

Developing Standards-Based IEPs and Determining Appropriate Instructional Accommodations

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Learning Targets

As a result of this session, I can:

- 1) identify the steps to developing a standards-based IEP
- 2) develop measurable annual goals aligned with the grade-level standards for a student.
- 3) select appropriate accommodations for a student, explain the basis for selection, and determine their effectiveness



Basic Assumptions

All students with disabilities :

- are provided with instruction in and on their grade-level
- have IEPs that target learning goals that facilitate their progress within the general curriculum
- have access to direct instruction in
 - targeted areas
 - grade-level standards in all content areas



Access to the General Education Curriculum for Students with Disabilities

- **ACCESS is:**
 - Students with disabilities actively engaged in learning the content and skills of the general education curriculum.
- **ACCESS is not:**
 - Students with disabilities sitting in a general education classroom
 - doing work that is unrelated to the grade-level standards.
 - listening to content that is meaningless to the student because it is too difficult.



Access to the General Education Curriculum for Students with Disabilities

- It is essential to determine how students with disabilities will participate in the content of the general education curriculum.
- The student's strengths provide the best information to determine how the student can access the knowledge and skills of the general education curriculum.



Think and Discuss

How have the CCGPS shaped instruction in your school for students in special education and general education?



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"
www.gadoe.org

Standards-based Instruction

- Standards-based instruction is a process for teaching all students using a curriculum that is clearly defined by **academic content standards** for the purpose of improving academic performance.
- A fundamental principle of standards-based instruction is to have consistent expectations for all students. This may be facilitated through use of different materials or strategies to master a content standard.
- Content Standards define what students should know and be able to do at the end of a grade level or grade span.
- Content standards provide a focus for instruction.



What is a Standards-based IEP?

- A process and a document that is framed by the state content standards to ensure instructional accountability for each student with a disability.
- A plan that contains goals individually designed to facilitate the student's achievement of grade-level state content standards.
- Goals address skills that the student needs to access grade level standards.



- The standards are **WHAT** the student will be learning...
- The goals address how the student will achieve the standards.



Questions for IEP Teams to Consider when Reviewing the Content Standard(s)

- What is the intent of the content standard?
- What is the content standard saying that the student must know and be able to do?
- What are the essential skills associated with the content standard?



What Does It Mean to Align IEPs to Standards?

- Referring to standards to determine expectations at the student's enrolled grade level
- Using the standards as a guide to determine what is important for the student to learn or be able to do
- Conducting an analysis to determine the gap between grade level expectations and student's current skills/knowledge



Review and Reflect

Activity 1.3

Standards-based instruction is a process for teaching all students using a curriculum that is clearly defined by **academic content standards** for the purpose of improving academic performance.

Create a list of reasons why standards are important to the IEP process.



Process of Developing Standard-based IEP Goals

PLAAFP

- Collect Data
- Identify Strengths
- Identify Needs
- Develop Impact Statement

Conduct Data Analysis

- Review of PLAAFP
- Review Grade Level Standards
- Determine the gap
- Where student is and where we need to go

Writing Measureable Annual Goals

- SMART



Components of Present Level of Academic Achievement and Functional Performance

1. Strengths
2. Needs
3. Impact statement



Review of Steps to Develop PLAAFP

1. Review the State Standards for reading and mathematics
2. Review various data sources to determine the student's strengths and needs
3. Determine what the **priorities** are for the student in relation to the grade level standards
4. After the strengths and priorities needs have been identified, now you can write the Present Levels statement for each relevant area



Learner Characteristics

Look at the learner characteristics typical of the student's disability to determine how these characteristics may affect progress in learning the content standard (s).

For instance:

- Easily distracted
- Difficulty processing information in specific ways
- Difficulty organizing materials/time



Sample Impact Statement

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 ability to follow multi-step directions, comprehension and recalling complex concepts. This also impacts her academic success in all instructional settings with oral presentations, reading, written language, and math, and to a lesser degree, science and social studies.



What areas are affected due to the disability?



How does the student's disability impact the student's involvement in the general education curriculum?



What academic areas are impacted due to the disability?



Present Levels: Instructional and Grade Levels

It is critical that the PLAAFP and annual goals include both the **instructional AND grade levels**.

- Instructional level alone does not meet the criteria of the general education curriculum.
- Grade level alone does not meet the criteria of an IEP based on identified skill deficits.



Present Levels: Instructional and Grade Levels

- The two levels together (instructional and grade) allow the student to make progress in the general education curriculum, while also addressing skill deficits (needs).
- It is necessary to use grade level- (particularly for outcome measures) in order to determine if what is in the IEP is appropriate.



Present Levels: The End Result

Instructional Level and Grade Level

The information then translates into content for goals and specially designed instruction in order for the student to work toward mastery in the general education curriculum.



Review and Reflect

PLAAFP- are the cornerstone or foundation for developing measurable annual goals and have 3 components:

1. Developed by identifying student's strengths in relation to enrolled grade level standards
2. Identify student's area (s) of need to be the springboard for developing measurable annual goals
3. Impact statement which addresses the student's disability and access to the general curriculum



Process of Developing Standard-based IEP Goals

PLAAFP

- Collect Data
- Identify Strengths
- Identify Needs
- Develop Impact Statement

Conduct Data/Gap Analysis

- Review of PLAAFP
- Review Grade Level Standards
- Determine the gap-Where student is and where we need to go

Writing Measureable Annual Goals

- SMART



What is Data Analysis?

Data analysis is the process of:

- Gathering data about the student
- Making comparisons against baseline performance

The goal is to:

- Highlight useful Information
- Frame suggestions
- Support decision making and conclusions



Examine Student Data

- Compile and review a variety of data
- Those on the IEP team who are most familiar with the data and its meaning for the student should present to others
- Examination includes an analysis of:
 - Why the data is indicative of student performance
 - What the data indicates about student learning
 - How the data can be utilized to determine future needs



Analysis of Data: Questions to Consider

- Has the student been taught content aligned with the grade-level standards?
- Has the student been provided appropriate instructional scaffolding to attain grade-level expectations?
- Does the student have an appropriate/adequate means to express what he or she knows relative to the content standard?
- Was assistive technology considered?
- For a student with print disabilities: Was the student provided core and supplemental materials in an accessible format? (AIM)



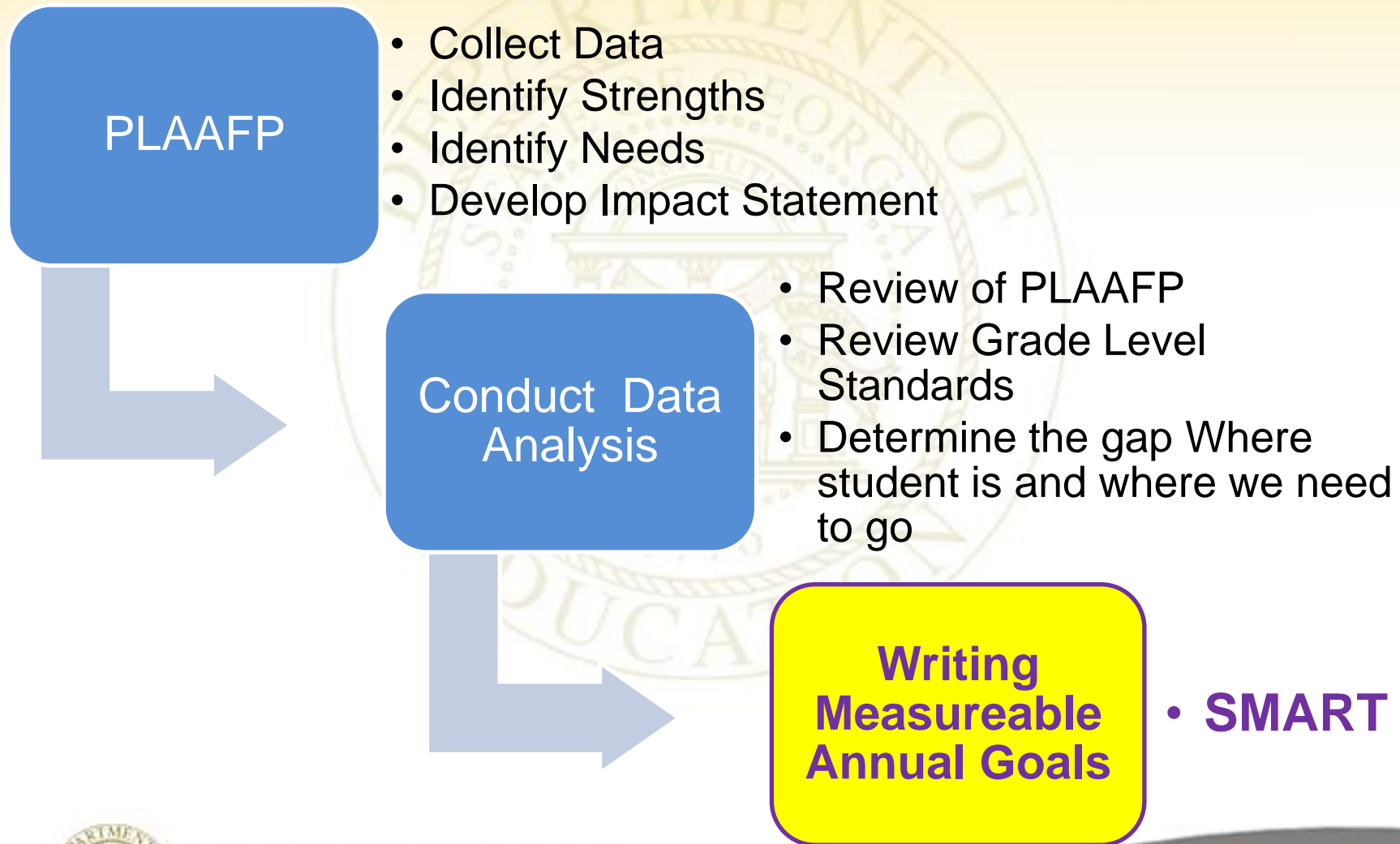
What is a Gap Analysis?

A gap analysis is used to measure the difference between the student's

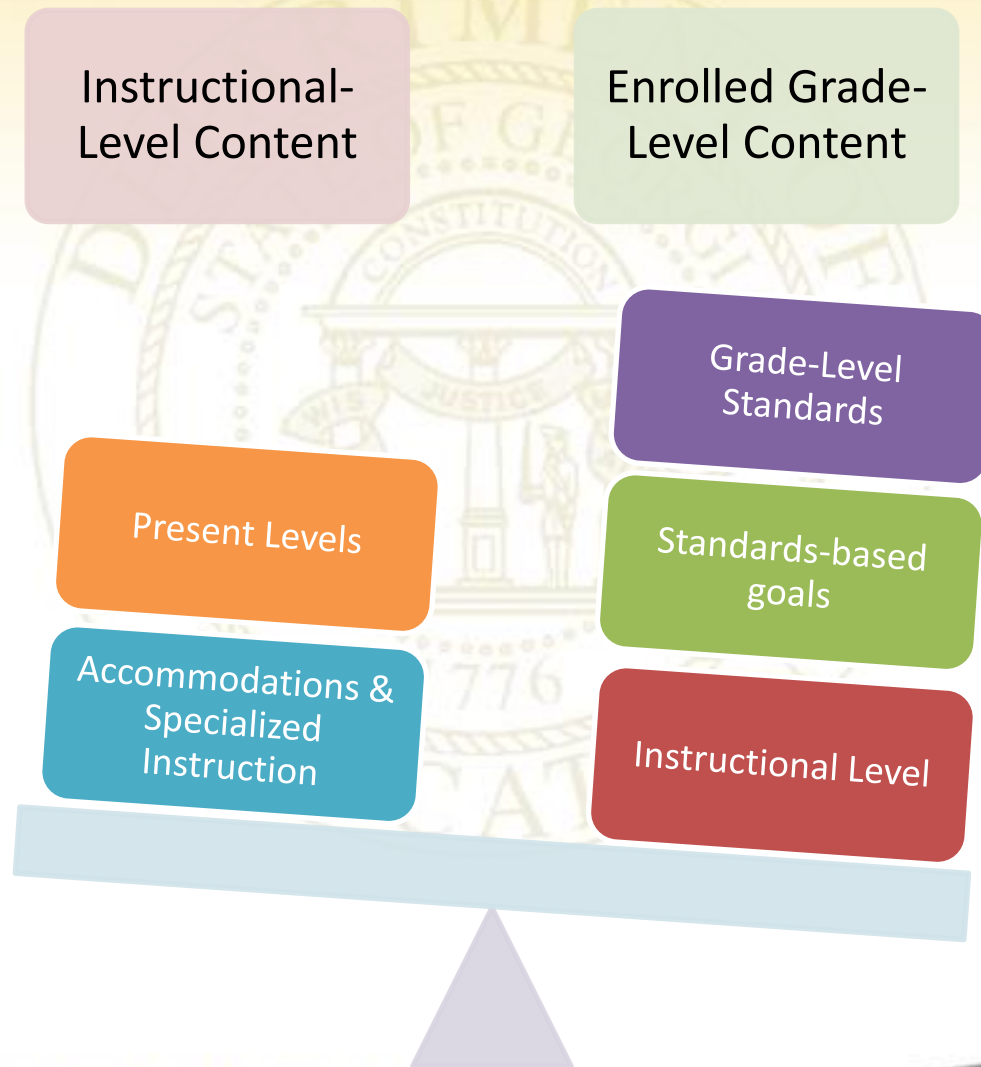
- **current** levels of performance (readiness)
- **grade-level** content standard expectations



Process of Developing Standard-based IEPs Goals



Balancing Exposure with Instruction



When Developing Measurable Goals Aligned with Grade-Level Standards

- Goals and objectives should build on current strengths or address specified needs of the student
- Goals and objectives are targeted WITHIN the general education curriculum
 - **Not a restatement** of the standard/element
 - Do not take the place of the curriculum
 - General and life skills may also be targeted



Characteristics of Measurable Annual Goals

- Based on content standards for the child's grade level
- Address the need stated in the PLAFFP
- State measurable data
- Describe skill attainment
- Project student performance at the end of the twelve month IEP period



Consideration of the Standards

- Intent of the standard
- Skills needed to meet standard
 - Includes depth of knowledge
 - New skills and extensions
- Knowledge and skills that should be in place in order for student to meet standards
 - Prerequisites
 - Connections to previous learning
- Methods for showing what the student knows and can do within the standard



With your neighbor...

Name three reasons why it is especially important to include **appropriate** general education teachers when creating standards-based IEPs... and not just whoever might have a planning period when the IEP team is meeting.



Determining Areas for Goal Writing

Considerations:

1. Using the PLAAFP data, review area(s) of instructional need, which will:
 - have the greatest impact?
 - be met with accommodations in the general classroom?
 - require specialized instruction?



Determining Areas for Goal Writing (continued)

2. Choose the standard(s) most essential to
 - Accelerating the student's ability to progress in the general education curriculum
 - Result in educational benefit
 - Difference between student's performance and grade level standards (Where is the gap?)
3. Unpack the standard
 - Break it into sub-skills



Determining Areas for Goal Writing (continued)

4. Identify the critical skill(s) needed to demonstrate proficiency of general education curriculum expectations at student's enrolled grade level

Skills/knowledge that are:

- Essential to desired outcomes
- Challenging, yet attainable
- Essential to participation in the general education curriculum



Prioritizing IEP Goals

The IEP Team must:

- Select the need(s) with the greatest impact on skill acquisition for goal development
- Consider impact of goal on the student's need for future progress
- Determine the standard that correlates with each prioritized need



SMART Goals

Specific

Measurable

Action Oriented

Realistic and Relevant

Time-bound



The fourth grade benchmark for math requires the following computation:

- Add, subtract, multiply (three-digit by two-digit factors)
- divide (two-digit dividends by one-digit divisors) to solve problems



Rosie:

- Can add and subtract single digit numbers with 90% accuracy
- Can add double digit numbers with 50% accuracy
- Cannot subtract double digit numbers that require regrouping.
- Can identify coins and small bills (penny, nickel, dime, quarter, one, and five dollar bills)
- Cannot make change.
- Can estimate two-digit numbers but not more than that.



Components of an Annual Goal	Annual Goal Statement
1. Who	
2. Will do what? (behavior) Given/Conditions (when or under what conditions), as applicable	
3. To what level of degree (criterion)	
4. Under what conditions	
5. In what amount of time? (over what period of time)	



Review Your Measurable Annual Goal

1. Read the IEP goal statements.
2. Are they SMART goals?
 - a) Specific
 - b) Measurable
 - c) Action Oriented
 - d) Realistic and Relevant
 - e) Time-bound
3. Are they connected to (derived from) the PLAFFP that includes an alignment to to the State standards?
4. Will the goal support the student's ability to meet grade level standards and make progress in the general education curriculum?



Review and Reflect

- Annual goals are related to needs resulting from the student's disability that **directly affect involvement** and **progress** in the general education curriculum.
- The IEP is not meant to restate the content standards, but should specify the skills the student needs to acquire in order to make progress in achieving the standards, thereby accessing the general education curriculum.



Implementing a Standards-Based IEP

- General Education setting is first consideration
- Prioritize standards – what is the big concept?
- Apply principles of universal design for learning
- Select appropriate accommodations for instruction
- Evaluate use of accommodations and modify as needed



Accommodations...

- for students with disabilities should be described and documented in the student's appropriate plan (i.e., either the IEP, 504 plan).
- enable students to participate more fully in instruction and assessments and to demonstrate their knowledge and skills.
- should be based upon individual student needs and not upon a category of disability, level of instruction, amount of time spent in a general classroom, program setting, or availability of staff.



Accommodations...

- should be implemented as soon as possible after completion and approval of the appropriate plan and become part of daily instruction.
- should not be introduced for the first time during the testing of a student.
- should be monitored for effectiveness.
- should be used for instruction and, if allowable, on local district and state assessments.



Decision-Making Process for Selecting, Using, and Evaluating Accommodations

The IEP team should:

- Discuss which accommodations and accessibility features might assist a student during daily instruction in the classroom
- Determine which accommodations and accessibility features to “try out” with the student during instruction in each content area
- Document and evaluate the effectiveness of the accommodations and accessibility features used over time



Decision-Making Process for Selecting, Using, and Evaluating Accommodations

The IEP team should:

- Adjust the use of accommodations and accessibility features as needed for the future
- Based on the effectiveness of the supports used in the classroom, determine which accommodations and accessibility features should also be used statewide assessments.



Determining effective accommodations for instruction and assessment

- Ask the student what works for him/her
- Ask parents what works at home - strategies that help with homework and chores

This will increase the probability that the student will use the accommodation



Considerations

- What are student's learning strengths and areas of further improvement?
- How do the student's learning needs affect the achievement of grade level content standards?
- What specialized instruction (i.e., learning strategies, organizational skills, reading skills) does the student need to achieve grade level content standards?



Methods for Instruction

- Instructional methods
- Environmental situations
- Social interactions
- Prerequisite skills and knowledge
- Demonstration of learning (assessments)



Instructional Methods

- Differentiated Instruction
- Visual/auditory/kinesthetic
- Lecture vs. hands-on
- Physical demands (e.g. pouring liquid into a cup)



Environmental Conditions

- Physical arrangement of room (e.g. rows vs. table groups)
- Sensory demands
 - Noise level
 - Visual distractions
 - Lighting
- Classroom Routines (e.g. transitions, procedures for lining up)



Social Interactions

- Grouping of peers
- Adult to student interaction
- Classroom climate
- Behavioral expectations



You Try...

- Based on the specific gaps, determine
 - Supplemental instruction
 - Accommodations
 - Modifications
- Think about a current IEP to help you



Classroom Accommodations

- How willing is the student to learn to use the accommodation?
- Who will teach and monitor the student's use of the accommodation?



Classroom Instruction and Assessment Tasks

- What accommodations are regularly used by the student during instruction?
- What accommodations will increase the student's access to instruction and assessment by reducing the effect of the student's learning disability?
- What difficulties did the student experience when using accommodations?
- Are there effective combinations of accommodations?



Changes in Assessment

- Primary mode of administration is shifting to online administration
- Transition will occur over time
- Paper-pencil administration will serve as back-up and will be available for students with disabilities who cannot interface with a computer due to their disability.



Universal Design for Assessment

- provides all students with equal opportunities to demonstrate what they have learned.
- provides access for the greatest number of students during assessment
- minimizes the need for individualized design or accommodations
- may reduce the need for accommodations and alternate assessments.



THE TIME IS NOW



to begin teaching your students
how to use accessibility tools
during instruction and in classroom assessments



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