

How Does Your Child's IEP Measure Up?

Lisa Ruble
University of Kentucky
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ASBG

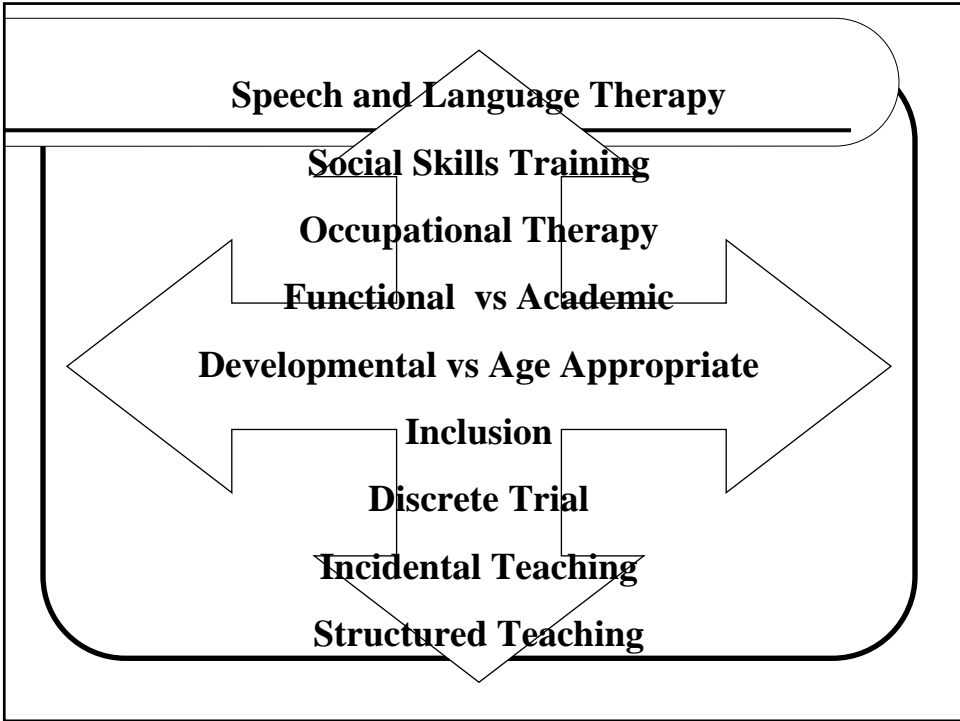
Goal

Write and evaluate meaningful IEPs
Emphasis on autism spectrum disorders

Do IEPs Matter?

- Why?




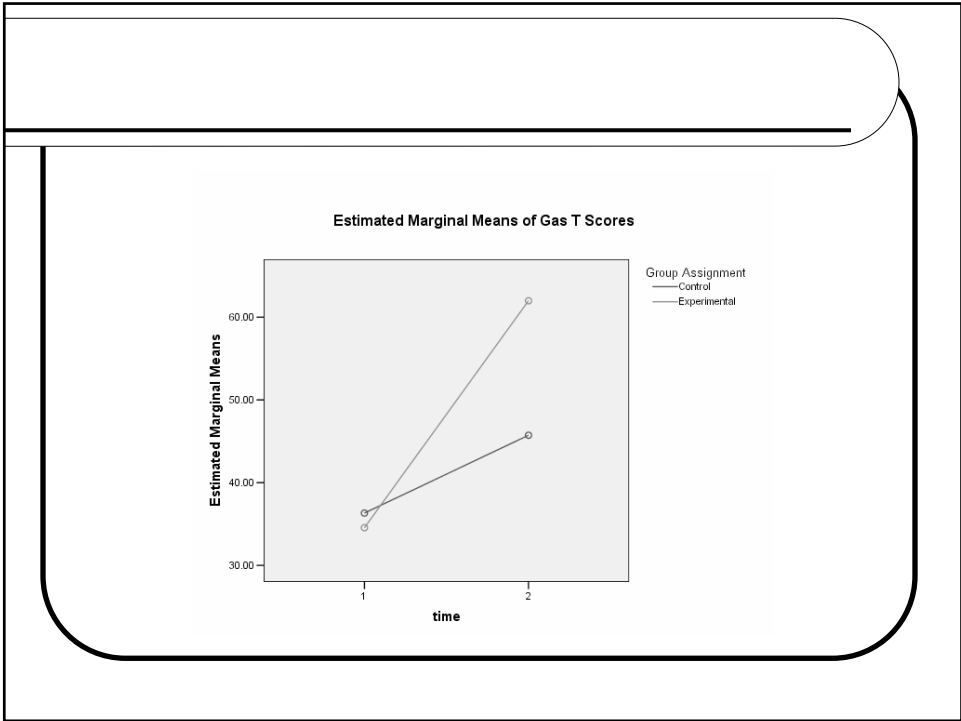


Outcomes of Teacher Training in Autism*

Lisa Ruble, Ph.D.
Nancy Dalrymple, M.S.
John McGrew, Ph.D.

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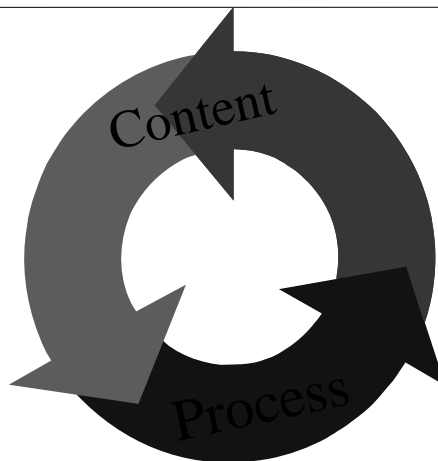


Effective IEPs

Can you have a good teaching plan and a poorly written IEP?

How do we develop good IEPs for students with autism?

- *Process: How do we get to the goals on the IEP?*
 - *Working with parents to develop the IEP*
 - *Moving from assessment to developing IEP goals*
 - Determining the present levels of performance*
- *Content: Effective IEPs for children with autism*
 - *Understanding necessary IEP components for students with autism*
 - *Writing goals that are measurable*



Working with Parents

- Parents are equal participants in developing, reviewing and revising the IEP for their child
- In developing each child's IEP, the IEP shall consider the strengths of the child and the concerns of the parents for enhancing the education of their child

Whole child / whole family approach

- Develop a vision statement describing student's and families hopes for the future
- For students with autism, must consider areas not reflected in the general education curriculum (e.g., self-care skills, social skills, work behaviors, safety skills)

Domain of Functioning and Related Issues and Needs

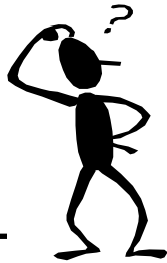
- Cognitive
 - verbal vs nonverbal learning
 - attention
- Communication
 - receptive / expressive language
 - social communication
- Physical
 - sensory
 - motor
 - physical
- Social / Personal
 - self care
 - social skills
 - independence
- Academic
 - learning style
- Vocational
 - work behaviors
 - functionality and generalization
- Recreation / Leisure
 - play
 - making choices
 - developing /expanding interests

Factors that improve communication between parents and school personnel

- Communication is constant and open;
- Communication centers on shared goals;
- Parents are knowledgeable regarding IEP planning process, their rights and responsibilities, and community resources

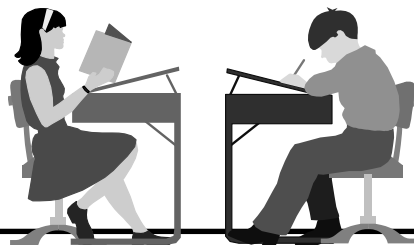
Moving from Assessment to IEP Development

- Present Level of Performance should provide a direct relationship between the identified needs and the goals on the IEP



Present Level of Performance (PLP)

- Summarizes current performance
- Facilitates instructional planning by bridging evaluation and results to instructional interventions



PLEP should:

- Be in terms that are specific, measurable, and objective
- Describe current performance
- Describe performance in general curriculum (regular or developmental)
- Prioritize and identify needs that will be used to write goals
- Provide baseline information for each need

Where do the Present Levels of Performance come from?

- Need to conduct assessments that are curriculum-based or developmentally-based and that facilitates selection of goals relevant for instruction
- Need to know how the learner learns and the supports needed to enhance learning

PLEP needs to be measurable,
objective, and specific

Example of PLEP

In the general education curriculum, students are expected to complete all assignments. John turns in an average of 60% of his math assignments, 50% of his reading and language assignments (on average per week). Of assignments turned in, fewer than 75% are complete. Accuracy of turned-in work fluctuates markedly from less than 10% to 100%.

- Charlie is having difficulties in math. He is unable to meet the general education standards in the area of understanding and applying a variety of problem-solving strategies. He can compute additional problems when using touch math. He has difficulty processing story problems when they are read to him in a one-to-one situation. He does not understand the relationship of the language in the problems and the computation. He needs to learn to set up and solve story problems. He was not able to complete any of the addition or subtraction story problems on the second grade math assessment.

- Christine is working on the district's standard to be able to read, understand, and respond to a variety of materials for various purposes. Our focus will be on functional vocabulary. Christine is able to say the sounds of 15 of 26 letters of the alphabet independently (missed v, d, l, r). With a gestural prompt she was able to say the sounds of w, x, y, z, g, l, n. Chris is able to read 19 survival words.
- She is also working on the standard of writing effectively for a variety of purposes. Christine can write her name without a model 70% of the time. She forgets the "r" or transposes the "r" and the "l". Her "z" looks like a "2" and her "n" and "h" look alike. Christine cannot say her address.

Well-written goals are:

1. Meaningful
2. Measurable
3. Able to be monitored or assessed
4. Useful for making decisions

Meaningful

- Necessary for success in current and future environments
- Family believes goal is important
- Goal specifies level of performance and expectation that is reasonable
- Its accomplishment is related and important to the behavior

Measurable

- Skill or behavior is something that can be measured

Able to be monitored

- There are many increments in skill level between present level of performance and criterion stated in the goal
- Goal should be written to allow frequent and repeated assessment of skill

Useful in making decisions

- Monitoring the goal results in determining effectiveness of IEP

Format for writing goals:

- Timeframe
- Conditions
- Behavior
- Criterion

- **Timeframe** is usually specified in the number of weeks in the goal period (36 weeks = 180 school days)
- **Conditions** specify the manner in which progress toward the goal is measured.
- **Behavior** clearly identifies the performance which is being monitored; usually reflects an action or can be directly observed; and is measurable.
- **Criterion** identifies how much, how often, or to what standards the behavior must occur in order to demonstrate that the goal has been reached. The goal criterion specifies the amount of growth the student is expected to make by the end of the annual goal period.

- **Timeframe:** In 36 weeks,
- **Conditions:** given a fourth grade level passage
- **Behavior:** Jenny will read
- **Criterion:** 100 words per minute with 95% decoding accuracy

- **PLEP:** John displays difficulties writing his thoughts on paper. He has very creative ideas but does not understand sentence construction or how to develop paragraphs. He needs to use punctuation and capitalization consistently. John received 12 out of 50 points on the district's assessment for expressive writing. He needs to learn to write the four different sentence types (simple, compound, complex, and compound-complex) correctly and integrate them into a paragraph.
- **Annual Goal:** In 36 weeks John will write at least a six sentence paragraph using at least three different sentence types scoring 45/50 on the writing rubric.

- **PLEP:** At 36 months, Abigail is working on developmental skills of early object use and functional play with toys/ objects. Abigail is able to perform exploratory schemes (banging, shaking, throwing) as she plays with toys/objects. She applies the same schemes to all objects, and she does not demonstrate an understanding of the functions of toys/ objects. Abigail has learned to imitate her parents' and other adults' actions when provided with a model of combining two schemes to manipulate a toy in a functional play activity. Abigail's parents want her to play with her toys without her requiring their constant attention and modeling of actions.

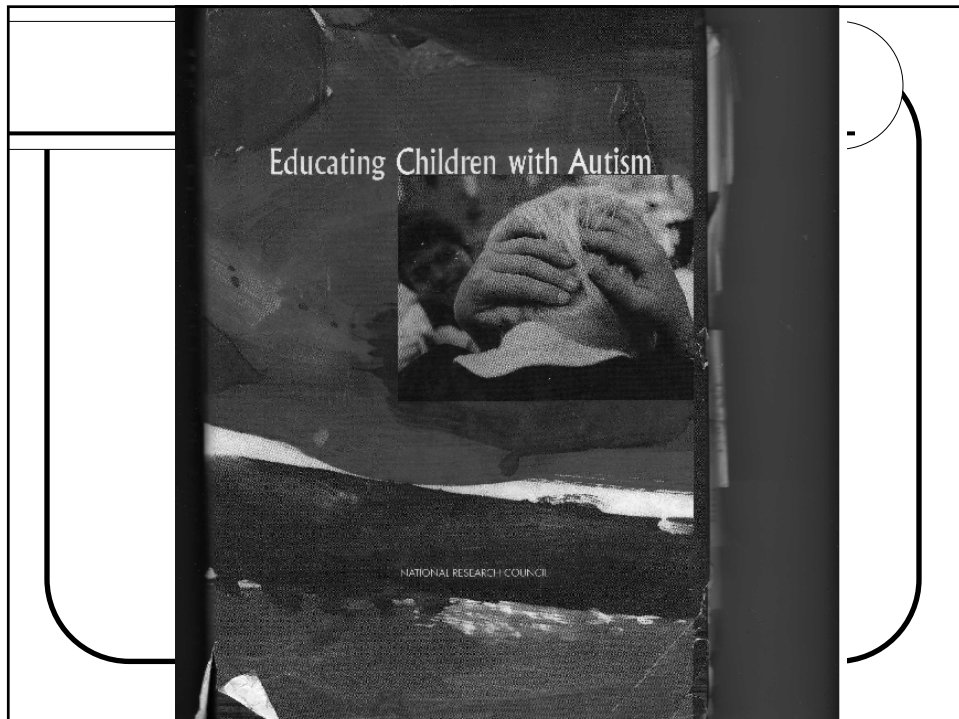
- When given toys/objects, Abigail will perform five schemes with them (shake, roll, bang, throw, push). She does not combine schemes into a functional play sequence with the toys/objects. Children between 18-24 months of age typically play with toys/objects by combining schemes to see a cause-and-effect relationship and to use objects according to their functions. By 36 months, children are beginning to engage in symbolic or pretend play.
- **Annual Goal:** In 36 weeks, when given the opportunity to play with six-eight different toys/objects, Abigail will spontaneously link four discrete schemes according to the toys/objects intended functions three times per observation period across five consecutive play times.

Resources

- Nebraska Department of Education
 - <http://www.nde.state.ne.us/SPED/ieproj>

How does your child's IEPs measure up?

- IDEA Indicators
- National Research Council Indicators
 - Quality indicators
 - Content indicators



NRC Indicators for IEPs

Recommended by the National Research Council (2001)

Parental concerns are described	48.6
Content includes goals that reflect ^{1, 2}	
social skills to improve involvement in school and family activities	80.0
expressive, receptive and non-verbal communication skills (as appropriate)	85.7
symbolic functional communication system ³	68.6
engagement in tasks or play which are developmentally appropriate, including an appropriate motivational system ⁴	40.0

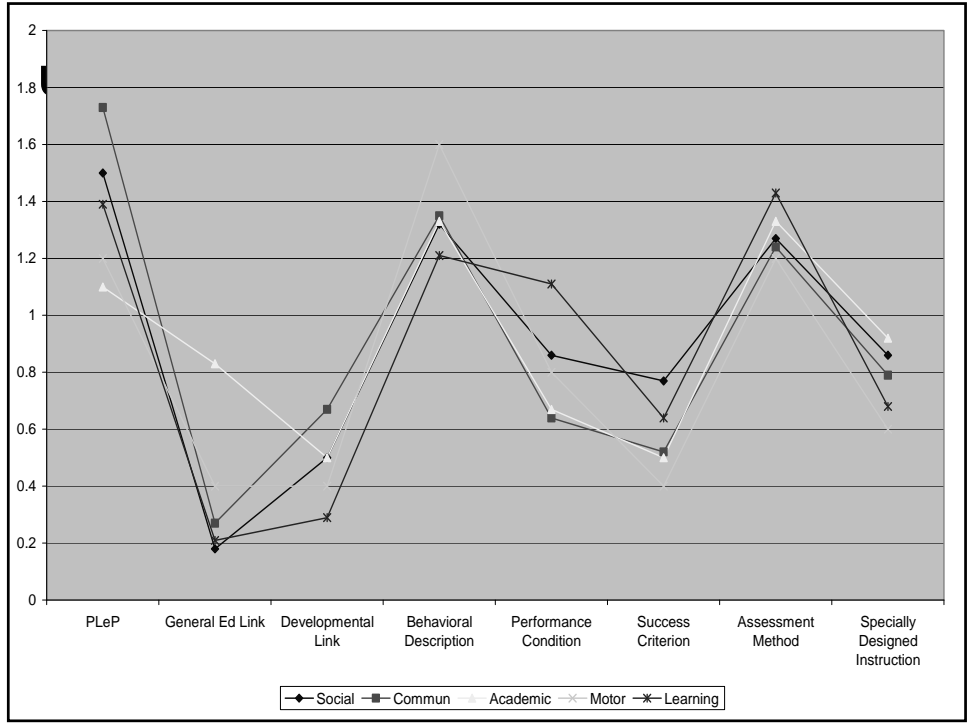
fine and gross motor skills to be utilized when engaging in age appropriate activities	65.7
basic cognitive and academic thinking skills	71.4
replacement of problem behaviors with appropriate behaviors	42.9
organizational skills and other behaviors that underlie success in a general education classroom (independently completing a task, following instructions, asking for help, etc).	88.5
Extended school year is addressed	51.4
Extended school year is recommended	8.6

IDEA Indicators on IEP

Goals are individualized and adapted from the academic content standards	17.1
The student's present level of performance is described for this goal	68.6
The student's performance of this objective is described in a manner that links it to the general curriculum	14.3
The student's performance of this objective is described in a manner that links it to developmental curriculum	22.9

IDEA Indicators on IEP

This goal/objective is able to be measured in behavioral terms	41.0
The conditions under which the behavior is to occur is provided	39.0
The criteria and timeline for goal attainment is described specifically for objective (other than for length of IEP)	0
A method of goal measurement is described	1.9
Specially designed instruction is individualized to the goal/objective	2.9



IEP Evaluation Form

Individual Education Plan Evaluation Form 1

Name of Student: _____ DOB/Age: _____

Name of Reviewer: _____ Date of IEP: _____

Instructions: The evaluation form has two major parts: A and B. Part A has two components. The first section evaluates the descriptions of the present levels of performance. The second section addresses the IEP as a whole.

Part B is concerned with specific goals or objectives. The goal is the broad domain; the objective is the specific skill that is targeted under the goal. It is recommended that the entire IEP be reviewed before it is scored.

Part A: IDEA Indicators

Directions: Determine if the following education performance areas are described as an area of need. If the area is checked, but no description is provided, mark "no"; if any kind of description is provided, mark "yes".

	No	Yes
1. Communication status	<input type="checkbox"/>	<input type="checkbox"/>
2. Academic performance	<input type="checkbox"/>	<input type="checkbox"/>
3. Health, vision, hearing, motor abilities	<input type="checkbox"/>	<input type="checkbox"/>
4. Social and emotional status	<input type="checkbox"/>	<input type="checkbox"/>
5. General intelligence (cognitive)	<input type="checkbox"/>	<input type="checkbox"/>
6. Overall quality of description of child's performance relative to the general curriculum or developmental status is clear enough to establish well-written goals for the child. Code No if there is no reference to grade, age, or developmental equivalent to performance.	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

Review of Related Services

Directions: If related services are provided, indicate yes and the amount of time the service is provided per week.

	Yes	No	Time / Week
7. Speech Therapy	<input type="checkbox"/>	<input type="checkbox"/>	_____
8. Occupational Therapy	<input type="checkbox"/>	<input type="checkbox"/>	_____
9. Physical Therapy	<input type="checkbox"/>	<input type="checkbox"/>	_____

Rahn & Dalrymple, 2006, adapted rev 1/16/09

Individual Education Plan Evaluation Form 2

Analysis of IEP Objective:

Objective Code: _____
0-Academic 1-Social 2-Communication 3-Learning/Work Skills 4-Motor/Sensory 5-Self-help 6-Behavior

Directions: Code each objective (not goal). Use the Likert scale that ranges from 0 "no or not at all" to 2 "very much/yes." Not applicable is NA.

0 1 2
 Not at all/No Somewhat Very much/Yes

Indicator	NA	0	1	2
10. The child's present level of performance is described for this objective.				
11. The child's performance of this objective (in summary of present levels of performance) is described in a manner that links it specifically to the general or developmental curriculum.				
This objective is able to be measured in behavioral terms.				
12. The conditions under which the behavior is to occur is provided (i.e. when, where, with whom).				
13. The criteria for goal acquisition is described (i.e. rate, frequency, percentage, latency, duration as well as a timeline for goal attainment is described specifically for objectives other than for length of IEP).				
14. A method of goal measurement is described.				
Is Specially Designed Instruction individualized to the objective?				

Rube & Dierynin, 2006, adapted REV 1/18/09

Individual Education Plan Evaluation Form 3

Part B: National Research Council Indicators

Directions: Review the overall IEP and determine to what degree each indicator is provided. Use the Likert scale that ranges from 0 "no or not at all" to 2 "very much/yes." Not applicable is NA.

0 1 2
 Not at all/No Somewhat Very much/Yes

Indicator	NA	0	1	2
15. Parental concerns are described.				
16. Includes goals/objectives for social skills to improve involvement in school and family activities (i.e., social objective is targeted for improved functioning in school/family life).				
17. Includes goals/objectives for expressive, receptive, and non-verbal communication skills.				
18. Includes goals/objectives for symbolic functional communication system (PECS, assistive technology, etc).				
19. Includes goals/objectives for engagement in tasks or play which are developmentally appropriate (must emphasize a focus on developmental skills such as attending, sitting in circle, taking turns, etc., rather than academic), including an appropriate motivational system.				
20. Includes goals/objectives for fine and gross motor skills to be utilized when engaging in age appropriate activities.				
21. Includes goals/objectives for basic cognitive and academic thinking skills (sorting, letters, numbers, reading, etc).				
22. Includes goals/objectives for replacement of problem behaviors with appropriate behaviors (evidence is provided that the skill is designed to replace a problem behavior).				
23. Includes goals/objectives for organizational skills and other behaviors that underlie success in a general education classroom (independently completing a task, following instructions, asking for help, etc).				
24. Objectives are individualized and adapted from the state academic content standards (i.e., goals are assumed to be the academic content standards).				

25. Number of goals in the IEP: _____

26. Number of objectives in the IEP: _____

27. Is the need for ESV addressed? Yes No

28. Is ESV recommended as a service? Yes No Not Addressed

Activity

- Evaluate your IEP
- What suggestions do you have?

Thank you!