IEPs: Up To Your Eyeballs In Alligators!
Some Disclaimers

• Transition
  – Transition Plans will not be discussed during this session.
  – There are numerous materials regarding Transition available on the special education page of the GaDOE website

• Students taking an Alternate Assessment
  • This session does not apply to students with significant cognitive disabilities
Some Disclaimers

Transition

– Transition Plans will not be discussed during this session.

– There are numerous materials regarding Transition available on the special education page of the GaDOE website.

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  bnations@doe.k12.ga.us
  404-657-9955
PLAAFP: RESULTS OF INITIAL OR MOST RECENT TESTS AND STATE AND DISTRICT ASSESSMENTS...
<table>
<thead>
<tr>
<th>1. STATE AND DISTRICT TESTS</th>
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<tbody>
<tr>
<td>a. GKIDS</td>
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<td>b. CRCT</td>
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<td>c. GHSGT (Being phased out)</td>
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<td>d. WRITING TEST</td>
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<td>e. EOCT/S</td>
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<tr>
<th>2. PSYCHO-EDUCATIONAL MEASURES</th>
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<td>a. I.Q. MEASURES</td>
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<td>b. READING/MATH ACHIEVEMENT MEASURES</td>
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<td>c. SOCIAL-EMOTIONAL MEASURES</td>
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<th>3. CLASSROOM TESTS</th>
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<tr>
<td>a. PROGRESS MONITORING DATA</td>
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<td>b. TESTS</td>
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<td>c. GRADES</td>
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Present Levels of Academic and Functional Performance (PLAAFP)

Criteria for...Results of Initial or Most Recent Evaluations and State and District Assessments:

- **Most Recent:**
  - Psycho-Educational Evaluations...Within 2 years...
    If psycho-educational testing is more than two years old...an explanation regarding how this data informs the current IEP
  - State and/or District Assessments...Within 1 year

- **Results:**
  - Test Name
  - Date
  - Score and/or Range of Scores to include..
    Information regarding what the scores mean
PLAAFP
Results of initial or most recent evaluations and state and district assessments:

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<th>AREAS</th>
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Results of initial or most recent evaluations and state and district assessments:

Mark was reevaluated on 3/20/12. His I.Q. score fell within the average range (90-100 is average), Full Scale I.Q. score of 92, as measured by the WISC-IV. WIAT-II results indicated deficits in reading comprehension related to inferencing (Standard Score of 70...average score is 90-100) as well as math deficits in solving word problems (Standard Score of 75...average score is 90-100).
Results of initial or most recent evaluations and state and district assessments:

Mark was reevaluated on 5/17/10. He had a WISC III Full Scale IQ of 81 with a Verbal IQ of 79 and a Performance IQ of 82. On 3/8/10, Mark’s WRAT-3 standard scores were as follows: Reading: 62, Spelling: 68, Arithmetic: 57.

More current academic testing on 4/28/11 revealed the following: Word Recognition: 3rd grade, Reading Comprehension: 2nd grade, Spelling: 3rd grade, Math: 4th grade.
Results of initial or most recent evaluations and state and district assessments:

Mark’s Spring CRCT scores are as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Score</th>
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<tbody>
<tr>
<td>Reading</td>
<td>765</td>
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<td>ELA</td>
<td>770</td>
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<tr>
<td>Math</td>
<td>820</td>
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<tr>
<td>Science</td>
<td>782</td>
</tr>
<tr>
<td>Social Studies</td>
<td>778</td>
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</table>
Description of Academic, Developmental, and/or Functional Needs (Deficits)

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

SPECIFIC SKILLS
THE STUDENT NEEDS TO LEARN
SO...

THE STAGE IS SET FOR DEVELOPING MEASURABLE GOALS
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 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 Skills

Reading:
S. struggles **using phonics to read words**. His/Her reading is **very slow**. S. reads only **21 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**.

Math:
S. has problems **solving math word problems**. He/she isn’t able to **select the correct the correction operation...addition, subtraction, multiplication, or division**. He/she also has difficulty following the **correct number of steps**.
Non-Example: Needs/Deficits

**Reading:**
M.’s weakest area is reading and he reads below grade level.

**Math:**
S. struggles with math fluency.
HANDOUT
READING:
TEST RESULTS, STRENGTHS, NEEDS, MEASURABLE GOALS...EXAMPLES

HANDOUT
MATH:
TEST RESULTS, STRENGTHS, NEEDS, MEASURABLE GOALS...EXAMPLES
MANTRA

THERE IS NEVER A NEED/DEFICIT WITHOUT A GOAL

...AND...

THERE IS NEVER A GOAL WITHOUT A NEED/DEFICIT
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
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.
EXAMPLE...Student with Significant Cognitive Disabilities

___ was assessed with the Georgia Alternate Assessment indicated established progress ELA, Math, Science, and Social Studies at an access and pre-requisite level of instruction. ___ communicates with familiar persons by reaching for a photo or symbol of a familiar object from a choice of 2-3 to answer questions in routine activities such as choosing snack, selecting an choice for leisure activities, or answering questions about routine familiar activities and people.
EXAMPLE...Student with Significant Cognitive Disabilities continued..

___ attends to stories and lessons in all content areas that are adapted with representational pictures/symbols and sometimes tactile enhancements.

___ will reach toward an adapted color picture that matches the picture just referenced in the story or lesson when given a choice of the picture and a non-preferred neutral picture. ___ will grasp and release objects during math activities and needs prompts to place objects in one to one correspondence, but does not count out quantities.
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
Measurable Annual Goals
Measurable Annual Goals: Required
Academic and/or functional goals designed to meet the student’s needs that result from the disability

Short Term Objectives/Benchmarks:
Measurable, intermediate steps or targeted sub-skills to enable the student to reach annual goals. (Required for Students on the Georgia Alternate Assessment Track)

...UNLESS the annual goals are not measurable...then there must be measurable Short Term Objectives
Measurable Annual Goals

• Goals are
  • Written to support access to the general education curriculum
  • **Measurable:**
    – specify the conditions under which the behavior will occur
    – reflect a target/observable behavior
    – indicate a criteria for performance which is appropriate for the skill
      ❏ At a specific...level of performance
      ❏ For a specific...length of time

• **Skill Based**

• Goals are measured using ...
  – progress monitoring data based on what is taught, i.e. curriculum based assessment/curriculum based measurement
WHAT’S WRONG??

• M. will **demonstrate** an understanding of addition & subtraction problems.
• M. will **extend** her knowledge of comprehension strategies.
• M. will **increase** his ability to solve two step math reasoning problems.
• M. will **identify** the correct operation to solve problems.
• M. will **learn** decoding skills.
• M. will **recognize** antonyms, synonyms, and homonyms.
WHAT ARE THE FORBIDDEN WORDS!!??
WORDS THAT PREVENT GOALS FROM BECOMING MEASURABLE

• M. will **demonstrate** an understanding of addition and subtraction problems.
• M. will **extend** her knowledge of comprehension strategies.
• M. will **increase** his ability to solve two step math reasoning problems.
• M. will **identify** the correct operation to solve problems.
• M. will **learn** to decode.
• M. will **recognize** antonyms, synonyms, and homonyms.
Measurable Goals: Example

Reading
Given 4th grade level text, M. will respond accurately to the following questions: [who, what, when, where, and why] 95% of the time for three out of five days.

Math
Given mixed multiplication fluency probes for multiplication tables 3, 4, 6, 7, 8, 9, 11, and 12, S. will complete _____ problems at a rate of ____ problems per minute for 3/5 days.
Measurable Goals: Non-Example

Reading
M. will increase her reading skills to third grade.

Math
S. will increase his multiplication skills by one grade level.
READING EXAMPLE

MEASURABLE ANNUAL GOAL:
After reading a third grade story, B. will retell the story including setting, characters, problems, events, and resolution with 90% accuracy in 4 out of 5 opportunities.

SHORT TERM OBJECTIVES LEADING TO THE ANNUAL GOAL:
After reading a third grade story, B. will retell the story including setting, characters, problems, and events with 90% accuracy in 4 out of 5 opportunities.

After reading a third grade story, B. will retell the story including setting, characters, and problems, with 90% accuracy in 4 out of 5 opportunities.

After reading a third grade story, B. will retell the story including setting and characters with 90% accuracy in 4 out of 5 opportunities.
READING EXAMPLE

MEASURABLE ANNUAL GOAL:
After reading a third grade story, B. will retell the story including setting, characters, problems, events, and resolution with 90% accuracy in 4 out of 5 opportunities.

SHORT TERM OBJECTIVES LEADING TO MEASURABLE ANNUAL GOAL:
After reading a third grade story, B. will retell the story including setting, characters, problems, events, and resolution with **80% accuracy** in 4 out of 5 opportunities.

After reading a third grade story, B. will retell the story including setting, characters, problems, events, and resolution with **70% accuracy** in 4 out of 5 opportunities.

After reading a third grade story, B. will retell the story including setting, characters, problems, events, and resolution with **60% accuracy in 3 out of 5 opportunities.**
READING EXAMPLE

NON-MEASURABLE ANNUAL GOAL:
After reading a third grade story, B. will retell the story including all appropriate components.

SHORT TERM OBJECTIVES LEADING TO ANNUAL GOAL:
After reading a third grade story, B. will retell the story including setting, characters, problems, events, and resolution with **80% accuracy** in 4 out of 5 opportunities.

After reading a third grade story, B. will retell the story including setting, characters, problems, events, and resolution with **70% accuracy** in 4 out of 5 opportunities.

After reading a third grade story, B. will retell the story including setting, characters, problems, events, and resolution with **60% accuracy** in 3 out of 5 opportunities.
READING EXAMPLE for SWSCD

MEASURABLE ANNUAL GOAL:
Given a variety of content based topics and stories, ____will select pictures to represent 15 major concepts described in instructional activities.

SHORT TERM OBJECTIVES LEADING TO ANNUAL GOAL:

Given a choice of two pictures/symbols that relate to the content of the lesson and asked a question about the story/lesson, Joe will select the correct picture with 70% accuracy in 3/5 sessions.

Given a choice of two pictures/symbols that relate to the content of the text/lesson, and asked “Show me the____”, Joe will select the correct picture with 70% accuracy in 3/5 sessions.
READING NON-EXAMPLE

MEASURABLE ANNUAL GOAL:
Given selections at reading level, B. will recall important details.

SHORT TERM OBJECTIVES LEADING TO MEASURABLE ANNUAL GOAL:
NON-EXAMPLE
Given sentences at reading level, B. will recall important details in 7 out of 10 opportunities.

Given paragraphs at reading level, B. will recall important details in 7 out of 10 opportunities.
MEASURABLE ANNUAL GOAL:
Given a **mixed** math calculation probe with one and two digit numbers, Charles will complete 10 problems accurately in 5 minutes over three consecutive sessions.

SHORT TERM OBJECTIVES LEADING TO THE ANNUAL GOAL:
Given a **multiplication and division** calculation probe with one and two digit numbers, Charles will complete 10 problems accurately in 5 minutes.

Given an **addition and subtraction** math calculation probe with one and two digit numbers, Charles will complete 10 problems accurately in 5 minutes.
MEASURABLE ANNUAL GOAL:
Joe will use one to one correspondence and manipulatives to solve word problems involving division of numbers up to 15 with 70% accuracy in 3/5 opportunities.

SHORT TERM OBJECTIVES LEADING TO LONG TERM GOAL:
Joe will calculate division of whole numbers by evenly dividing items among class members using one to one correspondence to give out one at a time and counting the items given to one student utilizing a Step by Step AAC device with 70% accuracy for 3/5 opportunities. (5 class members and 10-15 items total)

Joe will demonstrate division of whole numbers by evenly dividing items among class members using one to one correspondence to give out one at a time until all the items have been distributed to each person with 70% accuracy for 3/5 opportunities. (5 class members and 10-15 items total)
MATH EXAMPLE

MEASURABLE ANNUAL GOAL:
Charles will improve his calculation skills.

SHORT TERM OBJECTIVES LEADING TO LONG TERM GOAL:
Given mixed (addition, subtraction, multiplication and division) calculation probes with **two digit** numbers, Charles will complete 10 problems accurately in 5 minutes.

Given mixed (addition, subtraction, multiplication and division) math calculation probes with **one digit** numbers, Charles will complete 10 problems accurately in 5 minutes.
MEASURABLE ANNUAL GOAL:
Given instruction, B. will demonstrate improvement in upper mathematical operations and concepts.

SHORT TERM OBJECTIVES LEADING TO MEASURABLE ANNUAL GOAL:
Given instruction, B will demonstrate an understanding and application of geometric concepts.

Given instruction, B. will demonstrate an understanding and application of advanced geometric concepts.

Given instruction, B. will demonstrate an understanding and application of advanced algebraic concepts.
HANDOUT
READING MEASURABLE GOALS...EXAMPLES

HANDOUT
MATH MEASURABLE GOALS...EXAMPLES
- **STUDENT SUPPORTS**
  - Accommodations
    - Instructional
    - Classroom Testing

- **ASSESSMENT DETERMINATION FOR DISTRICT & STATEWIDE ASSESSMENTS**
  - Approved Accommodations For Each Test
    - Standard
    - Conditional
  - Aligned with Classroom Accommodations
    - Instructional
    - Testing
Accommodations: What Does the Research Say?

- Currently, the research evidence does not provide definitive answers to guide thoughtful practice in this area (Chiu & Pearson, 1999; Johnstone, Altman, Thurlow, & Thompson, 2006; Koenig & Bachman, 2004; Sireci et al., 2003; Tindal & Fuchs, 1999; Thompson, Blount, & Thurlow, 2002).

- A fact that is both disappointing and frustrating as teachers attempt to “level the playing field” for their students with disabilities.
Accommodations: What Does the Research Say?

That’s not to say that a long look at the research base cannot be instructive.
Here’s what we do know that research has been able to suggest...

• Accommodation policies vary considerably from state to state. Interestingly, 12 states even extend eligibility for accommodations to all students (Clapper, Morse, Lazarus, Thompson, & Thurlow, 2005).

• Approximately two-thirds of special education students have been afforded accommodations in statewide assessments, the most common being...

  extended time, alternative setting, and/or read-aloud accommodations (Bolt & Thurlow, 2004).
Here’s what we do know that research has been able to suggest...

- Accommodations affect test scores for students with disabilities, lowering scores in some cases, raising scores in most others (Chiu & Pearson, 1999; Elliott et al., 1999; Elliott, Kratochwill, & McKevitt, 2001; Kettler et al., 2005; McKevitt, 2000; Koenig & Bachman, 2004; Schulte, Elliott, & Kratochwill, 2001; Tindal, Heath, Hollenbeck, Almond, & Harniss, 1998).

- Lowered scores appear to result when...

  accommodations are poorly matched to student need
  students have not been trained to use the accommodations
  students don’t use the accommodations on a consistent basis
Here’s what we do know that research has been able to suggest...

- The use of read-aloud accommodations on assessments of mathematics for students with low reading skills and the use of Braille for blind students were found to be the most effective accommodations in a meta-analytic synthesis by Tindal & Fuchs (1999).
So...What Must IEPs Include in Order to Support Appropriate Accommodations?
ACCOMMODATIONS MUST BE SUPPORTED WITH THE FOLLOWING...

1. The **Needs Section** of the PLAAFP must include deficits that are aligned with the accommodations selected.

2. Accommodations for state and district testing must also be aligned with classroom instructional and/or testing accommodations.
Accommodations

Criteria And Caveats
STUDENT SUPPORTS

• Accommodations...some examples
  ➢ Instructional
    ▪ Text Reader
    ▪ Speech To Text Technology
    ▪ Calculator
    ▪ Colored Overlays
    ▪ Assignments
      ▪ Shortened
      ▪ Extended Time to Complete
STUDENT SUPPORTS

• Accommodations...some examples
  ➢ Classroom Testing
    ▪ Extended Time
      ▪ Time and A Half
      ▪ Double Time
    ▪ Separate Room
    ▪ Small Group
    ▪ Frequent Breaks
    ▪ Calculator
STUDENT SUPPORTS

- Accommodations **CRITERIA**...
  - Aligned with the student’s Needs/Deficits
  - Selected according to Subject Area
  - Instructional and Classroom Accommodations... are **generally** aligned.
STUDENT SUPPORTS

• Accommodations...CAVEATS...

  ❖ Some accommodations may be used instructionally that will not necessarily be used for assessment

  ❖ The type and/or intensity of accommodations/supports may change over time based on:
    – Student’s skill level
    – Curricular/instructional demands
    – Environmental factors

  ❖ Accommodations are not be confused with differentiated instruction.
CONSIDERATIONS FOR ACCOMMODATIONS

ACCOMMODATIONS SELECTED...EXAMPLE
THE END!
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