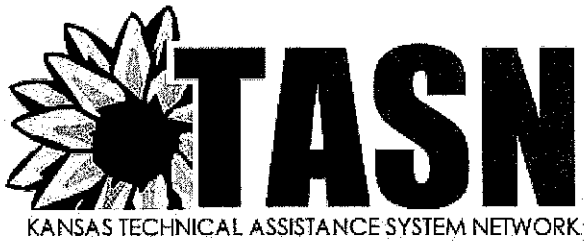
# IEP Boot Camp

## Resources Handout




**Created and Provided by: TASN providers including team members from Special Education Services, Kansas Inservice Training System (KITS), Project Success (Supporting Reading, Math and LRE), TASN Autism and Tertiary Supports project, Families Together, and Kansas Secondary Connections (KSSC)**

# Present Levels of Academic Achievement and Functional Performance (PLAAFP) Development

**The Purpose** of the PLAAFP is to identify and prioritize the specific needs of a child and establish baseline performance in the general education curriculum so that an individualized and meaningful plan can be developed. Statements of PLAAFP include current information about the student's academic achievement and functional performance. The PLAAFPs provide a description of the degree of match between the student's current skill levels and the expectations of the student's learning environment.

| Component | Characteristics |
|---|---|
| **Describe Current Performance:** The description of current performance should be in relationship to where the student currently is and where the student is headed (next setting, next transition, post-school outcomes, etc.). | • This describes the unique needs of the child, relevant performance and other non-curricular issues that help clarify student needs.<br>• Includes information such as learning strengths, absenteeism, standardized assessments, etc.<br>• Includes information from a variety of sources such as parent(s), general and special education teachers of the child. |
| **Describe Performance in General Education and Impact of the Exceptionality:** This includes an explanation of how the disability or giftedness affects the child's participation and progress in the general curriculum. | • Statement of how the exceptionality affects involvement and progress in the general education curriculum.<br>• Includes information from a variety of sources such as classroom quizzes, tests, state and district assessments, the most recent evaluation of the child and other assessments that are linked directly to the curriculum.<br>• Describes the degree of match between the student's performance and the expectations of the general curriculum standards. |
| **Provide Baseline Data:** The PLEP needs to contain baseline data that is in specific, measurable and objective terms for each identified need addressed by a measurable annual goal. | • Provides the starting point for each goal written in the IEP & is how progress is shown.<br>• Sets the measurement method that will be used in each goal.<br>• Specific<br>• Objective •<br>• Measurable •<br>• Able to be collected frequently – must be able to be collected as frequently as progress reports are sent. |

# A PART OF THE PLAAFPS: IMPACT OF THE EXCEPTIONALITY

## EXAMPLES:

- Ann's disability in the area of auditory processing and auditory memory causes her to have difficulty processing problems and remembering information presented orally. This impacts her comprehension and her ability to follow multi-step directions and recall complex concepts. This also impacts her academic success in all instructional settings with oral presentations, including reading, written language, and math, and to a lesser degree, science and social studies.
- Kevin has a disability in the area of math that limits his ability to participate in grade level instruction. Kevin can add and subtract single digit numbers with 90% accuracy. He can add double-digit numbers with 50% accuracy but he is unable to subtract double-digit numbers that require regrouping. The fourth grade standard for math requires the following computation: Add, subtract, multiply three-digit by two-digit factors, and divide two-digit dividends by one-digit divisors to solve problems.
- Marco knows all the addition and subtraction facts, but he has memorized the multiplication and division facts only through fives. However, he has good calculator skills and is able to correctly solve two-step word problems using a calculator. He is currently working on addition and subtraction of fractions. He has begun to compute addition and subtraction of negative and positive whole numbers, using a number line that extends both above and below zero. Marco's current performance in math indicates the need for access to accommodations, including use of a calculator and a positive and negative number line for all classroom instruction, assignments, and tests.
- Sally has a disability in the area of reading comprehension that limits her ability to participate in grade level instruction. Sally can identify the main idea and one to two details when reading content area passages. She can verbally explain events in chronological order. She can compare and contrast events from text using a Venn diagram. However, Sally is unable to perform many skills expected of typical peers. She is unable to provide a complete summary of a passage or story. She has difficulty identifying the author's purpose or evidence in text; she only states why she likes the text. In addition, she cannot determine cause/effect relationships in text.
- Richie's lower levels of cognitive functioning are influencing his ability to participate in grade-level instruction. His access to and progress in the KCCR standards is best described through the DLM Claims, Conceptual Areas, and Essential Elements. Richie is in fourth grade and the fourth grade DLM Math Essential Elements include the following:
  - **EE.4.MD.2.d.** Identify coins (penny, nickel, dime, quarter) and their values.
  - **EE.4.OA.3**. Solve one-step real-world problems using addition or subtraction within 100.
  - **EE.4.NBT.4.** Add and subtract two-digit whole numbers.
  - **EE.4.NF.3.** Differentiate between whole and half.
  - **EE.4.MD.4.a.** Represent data on a picture or bar graph given a model and a graph to complete.

  Richie is able to identify numerals from 1 to 20. He can add and subtract single digit numbers with 90% accuracy when using manipulatives. He can identify coins and bills (penny, nickel, dime, quarter, and one dollar bill) but he cannot identify equivalent values (e.g., 2 dimes and a nickel equal a quarter) or make change. He is learning about simple fractions, and understands one-half and one-fourth when it relates to a pizza or pie. Last year, he participated in a general math class survey and graphing project when he asked fellow students their favorite color, and used small pieces of colored paper to collect, collate, and count answers, from which his peers created the final graph.

# Steps to Developing a Measurable Annual Goal

| Steps | Key Elements to Consider |
|---|---|
| **1. Select a need from the PLEP that will be addressed by a goal.** | • What are the needs?<br>• Will they be addressed through a goal, related service, accommodation, other? |
| **2. Consider the general education standards and curriculum for the student's grade level, age or expectations for other performance skills** | • What are the local district and/or state standards or outcomes?<br>• Should extended standards be used?<br>• What skills are required to demonstrate proficiency on assessed state indicators?<br>• What are the prerequisite skills required (including job and adult world skills)<br>• Are there other unique needs such as behavior or communication. |
| **3. Identify the performance which will be monitored.**<br><br>**(behavior)** | • How will the learned skills be exhibited?<br>• Is the behavior being asked related to appropriate curriculum or standards? |
| **4. Specify how progress toward the goal will be measured.**<br><br>**(condition)** | • What materials will be used?<br>• What is the setting?<br>• With how much support or assistance? |
| **5. Determine to what level the behavior must occur.**<br><br>**(criterion)** | • Where do you want the student to be a year from now?<br>• How does the student respond to new material or instruction?<br>• Is the criterion challenging but realistic?<br>• Have you considered the criterion in relationship to the grade level outcomes?<br>• Where do the state standards expect the student to be one year from now? |
| **6. Specify the amount of time needed to reach the criterion.**<br><br>**(timeframe)** | • The maximum length of a goal is one year.<br>• There is no minimum length.<br>• Goal should be anticipated growth to occur within one year. |

# Short-Term Objectives and Benchmarks

| Short-Term Objectives | Benchmarks |
|---|---|
| Is a sequential, progressive, intermediate measure of progress toward the annual goal | Are milestones that describe content learned or skills to be performed |
| Is a restatement of the goal with a different criterion | Are distinct skills that are often independent of each other but must be combined to meet the measurable annual goal |
| Are most useful when you are working with the student to improve a behavior or skill they have already acquired | Are used when progress is not easily quantified and is based on task analysis |
| STOs contain the same four components of a measurable goal:<br>• Condition<br>• Behavior<br>• Criteria for success<br>• Timeline | Are a series of sequential sub-skills that must each be learned to mastery (criterion) before moving to the next sub-skill |
| Short-Term Objectives and Benchmarks both provide a way to specify intermediate progress toward the goal that allows you to determine whether progress is sufficient to meet the goal. | |
| The IEPs of students taking the alternate state assessment must have short-term objectives or benchmarks for ALL goals. | |

# Services Definitions

## Special Education Services

Special Education Services are specially designed instruction to meet the unique needs of a student who is identified as having a disability. This means adapting, as appropriate to the needs of each child with a disability, the content, methodology, or delivery of instruction for the purpose of addressing the unique needs of the child that results from the child's exceptionality AND to ensure access of any child with a disability to the general curriculum, so that the child can meet the educational standards that apply to all children.

## Related Services

Related services are developmental, corrective, and supportive services that are required to assist a child with an disability to benefit from special education. Related services are available for students with disabilities, but not all related services apply to students who are identified as gifted. Related services do not include the provision of any medical device that is surgically implanted or services that require medical intervention.

## Supplementary Aids and Services

Supplementary aids and services, or other supports (including accommodations) are services provided in the general education classroom or other education-related settings that enable the child to be educated with non-disabled children to the maximum extent appropriate.

## Accommodations

Accommodations (included in Supplementary Aids and Services) are changes in procedures that DO NOT change what is being taught or measured. An example of an accommodation is a change in mode of instruction (e.g., visually, tactually, orally, etc.)

## Modifications

Modifications are changes in procedures that DO change what is being taught or measured. An example of a modification is reducing the number of distractors for a multiple answer question on a course quiz.

## Supports for School Personnel

Supports for school personnel are professional development or training for staff members that is beyond what is provided to all staff members, such as consultation by an itinerant teacher, learning a communication program that the student uses, materials, and modifications to the environment.

**ACCOMMODATION EXAMPLES:**

| Accommodation | Location | Frequency | Duration |
|---|---|---|---|
| Extended Time | General education classrooms | For in-class assignments and classroom assessments | Extended time provided not to exceed the end of the next period for the same class |
| Extended time for assignments | In all core classes (social studies, science, math, and language arts) | Whenever written assignments are given | Todd will receive a time extension of 1 ½ of the required assignment time to complete the assignment |
| Extended time for tests | In all core classes | Whenever written assessments are given | Todd will receive a time extension of 15 minutes for every hour of test time required to complete the assessment |
| Clarification of Directions | In all core, elective, and vocational classes | Whenever oral directions are given | Todd will be given initial directions with all students, and then asked for understanding. If he does not understand, directions will be restated for him individually, not to exceed three times |
| Separate quiet setting | In all settings, both general and special education | For all state, district, and classroom assessments | For the length of the assessment |
| Text read aloud via human or electronic reader | In all settings, both general and special education | When given material above a second grade level | Until reading of assigned text is completed |
| Text read aloud via human or electronic reader | For general education math class | Every math class period when text is assigned to be read | Until reading of the assigned text is completed |
| Use of calculator | In general education math class | Whenever assignment requires math calculation | For duration of math class |
| Provide copy of notes, study guide, or cloze activity to be used for review for tests | Across all general education classrooms | For each chapter or unit of study | Notes, study guide, or cloze activity provided at least 4 days before any chapter or unit test |
| Essay responses limited to lists or 3 sentences | Across all settings, both general and special education | For all classroom assignments and assessments | For the length of the essay test or essay assignment |

**MODIFICATION EXAMPLES:**

| Modification | Location | Frequency | Duration |
|---|---|---|---|
| Jolinda will be provided with fewer answer options for all classroom multiple choice tests (e.g., 3 answer options instead of 4). | In all core classes | Whenever multiple choice assessments are given | For the multiple choice portion of all classroom assessments |
| During her general education math class, Linda will be asked to complete multiplication and division problems with no more than two digits. | In core math class | Whenever a math assignment or classroom math assessment is given that involves multiplication or division. | For the duration of all math assignments and classroom math assessments. |
| During general education science class, Leander will complete assignments and assessments for only the first half of the learning objectives for each unit, when the objectives are listed from simplest to most complex. | In core science class | Whenever assignments or assessments are given for each unit in core science class. | For all assignments and assessments for all instructional units in core science class. |
| Talisha will be graded on a modified grading system of credit/no credit for all core classes (English, math, science, and social studies). | In all core classes | Whenever grades are assigned for all classroom projects, assignments, and assessments. | For all four grading periods of the school year. |
| Corinne will be provided modified social studies curriculum in the resource room that includes instruction in half of the learning objectives covered in the general education social studies class. | In the special education resource room. | During instruction in social studies. | For one year of social studies coursework. |
| Jeremy will be provided with a spelling list of 10 words each week, instead of the class list of 20 words. | In language arts class | Whenever spelling assignments and assessments are given. | For the duration of spelling instruction, practice, and assessment each week. |
| Kendra will be provided with written materials at her instructional level (currently two years below grade level) during reading class. | In reading class | Whenever written materials are provided for reading instruction. | For the duration of reading class. |

# Secondary Transition Checklist

- ❑ **Invite Student**
- ❑ **Invite Agency Representative (with consent)**
- ❑ **Conduct Age-appropriate Transition Assessment (Age 14)**
- ❑ **Develop Appropriate Measurable Postsecondary Goals (Age 14)**
- ❑ **Include transition needs and strengths in PLAAFPs**
- ❑ **Identify Transition Services (Age 16)**
- ❑ **Identify Courses of study (Age 14)**
- ❑ **Develop Annual IEP goal(s) related to the student's transition services needs**
- ❑ **Identify services needed to meet needs identified in PLAAFPs and Annual Goals**

## Examples of Measurable Post-Secondary Goals (MPGs)

MPG: After graduation, Alex will enroll in a business math course at the local technical school. (education/training)

MPG: After leaving high school, Jodi will obtain a part-time position in a community retail environment. (employment)

MPG: Upon completion of her high school program, Lisa will utilize public transportation, including the public bus and trolley. (daily living skills)

## Examples Of Annual Goals Aligned With Measurable Postsecondary Goals

**MPG: After graduation, Alex will enroll in a business math course at the local technical school.**

- Annual Goal: By the end of the first semester, Alex will complete class assignments in the high school Business Math course with a score of at least 85%.

**MPG: After leaving high school, Jodi will obtain a part-time position in a community retail environment.**

- Annual Goal: After participating in a one-semester banking simulation class, Jodi will complete a banking practical skills test with 95% accuracy.

**MPG: Upon completion of HS, Lisa will utilize public transportation, including the public bus and uptown trolley.**

- Annual Goal: Given several coins, Lisa will match the coin with its amount seven out of eight times by November 3, 2016.

## Secondary Transition Resources

National Center on Secondary Education and Transition, www.ncset.org

National Secondary Transition Technical Assistance Center, www.NSTTAC.org

Secondary Transition Module, the IRIS Center, Vanderbilt, http://iris.peabody.vanderbilt.edu/module/tran/

Transition Coalition, www.transitioncoalition.org

Transition of Students With Disabilities to Postsecondary Education: A Guide for High School Educators, Office of Civil Rights, http://www2.ed.gov/about/offices/list/ocr/transitionguide.html