

CREATING IEP GOALS THAT DRIVE INCLUSION

**NW DISABILITY
SUPPORT**

*Noelle Sisk, Portland Public Schools
Special Education Family and Community
Coordinator*

NWDSA
northwest down syndrome association

(abi)

PROGRAMS OF NW DISABILITY SUPPORT



Welcome

Make yourself comfortable.

Have something to write with.

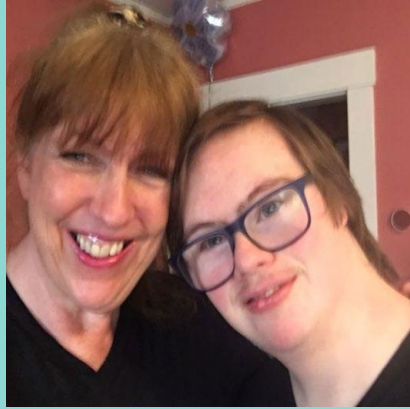
The session is being recorded and will be available on our ABI community website.

Please write your questions in the chat and we will answer them as we go.





**NWDS
Staff**



**Angela Jarvis-
Holland, Executive
Director**



**Marcella Rosen,
Web and Design,
Digital
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**Chelle Johnson,
Kindergarten
Inclusion Program
Coordinator**



**Maria Rangel,
Bilingual Programs
Coordinator**



**Yoisy Sarao,
Community
Outreach
Coordinator**



**Angela Frome,
Program Director**



Participant Introductions

Parents: your child's name, grade, school district and something you love about them

Professionals: your role, school district (if applicable) and something you love about your work





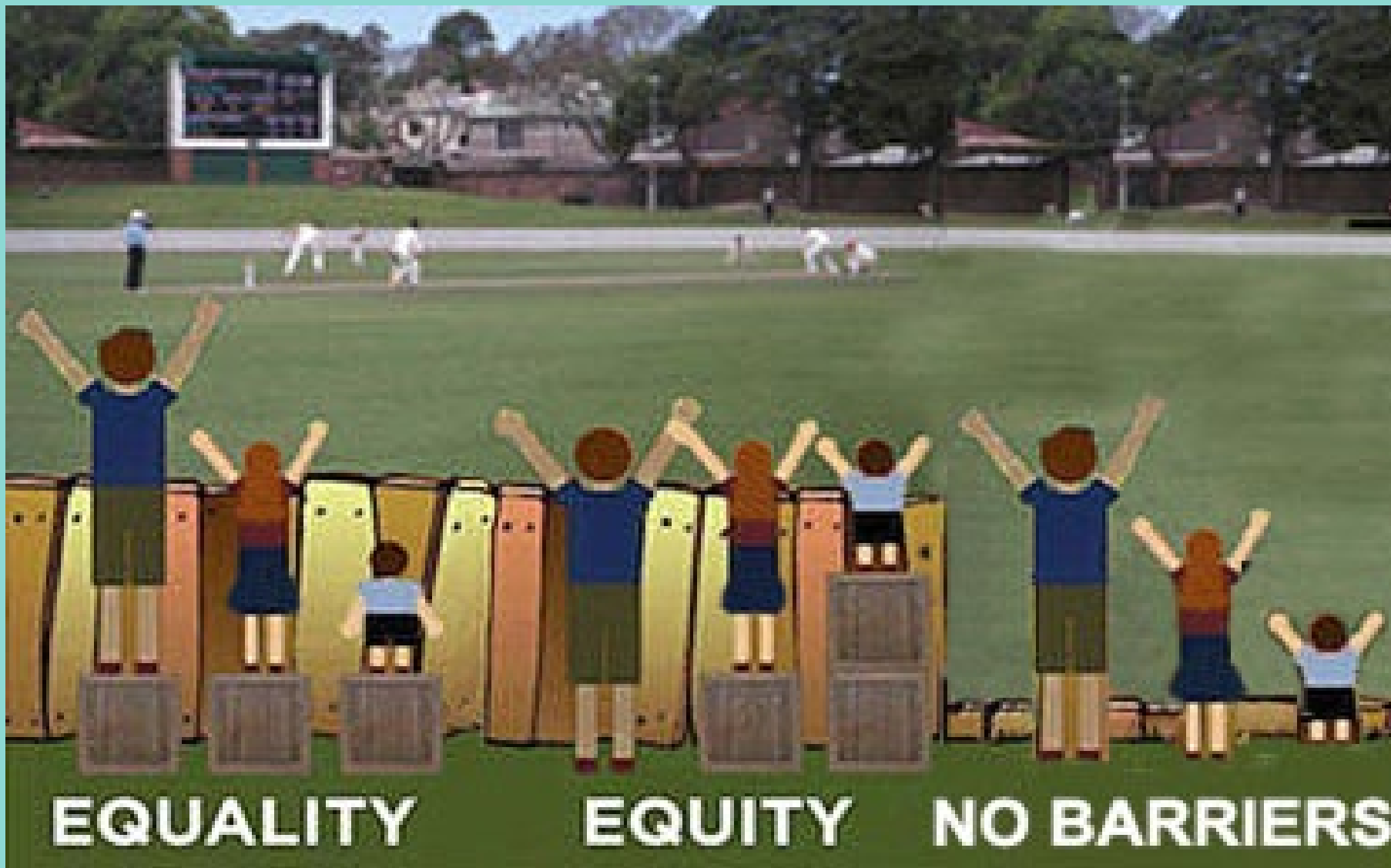
Presenter

Noelle Sisk is the mother of 4 amazing children with diverse gifts and needs. She works with educators and parents of children with disabilities in ways that demonstrate respect for their differing roles while simultaneously bringing them together toward the same goal: the social-emotional wellbeing academic success of children with disabilities.



The why...





It is assumed that everyone will benefit from the same supports. They are being treated equally.

Individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

All three can see the game without any supports or accommodations because the cause of the inequity was addressed. The systemic barrier has been removed.

Not IF... but HOW

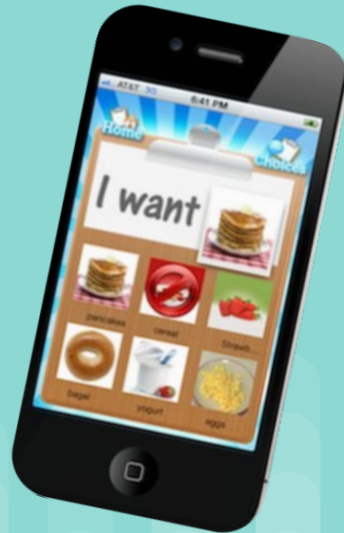
It's not IF the student can access equal opportunities...but HOW we will support their success in those opportunities.

Sometimes it is about finding the right structure, tool and/or educator

It's not the student that fails to learn, it's that we have not yet found HOW to effectively support their learning.

There is ALWAYS A WAY!

Today's Plan: _____	
6:00	
7:00	
8:00	
9:00	
10:00	
11:00	
12:00PM	
1:00	
2:00	
3:00	
4:00	
5:00	
6:00	
7:00	
8:00	
9:00	
10:00	



Individuals with Disabilities Education Act

Federal law ensures **ALL** children with disabilities have access to a free **appropriate** public education that emphasizes special education and related services designed to meet their unique needs and prepare them for:

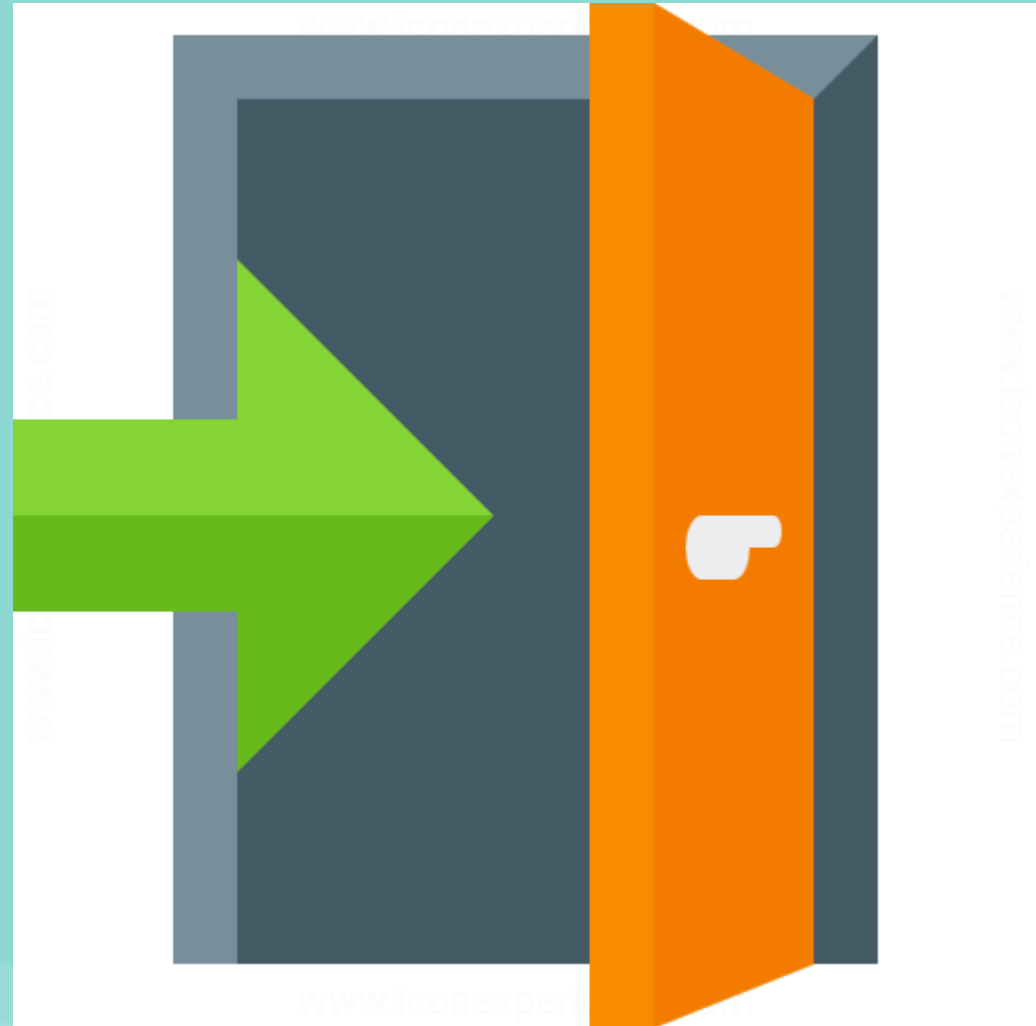
- Further education
- Employment
- Independent living



Appropriate = Individualized & Effective

Eligibility

- Opens door to individualized special education regardless of eligibility category
- Supports, services and educational setting must be individualized, not pre-packaged by eligibility category



Least Restrictive Environment (LRE)

- To the maximum extent appropriate, children with disabilities are to be educated with children who are not disabled.
- Special classes, separate schooling or other removal from the regular educational environment occur **ONLY** when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved

Special Education is a service NOT a place!!!

- **Inclusion** is about education reform
- **Inclusion** is about **teaching all students and using best practices**. It is not about **onesize-fits-all**. Inclusion is about giving access to all and promoting the best outcomes for all.
- It is about **bringing special and general education together as collaborators**.

The What...

Standard Based Individualized Education Plan (SBIEP)

- Presume student's competence to learn
- Describes students' present levels of performance relative to general education curriculum standards
- Sets goals as related to student's achievement of grade level state content standards
- Goals address skills student that they need to access grade level standards

7 STEPS TO WRITING A STANDARD BASED IEP



SBIEP at a Glimpse

Step 1: *Consider the student's grade-level content standards*

Step 2: *Examine student data to determine functioning in relation to grade-level standards*

Step 3: *Developing the present level of academic and functional performance*

Step 4: *Statewide/District wide assessments*

Step 5: *Develop IEP Goals aligned with CCSS*

Step 6: *Assess and report student progress*

Step 7: *Identify specially designed instruction*

ROLES/RESPONSIBILITIES

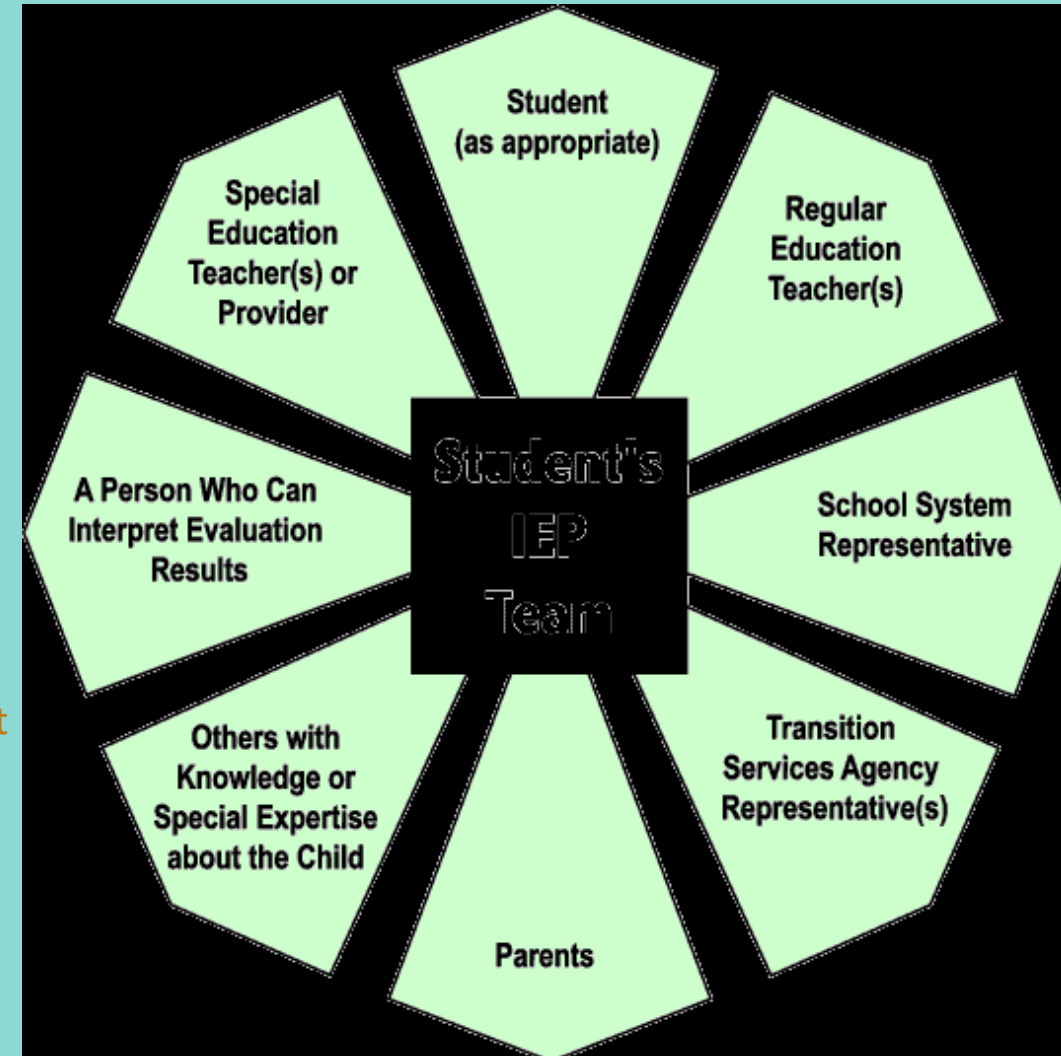
WHAT PREREQUISITE SKILL/KNOWLEDGE DOES THE STUDENT NEED TO CLOSE THE GAP BETWEEN HIS/HER PRESENT LEVEL AND THE GRADE-LEVEL CONTENT STANDARD?

General Education Teacher

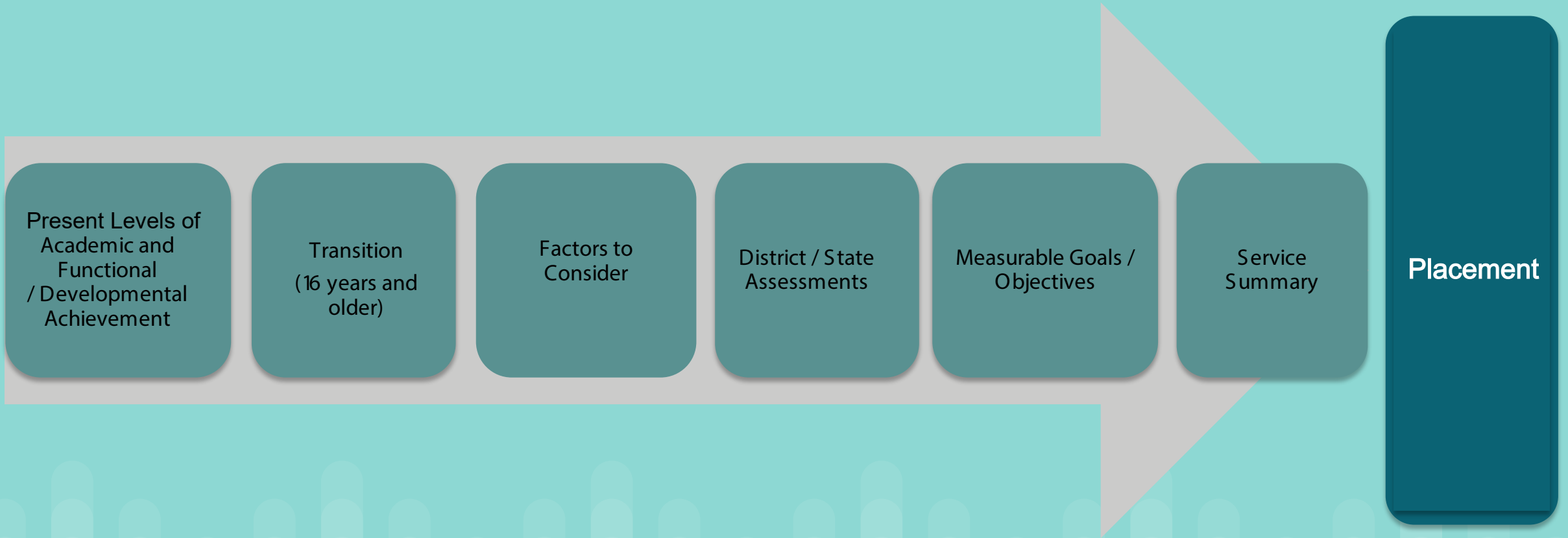
- Expert in grade level standards.
- **Instructional design to meet the needs of all students in the classroom.**
- Assessment and monitoring growth of student learning
- Leads IEP team discussion around grade level content.
- On going collaboration/communication with sped teacher/ family/student/IEP team members
- Designer of classroom instruction

Special Education Teacher

- Expert on accelerating learning through scaffolding, accommodation and modifying instruction.
- Facilitator of IEP meeting to ensure **strength based decision making** is present throughout the IEP.
- On going collaboration/communication with gen.ed teacher/ family/student/ IEP team members.
- Familiar with CCSS
- Designer of Specially Designed Instruction
- Responsible for inviting all team members (student, family, relevant itinerant staff, district rep, and outside agencies)



Components of IEP



WHEN THE TEAM IS FOCUSED ON PLANNING FOR AN INCLUSIVE PLACEMENT, THEY SHOULD *FOCUS ON INCLUDING AS MUCH INFORMATION AS POSSIBLE IN THE IEP ABOUT THE NECESSARY SUPPORTS NEEDED* SO THE CHILD CAN PARTICIPATE SUCCESSFULLY IN THE GENERAL EDUCATION CLASSROOM.

Present Levels

Required Consideration	Guidelines
Student Strengths	<ul style="list-style-type: none"> Highlight the student's interests and strengths.
Parent Concerns	<ul style="list-style-type: none"> Are you doing what you can to help parents better understand the changes, benefits, and goals of the CCSS? (prior to meeting)
Academic Performance	<ul style="list-style-type: none"> Strengths and Needs statements What is the student's level of academic functioning in relation to grade level expectations? What accommodations / interventions have been successful? What is the student's pattern of learning from previous year? Consider including language about what CCSS the student is working on. This is where you may be establishing the need for alternative assessments later in the IEP / SBAC?
Functional Performance <i>(communication, social skills, behavior, organizational skills, self-care skills)</i>	<ul style="list-style-type: none"> Strengths and Needs statements Area where accommodations are being established as important.
How does the students disability affect involvement and progress in general education?	<ul style="list-style-type: none"> Identify how the student's disability most impacts their learning and functioning. What supports does the student need to be successful in general education environments? Establishing foundation for Accommodations
Transition	<ul style="list-style-type: none"> Age Appropriate Transition Assessment Preferences – Learning preferences inform accommodations Interests Needs – support and skills needs Strengths How do these skill development needs connect to CCSS?

Strengths

Olivia Sisk

Person Centered Plan~2016/17



What is important to me!

- My family
- My friends
- School
- My dog North
- Being a helper
- Playing with my Baby Alive Dolls
- Calling my family and friends on my phone, EVERY DAY!
- Having access to my phone, computer and other assistive technology
- Going for walks, outings and helping to grocery shop, especially to get my Coke or coffee.
- Books
- My teachers. I learn best when I have a meaningful relationship with my teacher.

Hopes/Dreams

I dream big! I want to live in my own apartment with a roommate. I want work at Starbucks, McDonalds AND Target! I also want a yellow Mini-Cooper. I want to be able to play sports and dance.

Parent Concerns & Priorities: DREAM BIG!

Ideas of what to include in WRITTEN PARENT INPUT

- areas of need that the school identified, that you agree with
- areas of need not identified, that you wish to include or ask for an eval
- strategies that are working
- strategies that are not working
- behavior concerns
- food/medical concerns
- what you want to ask for
- what data you have (summarize) to support these asks



Camp Attitude and Camp Tillicum

I love attending camp! I go to Camp Attitude and Camp Tillicum every summer!



Special Olympics Nike Games

My friend Julia and I got to play soccer! It was awesome, I got a T-shirt and a medal.



My 13th Birthday Party!!!

I love my birthday and talk about it ALL year! =)

I am a teenager now!



“ The most important thing in communication is to hear what isn't being said. ”

- Peter Drucker

A fully developed, well-written “present levels” is the foundation upon which the rest of the IEP can be developed to specify appropriate goals, services, supports, accommodations, and placement for the child.

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

In developing each student's IEP, the IEP team must consider (*34CFR 300.324*):

Student's overall strengths, interests, and preferences:	<i>34 CFR 300.324 (a)(1)(i)</i>

Input from parent(s) in the areas of academic achievement and functional performance, including concerns for enhancing the education of their child:	<i>34 CFR 300.324(a)(1)(ii)</i>

Present level of academic achievement (i.e. reading, writing, mathematics, etc), including most recent performance on State or district-wide assessments: <ul style="list-style-type: none">• Strengths of the student• Needs of the student• How the student's disability affects involvement and progress in the general education curriculum	<i>34 CFR 300.320(a)(1); 300.324(a)(iii)</i>
Narrative and supporting data: 	

Present level of functional performance (not limited to, but may include communication, social skills, behavior, organization, fine/gross motor skills, self-care, self-direction, etc), including the results of initial or most recent formal or informal assessments/observations: <ul style="list-style-type: none">• Strengths of the student• Needs of the student• How the student's disability affects involvement and progress in the general education curriculum	<i>34 CFR 300.320(a)(1)</i>
Narrative and supporting data: 	

Inclusive Goals

- Goals should be individual and directed by the student's needs and should also assist in connecting the student to the general education curriculum and to their peers (IDEA, 20 U.S.C. 1414(d) 2004).
- When drafting IEP goals as a team, be sure to consider how the goals can guide the team in working on academic and social skills in natural inclusive environments.
- Make sure the goals:
 - Use supports and curriculum that are age-appropriate
 - Lead to meaningful outcomes for your child
 - Support learning the general education curriculum with peers and
 - Occur in natural settings and times throughout the day.

Goals & Objectives



- Write goals at student's level relevant to age and grade level standards

Examples

Vague Goals	SMART Goals
Owen will improve his reading skills.	Given second grade material, Owen will read a passage of text orally at 110- 130 wpm with random errors.
Betsy will decrease her anger and violation of school rules.	Provided with anger management training and adult support, Betsy will be able to remove herself from environments that cause her to lose control of her behavior so that she has no disciplinary notices.
Kelsey will learn to take turns.	Kelsey will take turns appropriately with a peer in a busy GenEd classroom while playing a game for 10 minutes.

Example of Annual Goal with Short-Term Objectives

- **Annual Goal** Given fifth grade material, Alex will read 120 wpm with only random errors.
- **Objectives:** To ensure that Alex meets his goal, we will measure his progress at nine-week intervals (4 times during the school year).
 - After 9 weeks, given third grade material, Alex will read 110 to 120 wpm with 1-3 errors.
 - After 18 weeks, given fourth grade material, Alex will read ~~700~~ 100 wpm with 1-3 errors.
 - After 27 weeks, given fifth grade material, Alex will read ~~700~~ 100 wpm with 1-3 errors. At the end of the year, Alex will read 120 wpm with only random errors.

Goals Based on the Grade Level Standard, Trajectory

EXAMPLE of PART of Johnny's present level of functioning in this area of academic focus
"Johnny is proficient at solving addition and subtraction problems up to 100 and is making progress towards working through multi-step story problems independently. He understands how to find unknown numbers in story and mathematical problems involving addition, subtraction and some basic multiplication. He is still very challenged to meet grade level math expectations in relation to multiplication, division, and algebraic equations and may get very frustrated when it comes to completing this level of math."

Current level
within the domain
of OA-CCSS

Kindergarten K.OA.A.1

Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

1st Grade 1.OA.A.1

Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem

2nd Grade 2.OA.A.1

Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.

3rd Grade 3.OA.A.1

Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .

4th Grade 4.OA.A.1

Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations

Johnny's current grade level

5th Grade 5.OA.A.1

Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.

Goal should be written for **somewhere along the trajectory** towards that grade level expectation.

BP

Service Summary

- ✓ Specially Designed Instruction
- ✓ Related Services
- ✓ Supports for School Personnel
- ✓ Non-Participation Justification
- ✓ Extended School Year Services

6. Service Summary / **SBIEP Lens**

Required Components	Considerations for SBIEPs
Specially Designed Instruction	<ul style="list-style-type: none">• What are the goals/skills your working on to help the student make progress towards grade level content?
Related Services	<ul style="list-style-type: none">• Do the Specialists know what standards the student is working towards?• Do related service personnel understand how to connect goals to standards?
Accommodations	<ul style="list-style-type: none">• Were they referenced in the PLAAFP?
Modifications	How do modifications connect / impact to other components of the IEP such as; graduation, assessment?
Program Modifications / Supports for School Personnel	<ul style="list-style-type: none">• Do general educators understand how the IEP is connected to the standards?• What do all of the student's teachers need to know in terms of where he/she functions in relation to the standards?

SDI Models

Push In

Pull-out

General Ed/Special Ed Collaboration

Co-teaching

Differentiation



Placement

- Least Restrictive Environment is always first option
- Decisions not to be based on student readiness but on effectiveness of IEP supports and services
- The student does not have to be “at grade level” to be included in general education settings



tools...



Innovative Educational Approaches

Universal Design in Learning (UDL):

UDL uses a variety of teaching methods to remove any barriers to learning and give all students equal opportunities to succeed. Flexibility allows adjustments for every student's strengths and needs. UDL presents information in ways that adapt to the learner, instead of asking the learner to adapt to the information.

Co-Teaching:

This approach pairs a regular and a special education teacher together to plan lessons and teach a class of students, with and without disabilities.

Differentiation:



For people without disabilities, technology makes things easier.

For people with disabilities, technology makes things possible.

– Radabaugh, 1988

Assistive Technology

- Low Tech examples
- Mid Tech Examples
- High Tech Examples

SETT

Student
Environment
Task
Tools



Effective Advocacy

“FOR THE SAKE OF OUR CHILDREN, WE MUST STRIVE TO BE PATIENT WITH THOSE WHOSE EXPERIENCES HAVE NOT GIVEN THEM ACCESS TO OUR PERSPECTIVE. IT IS OUR DUTY TO LEAD THESE PEOPLE TO FULLER UNDERSTANDING OF THE BEAUTY AND ABILITY WITHIN OUR CHILDREN. TO DO THIS, WE MUST BECOME EFFECTIVE ADVOCATES

-WRIGHTSLAW

TIPS

1. Bring a note taker, try not to attend meetings alone
2. Understand the IEP process and your role on the team
3. Know the chain of command and understand your dispute resolution options
4. Ask for a copy of the IEP ahead of time.
5. If you need time to think or respond: ask questions, take a break or continue the meeting at another time..
6. Communicate positively and regularly with your case-manager/teacher and other important team members
7. Keep good records
8. Keep your attitude positive and be a solution oriented team member!
9. Bring written parent input and a Person Centered Plan!

Q&A

What other questions do you have?



Resources

[NWDS - Drop-in Support](#): Kindergarten Inclusion, 1:1 support for IEP questions, portfolio

[Think Inclusive](#)

[Understood](#)

[Goalbook](#)

[Cast](#)

[UDL](#)



Inclusion Advocacy Training Series

February 24

How to Use Goals in the IEP to Drive Success in an Inclusive Placement

Recording available on abicommunity.org

Thursday March 10

Portfolio's: Partnering and joining the Kindergarten Dance; How to Truly partner with your school team for success

Recording soon available on abicommunity.org

Thursday April 14 5:00pm - 6:30pm

Visual Supports and Communication that Supports Success in Inclusive settings

May Date and Time TBD

Inclusive Positive Behavior Supports



Thank you!

Please complete our survey posted in the comments now.