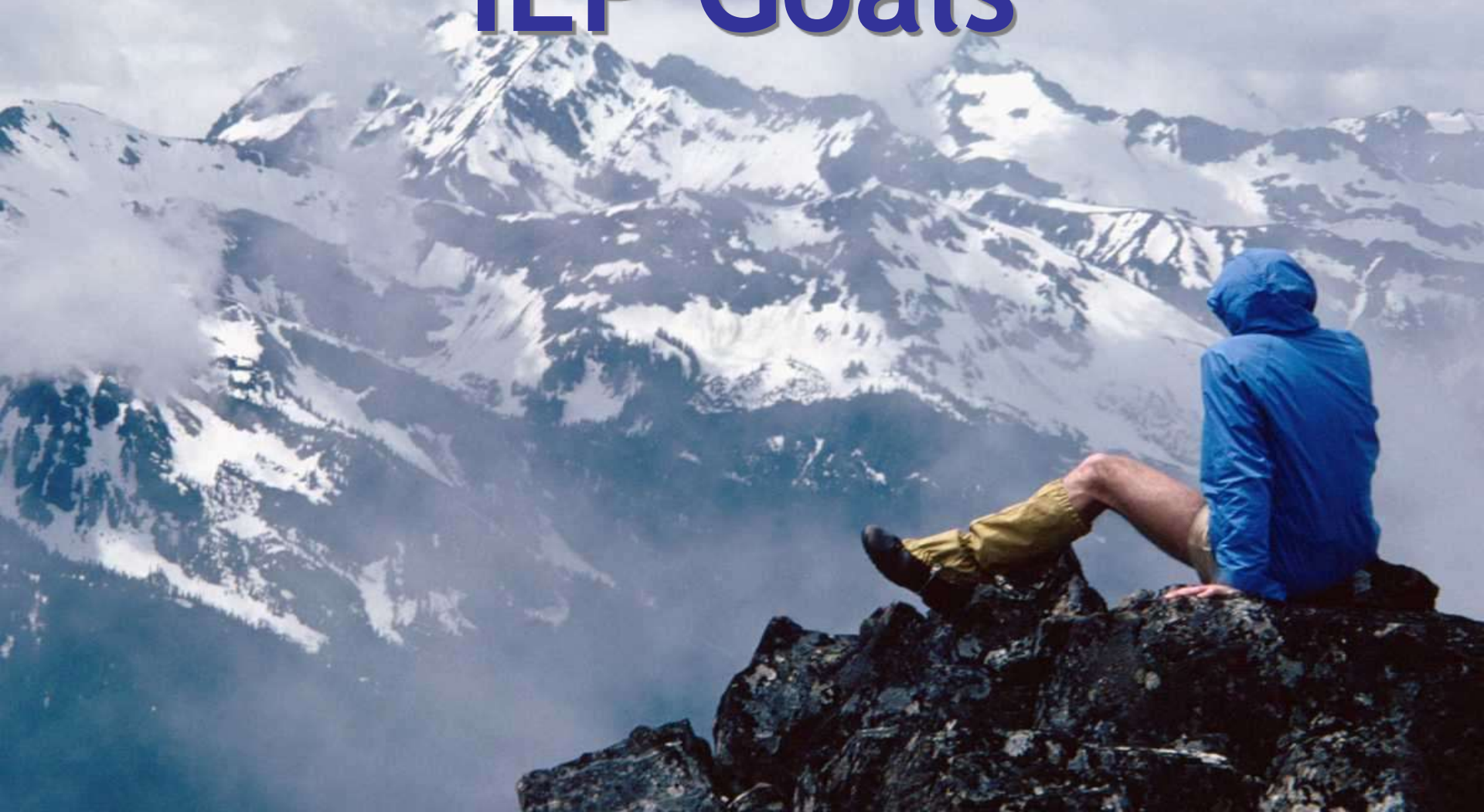


Developing Measurable IEP Goals

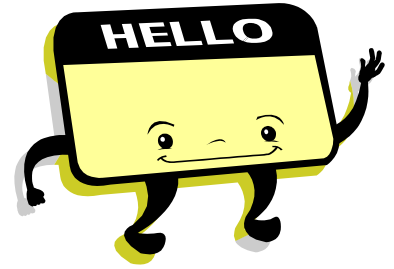




Consider the
following
statement:

“Goals are not
written, they are
developed.”

Introductions



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Attendee introductions

Agenda & Materials

- Power Point Handout
- Tools
- Activities



Training Goals

Understand the relationship between:



Develop measurable IEP goals

11) Placement

10) Special Transportation

**9) Participation in State Assessments,
& with Students without Disabilities**

8) Coordinated Set of Transition Activities

7) Testing Accommodations

6) 12 month Services (if needed)

**5) Programs and Services – Modifications &
Supports**

4) Reporting progress to parents

3) Annual Goals, Objectives / Benchmarks (if needed)

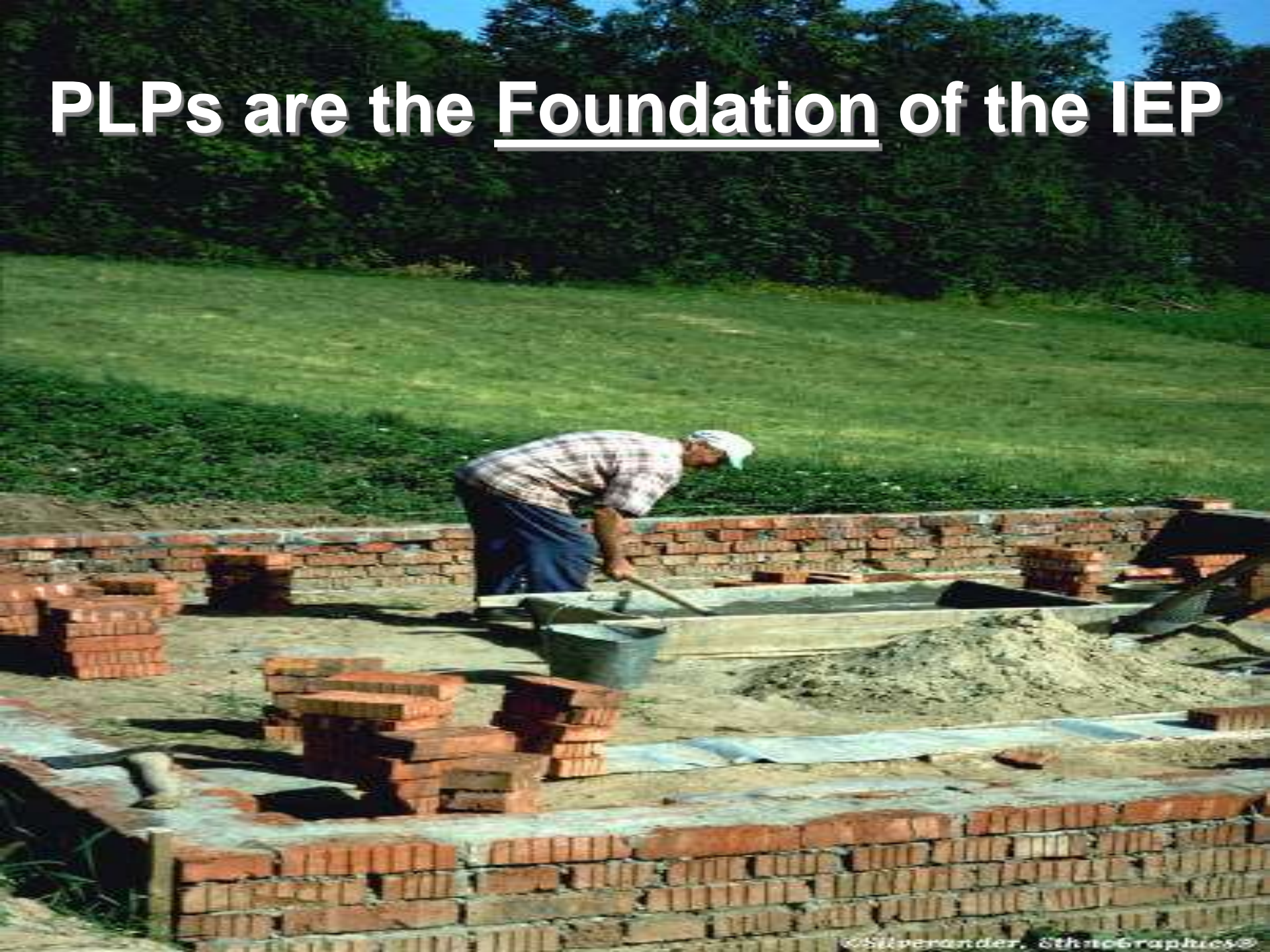
2) Measurable Post Secondary Goals and Transition Needs

1) Present Level Of Performance

Development and Sections of the IEP



PLPs are the Foundation of the IEP



Key words or phrases

The **PLP** provides the informational basis (what the student does *now*) for generating goals, supports and services that are specifically designed to meet the student's individual needs and begin to prepare them to select and reach their post-secondary goals.



Present Levels of Performance



**You cannot know how far you have come
if you don't know where you started.**

PLP Information Comes From:



Create a clear picture of the student.

**If the student moved
to Montana
tomorrow,
could the new teacher
read the PLP
and know his/her
instructional
strengths & needs?**



Why Develop Goals?



Why Develop Goals?

- align student's program with learning standards
- guide monitoring of progress toward meeting the standards
- assess appropriateness of services in supporting the student in meeting goals
- provide meaningful reports to parents about actual growth



Goals Provide an Instructional Roadmap



“Would you tell me please, which way I ought to go from here? ...

That depends on where you want to get to. ”

Lewis Carroll, Alice in Wonderland



An Annual Goal is...

“a statement that identifies what knowledge, skills and/or behaviors a student is expected to be able to demonstrate within the year during which the IEP will be in effect.”



Annual Goals

Individualized

Prioritized

Reasonable



Key Questions for Prioritizing Goals:



- What is preventing this student from participating in a less restrictive environment and/or from progressing in the general education curriculum?
- What foundation skill needs cross multiple content areas and settings? (e.g. reading)
- How many goals are reasonable given the student's abilities and rate of progress?



Accessing the General Education Curriculum

Develop goals that answer the question:

“What skills does the student require to master the content of the curriculum?”

NOT

“What curriculum content does the student need to master?”



LAOOG

A soccer ball is positioned in the center of a goal net, slightly to the right of the vertical center. The net is made of a light-colored, possibly yellow or tan, mesh. The background is a clear, bright blue sky. The word "LAOOG" is superimposed in large, bold, black, sans-serif capital letters across the middle of the image. The letter 'O' is particularly large and overlaps the soccer ball.

← Backward Design ←

Goal: What skill/behavior do you want to see change?

Schedule:

How frequently should I evaluate performance and make adjustments?

Method:

How will the performance be recorded? Who will record the performance?

Criteria Period:

How long will it take to demonstrate proficiency?

Criteria:

What is my standard for performance?





**What makes goals
measurable?**

Observable? Or Not?

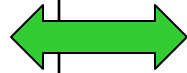
- | | |
|---|--|
| <ul style="list-style-type: none">• Point to• Circle• Spell orally• List in writing• Read orally• Walk• Count• State | <ul style="list-style-type: none">• Understand• Know• Grasp the meaning of• Remember• Identify• Enjoy• Be familiar with• Participate in |
|---|--|

What does it look like? Will you know it when you see it?



Sample Goal Template

Annual Goal (The Task)	Criteria (The Final Exam)	Method (The Tool)	Schedule (How often do I check in?)
<p><i>Given what Student will...</i></p> <p><i>do what</i></p> <p><i>to what extent/</i></p>	<p><i>How well</i> AND <i>Over what period of time</i></p>	<p><i>Tangible method to evaluate</i></p>	<p><i>How often you evaluate</i></p>



Student does this

Adult does this



Criteria



How well must the student perform and over what period of time?

- accuracy
- duration
- frequency
- speed
- distance
- # of trials
- time frame



Goals may need more than one criterion

- 50 words /min. with 3 or fewer errors (to what extent & how well)
- 85% accuracy over 5 consecutive trials (criteria & criteria period)

Criteria



Criteria: measurement data collection strategies (Kosnitsky, 2008)

- 1. Duration** – how long a behavior lasts (amount of time on task)
- 2. Frequency** – how often a behavior occurs (number of times student raises hand and waits to be called on)
- 3. Latency** – length of time between stimuli and response (time it takes for student to begin work after teacher gives directions)
- 4. Interval** – percentage of time a behavior occurs (percentage of time a student is rocking)

Criteria: Some Guidelines

- Start with the baseline data in the PLP
- Be realistic, but aim high

Ask yourself: **“To what degree and for what length of time** does the student have to demonstrate this skill/behavior to show he/ she has achieved the goal?”





The Legend of 80%

“Tommy will successfully cross the street at the crosswalk, without staff assistance 80% of the time.”

Method for Evaluation

How will you measure progress?

- Scoring of work sample using a rubric
- Curriculum-Based Measurement probe
- Observation with behavior checklist/rubric
- Review of statistics

NOT: Teacher Observation or Teacher Assessment;

what is seen is recorded in objective, non- judgmental statements



Plan to Measure Progress



1. **What kind of data will be collected?**
2. **Who will collect data?**
3. **Where will data be collected?**

Schedule for Evaluation

How often do you review collected data?

Examples:

- » Daily
- » Weekly
- » Monthly
- » Fourth week of each quarter
- » Every 5 weeks
- » On January 5, March 15, and June 3



The Schedule is NOT:

- When you will report progress to the parent (this goes in a separate section of the IEP)
- “By June” (Too late to re-evaluate)
 - Is this strategy working or not?
 - Data helps you make an informed instructional decision

Example from case law...



“Chris will improve his behavior from non-appropriate to appropriate through teacher intervention and small group instruction by June.”

Can this goal be changed to make it measurable?



Examples

Not Measurable

Emily will improve reading/
decoding skills

Michael will improve his
attention

Michele will improve her
writing skills

Measurable

Given 10 CVC words Emily will read
Eight words with no more than
three errors

Michael will remain seated for 15
minutes during circle time

Given lined paper Michele will copy
all 26 upper-case letters writing on
the line

Narrative Goal Template

Given (conditions, accommodations)*, *student name* will (do what), (to what extent) & (over what period of time) or (by when) as evaluated by _____.

*This portion is not always required

Example:

Given a 4-function calculator, Sue will solve ten one-step word problems using addition and subtraction with 90% accuracy on three consecutive weekly trials as evaluated by scoring of teacher made assessments every two weeks.

Use data for Developing Goals

PLP Present level data	PLP needs	Annual Goals
<ul style="list-style-type: none"> •85 wpm @ 2.5 GE what he can do •40 wpm @ 4.0GE • uses initial and final letter cues •doesn't use medial sounds •doesn't self correct •Random errors •abandons attempts to self correct <p>How many errors? What kinds of errors?</p>	<ul style="list-style-type: none"> •develop decoding strategies... •practice fluent reading ...to build sight vocabulary •employ self-correction strategies...esp .when miscues interrupt meaning <p>What specially designed instruction is implied by these needs?</p>	<p>(Given specially designed instruction)</p> <p>The student will achieve...</p> <p>The Annual Goal</p>



Annual Goal Template

Annual Goal	Criteria	Method	Schedule
<i>Given 3rd grade passage, Damien will read orally at 90 wpm</i>	<i>•with 50% self-correction, in 3 consecutive trials</i>	<i>1 minute oral reading probe with charting of wpm, running record</i>	<i>bi-weekly</i>

Developing Goals for Damien



1. On the Damien example, highlight a needs/skill deficit
2. Find evaluative data from the PLP that relates to the area of need and highlight it to match the need
3. Record this information on your template.
4. Generate a list of questions that will need to be answered to document needs in measurable terms
5. Write a measurable goal to address that need.

Example Using Sample Goal Template

Annual Goal	Criteria	Method	Schedule
<p><i>Given a four function calculator</i></p> <p><i>Sue will solve 10 one-step word problems using addition and subtraction</i></p>	<p><i>with 90% accuracy</i></p> <p>AND</p> <p><i>on three consecutive weekly trials</i></p>	<p><i>As evaluated by scoring of teacher-made assessments</i></p>	<p><i>Every two weeks</i></p>

PLP: Tom reads 30 high frequency words with 4 - 6 errors.

Measurable Annual Goal: Reading

Annual Goal	Criteria	Method	Schedule
<i>Given 50 high frequency word cards in a 1-1 setting, Tom will read each word orally</i>	<i>with 95% accuracy on 2 consecutive trials</i>	<i>Assessed by charting of error count by the reading teacher</i>	<i>Two times per month</i>

PLP: Jon names letters and associates them with corresponding sounds with 4 – 5 errors.

Measurable Annual Goal: Letter-Sound Identification

Annual Goal	Criteria	Method	Schedule
<i>When presented with plastic letters one at a time, Jonathan will name each letter and produce its sound</i>	<i>with 100% accuracy for all 26 letters of the alphabet during 3 speech sessions</i>	<i>Assessed by the speech therapist charting of error count</i>	<i>weekly</i>

PLP: Matt answers comprehension questions based on single paragraph passages using fourth grade text
Measurable Annual Goal: Reading Comprehension

Annual Goal	Criteria	Method	Schedule
<p><i>Given a multi-paragraph passage using fifth grade text Matt will read silently and then answer comprehension questions in writing</i></p>	<p><i>9 out of 10 times on three consecutive trials</i></p>	<p><i>evaluated by teacher generated tests and standardized assessments</i></p>	<p><i>monthly</i></p>

PLP: Mike reads 4th grade material at 50-70 wpm with 4-6 errors.

Measurable Annual Goal: Reading Fluency

Annual Goal	Criteria	Method	Schedule
<i>Given 5th grade material, Mike will read orally 100-110 wpm</i>	<i>with 1-3 errors over 3 consecutive trials</i>	<i>1 minute oral reading probe with charting of wpm and error count</i>	<i>weekly</i>

ACTIVITY: Measurable Goals

- Review the goals on your IEP
- Determine if they are measurable
- If not, rewrite two goals so they are observable and measurable.

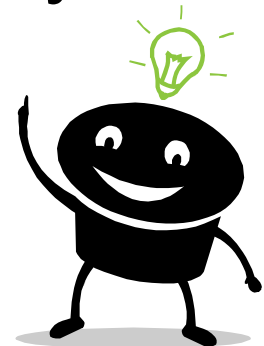


Making Social Goals Measurable

- Start with the Big Idea; in general, what do you want to see happen? Then...
- What observable behavior will demonstrate the Big Idea (change in attitude, self-esteem, etc.)?

For example, “improved social skills” may be demonstrated by:

- number of peer interactions
- time engaged in conversation
- choice of play activities



Making Social Goals Measurable

“will improve peer relationships” becomes...

Annual Goal	Criteria	Method	Schedule
<i>Given 20 minutes of play time, Sam will engage in interactive play with peers for at least 10 minutes</i>	<i>3 out of 4 trials over 2 weeks</i>	<i>Direct observation with timing of interactive play</i>	<i>monthly</i>

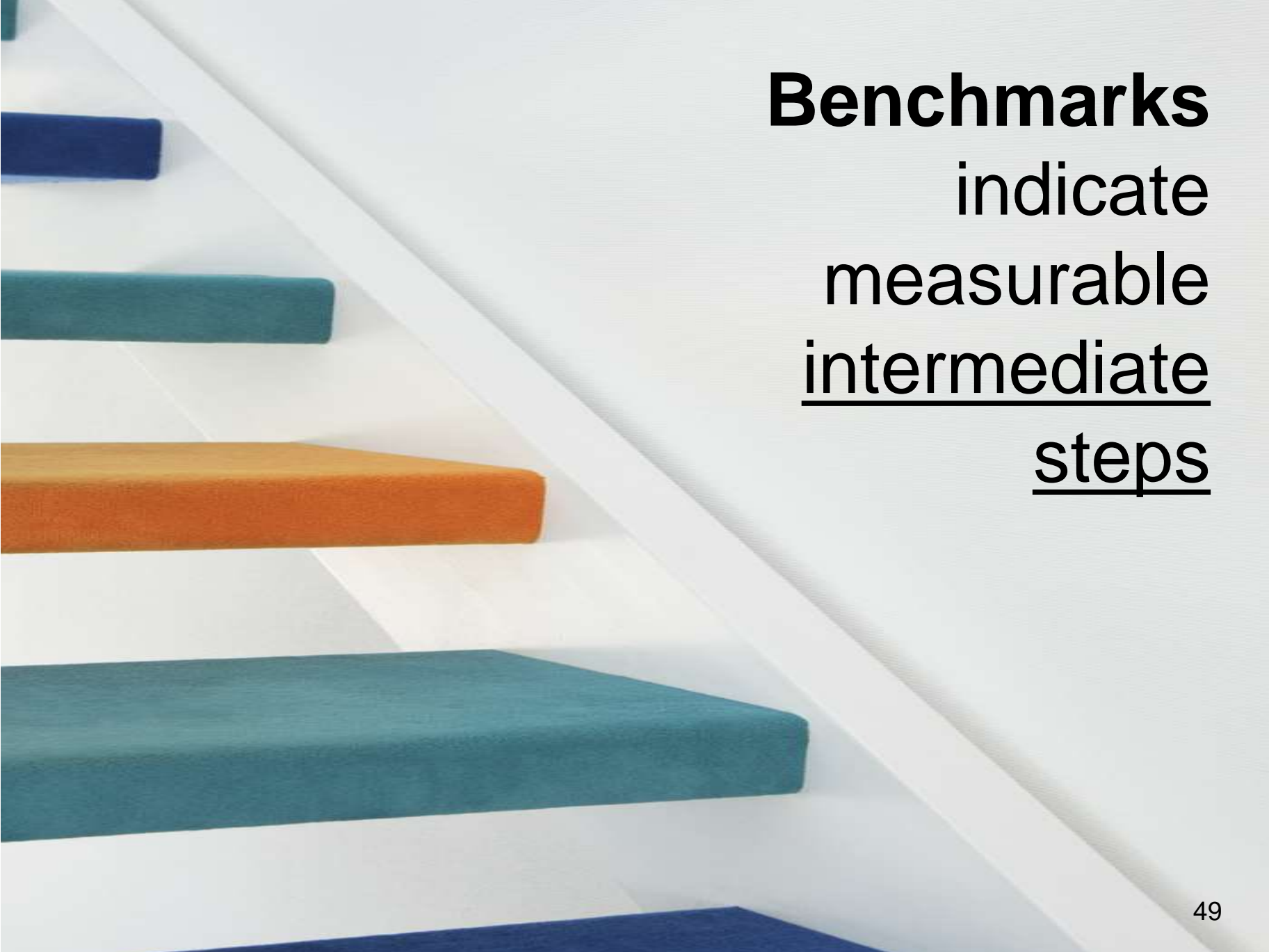
Making Social Goals Measurable

Annual Goal	Criteria	Method	Schedule
<i>When asked by his counselor, Mike will state 3 positive school-related achievements</i>	<i>3 positive statements, 3 consecutive monthly sessions</i>	<i>Statements recorded in counselor notes</i>	<i>Once per month</i>

Short Term Objectives

Short Term Objectives break down the skills into discrete components or sub-skills
(Task analysis)





Benchmarks
indicate
measurable
intermediate
steps

Objectives or Benchmarks

Given this goal:

Using his augmentative communication device, **Billy will respond to “wh” questions with a minimum of 2 symbol responses with one verbal prompt, across all settings.**

Write 3-4 benchmarks or objectives to support the attainment of the goal.



Common IEP Development Pitfalls

- Not individualized
- Vagueness
- Myths of measurability (verb, %, jargon)
- Not focused on skills
- Trying to do too much vs. focusing on priority needs
- Lack of data
- Lack of connection to standards and general education
- Repeating the same goal, even though no progress is seen (re-prioritize)
- Lack of connectivity between PLP, goals, accommodations, modifications, and services



Summary for Developing Measurable Goals

- Be sure that each goal is properly aligned with a current level of performance
- There must be a clear relationship between identified needs, annual goals, and services
- Be sure that the amount of progress projected in the goal is reasonable, takes into account the student's ability, and assumes appropriate and effective individualized instruction



Summary for Developing Measurable Goals (cont'd)

- Do **NOT** repeat the same goal year after year. If this occurs either the goal is inappropriate or the service is not appropriate for the student.
- EVERY goal must have an observable behavior and specific criterion against which it can be assessed.
- Measure the student's progress toward the goal.
- Use progress data that has been collected to update the PLP for the following year.

A measurable goal not measured is 100% useless



Resources

- *IEP Goals That Make a Difference: An Administrator's Guide to Improving the Process.* Kosnitsky, Carol. 2008. LRP Publications
- *Designing & Teaching Learning Goals & Objectives: Classroom Strategies That Work.* Marzano, Robert J. 2009. Marzano Research Laboratory
- *Guide to Quality Individualized Education Program (IEP) Development and Implementation.* The University of the State of New York, The State Education Department. February 2010.