

## Key

**B&H** - Bateman & Herr, *Writing Measurable IEP goals and Objectives*, (2003)  
**B&L** - Bateman & Linden, *Better IEP's*, Sopris West, Available through CEC (1996)  
**BP** - Best Practice  
**GLARRC** - Standards Based Ed. in Ohio CD (2004)  
**IR** - IEP Inter-Rater Tool (ODE 9/06)  
**MP** - Ohio's Model Procedures (2003)

**ODE** - Ohio Department of Education  
**OS** - Ohio's Operating Standards for Schools (2002)  
**OTRB** - Ohio Testing Rules Book (1/13/05)  
**Q&A II** - ODE's Frequently Asked Questions  
• = clarifying point

➤ *examples provided in this font*

## IEP DEVELOPMENT SMART SHEET 3/22/06

### Step 1 Discuss future planning.

*(Family and student preferences and interests)*

1. What is the **family's vision** for the next few years, 5 yrs., 10 yrs., at graduation? (BP)
2. Have you considered: **Community Participation, Employment/Post Secondary, and Post school Adult Living?** (Transition Services page of IEP)
3. Did you document **family and student preferences** as part of the planning process? (OS – pg. 65)
  - Did you consider interests? (BP)

### Step 2 Discuss present levels of academic and functional performance.

*(What do we know about this child, and how does that relate in the context of content standards, or for preschool children, in the context of appropriate activities and how the disability affects the student's involvement in the general education curriculum.)*

1. Did you provide specific levels of:
  - a. **academic and**
  - b. **functional performance** (the academic content area with the students skill level and peer grade level performance), with **multiple forms of evidence**, in **areas of need** within the general education curriculum? (IR - #614 (d)(1)(A)(i)(I))
    - Specifics in why student is reading below grade level, not just "reading below grade level" (IR - #614(d)(1)(A)(i)(I))
      - *Level/Grade of words* (IR - #614(d)(1)(A)(i)(I))
      - *Word analysis/Decoding skills* (IR - #614(d)(1)(A)(i)(I), #614(d)(1)(A)(i)(II))
      - *Impact on ability to ...read, fluency, comprehension (i.e. types of comprehension questions)* (IR - #614(d)(1)(A)(i)(I))
    - Baseline data must support an identified goal (IR - #614 (d)(1)(A)(i)(II))
    - Provides **peer comparison benchmark** (IR)
2. Did you provide the **foundation** (rationale) for identifying **needs**, developing **goals** and determining **services**?(IR-#614(d)(1)(A)(i)(I))
  - Support would be the justification/rationale for identifying needs. (BP)
    - *"When given 115 word passage at the fifth grade level in April TJ reads only 29 words compared to an average of 109 words per minute by his peers"* (IR #614(d)(1)(A)(i)(I))
3. Did you consider **strengths** which form the basis for identifying needs, you must include enough information for the IEP team to build on strengths to establish goals with rigorous targets? (IR #614(d)(3)(A)(C)(i))

- Provides **evidence** that the **strengths of the child were considered**, however law does not specify that the team record this on the IEP but must be **recorded somewhere** (i.e. present levels, meeting notes, written input into the development of the IEP) (IR #614(d)(3)(A)(C)(i))
    - *“When the teacher orally reads grade level passages to T.J he is able to answer all the questions about the passages. T.J is able to complete work involving reading when reading material is supported by visuals” (IR #614(d)(3)(A)(C)(i))*
  - Consider the **interests** of the child. (OS- pg. 65-66)
4. Did you **consider the results of the initial evaluation or most recent evaluation** of the child? (IR - #614(d)(3)(A)(C)(iii))
- Consider **response to intervention data** including specific strategies/interventions that worked well to support the student in the general education curriculum (Lebanon City Focused Monitoring Review) (BP)
    - *...“needs visual cues and prompts for spelling and writing” (IR - #614(d)(1)(A)(i)(I))*
  - Provides current evaluation information that is **time referenced** (either by date or by time period) ( e.g. recent, last month...) (IR - #614(d)(1)(A)(i)(I)) (OS- pg. 65-66)
  - “Classroom based Assessment” with specifics (date given, what asked to do, results/baseline) – (IR-#614(d)(3)(A)(C)(iii))
  - “Ohio Proficiency Test” is not enough information to establish goals (IR - #614(d)(3)(A)(C)(iii))
  - Consider the **concerns of the parents** (OS- pg. 65-66)
  - Consider the child’s performance on any **state or district-wide assessment**, special factors and other considerations (OS- pg. 65-66)
  - Include a statement of **related services that were eliminated within the past year and why** (BP)
5. Did you include how the disability has an **impact on progress** (achievement and performance) in the **general education curriculum** (in academic and non academic areas) or for preschool, as appropriate, and how the disability affects the child’s participation in appropriate activities? (OS- pg. 66) (IR - #614(d)(1)(A)(i)(I))
- *“This has implications for \_\_’s learning in other content areas” (IR - #614(d)(1)(A)(i)(I))*
  - *“TJ does not do well in social studies and science because of all the reading required” (IR - #614(d)(1)(A)(i)(I))*
  - *Organizational deficits may impact all areas of academics (BP)*
6. Is it **understandable to all IEP team members** (avoids statistics and acronyms)? (IR - #614(d)(1)(A)(i)(I))
- If test scores are used, was the interpretation also included? (B & L Pg. 42)

**Step 3: Identify needs that require specially designed instruction**

1. What are the **needs that are interfering with the student accessing the general curriculum** (involvement and progress in Academic Content Standards) **that need specially designed instruction** (i.e. adapted content, methodology & delivery of service)? (OS- Pg. 66, GLARRC - pg. 11, B & H pg. 38)
- Needs can be of 2 types:
- (a) **what the child needs to learn** to do or do better (which requires a Present Level)
  - (b) **conditions the child needs in order to learn** efficiently and effectively (which require information about

the conditions in the statement of services i.e. in a structured class, quiet environment (B & H pg. 38)

2. Is the need generated from a **combination of future planning and the Present Levels of Performance (PLOP)**? (BP)
3. What **needs are considered priority**? (most critical, addresses multiple needs, across settings, necessary for subsequent learning, moves the student the farthest towards grade level Academic Content Standards, impact on student level of independence, authentic/age appropriate/real life context, necessary for post secondary education/work & aligned with the content standards) (Alternate Assessment p. 24, Q & A II & GLARRC)
  - “If there are too many needs to reasonably address within a year, the team should prioritize the needs”(GLARRC – pg. 11)
    - *Ask the question “what three things would you most like student to be able to do by the end of the year?” (B&H pg 39)*
4. Is the need **supported by baseline data** from the present levels (IR #614 (d)(1)(A)(i)(II))
  - *“Currently has 29 wpm” (IR #614(d)(1)(A)(i)(II))*
5. Have you **identified the appropriate grade level indicators** from the Academic Content Standards (ACS) for which the student will **need specially designed instruction** and which best **match the prioritized need**? (BP)
  - There must be a connection between the ACS and the IEP according to Ohio Department of Education (ODE) - it is not required at this time for Grade Level Indicators to be specified on the IEP.

**Step 4: Identify measurable annual goals, including academic and functional goals**

Goal # \_\_\_\_\_ One goal and objectives, services and LRE per page (Q&A II) Content area addressed: \_\_\_\_\_ a general statement

➤ *i.e. reading, math. “All areas” may be written on this line for goals, such as behavior or communication goals if/when they are applicable to all content areas (Q&A II)*

1. Have you addressed the student’s **needs that result from the disability**?
  - **To enable the child to be involved in and progress in the general curriculum**, or for preschool as appropriate to participate in **appropriate activities AND** to meet the child’s **other educational needs** that result from the child’s disability (OS Pg 66)
  - Provides access to the **general education** curriculum ( IR #614(d)(1)(A)(i)(II)(aa) )
    - *“Given 1 minute 6<sup>th</sup> grade reading fluency probes” (IR #614(d)(1)(A)(i)(II)(aa))*
  - There is **no expectation that all content areas be addressed** on the IEP, only those areas in which the disability affects his/her involvement and progress in the general curriculum (Q & A II)
2. Is there a **goal for each prioritized need**? (B & L pg. 44)
3. Is the goal **relevant to achieving future planning** (Step 1 of IEP)? (IR #614(d)(1)(A)(i)(II))
4. Is the goal **individualized**?
  - “The **Ohio Academic Content Standards should not serve as a ready made list** for IEP goals and objectives” (GLARRC)
  - The general curriculum itself need not appear routinely in IEP’s – (B & H Pg. 39)
  - Does the goal reflect **what the student will do**, NOT the teacher/s? (B & L pg. 213)

5. Does the goal contain **measurable** and **observable** skills (uses an action verb, quantifiable expectation in achievement).
  - *“2 words a minute each week”*
  - States specifically **what/how the student will do** the action
    - *“Read the probe”* (IR - #614(d)(1)(A)(i)(II) )
  - Are the **criteria included** in the goal?
    - *frequency (2 x/day), duration (for 2 minutes), accuracy (85% of the time), latency (within 2 minutes from a verbal prompt) or intensity.*
  - The goal could also include the condition or context in which the behavior will occur
    - *during circle time, with prompting, independently) (B & L)*
  
6. Have you stated **how the goal will be measured?** (IR #614(d)(1)(A)(i)(II))
  - Specific conditions where/when you measure
    - *during an activity, given a reading probe of 6<sup>th</sup> grade level*
  
7. Does the goal set expectations for levels of academic and functional achievement in **one year.**
  - *“100 wpm by the end of the year”* ( IR - #614(d)(1)(A)(i)(II))

#### **Benchmarks or short-term objectives**

1. What are the discrete **steps needed to achieve the goal?**
  - **Benchmarks** -describe the amount of progress the child is expected to make within a specified time segment of the year to attain his/her annual goal. These benchmarks are a description of progress and are not the benchmarks in the Ohio Content Standards
  - **Objectives** – describe the small intermediate steps, which are discrete skills and typically hierarchical, needed to achieve the goal. (Q & A II)
  - Are these steps a **logical breakdown of the major components between the PLOP and Annual Goals?** (B & L -pg. 213)
  - Are the benchmarks/short term objectives **focused on specific knowledge and skills** needed in order for the student to progress toward meeting grade level indicators?
  
- Do you have 2-3 **benchmarks/objectives** that serve as milestones for measuring progress toward each goal? (B & L – pg. 44, 213)
  
- Have you **individualized the benchmarks and objectives** and **NOT** used the **Academic Content Standards as a ready made list?**
  - *“The Ohio Academic Content Standards should **NOT** serve as a ready made list for IEP goals and benchmarks/objectives” – (GLARRC)*
  
- Do the objectives/benchmarks use the **same unit of measurement as the goal?** (B & H pg. 45)

#### **Student Progress**

*(Include a description of how the child's progress toward meeting the annual goals will be measured and when periodic reports on the progress the child is making toward meeting the annual goals will be provided.)*

1. Have you provided a statement that includes **how progress will be measured?**

- Do your assessment strategies **match the measurement established in the goal?** percentage %, 8 out of 10, .... as opposed to adequate or inconsistent progress (BP)
    - *Teacher designed assessments*(IR - #614(d)(1)(A)(i)(III))
    - *curriculum based measurement, probes, observational checklist, work sample collection, tests*
2. Have you provided a statement that includes **how data will be collected including types of activities;** and how the **data will be summarized?**
- *Collect weekly data on Q.R.'s progress on identifying colors, the data will be collected during typical preschool activities as well as during 1:1 teaching sessions*
  - *At a minimum activities for Q.R. will include: matching, labeling, naming and selecting the appropriate color*(IR #614(d)(1)(A)(i)(III))
3. Describe the **method of sharing information with parents;**
- *charts, graphs, weekly running records”* (IR - #614(d)(1)(A)(i)(III))
4. Have you provided a description of **when reports on progress will be provided /Describe the frequency with which progress reports will be shared with parents?** (IR #614(d)(1)(A)(i)(III))
- Indicates **how and when the school will inform the family of progress** toward meeting the goals
    - *Progress discussed by using quarterly progress reports concurrent with the issuance of report cards, IEP meetings, email, voicemail, progress book reporting, charts... ....*
    - *“Observe the student daily, to weekly document and assess progress toward meeting the goal”* (IR #614(d)(1)(A)(i)(III))
  - This must be **at least as often as parents of non disabled children** (OS-pg. 66-67)
5. Examines progress to see if the student is **making sufficient progress to meet the goal.** Indicates the **extent to which that progress is sufficient** to enable the child to **achieve the goals by the end of the year** (IR #614(d)(1)(A)(i)(III))
- **Lack of progress must be addressed in timely manner** (IR #614(d)(1)(A)(i)(III))
  - Progress discussed **between full reporting periods** so that changes can be made (IR #614(d)(1)(A)(i)(III))

#### Step 5: Identify Services

**Service:** \_\_\_\_\_ **Initiation date:** \_\_\_\_\_ **Expected duration:** \_\_\_\_\_ **Frequency: (how often)** \_\_\_\_\_  
 (Identify all services needed for the child to attain the annual goal and progress in the general education curriculum. Services may include specially designed instruction, related services, supplementary aids, or, on behalf of the child, a statement of program modifications, testing accommodations, or supports for school personnel)

1. Have you clearly identified **what kind or type of specially designed service/instruction is needed** to advance appropriately toward annual goals, be involved in and **progress in the general curriculum and participate in extra curricular non academic activities,** be educated and participate with children with and without disabilities and establish high expectations of academic performance?(OS pg. 67)
- *(i.e. “special Ed. will provide direct instruction in basic reading skills that includes phonics, vocabulary, and comprehension instruction and guided repeated oral reading and practice. The general education teacher will reinforce fluency development by providing opportunities for paired*

*reading in all academic content areas” ) (IR #614 (d)(1)(A)(i)(IV))*

- **Supports for school personnel** – IEP may include **any necessary training for staff or parents** to implement specialized services
    - *Training, Boardmaker*
  - **Related services** with specificity as to what is being provided and clear how the related service clearly assists the student to benefit from special education.” ( IR #614 (d)(1)(A)(i)(IV))
    - *Speech and Language services, Occupational therapy services, Aide/Attendant services...*
  - **Supplementary Aids** –
    - *Assistive Technology type (dynamic display voice output communication device), specifically prescribed magnifier, Braille materials, etc...*
  - **Modifications** (alterations in work requirements)
    - *Different/Alternate curriculum*
  - **Accommodations** (aides or strategies that support student access to the same curricular content and/or skills learned by others; does not change the intent or structure of the general curriculum)
    - Can not be “as needed” as this is open to multiple interpretations (IR #614(d)(1)(A)(i)(IV))
    - It clearly specifies **how general education teachers will provide accommodations**
      - Specify **when, where and how accommodations** will occur (IR #614(d)(1)(A)(i)(VI))
    - *“graphic organizers, audio tapes for required reading” (IR #614(d)(1)(A)(i)(IV))*
    - *“TJ may clarify answers to test questions with oral or visual responses” (IR #614(d)(1)(A)(i)(IV))*
    - *“allowing extended time for completing assignments or tests” (IR #614(d)(1)(A)(i)(IV))*
    - *“Tests containing reading passages & multiple choice items need to be read” (IR #614(d)(1)(A)(i)(I))*
      - **Do not change the content or structure of the test,**
      - **Do not change** what the test is **intended to measure,**
      - **Does not change or enhance students response,** (IR #614(d)(1)(A)(i)(VI)) ...such as converting questions to multiple choice, reading passages from the reading assessment, scribe must record the actual response provided by the student (OTRB Pg. 14)
      - **Occurs during classroom assessments** (IR #614(d)(1)(A)(i)(VI)(aa))
2. What is the **anticipated initiation date** (this date should be during the first full week of school unless otherwise indicated) and **expected duration** (duration not to exceed 1 year)? (OS- pg. 88)
- Have you included a statement about “in accordance with district calendar.”? (BP)
3. Have you **specifically described the service**?
- **Who:** (*i.e. general education, special education, related service...*)
  - Will do **What:** (*i.e. Speech and language therapy, “direct instruction in \_\_\_”...*)
  - **When- frequency and duration needed of each service** provided to the child for **each goal area** (OS-Pg67)(IR #614(d)(1)(A)(i)(IV))
    - *“minutes per month”*

- *Consultation with the general ed teacher 15 minutes a week; consultation with the parent 20 minutes per month; consultation with the student 15 minutes per week to discuss the use of comprehension strategies in a variety of settings including school and community; direct and explicit instruction of comprehension strategies through guided practice and opportunities for the student to practice using comprehension strategies when reading grade-level curriculum materials 20 minutes per week. (IR #614(d)(1)(A)(i)(IV)*
  - Not "as needed" (IR #614(d)(1)(A)(i)(IV))
- **Where:** (*i.e.* resource room, speech/motor room, ...)
- **How** the services will be provided: (*i.e.* large group, consultative, individual...) (OS- pg. 92) (IR #614(d)(1)(A)(i)(IV))
- **Under what circumstances** (GLARRC) (B & H pg. 52): (*i.e.* during all testing situations...)
- Indicates the specific **dates for initiation and duration**
  - (*i.e.* Language Arts)(30 minutes twice a week, at total 120 minutes a month for goals 1-4, or could be a range of time if team determines this is needed to **meet the unique needs** of the child)
- It considers that **student's approaches to learning** (*i.e.* visual, auditory, kinesthetic...)
- A statement of the special education and related services and supplementary aides and services, **based on peer- reviewed research**, to the extent practicable (IR #614(d)(1)(A)(i)(IV)) (*i.e.* Evidence Based Practice)

4. Has **every need** of the child been **addressed by a service** (*i.e.* bus, air conditioning) **or by a goal and service** (if instruction is provided)? (B&L pg. 44-45,100)

#### Step 6: Determine least restrictive environment

##### Determine where services will be provided

(An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class.)

1. Is there **evidence of criteria for determining the need for instruction outside** the general education setting? (IR #614(d)(1)(A)(i)(V))
  - *Data collected related to student performance indicates the need for ... "resource room where a small class size and limited distractions provide the opportunity for intensive..." (IR #614(d)(1)(A)(i)(V))*
  - **Why** does the student **require a different LRE setting** other than the regular classroom? (OS – Pg. 67)
  - Note: a child with a disability cannot be **removed from education** in age appropriate regular classrooms **solely because of needed modifications in the general curriculum** (OS- pg. 86)
2. Have you **established a framework for support needed** for the student to make progress in the general education curriculum? (IR #614(d)(1)(A)(i)(V))
  - "due to need for specialized instruction" is NOT sufficient- "without providing details related to specialized instruction, it is impossible to determine whether additional supports and services may enable the student to receive instruction in the general education setting" (IR #614(d)(1)(A)(i)(V))
    - *"...direct instruction and guided practice" (IR #614(d)(1)(A)(i)(V))*

3. Have you **established a link between the setting and the service** the student will receive? (IR #614(d)(1)(A)(i)(V))

- *Instruction will occur in a special class were the small class size allows for frequent direct interaction, Guided, repeated, oral reading practice can occur without distraction*
- *(IR #614(d)(1)(A)(i)(V))*

**IEP Team Meeting Participants:**

Check one of the following: This IEP team meeting was  face to face meeting  video conference  Telephone conference/ Conference call

1. Is there **evidence that required members were present?** (IR #614 (d)(1)(B))

- Parent
- At least one regular Ed teacher
- Special Ed. Teacher
- Representative of a Local Educational Agency
- Individual who can interpret the instructional implications of evaluation results
- At the discretion of the parent or the agency – other individuals who have special expertise regarding the child
- Whenever appropriate – the child with a disability

2. If Team members are not present have **both parents/district consented to excusal**; is it **in writing** & provided **prior to the meeting**?  
(IR #614 (d)(1)(C))