# 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

RtI
- 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

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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 1st 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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## 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
  - Exclusionary terms
- Be specific

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## Reflective Questions

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- *What are the student's priorities?*

- *What are the parent/caregiver priorities?*

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- *What change in functional performance would provide the most benefit to learning?*

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