



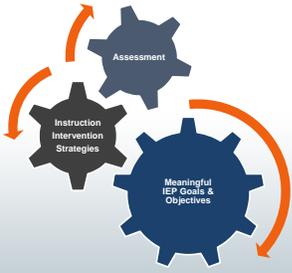
Individualized Education Program (IEP) More Than Just Paperwork

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Goal

Understand how to:

- Develop Quality IEP goals & objectives
- Rating Individual Student Goals



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Using Information to Develop Goals

- 1) Start with parents'/caregivers' priorities about child's learning/development and/or family's needs
- 2) Consider what's working and what's challenging in everyday routines and activities
- 3) Consider how the child's developmental skills, needs and disability influence the child's learning and participation in everyday routines and activities

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Relationship of Outcomes/Goals to Placement and Services

First...
IEP goals based on functional, authentic assessment information

Then...
determine placement, services and supports based on what is necessary to meet the outcomes/goals

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the IEP: IDEA Requirements

1. Present levels of academic achievement and functional performance, including:

- How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children), or
- For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities

34 CFR § 300.320-324

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the IEP: IDEA Requirements

2. Measurable annual goals, including academic and functional goals:

- Related to the child's needs that result from the disability to enable the child to be involved in and make progress in the general education curriculum, and
- Meet each of the child's other educational needs that result from the child's disability
 - Where required, benchmarks or short-term objectives must be included

34 CFR § 300.320-324

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the IEP: IDEA Requirements



3. A description of how progress will be measured and when progress reports will be provided.

34 CFR § 300.320-324

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the IEP: IDEA Requirements

4. A statement of:

- special education and related services
- supplementary aids and services
- program modifications and supports for school personnel



34 CFR § 300.320-324

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the IEP: IDEA Requirements



5. The projected beginning service date including the anticipated frequency, location, and duration

34 CFR § 300.320-324

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the IEP: IDEA Requirements

- 6. An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and activities



34 CFR § 300.320-324

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the IEP: IDEA Requirements

- 7. Individually appropriate accommodations necessary to measure the academic achievement and functional performance of the child on State and district-wide assessments

34 CFR § 300.320-324

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IEP Goals

What will the student need to do to be successful in learning and real life activities?

Focus on:

- “academic” – activities of a student this age
- “functional”



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High-Quality, Functional IEP Goals

- Describe how the child will demonstrate what s/he knows
- Are written in plain language and are jargon free
- Describe the child's involvement in age-appropriate activities to address 'academic and functional' areas
- Emphasize the positive
- Describe conditions in which the child will demonstrate progress
- Are measurable and observable

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High-Quality, Functional IEP Goals

The child's complete IEP will reveal if an IEP goal is:

- Achievable in one year
- Includes what the child is doing now and the family's input and concerns
- Includes special factors related to communication, assistive technology and supports specific to the child's disability and/or English language learning

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Developing IEP Goals

What parent states:

"Nathan runs across the parking lot when we leave the grocery store and we are very concerned for his safety."

.....

Teacher input:

"When Nathan is inside he listens to a reminder to stay with his friends, but when he is outside he often runs toward the bus."

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Developing Functional IEP Goals

Step 1: Determine the academic (preschool activities) and functional area(s) based on identified needs.	Following directions
Step 2: What routine(s) or activity(ies) does this affect?	Outdoor activities
Step 3: Child will participate in [routines or activities]	"Nathan will stop, wait, and stay with others during outdoor activities..."
Step 4: "by _____ing" (address specific behaviors)	"...by following directions for his safety."

McWilliam, R.A. (2006). Steps to build a functional outcome. Retrieved from http://www.aspin.org/downloads/Steps_to_Build_a_Functional_Child_Outcome.pdf

IEP Goal: Example

This	Not This
"Nathan will stop, wait, and stay with others during outdoor activities by following directions for his safety."	"Nathan will not run away."

Individualized Education Programs More Than Just Paperwork

Activity



Rating IEP Goals

Lucas, A., Gillaspay, K., Peters, M. L., & Hurth, J. (2012). Enhancing Recognition of High-Quality, Functional IEP Outcomes and IEP Goals: A training activity for Infant and Toddler service providers and ECSE teachers. Retrieved from <http://www.nectac.org/~pdfs/pubs/rating-iep-iep-training.pdf>

<p>The GOAL describes how the child will demonstrate what s/he knows.</p>	<h3>Criteria for Rating IEP Goals</h3>	<p>The GOAL is written in plain language and is jargon-free.</p>
<p>The wording of the GOAL emphasizes the positive.</p>	<p>Place Card Here</p>	<p>The GOAL is measurable and observable. Clear strategies and/or accommodations are included.</p>
<p>The GOAL describes the conditions in which the child will demonstrate progress without naming placement.</p>	<p>When the child's contextual information is available, the following IEP goal criteria can also be evaluated:</p> <ul style="list-style-type: none"> •The GOAL includes what the child is doing now and includes the family's input and concerns. •The GOAL is achievable in one year and specific timelines are noted. •The GOAL details Special Factors related to communication, assistive technology and supports specific to the child's disability and/or English language setting. 	<p>The GOAL describes the child's involvement in age-appropriate activities to address "academic and functional" areas.</p>

<p>The GOAL describes how the child will demonstrate what s/he knows.</p>	<h3>Criteria for Rating IEP Goals</h3>	<p>The GOAL is written in plain language and is jargon-free.</p>
<p>The wording of the GOAL emphasizes the positive.</p>	<p>IEP Goal Card 1</p> <p style="font-size: 1.2em; color: blue;">Yes!</p> <p>Joy will read a passage orally with at least 110 words per minutes (wpm) with only random errors.</p>	<p>The GOAL is measurable and observable. Clear strategies and/or accommodations are included.</p>
<p>The GOAL describes the conditions in which the child will demonstrate progress without naming placement.</p>	<p>When the child's contextual information is available, the following IEP goal criteria can also be evaluated:</p> <ul style="list-style-type: none"> •The GOAL includes what the child is doing now and includes the family's input and concerns. •The GOAL is achievable in one year and specific timelines are noted. •The GOAL details Special Factors related to communication, assistive technology and supports specific to the child's disability and/or English language setting. 	<p>The GOAL describes the child's involvement in age-appropriate activities to address "academic and functional" areas.</p>

Resources IEPs

IEP

- Key Practices Underlying the IEP Process
http://nectac.org/~pdfs/knowledgepath/ifs/outcomes-iepgoals/Key_Practices_IEP_Process.pdf
- Contents of the IEP <http://www2.ed.gov/parents/needs/spced/iepguide/index.html#contents>
- OSEP model IEP forms <http://www2.ed.gov/policy/spced/guid/idea/modelform-iep.pdf>
- Special Factors To Consider
<http://www2.ed.gov/parents/needs/spced/iepguide/index.html#contents>
- Nebraska Department of Education – Technical Assistance Documents
<http://www.education.ne.gov/sped/technicalassist.html>
 - ["Nebraska Accommodations Guidelines - How to Select, Administer, and Evaluate Accommodations for Instruction of Students with Disabilities", 2011](#)
 - [IEP Technical Assistance Guide \(PDF 2010\)](#)
 - [IEP Technical Assistance Guide \(with specific links to training modules\)](#)

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