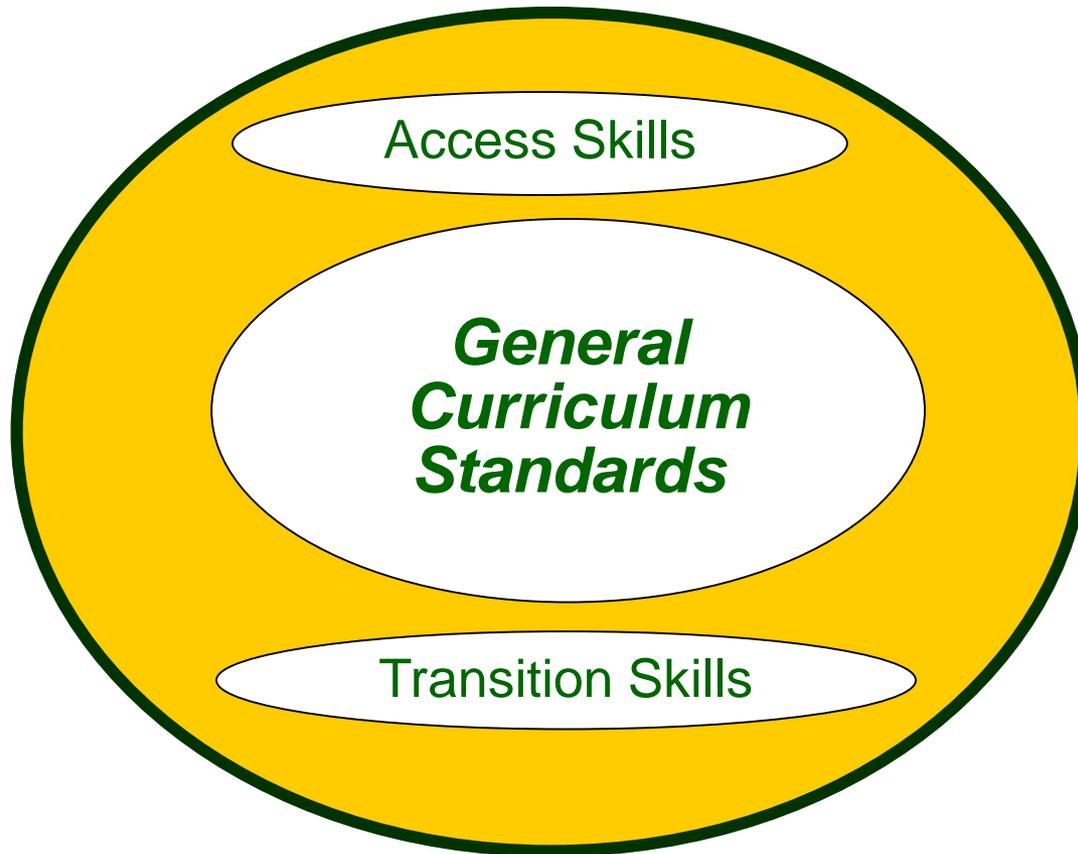


Considerations for Standards-Based IEPs for Students Participating in Alternate Assessment

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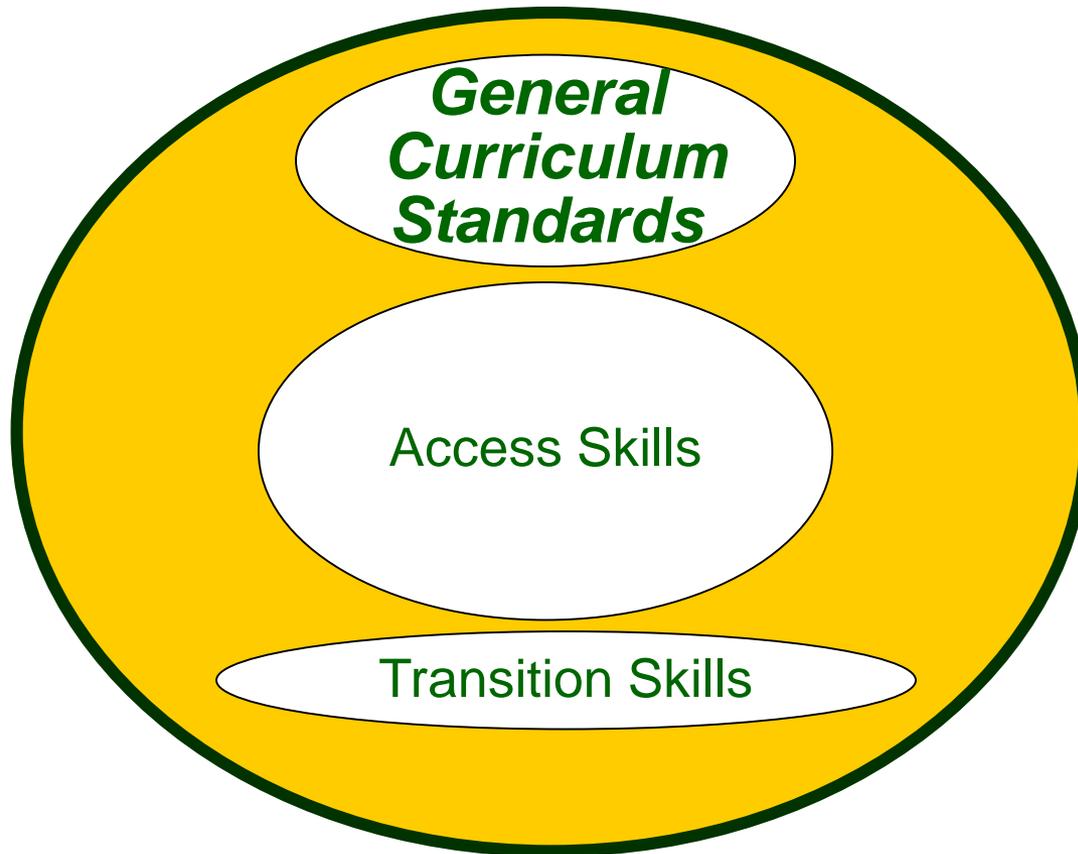
Standards-based,
not
Standards-bound.



IEP Parameters

The IEP is
the
boundary,
not
the
standards

Standards-based,
not
Standards-bound.



IEP Parameters

The IEP is
the
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IEP Caveats



- ✓ What standards?
- ✓ Not all Standards are “Equal”
- ✓ Match goals to needs/deficit areas
- ✓ Match goals, accommodations, and services to Present Levels of Academic Achievement and Functional Performance – (PLAAFP)

“Meeting the [*Endrew*] standard will hinge on how effectively the [IEP] team **gathers and interprets information about the child’s current performance**...relative to challenging content standards and the child’s individual circumstances.”

Question 11 - U.S. Department of Education (2017).

Standards & IEPs

Recent Supreme Court Decision – *Endrew F.*

PLAAFP - after *Endrew*, 2017



- Data/scores must be explained in clear terms. Objective (not subjective) data are described.**
- Academic development and emotional/social/behavioral development are considered.**
- PLAAFP is the baseline from which IEP is developed.** Progress and goal attainment (or lack thereof) can not be measured meaningfully without this information (*Endrew*, 2017, p. 17 based upon *Board of Education, Rhinebeck CSD*, 2003)
- Skill versus performance deficits are described if relevant.**
- Where appropriate, *error patterns/analysis/descriptions* can help with explanations.**
“Jimmy has trouble with... because he ...”
- Recency of data must be assured.**

Best Practice - PLAAFP Summary Statement

Phrase: **BASED ON...**

INCLUDE: A summary of the assessment data and observational information upon which a student's needs /identified deficit areas are based. (This is often previously described in detail elsewhere in the PLAAFP).

EXAMPLE: Based on the district progress monitoring tests in reading comprehension, review of the student's state assessment results, and feedback from content area teachers, the student, and her parents...



Phrase: **THE STUDENT HAS DIFFICULTY WITH...**

INCLUDE: Academic or behavioral skills the student is not currently demonstrating or that need significant improvement

EXAMPLE: the student has difficulty with recognizing the organization and sequencing of facts and concepts in a text...



Phrase: **WHICH HINDERS THE STUDENT'S ABILITY TO ...**

INCLUDE: how *access to the general curricular standards is affected* by the student's area of difficulty previously described.

EXAMPLE: which hinders the student's ability to comprehend multiple forms of text in content area materials and assignments (particularly science and social studies)...



Phrase: **AND MAKES _____ AN INSTRUCTIONAL PRIORITY...**

INCLUDE: Skills that will be addressed with specially designed instruction through special education services

EXAMPLE: This makes teaching of strategies for identifying the organization and categorization of text and other reading comprehension strategies an instructional priority.

* Chart based on Council of Chief State School Officers (2012)

PLAAFP “Test” Questions



- Does the PLAAFP provide a descriptive snapshot of the student including *both* strengths and areas of need?
- Is parent/guardian input present and clearly considered?
- Do statements about the student have **DATA** to support them?
 - Are multiple sources / types of data used?
- Are the data understandable to the guardians / student / another teacher?
- Does the PLAAFP make it clear what **SKILLS AREAS** are an instructional priority for the student?
 - Do the data provide information about skills that are strengths or weaknesses for the student?
 - Are the skills listed specific enough that you could you identify areas for standards-referenced instruction based on the PLAAFP?
 - Could you write observable and measurable individualized goals based on the PLAAFP?

Annual Goals

- Every goal must relate to a need identified in the PLAAFP
- Standards are considered early in the process

No tolerance for:

“Write a goal; Find a standard that sort of matches.”

- Not everything deserves a goal
 - Role of accommodations, other services

IEP-Q
Tutorial
Goal
Assistant

Identify
Direct Need

.... annual **IEP goals** for children with the most **significant cognitive disabilities** should be appropriately ambitious, based on the State's content standards, and "reasonably calculated to enable the child to make progress appropriate in light of the child's circumstances."

Question 14 - U.S. Department of Education (2017).

Standards & IEPs

Recent Supreme Court Decision – *Andrew F.*

Important Annual Goals Questions:

- Should this be the focus of specialized instruction?
- Then:
 - Will the student use this standard's skills and knowledge in the long-range future?
 - Will the knowledge and skills in this standard help the student in other academic areas?
 - Does this standard provide readiness for the next level of instruction and for the coming years?

IEP-Q Tutorial Goal Assistant

Identify Priority
Content/Skill(s)

- **If a Goal is Needed:**
- Identify specially designed instruction including or modifications needed to access and make progress in the general curriculum
- What student-specific and focused instruction is to be offered? (e.g., intense reading support, supplemental math foundational skills)
- Are alterations to the complexity or focus of material needed?

IEP-Q Tutorial Goal Assistant

Write Goals and
Objectives

Implementation
Plan

Differentiating Content/Skills

- ELA- RI.6.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.
- EE.RI.6.1 - Analyze a text to determine what it says explicitly as well as what inferences to be drawn.
- Content/Concepts:
 - Information
 - Meaning of text
- Skills/Task Options:
 - Identifying events/actions
 - Make inferences/elaborations

Differentiating Content/Skills

- Math - 4.NBT.5

Multiply a **whole number** of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on **place value** and the **properties of operations**. Illustrate and explain the calculation by using **equations, rectangular arrays, and/or area models**.

EE.4.NBT.5 (N/A) See

EE.OA.1-2 - Demonstrate the connection between repeated addition and multiplication.

- Content/Concepts:
 - Whole numbers, place value, operations, equations, arrays, models
- Skills/Task Options:
 - Multiply, use of strategies, explanation

Goals “Test” Questions

- Can I tell this goal was written for this student?
- Does goal come from PLAAFP data?
- Do I know on what skills this student is working within this goal?
- Could I begin instruction based on this goal? (*What* to do, not *How* to do it)
- Could I evaluate student progress based on this goal?

Objectives: Where to Start?...

It is possible that any of the three components of the annual goal (conditions, behaviors, and criteria) may be modified to produce good short-term objectives.

The **instructional approach** likely to be used in order to meet the goal may guide this decision.

- 1- Task analysis
- 2- Increasing complexity
- 3- Changing criterion

Short-Term
Objectives:

“Markers
of
Progress”

What Does Progress Look Like?

- **rate / speed** (*15 times per hour*)
- **fluency** (speed and accuracy) (*60 words read correctly per minute*)
- **quality ratings / scores on scales/rubrics** (*a score of 4 for focus on the state assessment writing rubric*)
- **number or words/parts of a sentence/paragraph** (*6 sentence/paragraph elements, 80 correct words sequences*)
- **advancement on Learning Progressions/Task Analyses**

Best Practice

Connection to PLAAFP is important

Criteria for Progress/ Performance

What Does Progress Look Like?

- **# of attempts / trials** (*on 5 out of 5 attempts*)
- **time to respond / time limits** (*within 10 seconds of the question being presented*)
- **minimum # of appropriate responses** (*a minimum of 3 times a day*)
- **change in level of prompting** and/or supports needed – independence
- **change in generalization** in use of *content or skill*

Best Practice

Connection to PLAAFP is important

Criteria for Progress/ Performance

Team effects of a Standards-based IEP approach:

Positive changes the way in which IEP Teams wrote goals.

“After using the model, it was better for us to have a few, focused standards-referenced goals that could be fully addressed. We used to have a long list of goals that were superficial.”

“We no longer try to ‘hit every standard.’ That’s not the discussion. We think in terms of programming: NOW...NEXT...FUTURE.”

User
Feedback:
IEPs for
Alternate
Assessment

Team effects of a Standards-based IEP approach:

Increased input / “buy-in” by parents and staff in IEP process and implementation

Increased expectations across team members.
“Jimmy’s a beginning reader. Who knew?”

User Feedback: IEPs for Alternate Assessment

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THANK YOU

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