the student to increase access to the general education curriculum?*

Modifications

- *In what ways must the general education curriculum be changed for this student to access the content?*

Specially Designed Instruction

- *What teaching and learning must occur for this student to learn or improve needed access skills?*

CASE STUDY

- Brian is a sixth grader with a specific learning disability in reading.
- According to recent evaluation data, his reading comprehension level when he must decode independently is four years behind that of his grade-level peers.
- He specifically struggles with oral reading fluency. He can currently read 51 words per minute correctly from a 2nd grade level text.
- He can answer 35% of comprehension questions about the text he has read independently.
- When grade-level material is read aloud to him (Listening Comprehension), he is able to understand the material and answer comprehension question appropriate for his age and grade.

PRESENT LEVELS

Review current and relevant data describing this student's skills and levels of performance.

Present Level Data	Brian is a sixth grader with a specific learning disability in reading. According to recent evaluation data, his reading comprehension level when he must decode independently is four years behind that of his grade-level peers. He specifically struggles with oral reading fluency. He can currently read 26 words per minute correctly from a 2 nd grade level text. He can answer 35% of comprehension questions about the text he has read independently. When grade-level material is read aloud to him (Listening Comprehension), he is able to understand the material and answer comprehension question appropriate for his age and grade.
<ul style="list-style-type: none"> <i>What do we know about this student's specific learning needs?</i> 	
Grade-level Academic Standards & General Access Skills	
<ul style="list-style-type: none"> <i>Which academic standards are most affected by the student's disability?</i> <i>What access skills are required for every student to access the grade-level standard?</i> 	
Student Specific Access Skills	
<ul style="list-style-type: none"> <i>What access skills will this student require to access the General Education curriculum?</i> 	
Accommodations	
<ul style="list-style-type: none"> <i>What services or supports may be provided to the student to increase access to the general education curriculum?</i> 	
Modifications	
<ul style="list-style-type: none"> <i>In what ways must the general education curriculum be changed for this student to access the content?</i> 	
Specially Designed Instruction	
<ul style="list-style-type: none"> <i>What teaching and learning must occur for this student to learn or improve needed access skills?</i> 	

GENERAL ACCESS SKILLS

What access skills are required for every student to master the selected grade-level standard?

<p>Present Level Data</p> <ul style="list-style-type: none"> <i>What do we know about this student's specific learning needs?</i> 	<p>Brian is a sixth grader with a specific learning disability in reading. According to recent evaluation data, his reading comprehension level when he must decode independently is four years behind that of his grade-level peers. He specifically struggles with oral reading fluency. He can currently read 26 words per minute correctly from a 2nd grade level text. He can answer 35% of comprehension questions about the text he has read independently. When grade-level material is read aloud to him (Listening Comprehension), he is able to understand the material and answer comprehension question appropriate for his age and grade.</p>
<p>Grade-level Academic Standards & General Access Skills</p> <ul style="list-style-type: none"> <i>Which academic standards are most affected by the student's disability?</i> <i>What access skills are required for every student to access the grade-level standard?</i> 	<p>6.RN.2.2: Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.</p> <p>Access Skills for every student (possible answers): read and comprehend text at grade level, identify the central idea, identify details, summarize a text, define objective, understand objective vs. subjective, etc.</p>
<p>Student Specific Access Skills</p> <ul style="list-style-type: none"> <i>What access skills will this student require to access the General Education curriculum?</i> 	
<p>Accommodations</p> <ul style="list-style-type: none"> <i>What services or supports may be provided to the student to increase access to the general education curriculum?</i> 	
<p>Modifications</p> <ul style="list-style-type: none"> <i>In what ways must the general education curriculum be changed for this student to access the content?</i> 	
<p>Specially Designed Instruction</p>	

SPECIFIC ACCESS SKILLS

Based on Present Level Data, which access skills describe barriers for this student's access to and progress toward this grade-level standard?

<p>Present Level Data</p> <ul style="list-style-type: none"> <i>What do we know about this student's specific learning needs?</i> 	<p>Brian is a sixth grader with a specific learning disability in reading. According to recent evaluation data, his reading comprehension level when he must decode independently is four years behind that of his grade-level peers. He specifically struggles with oral reading fluency. He can currently read 26 words per minute correctly from a 2nd grade level text. He can answer 35% of comprehension questions about the text he has read independently. When grade-level material is read aloud to him (Listening Comprehension), he is able to understand the material and answer comprehension question appropriate for his age and grade.</p>
<p>Grade-level Academic Standards & General Access Skills</p> <ul style="list-style-type: none"> <i>Which academic standards are most affected by the student's disability?</i> <i>What access skills are required for every student to access the grade-level standard?</i> 	<p>6.RN.2.2: Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.</p> <p>Access Skills for every student (possible answers): read and comprehend text at grade level, identify the central idea, identify details, summarize a text, define objective, understand objective vs. subjective, etc.</p>
<p>Student Specific Access Skills</p> <ul style="list-style-type: none"> <i>What access skills will this student require to access the General Education curriculum?</i> 	
<p>Accommodations</p> <ul style="list-style-type: none"> <i>What services or supports may be provided to the student to increase access to the general education curriculum?</i> 	
<p>Modifications</p> <ul style="list-style-type: none"> <i>In what ways must the general education curriculum be changed for this student to access the content?</i> 	
<p>Specially Designed Instruction</p>	

INSPIRED BY A PUBLIC SCHOOL STUDENT WITH DISABILITIES



© 2002 MICHAEL F. GIANGRECO, ILLUSTRATION BY KEVIN RUELLE
PEYTRAL PUBLICATIONS, INC. 952-949-6707 WWW.PEYTRAL.COM

ACCOMMODATIONS

- What services and supports may be placed in the General Education environment that will eliminate or reduce any barriers (Access Skills) to learning?
 - What accommodations would be appropriate for Brian given his Access Skill deficits?
 - ✓ Apply to the example case study!
 - Identify at least one accommodation for each deficit access skill.

<p>Present Level Data</p> <ul style="list-style-type: none"> <i>What do we know about this student's specific learning needs?</i> 	<p>Brian is a sixth grader with a specific learning disability in reading. According to recent evaluation data, his reading comprehension level when he must decode independently is four years behind that of his grade-level peers. He specifically struggles with oral reading fluency. He can currently read 26 words per minute correctly from a 2nd grade level text. He can answer 35% of comprehension questions about the text he has read independently. When grade-level material is read aloud to him (Listening Comprehension), he is able to understand the material and answer comprehension question appropriate for his age and grade.</p>
<p>Grade-level Academic Standards & General Access Skills</p> <ul style="list-style-type: none"> <i>Which academic standards are most affected by the student's disability?</i> <i>What access skills are required for every student to access the grade-level standard?</i> 	<p>6.RN.2.2: Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.</p> <p>Access Skills for every student (possible answers): read and comprehend text at grade level, identify the central idea, identify details, summarize a text (in a variety of modes), define objective, understand objective vs. subjective, etc.</p>
<p>Student Specific Access Skills</p> <ul style="list-style-type: none"> <i>What access skills will this student require to access the General Education curriculum?</i> 	<p>The access skills which are barriers for Brian are: independently reading and comprehending grade level text, summarizing text in written form, etc...</p>
<p>Accommodations</p> <ul style="list-style-type: none"> <i>What services or supports may be provided to the student to increase access to the general education curriculum?</i> 	<p>Brian's accommodations should include: grade level content should be read to him (i.e. books on tape, computer reader, etc.), Access to a scribe (or text-to-speech),</p>
<p>Modifications</p> <ul style="list-style-type: none"> <i>In what ways must the general education curriculum be changed for this student to access the content?</i> 	
<p>Specially Designed Instruction</p>	

MODIFICATIONS

If the General Education curriculum must be altered to address the student's instructional needs, what modified or highly individualized instruction is needed?

<p>Present Level Data</p> <ul style="list-style-type: none"> <i>What do we know about this student's specific learning needs?</i> 	<p>Brian is a sixth grader with a specific learning disability in reading. According to recent evaluation data, his reading comprehension level when he must decode independently is four years behind that of his grade-level peers. He specifically struggles with oral reading fluency. He can currently read 26 words per minute correctly from a 2nd grade level text. He can answer 35% of comprehension questions about the text he has read independently. When grade-level material is read aloud to him (Listening Comprehension), he is able to understand the material and answer comprehension question appropriate for his age and grade.</p>
<p>Grade-level Academic Standards & General Access Skills</p> <ul style="list-style-type: none"> <i>Which academic standards are most affected by the student's disability?</i> <i>What access skills are required for every student to access the grade-level standard?</i> 	<p>6.RN.2.2: Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.</p> <p>Access Skills for every student (possible answers): read and comprehend text at grade level, identify the central idea, identify details, summarize a text (in a variety of modes), define objective, understand objective vs. subjective, etc.</p>
<p>Student Specific Access Skills</p> <ul style="list-style-type: none"> <i>What access skills will this student require to access the General Education curriculum?</i> 	<p>The access skills which are barriers for Brian are: independently reading and comprehending grade level text, summarizing text in written form, etc...</p>
<p>Accommodations</p> <ul style="list-style-type: none"> <i>What services or supports may be provided to the student to increase access to the general education curriculum?</i> 	<p>Brian's accommodations should include: grade level content should be read to him (i.e. books on tape, computer reader, etc.), Access to a scribe (or text-to-speech),</p>
<p>Modifications</p> <ul style="list-style-type: none"> <i>In what ways must the general education curriculum be changed for this student to access the content?</i> 	<p>Brian should be allowed to demonstrate mastery or comprehension in a variety of modes (orally, using a graphic organizer, etc.)</p> <p>**this may be considered an accommodations, please consult with</p>

SPECIALLY DESIGNED INSTRUCTION

511 IAC 7-32-88 "Specially designed instruction" defined

Sec. 88. "Specially designed instruction" means adapting, as appropriate to the needs of a student who is eligible for special education and related services, the content, methodology, or delivery of instruction to:

- 1) address the unique needs of the student that result from the student's disability; and
- 2) ensure the student's access to the general curriculum so that the student can meet the educational standards within the jurisdiction of the public agency that apply to all students.

SPECIALLY DESIGNED INSTRUCTION

What Instruction is necessary for this student to improve academic, functional and/or social skills and close the gap in order to attain grade-level academic standards?

- Identify access skills to be addressed.
- Who are the staff responsible to provide or facilitate this instruction?
- How are they going to provide the instruction?
- When are they going to provide the instruction?

<p>Present Level Data</p> <ul style="list-style-type: none"> <i>What do we know about this student's specific learning needs?</i> 	<p>Brian is a sixth grader with a specific learning disability in reading. According to recent evaluation data, his reading comprehension level when he must decode independently is four years behind that of his grade-level peers. He specifically struggles with oral reading fluency. He can currently read 26 words per minute correctly from a 2nd grade level text. He can answer 35% of comprehension questions about the text he has read independently. When grade-level material is read aloud to him (Listening Comprehension), he is able to understand the material and answer comprehension question appropriate for his age and grade.</p>
<p>Grade-level Academic Standards & General Access Skills</p> <ul style="list-style-type: none"> <i>Which academic standards are most affected by the student's disability?</i> <i>What access skills are required for every student to access the grade-level standard?</i> 	<p>6.RN.2.2: Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.</p> <p>Access Skills for every student (possible answers): read and comprehend text at grade level, identify the central idea, identify details, summarize a text (in a variety of modes), define objective, understand objective vs. subjective, etc.</p>
<p>Student Specific Access Skills</p> <ul style="list-style-type: none"> <i>What access skills will this student require to access the General Education curriculum?</i> 	<p>The access skills which are barriers for Brian are: independently reading and comprehending grade level text, summarizing text in written form, etc...</p>
<p>Accommodations</p> <ul style="list-style-type: none"> <i>What services or supports may be provided to the student to increase access to the general education curriculum?</i> 	<p>Brian's accommodations should include: grade level content should be read to him (i.e. books on tape, computer reader, etc.), Access to a scribe (or text-to-speech),</p>
<p>Modifications</p> <ul style="list-style-type: none"> <i>In what ways must the general education curriculum be changed for this student to access the content?</i> 	<p>Brian should be allowed to demonstrate mastery or comprehension in a variety of modes (orally, using a graphic organizer, etc.)</p> <p>**this may be considered an accommodations, please consult with GE Teacher**</p>

BREAK

WRITING MEASURABLE ANNUAL GOALS

GOAL REQUIREMENTS

**IEP goals must be measurable
and be measured.**



Goal Requirements



Evaluators can independently agree when a goal is achieved.



The goal describes expected student growth over the span of the IEP.

THREE COMPONENTS OF A MEASURABLE GOAL (YELL, 2012)

- Target behavior**
- Stimulus material or conditions**
- Criterion for acceptable performance**

TARGET BEHAVIOR

Based on specific **Access Skills** identified as learning barriers for this student.

- Observable, measurable, verifiable, & repeatable
 - write, read, initiate ...
- NOT invisible or open to interpretations
 - understand, enjoy, improve, develop...

STIMULUS MATERIALS OR CONDITION

- The context or environment where you expect the behavior to occur.
- The materials needed for the student to display the target behavior.

CRITERION FOR ACCEPTABLE PERFORMANCE

Ambitious growth target intended to “close the gap” grade level standards if grade-level proficiency is not achievable within a year.

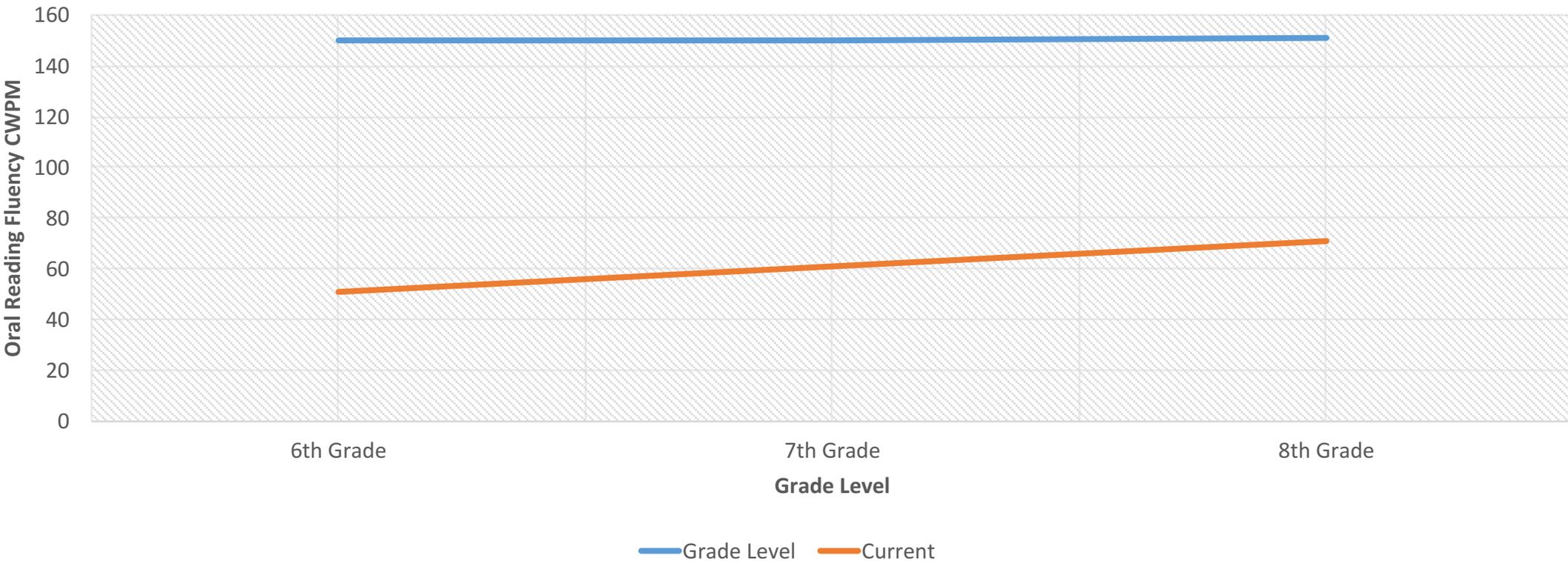
- Stated in terms of accuracy or speed
- Data NOT opinion
- Based on the prior years growth

GROWTH RATES

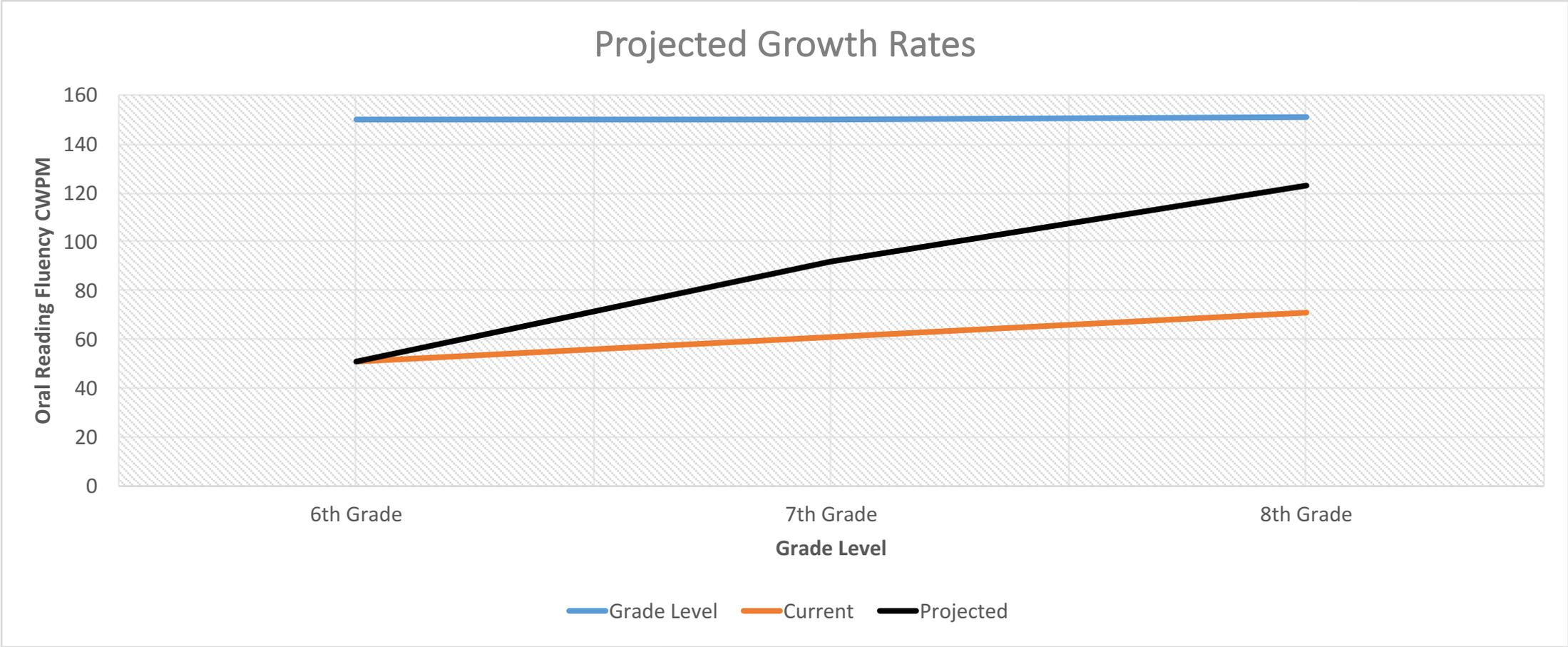
- In our case study Brian is a 6th grader who reads independently at about the 2nd grade level.
- This means he is making about 1/3 of a year's progress for every school year so far.
- If his growth rate remains unchanged, where will he be in 6 years?
- What rate of growth does he need to attain to “close the gap”?

GROWTH RATES

Projected Growth Rates



GROWTH RATES



What goals would you write based on the access skills we identified today?

GOAL EXAMPLES

- Given a reading selection at the 3rd grade level, Brian will read 92 correct words per minute in 5 observations over any 4 week period.
- Given a one minute reading probe at the 3rd grade level, Brian correctly answers 90% of comprehension questions correctly.

CASE STUDY #2 - SIERRA

- **Written Language:** Sierra has excellent penmanship. She has difficulty keeping up with note writing, and has used a basic graphic organizer to narrow down the notes she takes. Sierra is able to construct a paragraph with complete sentences and organized thoughts at about 70% accuracy (overall). She has difficulty if she has to write about something she has read and include details. If she is writing from her own thoughts, her essays are much more complete.
- **Math:** Sierra struggles with organizing her math problems. She demonstrates skills the basic math processes, but has difficulty applying the appropriate formula and order of operations.

NEED STANDARDS!

- Need Standards!

CASE STUDY #2 - SIERRA

- Written Language: After reading a passage (5-8 pages) Sarah will compose a paragraph that includes 3 supporting details that relate back to text on 4 out of 5 written assignments.
- Math: Given a list of math formulas, Sierra will choose the correct formula to apply to a given problem on 8 out of 10 opportunities (problems).

CASE STUDY #3 - DOMINIC

- Communication: Dominic communicates with his eyes and with vocalization. He will blink rapidly when he is excited or wants something. Dominic will also vocalize how he is feeling. He will laugh and shake when he is happy and excited and cry and thrash if he is upset, not feeling well, or needs to be changed.
- Choice Making: Dominic loves to be read to. When given a choice of almost any other activity, he will choose books. He prefers to be read to by his peers and likes when there is a lot of inflection in what is being read to him. Choice for Dominic is demonstrated by his vocalizations or eye blinking. Dominic can be stubborn and will sometimes not respond to requests or choices. He currently responds approximately 2 times out of 4 (50%). He has been working with his teachers with the eye gaze board to determine whether or not he can intentionally gaze at an object.

NEED STANDARDS!

- Need Standards!

CASE STUDY #3 - DOMINIC

- Choice Making: When given a choice (visual representation) of two activities, Dominic will vocalize his choice 4 out of 5 times weekly.
- Objectives:
 - When shown an activity (visual or object) and asked if he 'wants to ____', Dominic will respond his agreement or disagreement vocally 4 out of 5 times per week.
 - When shown two different activities (visual or object) and asked if he 'wants to _____ or _____', Dominic will respond his agreement or disagreement vocally 3 out of 5 times per week.

CASE STUDY #3 - DOMINIC

- Communication: Given a big mac switch with a verbal message (Good Morning, I am happy to be at school, Let's Read, etc.) Dominic will activate (hit) the switch when verbally prompted 50% of the time requested.
- Benchmarks:
 - Given a big mac switch with a verbal message (Good Morning, I am happy to be at school, Let's Read, etc.) Dominic will activate (hit) the switch when verbally prompted 10% of the time requested.
 - Given a big mac switch with a verbal message (Good Morning, I am happy to be at school, Let's Read, etc.) Dominic will activate (hit) the switch when verbally prompted 30% of the time requested.
 - Given a big mac switch with a verbal message (Good Morning, I am happy to be at school, Let's Read, etc.) Dominic will activate (hit) the switch when verbally prompted 50% of the time requested.

CASE STUDY #3 – DOMINIC

- Recognition: When shown two pictures of people, objects, or activities that he likes and asked ‘which one is _____’, Dominic will shift his eyes to look at the asked for picture 2 out of 5 times weekly.
- Objectives:
 - When shown two pictures of *people* that he likes and asked ‘which one is _____’, Dominic will shift his eyes to look at the asked for picture 2 out of 5 times weekly.
 - When shown two pictures of *objects* that he likes and asked ‘which one is _____’, Dominic will shift his eyes to look at the asked for picture 2 out of 5 times weekly.
 - When shown two pictures of *activities* that he likes and asked ‘which one is _____’, Dominic will shift his eyes to look at the asked for picture 2 out of 5 times weekly.

CASE STUDY #4 - ANGIE

- Angie becomes self-abusive (poking her eyes, scratching or hitting herself) when she hasn't mastered a skill, is told "no" or is directed to do something "move your chair closer". These behaviors appear reactive occurring when she is overwhelmed. This behavior occurs across settings and activities, or presence of certain people. This behavior is appears to be an expression of self.
- Angie requires the use of a personal fidget object for manipulating as self-expression and regular access to sensory objects or area;

NEED STANDARDS!

- Need Standards!

CASE STUDY #4 - ANGIE

- Using learned strategies to identify her emotions of frustration or being overwhelmed, Angie will self-select a strategy to avoid self-injurious behavior in 7 of 10 situations over 2 months.
- When Angie becomes overwhelmed with a task or situation she will use her personal fidget object without prompting.

PROGRESS MONITORING OPTIONS

- Descriptive Documentation
 - Teachers record progress in an anecdotal format.
 - To be measurable, there must be meaningful student data reported.
- Single Point
 - Single point is best used to measure progress when the data is in numerical form.
 - Data collected can be graphed easily.

PROGRESS MONITORING OPTIONS

- Single Rubric

- The rubric describes criteria for each level of performance.
- Rubrics are well suited to measure progress of students for more complicated circumstances such as levels of independence, quality of work, and skill generalization.

- Collection of Indicators

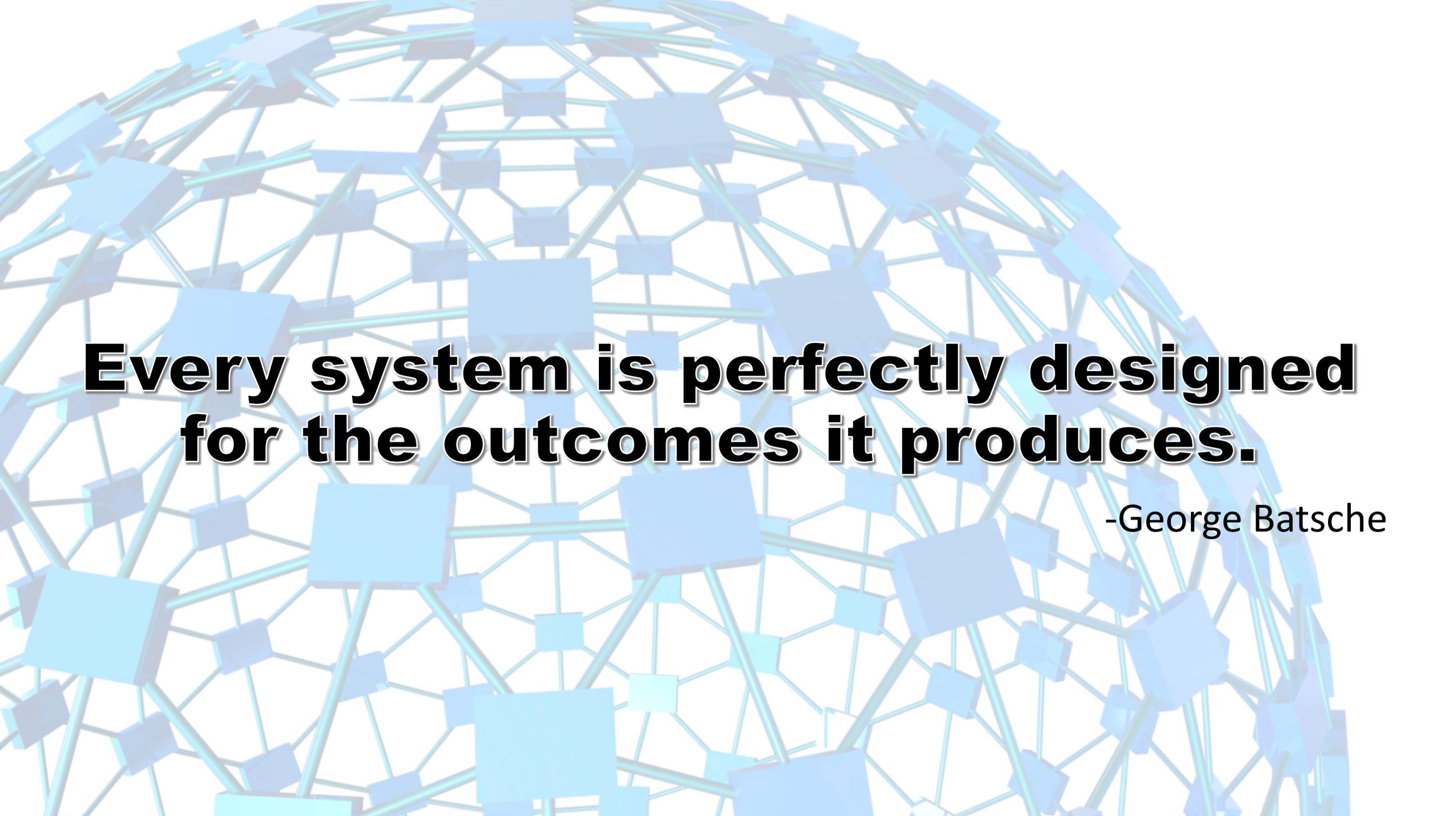
- Measures the progress toward the annual goal based on progress toward the individual objectives.
- Rubrics measure student progress on each element.

DATA COLLECTION METHODS

- Permanent Products – Products that are outcomes of behavior, tangible or environmental outcomes such as completed assignments, attendance, number of books shelved, number of packets assembled, grades
- Curriculum-based Measurements – Probes of skill mastery
- Checklists (Skill or Behavioral) – Lists of specific skills or behaviors completed by persons familiar with student
- Interviews – Involve asking someone information about a subject (targeted behavior)
- Self-Reporting – Recordkeeping of one's own performance or behavior
- Observations – Record a sample of the behaviors as they are occurring

DATA REPORTING

- How much data do we need to reliably report progress?
 - Enough to see trends in behavior whether academic, functional, or social
 - This could depend on the severity of the behavior and intensity of services
- What happens next?
 - Evaluation of the IEP's Effectiveness
 - Intervene if necessary
 - Report findings to all interested parties



**Every system is perfectly designed
for the outcomes it produces.**

-George Batsche

THANK YOU!

www.indianaieprc.org/survey

