Writing an Instructionally Appropriate IEP
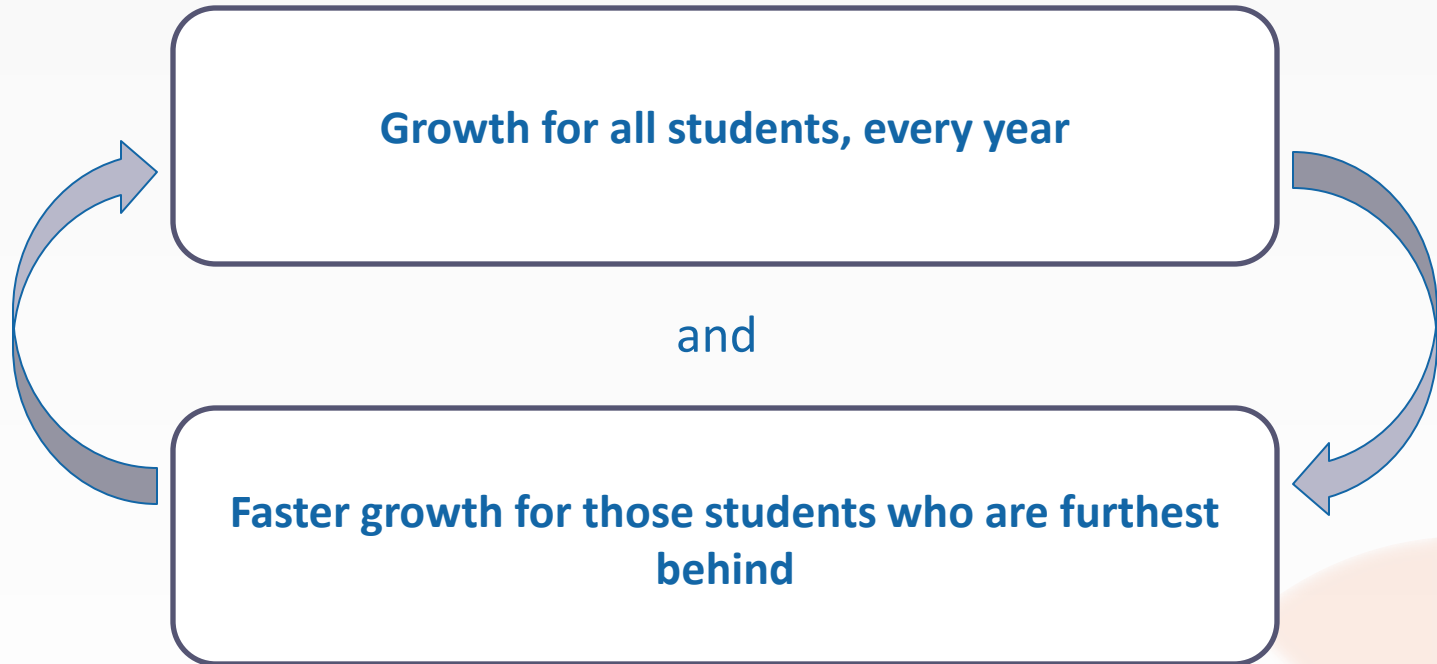
Tie Hodack, Special Populations

Lori Nixon, Curriculum and Instruction

Tennessee Department of Education

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A continuum of services for ALL children

Our accountability system has two overarching objectives

Growth for all students, every year

and

Faster growth for those students who are furthest behind

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Policy Changes & Practices that will impact the IEP

► **Identifying students with a Specific Learning Disability**

  ► As of July 1, 2014, RTI² will be the framework used by teams to identify a student with a Specific Learning Disability.

► **Evaluation timeline changes**

  ► As of January 29, 2014 TN is changing to a 60 calendar day evaluation timeline which aligns with federal guidelines. A program will be implemented within 30 calendar days from eligibility determination.

► **Short term objectives**

  ► As of March 31, 2014, TN, will no longer have the requirement of benchmarks or short term objectives in IEPs, except for the students who participate in the alternate assessment.

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Instructionally Appropriate IEP

► Progress monitoring tools will chart progress towards goals

  ► Student receiving intervention through special education will be progress monitored in their specific area of deficit.

► Communication regarding progress through regular progress reports

 ► Academic Progress monitoring data will be shared with parents as frequently as non-disabled peers.

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Moving from Standards based IEPs to Instructionally Appropriate IEPs

▶ Developed an IEP task force
▶ Multidisciplinary team (43) from across the state
  ▶ November met in large group

▶ Developing an Instructionally Appropriate IEP Manual
  ▶ Assigned task
  ▶ Currently meeting in small groups
  ▶ Draft complete by end of February

▶ Developing Implementation guide
  ▶ Draft complete by end of March

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Task Force Focus

► All students are general education students first

► All Students should receive their core instruction in the general education setting to the extent possible

► Students require direct intervention in specific area of deficit in addition to core instruction

► Focused on SWDs access to core instruction

► Common core standards removed from easyiep

► Special education teachers are the most intensive interventionist

► General education teachers are the content experts

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Core Instruction and Transition are the center of student success! Special ed. Intervention & Progress Monitoring is an on going cycle that improves outcomes
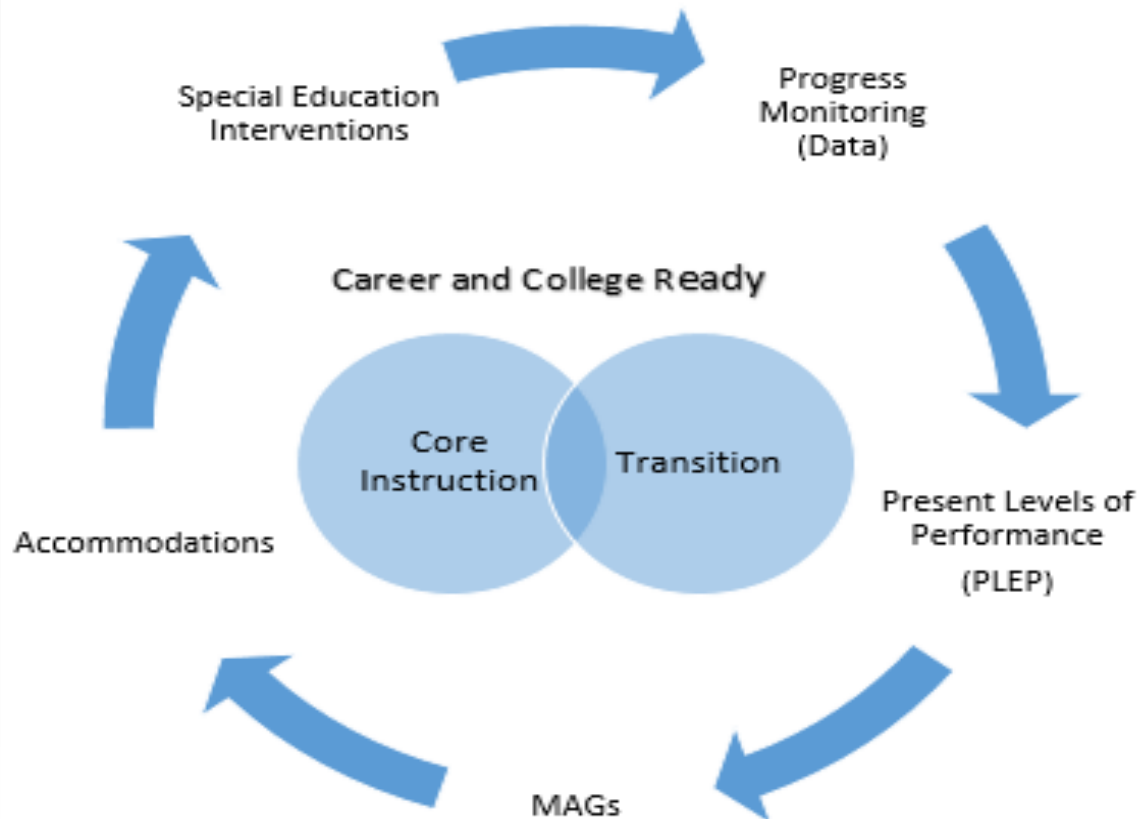
At the Center: Core Instruction

▶ Core Instruction
  ▶ Application to Students with Disabilities
  ▶ Specially Designed Instruction

- ALL students are provided instruction based on CCSS
- The most intensive interventions, (special education), are in addition to CCSS, not a replacement
- Intervention is:
  ▶ Based on individual area of need
  ▶ Content/Skill specific
  ▶ Does not necessarily include all content areas or skills

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At the Center: Transition

▶ Transition

- Begins in kindergarten
- Focus on career and college ready
- Current and previous data inform and guide Transition planning

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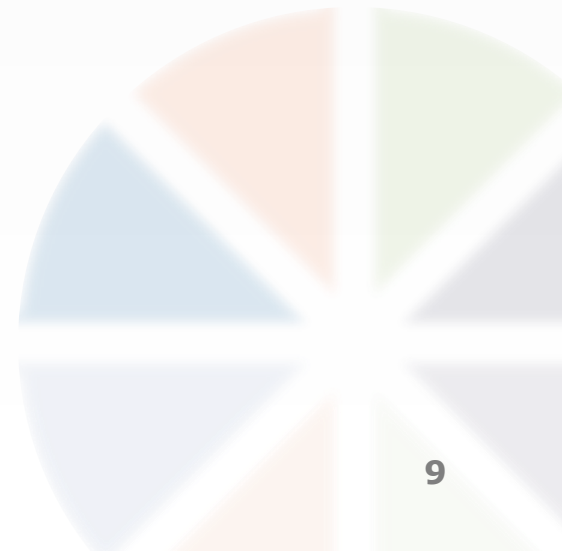
Core Instruction
High Expectations-All means All

▶ Grounding Principles

  ▶ The education system should start with the assumption that every child can learn. This is called the least dangerous assumption because exposing students to learning is not harmful, but keeping them from it is

  ▶ General education curriculum is defined as the full range of courses, activities, lessons, and materials routinely used by the general population of a school and access is the active engagement in learning the content and skills of the curriculum that is being taught to general education students

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Common Core State Standards Application to Students with Disabilities

- Students with disabilities are a heterogeneous group with one common characteristic
  - The presence of disabling conditions that significantly hinder their abilities to benefit from general education
- Participate with success
  - Instructional Supports
  - Instructional Accommodations
  - Assistive technology devices and supports

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Specially Designed Instruction Universal Design for Learning

▶ Does not mean working at a lower level nor does it weaken the curriculum or change the standard

▶ Is not the same as an accommodation

▶ Is specific to **skills deficits**, not a particular subject or content area

▶ Focus on the importance of:

  ▶ Multiple means of representation

  ▶ Multiple means of action and expression

  ▶ Multiple means of engagement

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Activity 1

- ► Think of some examples of specially designed instruction/universal design for learning
  - ► Is this done at your school(s)? How can this be implemented in your school(s)?
- ► Please view UDL sheet on slide 14. Use the blank sheet provided to fill in ways you may be implementing this in your school.

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Examples of UDL

Deriving UDL Solutions   **Model Template**

Grade: 3   **Teacher**: Mrs. G.   **Subject**: Science   **Standard**: 6.23—Plants lifecycle

Goal: *Research and present information on a flower.*

Materials & Methods	Potential Barriers/ Missed Opportunities	UDL Solutions
Printed textbook	Kevin—Difficulty seeing small text Bill—Doesn't tap his graphics skills Brian—Difficulty decoding/understanding word meaning	Electronic text with text-to-speech to read aloud CD-ROM or online encyclopedia; Web page with collections of images Spanish CD-ROM on flowers; link to Spanish Web site
Lecture/whole class presentation	Jose—Difficulty comprehending meaning Helen—Distracted, may miss info Kiwa—Distracted, may miss info	Provide Spanish/English key terms translations with text-to-speech Provide Inspiration concept map of key ideas; eText outline with text to speech that students can access
Library research	Brian—May have trouble keeping track. Kiwa—May not be able to abstract the project's important content.	Partially filled-in outlines; Web page with attached resources; collection of online resources, online or CD-ROM encyclopedia, linked to Inspiration outline of key project parts
Create written report	Sarita—Mechanics-based difficulty expressing her ideas Jake—Format doesn't tap artistic talent	Word processor with spell check; talking word processor Graphics program—Kid Pix
Flower drawing	Phillip—Drawing will be physically difficulty.	Word processing; selection of graphics to use in report
Oral report on flower	Jorge—Format doesn't tap musical talent Brian—May be intimidated	Provide option of live or recorded music as part of demonstration Pair Brian with James, who can support him while working
Independent project	James—Context won't draw on his leadership and collaboration skills. Helen—Could have difficulty working alone. Elizabeth—Deep knowledge of plants	Encourage James to support other students as they work Be sure to find aspect of project of particular interest to Helen and check in frequently. Support presentation with notes Pair Elizabeth with Jose to share her knowledge and enthusiasm

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UDL Resource

Deriving UDL Solutions   **Blank Template**
Grade: **Teacher**:   .   **Subject**:   **Standard**:
Goal:

Materials & Methods	Potential Barriers/ Missed Opportunities	UDL Solutions
	.	

UDL Sites

- www.cast.org
- www.udlcenter.org
- https://www.montgomeryschoolsmd.org/departments/hiat/udl/UDL_intro.pdf
- http://www.gpb.org/education/common-core/udl-part-1
- http://www.gpb.org/education/common-core/udl-part-2

ALL students receive high quality core instruction

► Indicator 5
  ► Children with IEPs are served inside the regular classroom 80% or more of the day to the extent possible
  ► Should have evidence of LRE
    ► Data used to support the team decision
► Continuum of Services
  ► General Education teachers are the content experts
  ► Interventions are in addition to the 80% core
  ► Intervention must match the specific area(s) of deficit

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Tier I Worksheets

▶ Tool for collaboration

▶ Have to know the specific deficit area in order to appropriately design instruction

▶ To assist in pre-planning for the student

▶ Example posted to conference site

INSERT TIER ONE WORKSHEET

GRADE 3 English/Language Arts
Tier 1 Common Core Skills Worksheets

Student: _____ Date: _____
Completed by: _____ Position: _____
School: _____ County: _____

1. Review Common Core strand for:
Reading Standards for Literature

2. Analyze data on student performance and note all data reviewed to assess performance in this strand:
   - TCAP/PARCC student performance data
   - Constructed Response writing exercises
   - Benchmark assessments
   - Student work samples
   - Attendance and discipline data
   - Achievement tests
   - Curriculum Based Measure (CBM)
   - Parent/teacher observations
   - Classroom assessments
   - Review of existing data
   - Diagnostic reports
   - Running Records
   - Progress Monitoring Data

3. Each bullet below represents a Common Core Standard. The Standards are grouped under general headings (bolded). Check the standards for which the student will require specially designed instruction.

The student will identify key ideas and details from literature.
   - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
   - Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
   - Describe characters in a story and explain how their actions contribute to the sequence of events.

The student will analyze the craft and structure of text.
   - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
   - Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
   - Distinguish their own point of view from that of the narrator or those of the characters.

The student will integrate knowledge and ideas from text.
   - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
   - Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

The student will read a variety of complex texts.[1]
   - By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

New Title: Tier I Worksheet

Activity 2:
1. How this model is different than the current resource/pull-out model.
2. How this model may differ from the co-teaching model.
3. What supports will be needed to shift to this type of collaboration?
4. When can collaboration be scheduled?
5. How does your current PLC time factor affect this idea?

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Instructionally Appropriate IEP Overview

▶ Present Levels of Educational Performance
  - ▶ PLEP-**Foundation** of IEP
  - ▶ States how student's current functioning **impacts** them on grade level standards

▶ Measurable Annual Goal
  - ▶ MAG-Directly linked to data from PLEP
  - ▶ Tied to specific area of **deficit**

▶ Accommodations/Assessments
  - ▶ Accommodation use based on **need** identified in PLEP

▶ Interventions tied to Measurable Annual Goal (Specific area of deficit/need)

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Other Health Impaired	Other Health Impairment means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems such as asthma, Attention Deficit Hyperactivity Disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, sickle cell anemia; and Tourette's Syndrome that adversely affects a child's educational performance.	Academics
		Pre-vocational
		Social-emotional
		Adaptive behavior
Specific Learning Disability	"Specific Learning Disability" The term Specific Learning Disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations, and that adversely affects a child's educational performance. Such term includes conditions such as perceptual disabilities (e.g., visual processing), brain injury that is not caused by an external physical force, minimal brain dysfunction, dyslexia, and developmental aphasia.	Basic Reading
		Reading Fluency
		Reading Comprehension
		Math Calculation
		Math Problem Solving
		Written Expression

Above are deficits commonly associated with Tennessee's disability criteria. This excerpt is not meant to be exhaustive and does not reflect the needs of all students with an identified disability; rather is meant to be used as a resource by IEP teams as they develop Instructionally Appropriate IEPs.

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Present Levels of Educational Performance PLEP

- ▶ Describes the unique needs of the student that the IEP will address
  - ▶ Identifies the student's level of performance using current data
- ▶ States what the student can do which determines what the student cannot do
  - ▶ Identifies the students area(s) of strength
  - ▶ Identifies area of exceptionality (deficit)
  - ▶ Written in positive terms
- ▶ Describes **current** academic and functional performance

  Without proper PLEPs, the IEP team **cannot** develop appropriate goals, accommodations, or select an appropriate program for the student.

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The **foundation** of the IEP

5 Steps to Writing a Sound PLEP

1. Bring current data to the IEP meeting
2. Be very specific and make sure it is an accurate reflection.
   - Not how a student functions on a particular day, but consistently (show a pattern)
3. Review current test scores, progress monitoring, and evaluation results prior to the meeting
   - Ensure understanding of the student's specific needs and current functioning levels
4. Write in positive terms
5. Use the "stranger test" to assess PLEP
   - Another district/teacher should be able to begin instruction immediately with the details in the IEP

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PLEP Summary

▶ Provides the informational basis for generating goals, supports, accommodations, and services that are specifically designed to meet the student's individual needs

▶ Describes the impact of the disability on the student's ability to progress and be involved in the general education curriculum

▶ Align the student's PLEP information with the following:

  ▶ Content standards and benchmarks
  ▶ Measurable Annual goals
  ▶ Supplementary aids/services/supports
  ▶ Transition needs

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Identifies the student's instructional needs that may be written as goals

Example Present Levels of Educational Performance (PLEP)

Please view example Present Levels of Educational Performance.
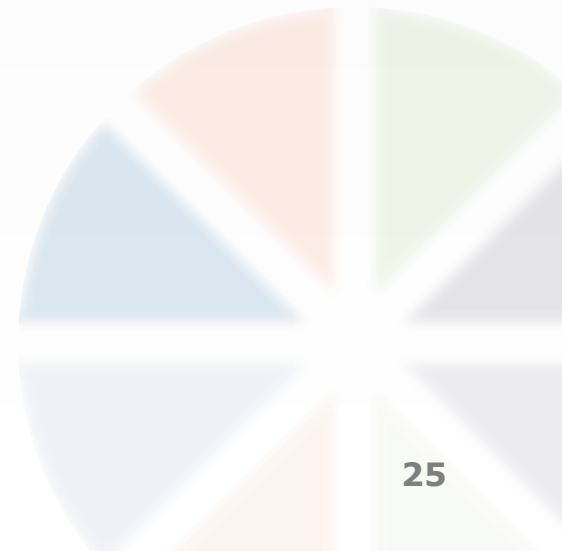
Example Present Levels of Educational Performance (PLEP)

► **After you view PLEPS consider these questions:**

  ► **Do you know in which area(s) the student is exceptional? Marked Yes**

  ► **Do you know in which area(s) the student requires intervention?**

  ► **Do you know where to begin instruction/intervention?**

  ► **Do you know how the area of exceptionality is aligned to the standards? Ex. Reading fluency deficit will impact student throughout core instruction in all content areas. Ex. Math Calculation deficit will impact student in content area(s) related to math.**

Measurable Annual Goals
MAG

▶ *MAG* is the **pathway** to address skills acquisition

▶ Curriculum standard (grade level expectation) will be referenced within the PLEP

  ▶ The curriculum standard is **not** a measurable annual goal

▶ Goals should answer the following question

  ▶ What **skills** does the student need to master the content of the curriculum and close the gap identified in the area of deficit

▶ Goals relate to the student's need for specially designed instruction to address the student's **specific deficit areas**

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MAG Summary

▶ Individual **needs** are the basis for a student's goal

▶ Directly linked to the exceptional area(s) of the **PLEP**

▶ **Measurable** and very specific

▶ Numbers must be included in the goal

▶ Must meet the student's needs that result from the **disability** to enable the student to be involved and make progress in the general curriculum

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Ask Yourself?

▶ "What prerequisite skills/ knowledge does the student need to close the gap between his/her present levels of academic achievement and the grade-level standards?" www.pattan.net

▶ "What skills are required to demonstrate proficiency on assessed state indicators? What are the pre-requisite skills required for mastery?" http://www.ksde.org

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Measurable Annual Goals at a Glance

Condition	Name	Clearly Defined Behavior	Performance Criteria		
Describe the situation *(materials, settings, accommodations)* in /with which the student will perform the behavior.	Student's Name	Describe behavior (*what will she/he actually DO*) in <u>measurable, observable</u> terms using stems from standards	The <u>level</u> *(how well?)* the student must demonstrate for mastery:	<u>Number of times</u> needed to demonstrate mastery *(how consistently?)*	<u>Evaluation Schedule</u> *(how often?)* and method, *(how measured?)*
Given...,	*he she*	*will do this,*	*this well,*	*this many days/times,*	*as measured this often, using this.*

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www.pattan.net

http://www.ksde.org

Measurable Annual Goal (MAG) Template:

▶ Given_____(condition/materials/setting/accommodation), _____(student name) will _____(do what measurable/observable skill/behavior in functional terms), _____(to what extent/how well to determine mastery), _____(# of times/frequency/how consistently), by _____(how often) evaluated/determined by _____(measure)

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Measurable Annual Goal
vs. Short Term Objectives

MAGS

► Very specific no longer broad

► Includes criteria for mastery within the goal

► May have more measurable annual goals if distinctly different skills

Short term objectives

► Instead progress monitor to show progress toward the MAG.

► If need short term objective you can still use them.

► If significantly different from one another, how did you say met goal if 1 of short term objectives were not met?

Measurable Annual Goals (MAGs)

Evaluation of an Instructionally Appropriate IEP

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Measurable Annual Goals

▶ Look at Example goals provided. Consider these questions:

  ▶ Are they measurable?

  ▶ Are they observable?

  ▶ Are they reasonable?

  ▶ Do they include criteria for master?

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Activity 5

► Think about the shift regarding PLEP and MAGs

  ► What data will you need to support this process?

  ► What tools do you currently use?

  ► Are these tools sufficient for the data needed?

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Specialized Education

- Most Intensive Intervention on a Continuum of Services
- Specialized Education is an Intervention-Not a Place
- Specially designed instruction

Core instruction plus Intervention (Tier II, Tier III or Sp.Ed)

Core Instruction Plus Sp.Ed Intervention (More Intensive than general education interventions)

Core Instruction Plus Tier III (45-60 minutes daily)

Core Instruction Plus Tier II (30 minutes daily)

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Activity 6
What is your districts current focus?

Current Measurable Annual Goal focus

▶ What do Measurable Annual Goals look like in your district?

▶ Are they common core drop down?

▶ Goals broad?

Current Intervention Focus

▶ Are the interventions related to student area of deficit ex. Reading fluency?

▶ Are goals specific to student need?

▶ Are goals specific, do you know exactly where student is receiving intervention?

▶ **Are sp.ed teachers tutors of the standards?**

Special Education Intervention

► Determine
  ► What must the student know and be able to do
    ► Common Core State Standards
  ► What accommodations/supports are needed to achieve the goal
    ► Increase LRE with specialized instruction
  ► What interventions are needed
    ► Specific to area of deficit
  ► What will determine mastery
  ► How will progress toward goal be monitored
  ► What data must be collected and how often

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Special Education intervention is not reteaching or remediating

Reteaching/Remediation

Tier I-Common Core Standards

► Goal is to reteach standards that students are struggling with rather than specific skill deficits. These are your "bubble kids".

Standards Based Assessment:

► Benchmark Assessment
► Summative Assessment
► Formative Assessment

Intervention

Special Education Intervention

► Goal is to provide research based interventions aligned to specific skill deficit(s) as identified by multiple sources of data in addition to Universal Screener

Skills Based Assessment:

► Skills based universal screener/standardized assessments aligned to area(s) of deficit
► Skills based Progress Monitoring specific to area(s) of deficit
► Formative assessment

So in what area do we intervene?

PLEP
Current data

Exceptional PLEP requires a MAG

MAG drives specific intervention

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Activity 7 Interventions:

▶ Math Calculation

> ▶ Given a 4th grade curriculum based measure, Sherri will compute 2-3 digit multiplication problems with 80% accuracy on 3 consecutive trials using a 1 minute math calculation curriculum based measure that will be completed 1 x per week.

▶ What do you suspect was the area of exceptionality in the PLEP given the goal?

▶ In what area specifically would you predict the intervention will occur?

Activity 8 Interventions:

- Given 2 daily breaks at 5-7 minutes per break, Jake will reduce the number of office referrals to 1 per week for 4 consecutive weeks as measured by behavior records collected by the assistant principal.

- How is the special education teacher in this situation providing intervention?
  - Is she providing direct intervention in math or reading?
  - Is she the one that helps with the break?
  - What was the area of exceptionality in the PLEP?

Activity 9 Interventions:

► <u>Specific Learning Disability—Reading Fluency</u>
  - ► Given a 3rd grade curriculum based measure, Jennifer will read 94 words per minute with 95% accuracy for 3 consecutive trials on a 1 minute reading probe that will be completed 1 x per week.

► Is this special education teacher providing a resource setting for this student?
  - ► Is this student receiving intervention in the area of reading fluency?
  - ► Does this teacher provide intervention in writing? Or do we work to accommodate while we focus on intervening in reading?
  - ► What do you suspect was the area of exceptionality in the PLEP for this student?

Accommodations

▶ Enable students to participate more fully in instruction and assessments and to demonstrate their knowledge and skills

▶ Based on individual needs and not disability category, English language proficiency alone, level of instruction, amount of time spent in a general education classroom, program setting, or availability of staff

Accommodations should be based on a documented **need** in the instruction/assessment setting and should not be provided for the purpose of giving the student an enhancement that could be viewed as an unfair advantage.

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Not a MENU of options

5 Step Process for Accommodation Selection

1. Expect all students to achieve grade-level academic content standards
2. Learn about accommodations
3. Select accommodations
4. Administer accommodations during assessment
5. Evaluate and improve accommodation use

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Accommodation Summary

▶ Provide equitable **access** during instruction and assessment

▶ Mitigate the effects of a students disability

▶ Does not reduce learning or achievement expectations

▶ Does not change the construct being assessed

▶ Does not compromise the integrity or validity of the assessment

▶ Intended to reduce or even eliminate the effects of a student's disability and/or English language proficiency

Must be based on need to not reduce learning expectations

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Next Generation Assessments

► PARCC stands for the Partnership for Assessment of Readiness for College and Career.

  ► PARCC is developing math and English Language Arts/literacy assessments

  ► 2014-15: PARCC math and ELA/literacy will replace TCAP Achievement and End of Course math and ELA assessments

► NCSC stands for the National Center and State Collaborative

  ► Alternate assessment for students with significant cognitive disabilities

  ► 2014-15: NCSC will replace TCAP-Alt PA for ELA and math

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PARCC Accommodations

▶ The "Big Four"

- ▶ Text to Speech for ELA/Literacy
- ▶ Scribing or Speech to Text for constructed response ELA/Literacy
- ▶ Word prediction for ELA/Literacy
- ▶ Calculation Device and Mathematics Tables

These have additional considerations for use. Need data to support decision for these accommodations.

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Additional Guidance documents on the PARCC Accommodation site. More training to come.

NCSC

► Developed materials to help teachers with instruction for students who will take these alternate assessments

► NCSC professional development resources are designed to assist teachers in identifying and developing student communication and language development necessary to access the general curriculum

► NCSC's focus is to help students with significant cognitive disabilities continue their education after high school, to be prepared for employment and to have a fulfilling life in the community

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Transition to Instructionally Appropriate IEP

▶ Evaluate students for specific skill deficits

▶ Implement interventions with progress monitoring

▶ Focus on specially designed instruction

▶ Special education teacher assist during planning phase to differentiate instruction/instructional materials

▶ Universal design for learning principles as the basis for instruction

References

- http://www.ksde.org

- www.pattan.net

- Tennessee Department of Education Website http://www.tennessee.gov/education/speced/secondary_trans.shtml

- TOPS (Transition Outcomes Project) Information http://cuttingedj.net/index.html

- GAO report on Problems that Impede Youth Transition http://www.gao.gov/assets/600/592329.pdf

- NSTTAC - National Secondary Transition Technical Assistance Center http://nsttac.org/

- Transition Innovation – Region V Technical Assistance & Continuing Education Center (TACE) brown@ruralinstitute.umt.edu

Helpful Links

RTI Resources

▶ Tennessee Department of Education Website
   http://www.tennessee.gov/education/speced/secondary_trans.shtml

▶ TOPS (Transition Outcomes Project) Information
http://cuttingedj.net/index.html

▶ GAO report on Problems that Impede Youth Transition
http://www.gao.gov/assets/600/592329.pdf

▶ NSTTAC - National Secondary Transition Technical Assistance Center
http://nsttac.org/

▶ Transition Innovation – Region V Technical Assistance &
   Continuing Education Center (TACE)
brown@ruralinstitute.umt.edu

▶ Special Education -- State Personnel Development Grants Program
www.tnspdg.com

Re-Evaluation Temporary Solutions

Free Resources

▶ EasyCBM.com

▶ DIBELS.com

▶ http://www.interventioncentral.org/

▶ Universal Design for Learning

http://www.cast.org/

http://www.udlcenter.org/

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