

Exceptional Children's Co-op  
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# Aligning the IEP with Specially Designed Instruction

# Case Conference Professionalism

Discussions focus only on  
the student.



- Does not talk about other students.
- Does not talk about barriers like:
  - Class size
  - Schedule
  - Lack of assistants
  - Student's iSTEP score effects on school
  - Home life

# Case Conference Professionalism

Teacher reviews past goals and present levels.



- Teacher brings hard copies of last updated goals for parents to review.
- Teacher has a good handle of skills student has done well and skills the student is deficit.
  - knows why the student met goal or did not meet it.
- Teacher does not use opinion words like:
  - *Student refuses....*
  - *Student is lazy....*
  - *Student is unmotivated.....*
  - *Student tries hard.....*

## Case Conference Professionalism

Teacher actively seeks and considers parental input.



*I drafted a goal. Tell me what you think of it.*

*I am proposing that the service for this goal.....*

*Did we cover all of the areas of need?*

*That's a great idea!*

*I see where you are coming from on that.....*

# Case Conference Professionalism

Teacher has all needed content  
*drafted* into IEP.



- Present Level of Academic and Functional Performance
  - grades
  - gen ed teacher comments
  - # credits
  - state testing results
- Behavior Plan
- Transition Plan
- Goals & Services
- Accommodations & Provisions

## Case Conference Professionalism

Teacher is knowledgeable about student's strengths, weaknesses, schedule, transition goals, credits....



- There is nothing worse than a teacher who makes a parent think she does not know the student very well.

# Creating the IEP



- Eligibility / State Standard
- Present Levels
- Specifically Designed Instruction
- Goals
- Provisions
  - Services
  - Supports


# Aligning the IEP





# Creating IEP Goals

## Review Eligibility Area

- Which skills are deficit? 
- Create a Goal Title.
- Determine which State Standard the student is working toward. The standard must align to the grade the student is enrolled.
- Determine what it is you want the student to do. (verb)
- Determine the Present Level.
- Determine the student's needs (skills) and specially designed instruction the student requires.
- Determine the expected level the student should be after one year. Write it as the goal.
- Determine the Provisions (services and supports) that should get the student from the PLOP to the goal.



# iIEP Goals

## Present Levels

- What skills does the student have?
- Present Levels are measurable and relevant.



## iIEP Goals

# Specially Designed Instruction

- What skills does the student need to be taught that will cause the student to go from the PLOP to the goal?
  - These skills are *individually* determined based on error analysis.



\*This is the old Needs Section.

## iIEP Goals

Goals are *drafted* and saved into iIEP prior to the conferences.



- Goals are measurable, realistic, & obtainable in a year.
- Goals are worded as a skill (verb).
- Goals are stated exactly like the present level;
  - only one number changes.
- The numbers listed in goals match the charts.
- Each goal has a service aligned to it in Specially Designed Instruction.

## Behavior Plans & IEP Goals

There is a goal for every desired behavior listed in the behavior plan.



- Goals are measurable, realistic, & obtainable in a year.
- Goals are worded as a skill (verb).
- Goals are stated in the positive ->
  - what the student will do,
  - not what the student will not do.
- The goal is measured in number of times the student performs the good skill; the goal should increase.
- Each goal has a service aligned to it in Specially Designed Instruction.

## iIEP Provisions

- Determine the amount of time the services need to be implemented to get the student to move from the PLOP to the master the goal. Add that time into the Specially Designed Instruction.
- Services are specific and are listed so all stakeholders understand the purpose, length of time, and location.
- Services for each goal are summarized and align to the *Provisions* part of the IEP.



# iIEP Provisions

- People's names are not connected with a service.
- Job titles are not connected with a service.
- Provisions are listed as instruction (to learn the goal) OR as support (for gen ed curriculum).
- In the narrative of the Provisions section, describe what the services looks like (not who).



# iIEP Provisions (Related Services)

- Related services are provided for the purpose of accessing one's special education.





## iIEP Updating Goals

- Every goal has an *updated* data point for every grading quarter.
- \*Data points can be viewed in *Documents* in iIEP.
- Progress is shown throughout year and is undisputable.
- If progress is not shown, a new goal is considered and drafted.
- There is data (somewhere) to support the data point values.



## Printing Updated Goals

- The target line covers the graph.
  - It goes for one year.
- The goal is on track to have at least 4 data points. These data points are tracked by a progress line.
- Progress is shown throughout year by comparing the trend line with the target line.
- If progress is not shown, a new goal is considered and drafted.
- There is more explanation in the Fidelity Notes.



# Service Delivery

- There is documented support to prove all services were delivered.
  - Time
  - Location
  - Schedules
  - Lesson Plans
  - Progress Monitoring Data
- If a student receives integrated support in the gen ed, then there needs to be a plan to provide it. There also needs to be a way to document its implementation.



## Video- 2 examples



<https://www.youtube.com/watch?v=OTioJLXAYMQ>