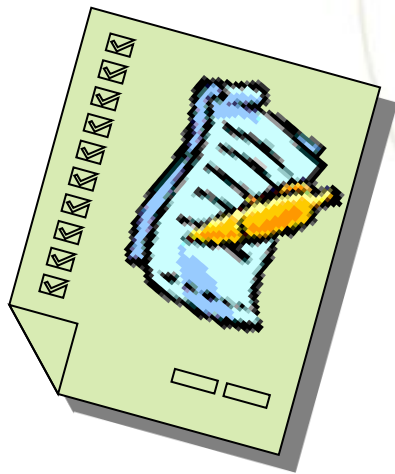


BEST PRACTICES IN DEVELOPING COMPLIANT IEPS Module 2 of 5



Everything you always
wanted to know...
but had no idea you were
supposed to ask!



**Module 2 of 5
Description of
Academic, Developmental,
and/or
Functional Needs
and
Curriculum Based Measurement**





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"Making Education Work for All Georgians"
www.gadoe.org

MODULES 1-5...SOME INFORMATION

- The webinar is divided into five modules. The modules can be viewed all at one time or individual modules can be selected for information regarding specific sections or topics.



- Some sections with related information are grouped together; therefore, the order of presentation does not necessarily conform to the order in some IEPs.



- Transition Plans are not discussed in this webinar. Information regarding Transition Plans is available on the Georgia Department of Education website.



MATERIALS

- Copy of the PowerPoint



- Handouts:
 - A set of handouts is attached to each module; however, the handouts are the same for all modules.
 - So...you only need to download the handouts one time.
 - **Handouts are not needed for the webinar**...they are designed to be used as references and examples as you develop IEPs in daily practice.



HANDOUT SET: TITLES

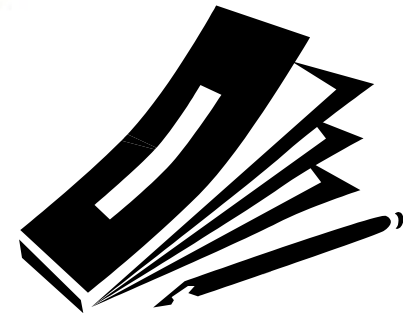
1. Cover Sheet
2. Participant Objectives
3. Reading: Test Results, Strengths, Needs, Measurable Goals, & Examples
4. Math: Test Results, Strengths, Needs, Measurable Goals, & Examples
5. CCGPS to CBM to Deficit to Measurable Goals Math
6. CCGPS to CBM to Deficit to Measurable Goals Reading
7. Curriculum Based Measurement (CBM)
8. Reading Measurable Goals...Examples
9. Math Measurable Goals...Examples
10. Considerations for Accommodations
11. Accommodations Selected...Example
12. LRE Continuum of Alternative Placement



Some Clarifications...GO-IEP

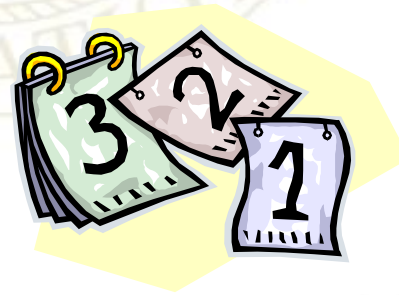
- GO-IEP is Georgia's Official Online IEP and, as such, adheres to all of the IEP content required by the Georgia Department of Education.
- Although this webinar is not part of GO-IEP, the information covered here is the same information required by GO-IEP. There are some slight differences in terminology; however, all major content remains the same.
- If you would like additional information about GO-IEP, please contact:

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SOME CLARIFICATIONS...DATE/S

- For purposes of this webinar...
- When considering whether or not a date/s falls within an acceptable range...
- Use the date of June 1, 2013 as your reference point...



SOME CLARIFICATIONS...IN AN IEP...

- ✦ **THERE ARE NO BLANK SECTIONS**
Complete all sections of the IEP; otherwise, it may appear that information was accidentally omitted.
- ✦ **THE PHRASE “NOT APPLICABLE”** must not appear in an IEP. All parts of an IEP are potentially applicable...
- ✦ It may be that a section of the IEP is not appropriate or not needed at the time an IEP is written...
- ✦ ***A phrase such as the following can be used:
“Not appropriate/needed at this time.”***



BEST PRACTICES IN DEVELOPING COMPLIANT IEPs

| | |
|------------------------|--|
| <u>MODULE 1</u> | GENERAL INFORMATION; TEAM MEMBER ATTENDANCE; NOTICE OF MEETING; PARENT PARTICIPATION DOCUMENTATION |
| | PLAAFP: RESULTS OF MOST RECENT EVALUATIONS AS WELL AS STATE AND DISTRICT TESTING |
| | PLAAFP: ACADEMIC, DEVELOPMENTAL, AND/OR FUNCTIONAL <u>STRENGTHS</u> |
| | PLAAFP: PARENTAL CONCERNS AND IMPACT OF THE DISABILITY |
| <u>MODULE 2</u> | PLAAFP: ACADEMIC, DEVELOPMENTAL, AND/OR FUNCTIONAL <u>NEEDS/DEFICITS</u> AND... CURRICULUM BASED MEASUREMENT |
| <u>MODULE 3</u> | MEASURABLE GOALS: |
| | PROGRESS MONITORING |
| | ALIGNMENT OF GOALS AND NEEDS |
| <u>MODULE 4</u> | STUDENT SUPPORTS: |
| | ACCOMMODATIONS AND ALIGNMENT OF ACCOMMODATIONS WITH NEEDS |
| | SUPPLEMENTAL AIDES AND SERVICES |
| | SUPPORTS FOR SCHOOL PERSONNEL |
| <u>MODULE 5</u> | CONSIDERATION OF SPECIAL FACTORS; PLACEMENT; AND EXTENDED SCHOOL YEAR |



Description of Academic, Developmental, and/or Functional Needs(Deficits)

**DEFICITS ARE SPECIFIC ENOUGH...
ONLY WHEN THEY DESCRIBE THE...**

SPECIFIC SKILLS

THE STUDENT HAS TO LEARN

SO...

THE STAGE IS SET FOR DEVELOPING MEASURABLE GOALS



MANTRA

THERE IS NEVER A NEED/DEFICIT
WITHOUT A GOAL

...AND...

THERE IS NEVER A GOAL
WITHOUT A NEED/DEFICIT



MANTRA

UNLESS...

**THERE IS A STATEMENT THAT
EXPLAINS THE MISSING
GOAL!**

EXAMPLES OF THE STATEMENT
WILL BE PROVIDED AT THE END OF THE NEEDS SECTION



Example: Needs/Deficits Specific Skills

Reading:

M. is unable to read for understanding. When she reads a third grade passage, she has not demonstrated the ability to answer questions using who, what, when, where, or why.

Math:

S. accurately completes multi-digit addition and subtraction problems in math, but has only mastered multiplication facts of 2, 5, and 10.



Example: Needs/Deficits Specific Skills

Reading:

S.'s reading fluency score for third grade text is 51 words correct per minute (wcpm). The average at his/her grade level is 71 wcpm. S. struggles so hard to read the individual words that he/she can't remember what he/she read.

Can a measurable goal be developed from this Needs/Deficit Statement?

Yes...Specific Skills are described.

Example of one goal associated with this Need/Deficit:

Given fourth grade text, S. will increase his/her reading fluency score from 51 wcpm to 94 wcpm 95% of the time.



Example: Needs/Deficits Specific Skills

Math:

S. has problems solving two step math word problems. He/she isn't able to select the correct the operation...addition, subtraction, multiplication, or division.

Can a measurable goal be developed from this Needs/Deficit Statement?

Yes...Specific Skills are described...

Example of one goal associated with this Need/Deficit:

Given two step addition math word problems, S. will solve 8 out of 10 problems correctly in 3 out of 5 opportunities.



Reading :

M.'s weakest area is reading and he reads below grade level.

Can a measurable goal be developed from this Needs/Deficit Statement?

No...Why not...there are **no specific skills** described...only the general area of reading

Which area/s of reading...

- Phonological Awareness Skills...which skills?
- Decoding Skills...which skills?
- Fluency Skills...which skills?
- Vocabulary Skills...which skills?
- Comprehension Skills...which skills?






Math:

S. struggles with math fluency.

Can a measurable goal be developed from this Needs/Deficit Statement?

No...Why not...there are **no specific skills described**...only the general area of math fluency...which fluency skills?

For...

-  Single digit, double digit, multiple digit numbers?
-  Addition, Subtraction, Multiplication, Division?
-  What's the fluency baseline?



**So...if we don't have the
information needed to write
specific skills in
Needs/Deficits section ...**

**Where are we going
to get that information/data?**



Description of Academic, Developmental, and/or Functional Needs(Deficits)

Starts with a review of the data in the Test Results
Section of the IEP...

- GKIDS
- CRCT
- GHSGT
- EOCT



GKIDS...READING

AREA IF YOU CAN'T DESCRIBE THE SPECIFIC SKILL THE STUDENT HAS TO LEARN...

WHAT INFORMATION IS NEEDED?

HOW WILL YOU GET THAT INFORMATION?

- READING** Which area/s are deficit?
- Story Reading Skills?
 - Phonics & Wd Analysis?
 - Informational Text?
 - Grammar/Usage?
 - Comprehension

Will GKIDS data provide enough information to describe what the student needs to learn?
ONLY AT THE ELEMENT LEVEL...

NOT AT THE STRAND LEVEL

Student Level Report By Strand:

| | |
|------------|----------------------|
| Reading | Number Correct/Total |
| Writing | Number Correct/Total |
| Speaking | Number Correct/Total |
| /Listening | |
| /Viewing | |

GKIDS...MATH

AREA IF YOU CAN'T DESCRIBE THE SPECIFIC SKILL THE STUDENT HAS TO LEARN...

WHAT INFORMATION IS NEEDED?

HOW WILL YOU GET THAT INFORMATION?

MATH

- Which area/s are deficit?
- Counting & Cardinality?
 - Operations & Algebraic Thinking?
 - Numbers and Operations in Base 10?
 - Measurement & Data?
 - Geometry?

Will GKIDS data provide enough information to describe what the student needs to learn?

ONLY AT THE ELEMENT LEVEL

NOT AT THE STRAND LEVEL

Sample: Kindergarten...Areas Assessed...

- Counting & Cardinality...which numbers?
- Operations & Algebraic Thinking...which operations?
- Numbers and Operations in Base 10...which ones?
- Measurement & Data...what measurement, etc.?
- Geometry...what aspects of geometry?

CRCT Reading

AREA IF YOU CAN'T DESCRIBE THE SPECIFIC SKILL THE STUDENT HAS TO LEARN...

WHAT INFORMATION IS NEEDED?

HOW WILL YOU GET THAT INFORMATION?

READING

Which area/s are deficit?

- Phonemic Awareness?
- Decoding?
- Fluency?
- Vocabulary?
- **Comprehension**
 - Literal
 - Inferential
 - Story Structure
 - Textbook Structure
 - Vocabulary

Will **CRCT** data provide enough information to describe what the student needs to learn?

NO...

Sample: Grade 3...Areas Assessed...

•Reading Skills & Vocabulary Acquisition

•**Literary Comprehension**

Number Correct/Total Number

Which comprehension skills?

CRCT Math

AREA IF YOU CAN'T DESCRIBE THE SPECIFIC SKILL THE STUDENT HAS TO LEARN...

WHAT INFORMATION IS NEEDED?

HOW WILL YOU GET THAT INFORMATION?

MATH Which area/s are deficit?

- Numbers & Operations?
- Measurement?
- Geometry?
- Algebra?
- Data Analysis & Probability?

Will the CRCT provide enough information to describe what the student needs to learn?

NO...

Sample: Grade 5...Areas Assessed...

- Numbers and Operations
- **Measurement**
Number Correct/Total Number
Which measurement skills?
- Geometry
- Algebra
- Data Analysis and Probability

GHS GT ENGLISH LANGUAGE ARTS

AREA IF YOU CAN'T DESCRIBE THE SPECIFIC SKILL THE STUDENT HAS TO LEARN...

WHAT INFORMATION IS NEEDED?

HOW WILL YOU GET THAT INFORMATION?

ELA Which area/s are deficit?

- (Phonemic Awareness?)
- Decoding?
- Fluency?
- Vocabulary?
- Comprehension?

Will the **GHS GT** provide enough information to describe what the student needs to learn?

NO...

Areas Assessed:

- Domain 1: Reading Comprehension...which areas?
- Domain 2: Literary Analysis...what analysis?
- Domain 3: Conventions and Writing...which ones?

GHS GT MATH

AREA IF YOU CAN'T DESCRIBE THE SPECIFIC SKILL THE STUDENT HAS TO LEARN...

WHAT INFORMATION IS NEEDED?

HOW WILL YOU GET THAT INFORMATION?

- MATH** Which area/s are deficit?
- Numbers & Operations?
 - Measurement?
 - Geometry?
 - Algebra?
 - Data Analysis & Probability?

Will the GHS GT provide enough information to describe what the student needs to learn?

NO...

Areas Assessed:

- Domain 1: Algebra...what algebra skills?
- Domain 2: Geometry...what geometry skills?
- Domain 3: Data Analysis...what analysis...what data?



**So...Where Does the
Information in the
Needs/Deficit Section
Come From...**



Curriculum Based Measurement (CBM)

Curriculum Based Measurement is

- the direct, repeated assessment of a specific academic skill/s the student is learning
- until the skill/s is either mastered or new a skill/s is identified

CBMs are typically 1-5 minute probes (tests)



From... “S. seems to struggle with reading/math skills...”

To... Specific Reading/Math Skill Needs/Deficits



...A Five Step Process...

Step 1: Go to the CCGPS Reading/Math Standard at...

- Student's grade level...
if skills are close to grade level
- Grade level closest to the student's grade level...
if skills are significantly below grade level

Step 2: Select the Skill/s You Think the Student has not mastered.

Step 3: Develop CBM Probes to Assess the Skills/s.

Step 4: Administer CBM to get "Baseline Data" for the Skill/s.

Step 5: Develop a Needs/Deficit Statement for the Skill/s.



Needs/Deficit Statement

Reading



Step 1:

Go to the CCGPS Reading Standard:

THIRD GRADE READING LITERARY (RL)

➤ Key Ideas and Details

ELACC3RL1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ELACC3RL2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

ELACC3RL3: Describe the characters in a story (e.g., their traits, motivations, or feelings) & explain how their actions contribute to the sequence of events.



Step 2: Select the skill/s you want to assess.

ELACC3RL3: Describe the characters in a story (e.g., their traits, motivations, or feelings) & explain how their actions contribute to the sequence of events.



Step 3: Develop CBM Probe to Assess the Skill/s

CBM Probe: “Proving Character Traits” Handout

ELACC3RL3: Describe the (1) characters in a story (e.g., their traits, motivations, or feelings) & (2) explain how their actions contribute to the sequence of events.



PROVING CHARACTER TRAITS

Baseline Probe: Number Correct ___ out of ___ Total = ___%

Directions:

1. Write the name of the main character in the center box.
2. Write one trait in each box.
3. Look through the story and find a sentence where the character shows that trait and write it in the box.

Trait 1: 2 Points

Trait: _____

Evidence: _____

Trait 2: 2 Points

Trait: _____

Evidence: _____

Name: 1 Point

Trait 3: 2 Points

Trait: _____

Evidence _____

Trait 4: 2 Points

Trait: _____

Evidence _____



Step 4: Administer CBM Probe to Get “Baseline Data”

CBM Probe: “Proving Character Traits” CBM
Baseline Data = 44 % Correct

ELACC3RL3: Describe the characters in a story (e.g., their traits, motivations, or feelings) & explain how their actions contribute to the sequence of events.



PROVING CHARACTER TRAITS

Baseline Probe: Number Correct 4 out of 9 Total = 44%

Directions:

1. Write the name of the main character in the center box.
2. Write one trait in each box.
3. Look through the story and find a sentence where the character shows that trait and write it in the box.

Trait 1: 2 Points

Trait: _____

Evidence: _____

Trait 2: 2 Points

Trait: _____

Evidence: _____

Name: 1 Point

Trait 3: 2 Points

Trait: _____

Evidence _____

Trait 4: 2 Points

Trait: _____

Evidence _____



Step 5:

Develop a Needs/Deficit Statement for the Skill/s

NEEDS/DEFICIT STATEMENT...

S. is only 44% successful in describing character traits and providing evidence for those traits from the story, i.e. physical, intellectual, emotional, social, & philosophical traits.

THAT CAME FROM...

CBM Probe: “Proving Character Traits” CBM Baseline Data = 44% Correct

THAT WAS GENERATED FROM...

ELACC3RL3 CCGPS : Describe the characters in a story (e.g., their traits, motivations, or feelings) & explain how their actions contribute to the sequence of events.



Step 5:

Develop a Needs/Deficit Statement for the Skill/s

NEEDS/DEFICIT STATEMENT...

Can a measurable goal be developed from the Needs/Deficit Statement?

Yes...Specific Skills are described.

Needs/Deficit Statement:

S. is only 44% successful in describing character traits and providing evidence for those traits from the story, i.e. physical, intellectual, emotional, social, & philosophical traits.

Measurable Goal:

Given a third grade text, S. will identify two or more character traits with one sentence of supporting evidence for each trait 80% of the time in 4 out of 5 opportunities.



Needs/Deficit Statement

Math



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Step 1:

Go to the CCGPS Math Standard:

Grade 3

OPERATIONS AND ALGEBRAIC UNDERSTANDING

Multiply and Divide within 100

MCC3.OA.7

Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations.

By the end of Grade 3, know from memory, all products of two, one digit numbers.



Step 2:

Select the Skill/s You Want to Assess.

MCC3.OA.7

By the end of Grade 3, know from memory, all products of two, one digit numbers.



Step 3: Develop CBM Probe/s to Asses the Skills/s

CBM Mathematics Probe for:
Multiplication Single Digit Calculation for Facts 7-9 Handout

MCC3.OA.7

By the end of Grade 3, know from memory, all products of two, one digit numbers.



Single Digit Calculation for Facts 7-9

Baseline Probe: Number Correct _____ out of _____ Total = _____%

Directions:

1. Solve the problems as quickly as you can.
2. When you have finished, turn your paper over, and put your pencil on top of your paper.

| Student: | | | Date | |
|---|--|--|--|--|
| Baseline Probe: Number Correct: _____ out of _____ Total = _____% | | | | |
| $\begin{array}{r} 7 \\ \times 2 \\ \hline \end{array}$ | $\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$ | $\begin{array}{r} 1 \\ \times 7 \\ \hline \end{array}$ | $\begin{array}{r} 9 \\ \times 7 \\ \hline \end{array}$ | $\begin{array}{r} 8 \\ \times 9 \\ \hline \end{array}$ |
| $\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$ | $\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$ | $\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ \times 7 \\ \hline \end{array}$ | $\begin{array}{r} 7 \\ \times 5 \\ \hline \end{array}$ |



Step 4: Administer CBM Probe to Get “Baseline Data”

CBM Mathematics Multiplication Probe for...
Single Digit Calculation for Facts 7-9
Baseline Data = 40 % Correct

MCC3.OA.7

By the end of Grade 3, know from memory, all products of two, one digit numbers.



Single Digit Calculation for Facts 7-9

Baseline Probe: Number Correct 4 out of 10 Total = 40%

Directions:

1. Solve the problems as quickly as you can.
2. When you have finished, turn your paper over, and put your pencil on top of your paper.

| Student: | | | Date | |
|---|--|--|--|--|
| Baseline Probe: Number Correct: _____ out of _____ Total = _____% | | | | |
| $\begin{array}{r} 7 \\ \times 2 \\ \hline \end{array}$ | $\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$ | $\begin{array}{r} 1 \\ \times 7 \\ \hline \end{array}$ | $\begin{array}{r} 9 \\ \times 7 \\ \hline \end{array}$ | $\begin{array}{r} 8 \\ \times 9 \\ \hline \end{array}$ |
| $\begin{array}{r} 7 \\ \times 7 \\ \hline \end{array}$ | $\begin{array}{r} 9 \\ \times 6 \\ \hline \end{array}$ | $\begin{array}{r} 9 \\ \times 5 \\ \hline \end{array}$ | $\begin{array}{r} 4 \\ \times 7 \\ \hline \end{array}$ | $\begin{array}{r} 7 \\ \times 5 \\ \hline \end{array}$ |



Step 5: Develop a Needs/Deficit Statement for the Skill/s

NEEDS/DEFICIT STATEMENT...

S. has not mastered the multiplication facts for numbers 7-9.

THAT CAME FROM...

CBM Mathematics Multiplication Single Digit Calculation Probe for Facts 7-9 Baseline Data = 40 % Correct

THAT WAS GENERATED FROM...

MCC3.OA.7 CCGPS

By the end of Grade 3, know from memory, all products of two, one digit numbers



Where to Get FREE CBM Materials

- Easy CBM
www.easycbm.com
- Intervention Central
www.interventioncentral.org
Published Materials ...and where to purchase
- Curriculum Based Measurement Warehouse
www.cbmwarehouse.org
Published Materials...and where to purchase



Easy CBM, Intervention Central, and CBM Warehouse... Materials for Measuring

- Reading
 - Decoding
 - Fluency
 - Comprehension (Maze)
- Math
 - Calculation
 - Fluency
- Written Expression
 - Spelling
 - Paragraphs



Materials for Measuring...

- Reading
 - Comprehension...Extended Text
 - Narrative ...Story Structure
 - Expository...Different Organizational Structures
 - Etc.
 - Vocabulary
 - Affixes
 - Multiple Meanings
 - Etc.
- Math
 - Reasoning...word problems
 - Application...real life situations
 - Etc.



Where to Get CBM Materials

- For Materials not available at Intervention Central and/or Curriculum Based Warehouse
 - Worksheets and Quizzes from Curriculum
 - Worksheets and Quizzes on the Internet
- For Example
 - Baseline for Character Traits...Handout
 - Baseline for Prefixes and Suffixes...Handout
 - Baseline for Math Reasoning...Handout



MANTRA

THERE IS NEVER A NEED/DEFICIT
WITHOUT A GOAL

...AND...

THERE IS NEVER A GOAL
WITHOUT A NEED/DEFICIT

UNLESS

THERE IS A STATEMENT THAT EXPLAINS
THE MISSING GOAL!



ISSUES IMPACTING DEFICITS/GOALS



Instructional
Behavioral
Emotional



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"Making Education Work for All Georgians"
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EXAMPLE...INSTRUCTIONAL (Reading)

___ is fourteen years old and even with extensive, explicit decoding and fluency instruction, ___'s reading fluency remains below expectations. ___ has text reading software as an accommodation for classroom instruction, classroom testing, and statewide testing. ___'s goals are related to acquiring and applying reading comprehension strategies. Therefore, there are no decoding or fluency goals.



EXAMPLE...INSTRUCTIONAL (Math)

___ is fourteen years old and even with extensive explicit instruction in calculation and calculation fluency, ___'s calculation fluency remains below expectations. ___ has a calculator as an accommodation for classroom instruction, classroom testing, and statewide testing. ___'s math goals are related to acquiring and applying math strategies to solve grade level problems. Therefore, there are no goals for calculation.



EXAMPLE...BEHAVIORAL

____'s scores on the CRCT Reading/Math did not meet the state target. However, ____ scores do not reflect ____'s actual abilities in reading/math. ____ did not want to take the test and rushed through it finishing long before the time allotted for each section. ____'s classroom test scores and grades support reading/math skills above the current CRCT test scores. Therefore, there are no reading/math needs listed.



EXAMPLE...EMOTIONAL

____'s scores on the CRCT Reading/Math did not meet the state target. However, ____'s scores do not reflect -- ____'s actual abilities in reading/math. ____ becomes extremely anxious during any type of testing and ____'s scores do not reflect ____ skill in reading/math. ____'s classroom grades support reading/math skills above the current CRCT test scores. Therefore, there are no reading/math deficits listed.



WHERE TO PUT THE STATEMENT?

There is no requirement to put it in a specific place...

Consider putting it in both places...

- Needs Section
- Goals Section

...That way...it can't be missed



END OF MODULE 2



**Please feel free to contact me with
questions or comments.
My contact information is
on the next slide.**



Contact Information

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(If you are in the “Slide Show” format...the email address is hyperlinked so it will open directly into my email.)

Website: http://www.gadoe.org/ci_exceptional.aspx

