

## IEPs and Paperwork 101 for Special Education Teachers

Kylie Dirkschneider & Cara Lucas-Richt

---

---

---

---

---

---

---

---

## Developing the PLAAFP

*Present levels of performance must be measured current  
and accurate!*

*Descriptions are concise and meaningful!*

*Stating the facts free of educational jargon!*



---

---

---

---

---

---

---

---

## Legal Implications Related to PLAAFPs

- Maryland, 1996: A district's IEP team failed to take into account an elementary student's needs related to her learning disability. It was then determined that the remainder of the IEP was defective
- Ohio, 2011: An IEP was determined to be appropriate because current classroom data, observations, the evaluation and assessments from the classroom were used to develop the IEP. The goals and objectives had a direct relationship to the PLAAFP and the PLAAFP was directly related to the student's unique needs.
- District of Columbia, 2010: The IEP did not include a PLAAFP. It was determined that without that information staff would be unable to determine whether the student made progress.
- Ohio, 2011: It was found that the IEP failed to provide data-based documentation as to why the goals selected were made a priority or why other areas of need were not selected. It was found that there was a lack of baseline data for progress monitoring. As a result of these findings, the district was ordered to develop a complete and accurate IEP including a data-based and accurately detailed PLAAFP, measurable goals and objectives matched to areas of need.

---

---

---

---

---

---

---

---

### Present Level of Performance Checklist

- Student Data:
  - list of strengths
    - academic and non-academic areas such as classroom, lunch, recess, bus
  - list of challenges in the area of weakness
    - Explain the way and or the how the weakness gets in the way of doing well in the regular education classroom.
- Speech and language evaluations, psychological and psychoeducational evaluations:
  - formal testing
  - informal testing
  - observations
  - samples of student work
- Family input
- School history
- Student disability
- Instructional needs
- Effect of student's disability on involvement and progress in general curriculum.

---

---

---

---

---

---

---

---

### Example

Need	Focus	Data
Writing	Formation of uppercase letters	Student is able to trace uppercase letters

Statement: student is working on developing his/her skills in the area of writing. The student is currently able to trace uppercase letters.

This will hinder students access to the general curriculum because she/he is unable to keep up and or participate in writing without support and or accommodations. The student will need to dictate his or her thoughts to an adult. The adult will then write what he/she said in highlighter so the student is able to trace the letters.

---

---

---

---

---

---

---

---

### Your Turn.....

Sally just completed the 1st quarter of first grade and she is only able to recognize numbers 1-5. Sally often is distracted by her peers and is unable to focus during math time.

---

---

---

---

---

---

---

---

### Now Create!

Need	Focus	Data

Statement: student is working on developing his/her skills in the area of \_\_\_\_\_. The student is currently able to \_\_\_\_\_.

This will hinder students access to the general curriculum because \_\_\_\_\_ or students at this age/grade are expected to be able to \_\_\_\_\_ or this will limit independent functioning in home, community or school setting because/by: \_\_\_\_\_

---

---

---

---

---

---

---

---

### The Keys to Successfully Written Goals: The FOUR Critical Components

- ★ **Time Frame:** Is usually specified in the number of weeks or a certain date for completion
- ★ **Condition:** Specifies the circumstances that prompt the child's performance of an observable behavior
- ★ **Behavior:** Clearly identifies the performance that is being monitored
- ★ **Criterion:** Identifies how much, how often or to what standard the behavior must occur to demonstrate that the goal has been met




---

---

---

---

---

---

---

---

### Annual Goals

- ★ Statements of what a student can reasonably be expected to accomplish within a 12-month period (with special education & related services)
- ★ There must be a direct relationship between the measurable annual goals and the PLAAFP

---

---

---

---

---

---

---

---

**Annual Goals Are...**

- ★ individually selected to meet each student's unique needs; and
- ★ written so that they can be monitored frequently and repeatedly to determine whether or not the student is progressing.

---

---

---

---

---

---

---

**Annual Goals Are Not...**

- ★ required for areas of the general education curriculum where the student's disability does not affect his ability to be involved and progress in the general curriculum

---

---

---

---

---

---

---

**Annual Goals Must Be...**

- ★ measurable;
- ★ reflect behavior that can be counted, observed, and operationally defined; and
- ★ set the direction for instruction.

Does the goal pass the "stranger" test?

---

---

---

---

---

---

---

**Example**

By August 2015, when given material at his instructional level, Mark will increase reading decoding, comprehension and fluency to a 2.5 grade level, as measured by formal and informal assessments.

- ★ Time frame: By August of 2015
- ★ Condition: When given material at his instructional level
- ★ Behavior: Increase reading decoding, comprehension and fluency
- ★ Criteria: 2.5 grade level, as measured by formal and informal assessments

---

---

---

---

---

---

---

---

**Timeframe**

- ★ Specifies the number of weeks or a certain date for completion.
- ★ A year is the maximum allowed length of time
- ★ Examples:
  - In 36 instructional weeks...
  - By March 30, 2016...
  - By the end of the 2015-2016 school year...

---

---

---

---

---

---

---

---

**Conditions...**

- ★ specify the circumstances that prompt the child's performance of an observable behavior.
- ★ are dependent on the behavior being measured and involve the application of skills or knowledge.
- ★ Examples:
  - When presented with a 3rd grade text...
  - Given a picture prompt...
  - Given a 15-minute unstructured recess period...

---

---

---

---

---

---

---

---

**Conditions...**

- ★ may also integrate a related service or a specific device/equipment
  - Given a pencil grip...
  - Given speech language therapy...

---

---

---

---

---

---

---

**Behavior...**

- ★ identifies the performance that is being monitored, usually reflects an action or can be directly observed **and** is measurable.
- ★ Examples:
  - Sarah will read...
  - Mary will score...
  - John will initiate...
  - Ian will identify...

---

---

---

---

---

---

---

**Criterion...**

- ★ identifies how much, how often, or to what standards the behavior must occur in order to demonstrate the goal has been reached.
- ★ specifies the amount of growth the child is expected to make by the end of the annual goal period.
- ★ Examples:
  - 98 words per minute with 3 or fewer errors
  - Scoring at least a 4 on the 6-Traits of Analytical Writing Rubric
  - Maintain eye contact with the speaker for at least 15 seconds

---

---

---

---

---

---

---

### Objectives (Benchmarks)

Objectives: the steps or pieces to meet your goal



---

---

---

---

---

---

---

---

### Putting It All Together

- A well-written PLAAFP should be a “clear picture” of the student.
- 4 Components:

Time Frame	Condition	Behavior	Criterion
Goal:			

---

---

---

---

---

---

---

---

### Data: A Four-Letter Word

#### Top Ten Excuses for Not Collecting Data

1. "You do it! It's a waste of time."
2. "I can't teach and take data at the same time."
3. "There aren't enough hours in the day."
4. "There are too many kids and too many objectives."
5. "When will I have time to teach?"
6. "That's not how I do it."
7. "There's too much paperwork already."
8. "I've never had to do this before."
9. "Nobody does it."
10. "It's impossible."

Source: *Data Without Tears: How to write measurable educational goals and collect meaningful data* by Terri Chiara Johnston

---

---

---

---

---

---

---

---

### Making Data Collection Successful

★ The success of your attempts to collect data depends on two important factors:

- The clarity and completeness of the goals and objectives you write (Think: Stranger Test)
- The convenience and practicality of the data collection systems you use.

---

---

---

---

---

---

---

---

### Vague vs. Clear Statements

Which sounds better?

Instead of this...	Try this...
Will understand money concepts	Will orally count nickels, dimes and quarters up to \$2.00
Will make wise choices when upset	Will choose and demonstrate a self-calming plan from a list of pre-learned and practiced strategies
Donna will follow classroom rules 80% of the time.	During transitions between activities, Donna will reduce the number of times she touches, grabs, kicks, or physically engages with another student to zero in 80% of the designated observation periods.

---

---

---

---

---

---

---

---

### Data Collection

•After writing the goal, ask: "How can I collect data on this goal?"

•Data collection samples

•Other ideas?

---

---

---

---

---

---

---

---

## Resources

- *Writing Measurable IEP Goals and Objectives* by Barbara Bateman and Cynthia Herr
- *Data Without Tears: How to Write Measurable Educational Goals and Collect Meaningful Data* by Terri Chiara Johnston
- *Nebraska IEP Technical Assistance Guide*
- Kylie Dirkschneider, Blair Community Schools [kylie.dirkschneider@blairschools.org](mailto:kylie.dirkschneider@blairschools.org)
- Cara Lucas-Richt, Lincoln Public Schools, [clucas2@lps.org](mailto:clucas2@lps.org)

---

---

---

---

---

---

---

---