

## **Effective and Efficient Goal Writing for the IEP**

Wisconsin Statewide  
Occupational Therapy and  
Physical Therapy Conference  
10-17-13

### **Clinician and Educator**

- Unique roles
- Problem Solving
- Planning
- Assessment
- Adjustment
- Determination

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## Academic Standards in Wisconsin

### *Every Child a Graduate*

- Common Core State Standards
- Common Core Essential Elements
- Wisconsin Model Early Learning Standards

## Common Core State Standards

### Rtl

- High Quality Instruction
  - Balanced Assessment
    - Collaboration

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## Special Education and Common Core State Standards

- Access to the General Curriculum
- Instructional Supports for Learning
- Instructional Accommodations
- Assistive Technology

## IEP Goals and CCSS

- Know where the student is functioning
- Identify strengths
- Identify areas to work on
- Look at the CCSS for the student's current grade
- Identify skill sets within the standard
- Write a goal that will advance the student toward the standard

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# Significant Cognitive Disability

## Common Core Essential Elements

- Complete for English Language Arts and Mathematics
- Connected to CCSS
- 4 Performance Levels

### DOCUMENT ORGANIZATION

Common Core Grade-Level Standards are the Standard Titles and Grade-Level Indicators as they appear in the CCSS for English Language Arts (Common Core State Standards Initiative, 2010).

Common Core Essential Elements (EES) describe links to the CCSS for access by students with significant cognitive disabilities.

Instructional Achievement Level Descriptors (IALDs) describe performance at four achievement levels based on the EEs and are accompanied by examples at each achievement level.

CCSS Grade-Level Standards	Common Core Essential Elements	Instructional Achievement Level Descriptors
<p><b>Key Ideas and Details</b></p> <p>RI.K.1. With prompting and support, ask and answer questions about key details in a text.</p>	<p>RIE.K.1. With guidance and support, identify details in familiar stories.</p>	<p><b>Level IV AA Students with:</b></p> <p>RIE.K.1. Identify key details in familiar story.</p> <p>Ex. Identify a key detail from a familiar story given an array of choices, including similar distractors.</p> <p>Ex. Signal to indicate when a detail is read aloud in a familiar text during a book sharing experience when the teacher asks students to listen for a particular detail.</p> <p>Ex. Turn to the part of a book where a detail is written about or depicted in the illustrations.</p> <p><b>Level III AA Students with:</b></p> <p>RIE.K.1. With guidance and support, identify details in familiar stories.</p> <p>Ex. With guidance and support (e.g., remind the student to think about what the story told us about the character's home), identify a detail from a familiar story given an array of choices.</p> <p>Ex. With guidance and support (e.g., dramatic pause or rise in intonation by teacher), signal to indicate when a detail is read during a book sharing experience (e.g., the teacher is reading a book with the student and the student vocalizes, hits a switch or otherwise signals the teacher to indicate that a detail was just shared).</p> <p>Ex. With guidance and support (e.g., help the student to find the part of the book where a specific detail is shown), turn to the part of a book where a detail is written about or depicted in the illustrations.</p> <p><b>Level II AA Students with:</b></p> <p>RIE.K.1. With guidance and support, identify a favorite detail in familiar story.</p> <p>Ex. With guidance and support, identify a picture in a familiar story that is related to own experience (e.g., the story includes a dog and the student has a dog).</p> <p>Ex. With guidance and support, responds "Me!" when the teacher reads about ice cream in a familiar book and says, "Who likes ice cream?"</p> <p><b>Level I AA Students with:</b></p> <p>RIE.K.1. With guidance and support, interact with or explore pictures and objects related to a familiar story.</p> <p>Ex. Look at the pictures in a book that is being read.</p> <p>Ex. Open and pulls flap in a lift-the-flap book while it is being read.</p> <p>Ex. Pulls off or puts on picture symbols that relate to a familiar story as it is being read.</p> <p>Ex. Touches the tactually illustrations in a book while it is being read.</p>

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## IEP Goals and Common Core Essential Elements

- Instructional Achievement Level Descriptors
- Levels of Student Performance
  - Level I: attempts to perform task with support
  - Level II: has some content knowledge and skills from the EEs linked to grade level standards
  - Level III: has content knowledge and skills at a level aligned with the complexity of the EEs
  - Level IV: has content knowledge and skills at a higher level of complexity than those at Level III

## WI Model Early Learning Standards

- Performance standards, not curriculum
- Birth to 1<sup>st</sup> Grade
- 5 Developmental Domains
- 3 Sub-domains in each Domain area
- Not intended as age markers
- Aligned with CCSS

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## **WI Model Early Learning Standards: 5 Developmental Domains**

- **Health and Physical Development**
  - Sub domains:
    - Physical Health and Development
    - Motor Development
    - Sensory Organization
- **Social and Emotional Development**
- **Language Development and Communication**
- **Approaches to Learning**
- **Cognition and General Knowledge**

## **Special Education and WI Model Early Learning Standards Aligned with IDEA Early Childhood Outcomes**

- **Positive Social Relationships**
- **Knowledge and Skills**
- **Action to Meet Needs**

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Standards Aligned with IDEA Early Childhood Outcomes  
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### IEP Goals and WI Model Early Learning Standards

- Aligned with a WMELS standard in any Domain or Sub-Domain
- Utilize the developmental continuum of the standards

### Non-Academic Goal Areas

- Behavior
- Mobility
- Self-care
- Living Skills
- Sensory Regulation

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## IEP Goals

### Definitions:

- Annual IEP Goal  
Individually meaningful activity that a student cannot perform but wants to be able to accomplish and is expected to achieve.
- Short-term Objective  
An intermediate step to achieving the larger goal; component skills of a complete task
- Benchmark  
A skill learned or demonstrated in a specific period of time, such as a report card period
- Criterion  
Method of measuring the achievement of the stated goal, objective or benchmark

## Steps to Writing IEP Goals

- Know where the student is currently performing
- Ask reflective questions
- Prioritize goal areas
- Reference the academic standards and the components of the standards
- Determine the level of advancement

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**Present Levels of Academic Achievement and  
Functional Performance (PLAAFP)**

- Multiple Sources
- All team members contribute
- Baseline data for all goals
- Modifications and accommodations

**Writing the PLAAFP**

- Describe what is observed and how often it occurs
- Avoid:
  - Terms difficult to measure
  - General terms
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- *What are the student's priorities?*
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- *What change in functional performance would provide the most benefit to learning?*
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