



Making Special Education “Special:” Ensuring Maximal Instead of Minimal Benefits

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Let's Get Started!



Dr. Mark Shinn

Professor, School Psychology at National-Louis University

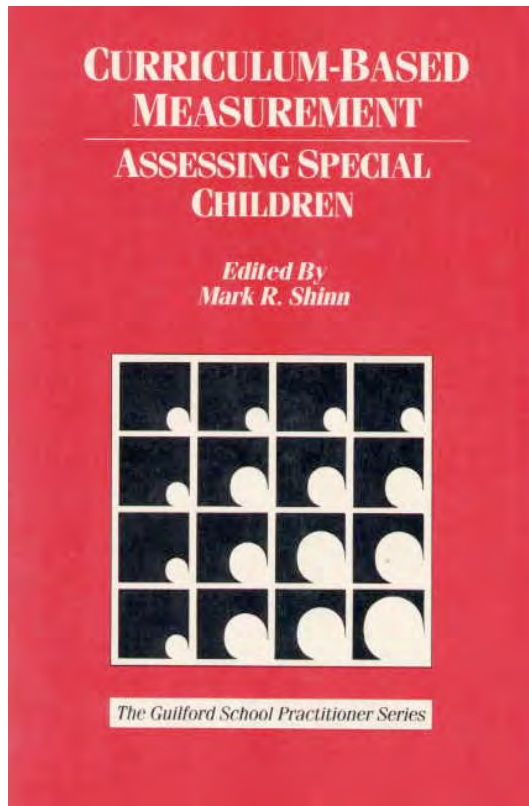
Author of over 100 book chapters and journal articles on scientifically sound basic skills progress monitoring and screening tests for use in MTSS/RTI decision making, including IEPs.

Editor of 5 books, including 3 editions of Research-Based PK-12 interventions for the National Association of School Psychologists.

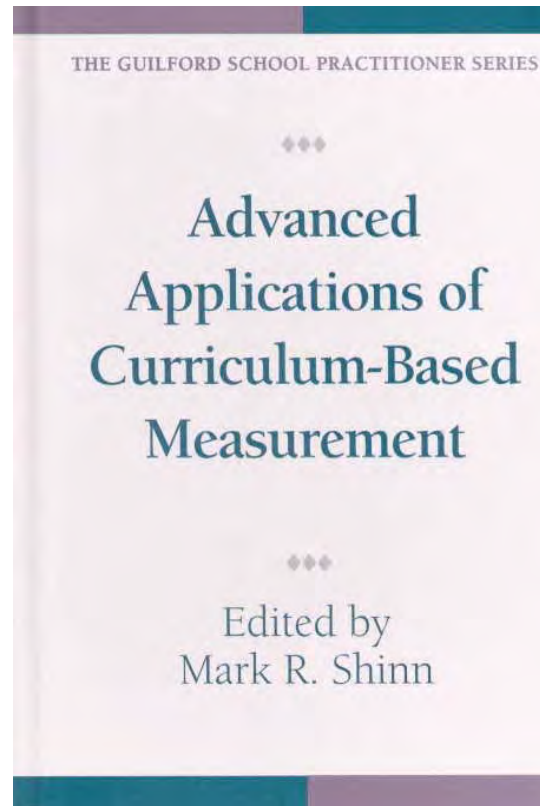
Consultant to schools and state departments of education in 44 states over his career.

Invited Contributor to OSEP/OSERS/IES Conference on Research and Practice Needs for Students with Disabilities

I'd Like to Think I Have Some Credibility



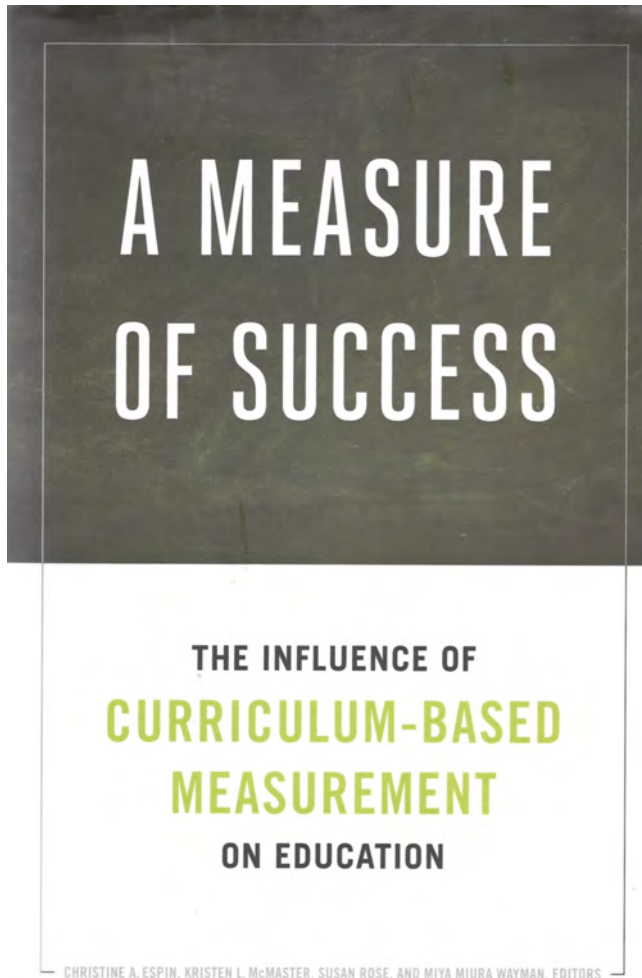
1 of 6 members of Technical Review Panel, National Center for Student Progress Monitoring, USDE/OSEP 2003-2007



Author of More than 100 Refereed Journal Articles and Book Chapters on the Topic of CBM, Progress Monitoring, and Screening

Editor and Contributor to 2 Major Texts on CBM

Read This Book



Espin, C. A., McMaster, K., Rose, S., & Wayman, M. (Eds.). (2012). *A measure of success: The influence of Curriculum-Based Measurement on education*. Minneapolis, MN: University of Minnesota Press.

Some Things to Read About IEP Goals and PM Practices

CHAPTER 10

Writing and Evaluating IEP Goals and Making Appropriate Revisions to Ensure Participation and Progress in the General Curriculum

Mark R. Shinn
Michelle M. Shinn
University of Oregon

BACKGROUND/PURPOSE FOR CHANGES IN IEPs IN IDEA 97

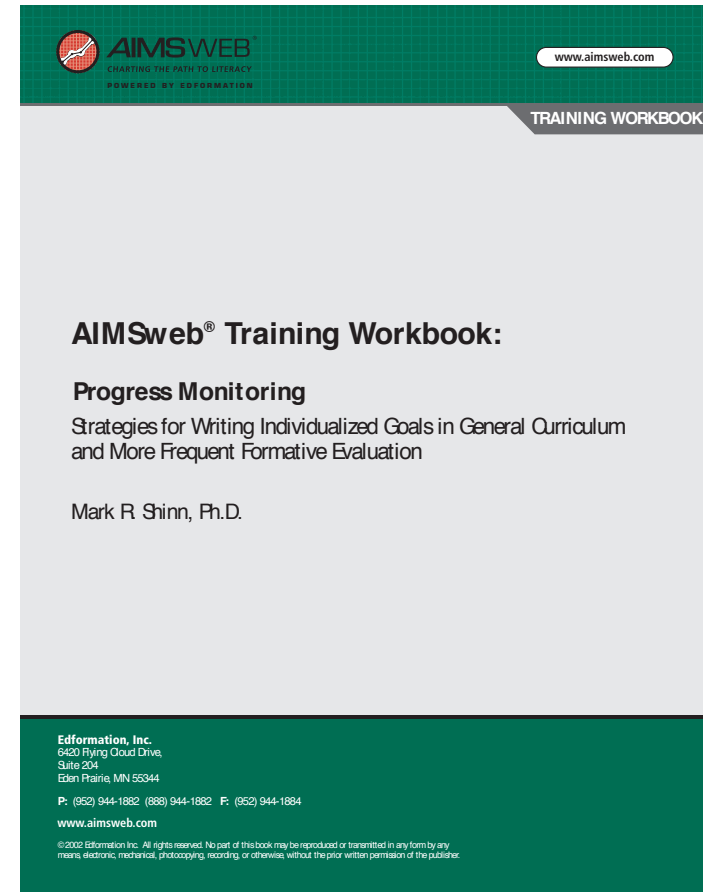
To many educators, the Individualized Education Programs (IEP) is a necessary "procedural evil" that must be completed so that a student with educational needs can receive service. As stated by Bateman and Linden (1998, p. 63) in their latest revision of their book on writing IEPs, "Sadly, most IEPs are horrendously burdensome to teachers and nearly useless to parents. Many if not most goals and objectives couldn't be measured if one tried and all too often no effort is made to actually assess the child's progress toward the goal."

Nearly every study of the limited body of knowledge on IEPs from the past 20 years has concluded likewise. For example, Smith in an extensive review concluded that after more than 10 years of implementation substantive IEP change has not ensued. To too many educators, the field has achieved the IEP nightmare predicted by Rinaldi (1976) in which schools would end up "with paper compliance rather than real or exemplary implementation" (p. 151).

For example, the authors recently noticed this anonymous poem posted prominently on the wall in a special education resource teacher's room. According to the

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Shinn, M. R., & Shinn, M. M. (2000). Writing and evaluating IEP Goals and making appropriate revisions to ensure participation and progress in general curriculum. In C. F. Telzrow & M. Tankersley (Eds.), *IDEA Amendments of 1997: Practice guidelines for school-based teams*. (pp. 351-381). Bethesda, MD: National Association of School Psychologists.



Shinn, M. R. (2003). *AIMSweb™ Training Workbook Progress Monitoring Strategies for Writing Individualized Goals in General Curriculum and More Frequent Formative Evaluation*. Eden Prairie, MN: Edformation, Inc.

References on CBM and Goal Setting

- Bateman, B.D. (2007). **From gobbledegook to clearly written annual IEP goals**. Verona, WI: Attainment Company.
- Bateman, B.D., & Linden, M.A. (2006). **Better IEPs: How to develop legally correct and educationally useful programs** (4th ed.). Verona, WI: Attainment Company.
- Fuchs, L.S., & Shinn, M.R. (1989). Writing CBM IEP Objectives. In M. R. Shinn (Ed.), **Curriculum-based measurement: Assessing special children**. (pp. 132-154). NY: Guilford.
- Shinn, M.R. (2003). **AIMSweb™ Training Workbook Progress Monitoring Strategies for Writing Individualized Goals in General Curriculum and More Frequent Formative Evaluation**. Bloomington, MN: Pearson, Inc.
- Shinn, M.R. (2010). Building a scientifically based data system for progress monitoring and universal screening across three tiers including RTI using Curriculum-Based Measurement. In M. R. Shinn & H. M. Walker (Eds.), **Interventions for achievement and behavior problems in a three-tier model, including RTI** (pp. 259-293). Bethesda, MD: National Association of School Psychologists.
- Shinn, M.R., & Shinn, M.M.. (2000). Writing and evaluating IEP Goals and making appropriate revisions to ensure participation and progress in general curriculum. In C. F. Telzrow & M. Tankersley (Eds.), **IDEA Amendments of 1997: Practice guidelines for school-based teams**. (pp. 351-381). Bethesda, MD: National Association of School Psychologists.
- Yell, M. L., & Busch, T. W. (2012). **Using Curriculum-Based Measurement to develop educationally meaningful and legally sound Individualized Educational Programs**. In C. A. Espin, K. McMaster, S. Rose & M. Wayman (Eds.), *A measure of success: The influence of Curriculum-Based Measurement on education* (pp. 79-87). Minneapolis, MN: University of Minnesota Press.



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EXPERTS

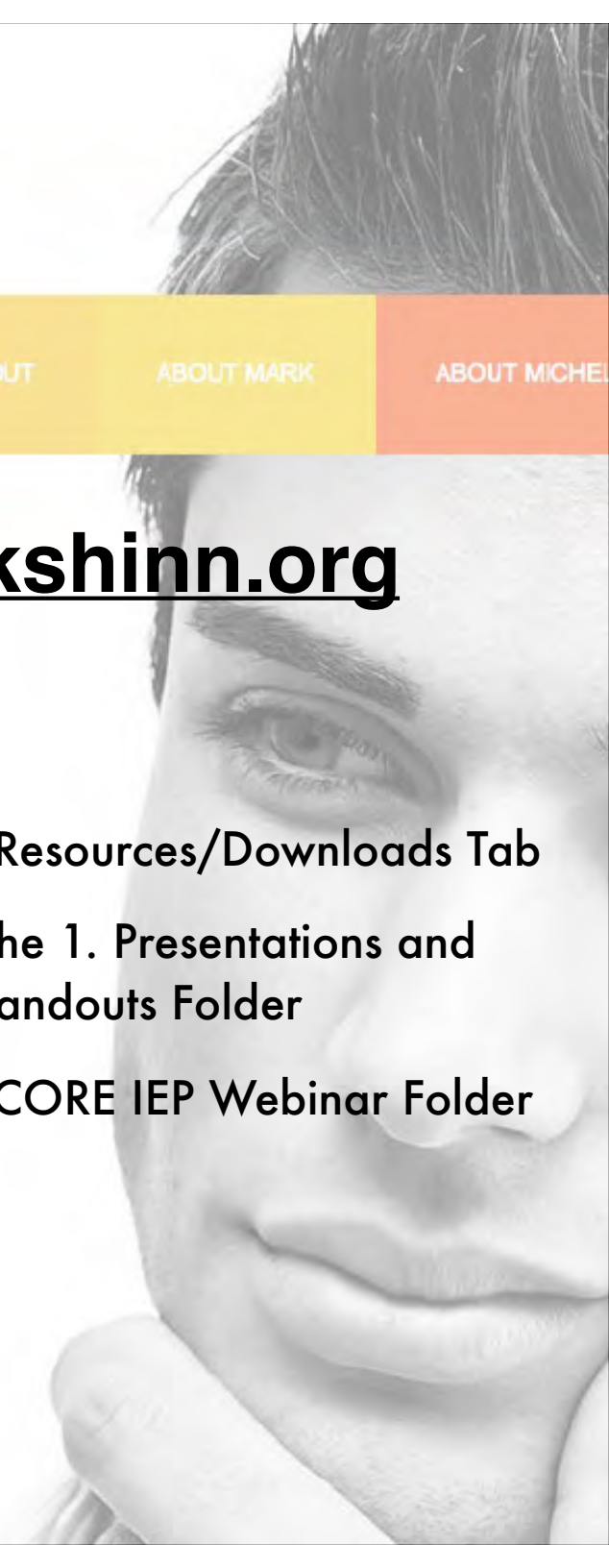
WHO'VE BEEN THERE



THE PROFESSIONAL
DEVELOPMENT WEBSITE FOR

MARK R. SHINN, PH.D.

1. Click on the Resources/Downloads Tab
2. Click on the 1. Presentations and Handouts Folder
3. Click on the CORE IEP Webinar Folder



Disclosure Disclosure

- Mark R. Shinn, Ph.D. Serves as a **Paid Consultant for Pearson Assessment** for their AIMSweb product that provides CBM assessment materials and organizes and report the information from 3 tiers, including RTI
- Mark R. Shinn, Ph.D. Serves as a Consultant for Cambium/Voyager/Sopris for their Vmath product, a remedial mathematics intervention but **has no financial interests**
- Mark R. Shinn, Ph.D. Serves as a Consultant for McGraw-Hill Publishing for their Jamestown Reading Navigator (JRN) product and **receives royalties**
- Mark R. Shinn, Ph.D. Serves as a **Member of the National Advisory Board for CORE** (formerly the Consortium on Reading Excellence) and receives a stipend for participation

The Ground We Will Cover

- IEP Goals Provide Parents and Team Members the Platform to **Weigh the Potential Benefits of SE Against Its Costs**
- Progress Monitoring of IEP Goals Was Intended to **Provide Students Protections from SE from Which There Was Little Benefit**, Requiring the IEP to be Revised to Address ANY Lack of Expected Progress
- Unfortunately, IEP **Goal Setting Remains Yoked to Poor Practice**, Driven by **Procedural Compliance**
 - Goals Are **Trivial** and **Do NOT Drive** the Development Nor **Intensity of the SE Program**
 - Progress Monitoring is **Not Frequent**, Nor Scientifically Sound and As a Result, **IEPs are Not Modified**, Reducing Student Benefit
- The Recent Supreme Court Case, *Endrew F. v. Douglas County School District*, and an OSEP Dear Colleague Letter has Given Us the **Opportunity to Revisit Quality IEP Goals and Progress Monitoring Practices**

Big Ideas

1. The *Endrew F. v. Douglas County School District* Decision Now Suggests that More than “Minimal Benefit (better than nothing) is no longer the Standard by Which SE Benefit Should Be Judged. **That’s a Good Thing!**
2. The OSERS November 2015 Dear Colleague Letter is Intended to Communicate that IEP Teams Have High Expectations for Students with Disabilities (SWD). **That’s a Good Thing!**
3. However, Both Circumstances Could Replace Predominantly Lousy IEP Goals **That Do Not Lead to Meaningful Progress Monitoring** with **Other** Lousy IEP Goals **That Do Not Lead to Meaningful Progress Monitoring!**
4. IEP Goals and Frequent Progress Monitoring Are **Critical Components to High Quality Special Education Practices** that **Are Intended to “Protect” SWD** and **Ensure that the Benefits** of SE Outweigh the Risks.
5. There is a (Long-Standing) Solution that Allows for Substantive Compliance with Endrew and the OSERS November 2015 Letter, Facilitating “Better” IEP Goals, More Frequent Progress Monitoring and **Increased Student Achievement!**

Some Review... We Know the Rules of the Game...

There is a **Legal Requirement** for IEP Goals and Progress Monitoring

Individualized Education Programs

§ 300.320 Definition of individualized education program.

- (1) A statement of the child's **present levels of academic achievement** and functional **performance**,
- (2)(i) A statement of measurable **annual goals**, including academic and functional goals designed to—
 - (A) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum;...
- (3) A description of—
 - (i) **How the child's progress** toward meeting the annual goals described in paragraph (2) of this section **will be measured**; and
 - (ii) **When periodic reports** on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) **will be provided**;

And Here is the Most Common Outcome of Our IEP Goal Efforts: Weak Goals, Unrelated to Intervention, Impossible to Measure in a Scientifically Sound Way

	Objectives	Criteria	Evaluations	Schedule
1.	Frodo will decode words containing long vowel syllable patterns	80%	Documented Observation	Grading Period
2.	Frodo will decode words containing the silent syllable pattern (CVCe)	80%	Documented Observation	Grading Period
3.	Frodo will decode words containing inflected endings (ing, ed, er, y, ly, ful)	80%	Documented Observation	Grading Period

Is This SOUND PRACTICE?

Annual Goal: Frodo will increase his reading fluency skills.

Objectives	Criteria	Evaluations	Schedule
<p>1. A Series of VERY Specific Isolated Skills Out of Many Possibilities</p> <p>2. For Which Tests Would Need to Be Created</p>			
<p>3. A Criterion That is Scientifically Unsound and/or Low Level of Performance</p> <p>4. Impossible to Determine an Expected Rate of Improvement and/or Progress</p> <p>Frodo will recognize sightwords at the fourth grade level</p> <p>Frodo will read 55 CWPM at the fourth grade passage level</p>	<p>80%</p> <p>80%</p>	<p>Documented Observation</p> <p>Documented Observation</p>	<p>Grading Period</p> <p>Grading Period</p>

IEP Goals Should Lead to Progress Monitoring and Promote Effective Intervention and Improvement to Ineffective Ones

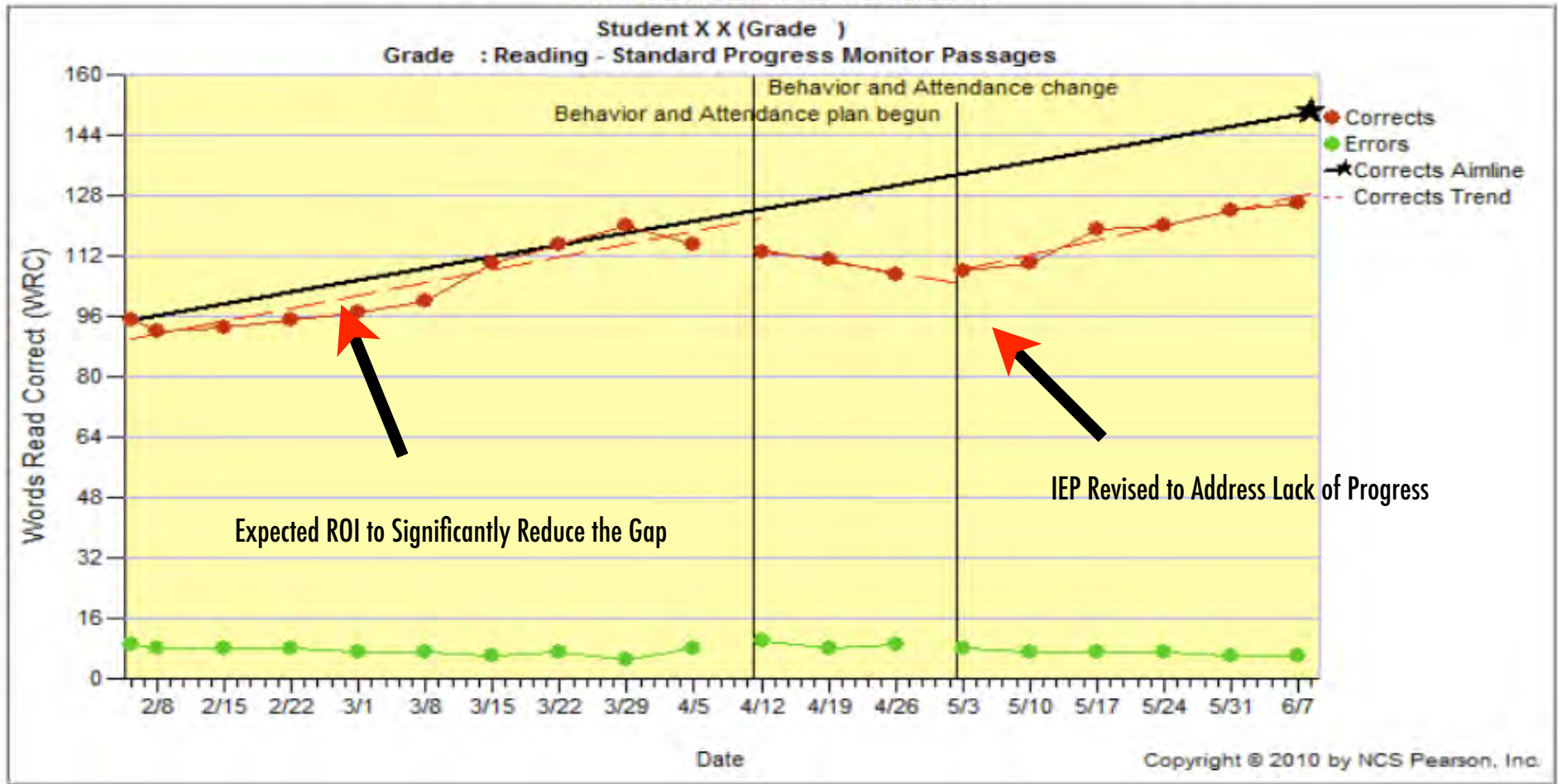
- (b) *Review and revision of IEPs—(1) General.* Each public agency must ensure that, subject to paragraphs (b)(2) and (b)(3) of this section, the IEP Team—
 - (i) Reviews the child’s IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and
 - (ii) Revises the IEP, as appropriate, to address—
 - (A) Any lack of expected progress toward the annual goals described in § 300.320(a)(2), and in the general education curriculum, if appropriate;

Without Good Goals, There is No Good Progress Monitoring

Without Good Progress Monitoring, There Cannot Be Revisions of IEPs When Appropriate

Would I See Evidence of Revision of IEPS In Your Schools Right Now?

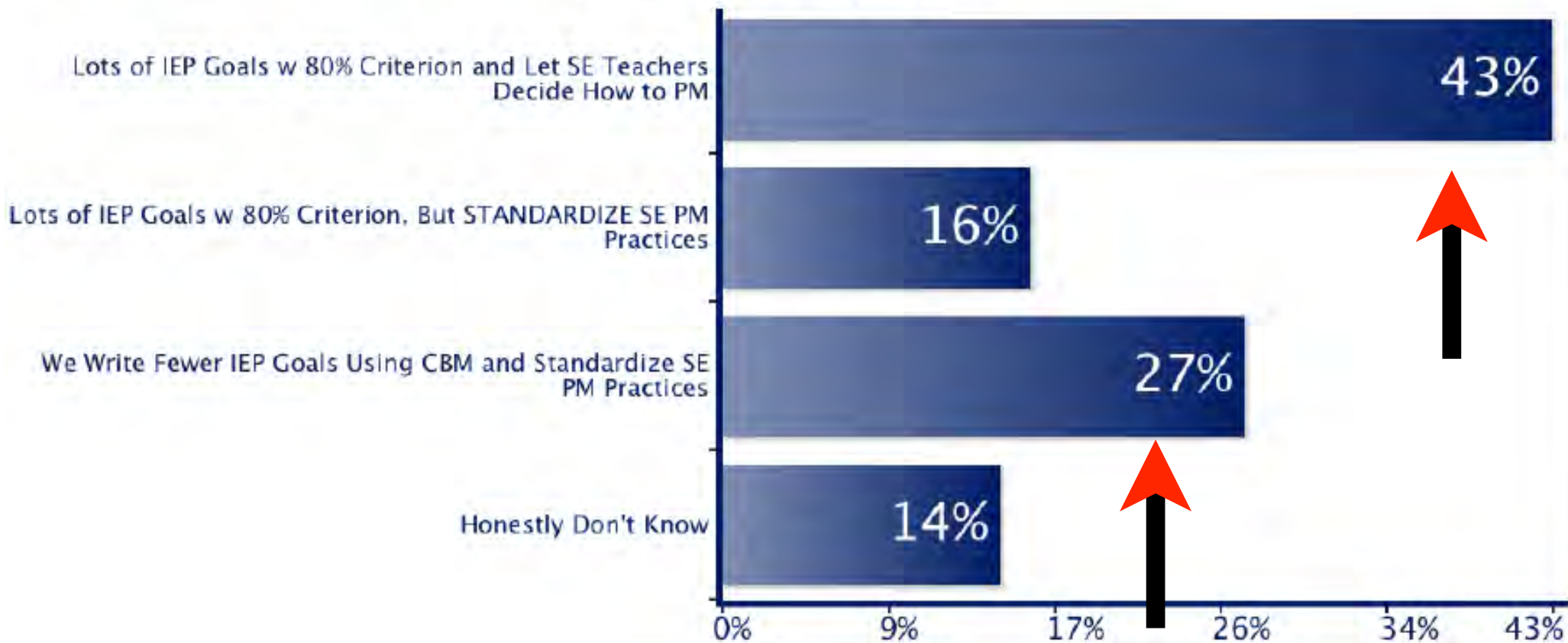
Progress Monitoring Improvement Report for Student X X
from 02/04/2010 to 06/08/2010



The NORM, Not the Exception for IEP Practices

SE is Leading: IEP Goals and Progress Monitoring

Start this poll to accept responses



Teachers' Perspectives on IEPs

Do you like these IEPs?

I do not like these IEPs

I do not like them Jeeze Louise

We test, we check

We plan, we meet

But nothing ever seems complete.

Would you, could you

Like the form?

I do not like the form I see

Not page 1, not 2, not 3

Another change

A brand new box

I think we all

Have lost our rocks!

Legal Experts Don't Like What We Are Doing Now

"Sadly, most IEPs are horrendously burdensome to teachers and nearly useless to parents. Many if not most goals and objectives couldn't be measured if one tried and all too often no effort is made to actually assess the child's progress toward the goal.

Bateman and Linden (2008, p. 63)

Nobody Likes What We Are Doing Now

Unfortunately, the *IEP* process operates poorly in many places ...For years, IEPs have been based on a *mastery measurement* framework, which creates

lengthy,

unmanageable documents, and

onerous paper work.

These mastery measurement IEPs, with their *long lists of short-term objectives*, also fail to provide a basis for *quantifying outcomes*.

For these reasons and more, IEPs promote, at best, *procedural compliance without accounting for individual student learning* or describing special education effectiveness.

Lynn S. Fuchs and Douglas Fuchs, Vanderbilt University
Testimony to the President's Commission on
Excellence in Special Education,
Progress Monitoring, Accountability, and LD Identification
April 18, 2002

IEPs Are a Civil Rights Issue

Advantages of Special Education

Intensive, Specially Designed Instruction to Meet Students Unique Needs

Intervention(s) That Reduces the "Gap"

Required Parental Engagement and Reporting, including Progress



Disadvantages of Special Education

Potential Loss of Freedom of Association

Undue Stigmatization

The IEP Describes the Content and the Expected Outcomes of the SE Program to Enable People to Decide if the Advantages Outweigh the Disadvantages

You Decide

Grade 4 Student Labeled SLD

Present Level of
Performance = Grade 1



Goals and Program

Read Grade 1 Material
Successfully in 1 Year

Small Group Instruction

3x per Week for 15 minutes each

Goals and Program

Read Grade 3 Material
Successfully in 1 Year

Small Group Instruction

5x per Week for 75 minutes each

**IEP Goals Drive Intervention Intensity
If We EXPECT MORE, the Intervention Must DELIVER
MORE!**

Opportunities to ReTHINK and Improve: Endrew

In a stunning 8-0 decision in the case *Endrew F. v. Douglas County School District*, the U.S. Supreme Court ruled in favor of a higher standard of education for children with disabilities.

Advocates and parents say the case dramatically expands the rights of special-education students in the United States, creates a nationwide standard for special education, and empowers parents as they advocate for their children in schools.

On Wednesday, Chief Justice John G. Roberts Jr. stated in the court opinion that a

child's "educational program must be appropriately ambitious in light of his circumstances" and that "every child should have the chance to meet challenging objectives.

Appropriately Ambitious? Challenging?

“When all is said and done, a student offered an educational program providing *‘merely more than de minimis’* progress from year to year can hardly be said to have been offered an education at all,” Roberts wrote.

Roberts wrote. “For children with disabilities, receiving instruction that aims so low would be tantamount to *‘sitting idly . . . awaiting the time when they were old enough to “drop out.”*”

Endrew Decision Echoes Other National Efforts

The Office of Special Education Programs (OSEP) has revised its accountability system to shift the balance from a system focused primarily on compliance to one that puts more emphasis on results.

OSERS

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RDA: Results Driven Accountability



Andrew, RDA and an OSEP Dear Colleagues Letter



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

November 16, 2015

Dear Colleague:

Ensuring that all children, including children with disabilities, are held to rigorous academic standards and high expectations is a shared responsibility for all of us. To help make certain that children with disabilities are held to high expectations and have meaningful access to a State's academic content standards, we write to clarify that an **individualized education program (IEP) for an eligible child with a disability under the Individuals with Disabilities Education Act (IDEA) must be aligned with the State's academic content standards for the grade in which the child is enrolled.**¹ Research has demonstrated that children with disabilities who struggle in reading and mathematics can successfully learn grade-level content and make significant academic progress when appropriate instruction, services, and supports are provided.² **Conversely, low expectations** can lead to children with disabilities receiving less challenging instruction that reflects below grade-level content standards, and thereby not learning what they need to succeed at the grade in which they are enrolled.

The cornerstone of the IDEA is the entitlement of each eligible child with a disability to a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet the child's unique needs and that prepare the child for further education, employment, and independent living. 20 U.S.C. §1400(d)(1)(A). Under the IDEA, the primary vehicle for providing FAPE is through an appropriately developed IEP that is **based on the individual needs of the child.** An IEP must take into account a child's present levels of academic achievement and functional performance, and the impact of that child's disability on his or her involvement and progress in the general education curriculum. **IEP goals must be aligned with grade-level content standards for all children with disabilities.** The State, however, as discussed

“IEP goals must be aligned with grade-level content standards for all children with disabilities.”

And More—Higher Expectations



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OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

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... IEP for a child with a disability, regardless of the nature or severity of the disability, is designed to give the child access to the general education curriculum based on a State's academic content standards for the grade in which the child is enrolled...

And More



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we expect annual IEP goals to be aligned with State academic content standards for the grade in which a child is enrolled. This alignment, however, must guide but not replace the individualized decision-making required in the IEP process.

Your Thoughts?

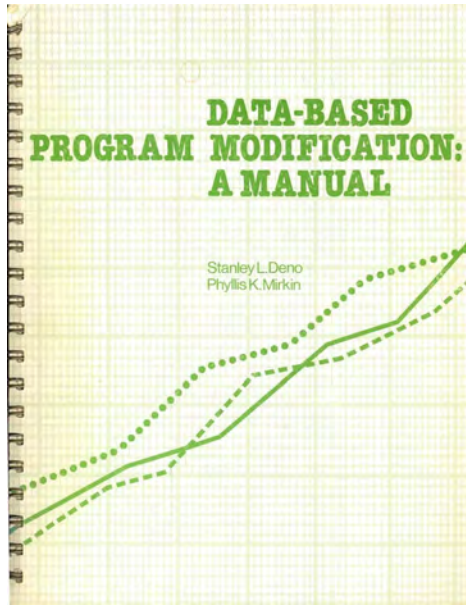
- Are You Aligning Your IEP Goals Appropriately Ambitious in Light of the Child's Circumstances?
- Are You Aligning Your IEP Goals Right Now to Grade Level Standards?
- Is It Even Possible to Write Goals that Align to Grade Level Standards?
- If So, Is It Possible to Monitor Progress to Enable the IEP to be Revised to Address Any Lack of Expected Progress?

I Get It. I Believe in High Expectations...and WE CAN (and SHOULD) Do It!

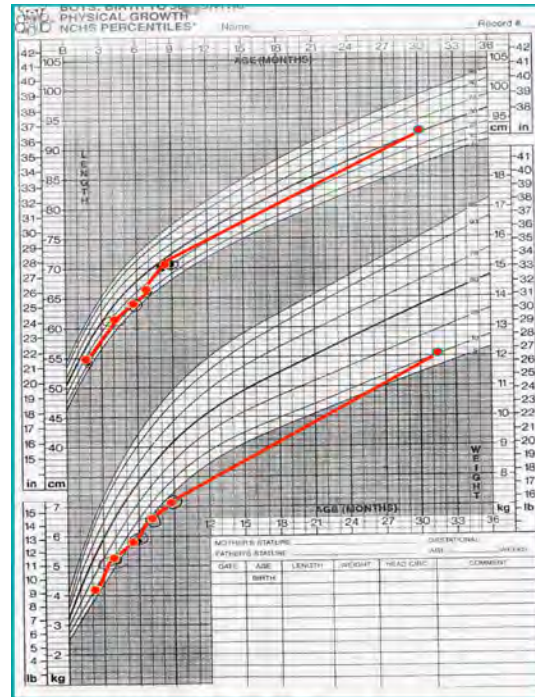
And I Believe (KNOW) There is a Research-Based Technology to Meet This OSEP Expectation (with a little tweaking):

- Sound IEP Goals and Frequent Progress Monitoring Practices Consistent with OSEP Funded Research and Centers Such as the NCSPM, National RTI Center, and Center for Intensive Intervention
- Better, Time Efficient, and More Meaningful Goals and More Frequent Progress Monitoring

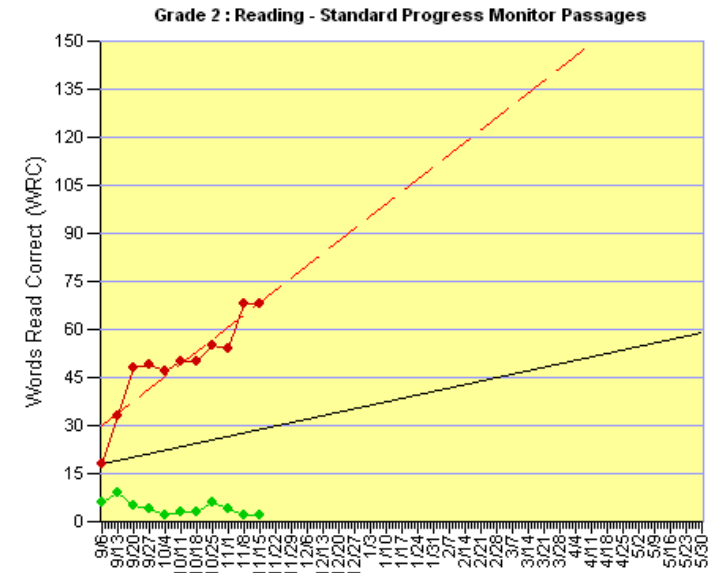
Research-Based Solutions Since 1980!



Deno, S. L., & Mirkin, P. (1977). Data-based program modification: A manual. Reston, VA: Council for Exceptional Children.



Find a Single Academic Task That Could Be Measured and Graphed Like This!



This Was the Hope

The Product of that Research on IEP Goals and Progress Monitoring? CBM—GENERAL Label for a “Family” of Assessments

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Progress Monitoring and RTI System

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Revised
Math Computation (M-COMP)

Convenient
Computer-Assisted Assessment

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AIMSweb Demo

AIMSweb How To Order

Headlines

What is AIMSweb?

AIMSweb is a benchmark and progress monitoring system based on direct, frequent and continuous student assessment. The results are reported to students, parents, teachers and administrators via a web-based data management and reporting system to determine response to intervention.

How Does AIMSweb Work?

The AIMSweb system components provide one comprehensive progress monitoring and RTI Solution.

- Benchmark** – Assess all students three times per year for universal screening, early identification, general education progress monitoring, and AYP accountability.
- Strategic Monitor** – Monitor at-risk students monthly and evaluate the effectiveness of instructional changes.
- Progress Monitor** – Write individualized annual goals and monitor more frequently for those who need intensive instructional services.

www.aimsweb.com

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- Data System support for DIBELS Next
- New RTI Report Feature, literacy content, data collection, & more!

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- Costs only \$1 per student per year.
- Includes easy-to-use [administration](#) and [data entry](#) tools.
- Learn more in our [video introduction](#).
- Download a [brochure](#) and check out our quick start guides, FAQs and more on the [resources](#) page.

The DIBELS measures assess the 5 Big Ideas in early literacy identified by the National Reading Panel:

- Phonemic Awareness
- Alphabetic Principles
- Fluency and Fluency
- Vocabulary
- Comprehension

The **Schoolwide Model** is designed to take what we know from scientifically-based reading research and translate it into effective reading practices.

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Bringing 30 years of research into the hands of classroom teachers

This progress monitoring system provides assessments for students in grade K-6. [Sign up for a free account.](#)

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demo

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It's about time.

CBM and Adaptive Assessments.
The best of both worlds.

Our Story

FastBridge was created for schools that want to improve student outcomes by using the science of reading to inform their instruction.

Assessments

FastBridge offers a variety of assessments to meet your needs:

- Quality Tools and Assessments
- Assessments
- Progress Monitoring
- Individualized Instruction
- Reporting

Get Started!

Using data and FastBridge is easy. Our platform is designed to be user-friendly and intuitive. You can get started in minutes.

Our platform is designed to be user-friendly and intuitive. You can get started in minutes.

<http://www.fastbridge.org>

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Improving Progress Monitoring Using Scientifically Sound Practices Has Been an OSEP Priority Since 2005

Student Progress Monitoring
National Center on Student Progress Monitoring
U.S. Office of Special Education Programs

Home About Us Resources Online Trainings Families Tools Discussions & Newsletter

Thank you for your interest in the National Center on Student Progress Monitoring!

Unfortunately, our project has come to the end of its five-year contract with the U.S. Department of Education, Office of Special Education Programs (OSEP). However, we will continue to maintain our website with all its valuable resources for you. Please feel free to use the site and share any of the resources provided. You can find additional resources on student progress monitoring on the [National Center on Response to Intervention's \(NCRTI\) website](#). If you have any questions for the Center, please contact NCRTI at (877) RTI-4-ALL.

What is Progress Monitoring?
Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

Review of Tools
Our Technical Review Committee has created a chart of scientifically based tools to measure students' progress. Determine which one best fits your school's needs.

Web Resources
The National Center on Student Progress Monitoring (NCSPM) [web resources library](#) has exciting: downloadable articles, PowerPoint presentations, FAQs, and links to additional resources about student progress monitoring, Curriculum-Based Measurement, applying decision making to IEPs and other researched based topics. All of our publications are designed to inform and assist audiences in implementing student progress monitoring at the classroom, building, local or state level.

Select a Style: Traditional, Large Font, or High Contrast

If you have any questions about student progress monitoring, please contact the National Center on Response to Intervention:
Email: rticenter@air.org
Toll Free: (877) RTI-4-ALL
Web site: <http://www.rti4success.org>

National Center on Response to Intervention
IDEAs that Work
U.S. Office of Special Education Programs

Home About Us Resources Tools/Interventions Events

What is RTI?
Response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities. To learn more about RTI, see the [Essential Components of RTI - A Closer Look at Response to Intervention](#).

RTI Resources
RTI State Database
The RTI State Database provides resources on a number of topics related to RTI. The resources, which range from policy documents and briefs to trainings and tools, were developed by states or territories, in the U.S. who are in different stages of implementing RTI.

Our Library
GLOSSARY OF RTI TERMS
RTI TOPICS
• What is RTI? (42)
• Tiered Instruction
• Tiered Instruction: General Information (12)
• Tiered Instruction: 3-Tier Model (26)
• Tiered Instruction: 4- or 5-Tier Model (1)
• Models of RTI (5)
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SUBJECT AREAS
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RTI STAKEHOLDERS
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What's New in RTI?
New Resource!
Instruction Tools Chart
The Center is pleased to announce the release of the [Instruction Tools Chart](#)! This chart represents the results of the first annual review of research studies of instructional programs by the Center's Technical Review Committee (TRC). The chart provides ratings on the quality of studies demonstrating efficacy for instructional programs used within an RTI context. The National Center on RTI publishes this tools chart to assist educators and families in becoming informed consumers who can select instructional programs that best meet their individual needs. Please note that the Center does not endorse or recommend the programs included in the chart.

New Resource!
Essential Components of RTI - A Closer Look at Response to Intervention
Through this document, we maintain there are four essential components of RTI:
• A school-wide, multi-level instructional and behavioral system for preventing school failure;
• Screening;
• Progress Monitoring; and
• Data-based decision making for instruction, movement within the multi-level system, and disability identification (in accordance with state law).

Learn more about the Center's definition of RTI, the four essential components, and frequently asked questions.

New Resource!

National Center on INTENSIVE INTERVENTION
at American Institutes for Research

Resources Tools Charts Implementation Support About Us

Learn the Language of Intensive Intervention

Data-Based Individualization	Intensive Intervention
Intervention Adaptation	Intensive Intervention
Intervention Platform	Intensive Intervention
Multi-Tiered System of Support	Intensive Intervention
Positive Behavioral Interventions and Supports	Intensive Intervention
Progress Monitoring	Intensive Intervention
Response to Intervention	Intensive Intervention
Tier 3	Intensive Intervention

What is Intensive Intervention?
Intensive intervention (both academic interventions and behavior interventions) is intended to help these students. The Center's approach to intensive interventions is data-based individualization (DBI). DBI use data to individualize instruction, increase engagement, and provide opportunities to practice new skills. Within multi-tiered systems of supports such as RTI or PBS, this is often considered Tier III. Learn more about the [DBI Framework](#), meet Center staff, visit the [Tools Charts](#) to find evidence-based progress monitoring tools or interventions, and view the [DBI Training Series](#) to find professional development materials to support the implementation of DBI in schools and districts.

Ask the Expert
What do you need to consider when developing information systems that lead to improved learning environments for students?
Watch and listen as Dr. Rob Horner, Professor of Special Education at the University of Oregon and co-Director of OSEP Technical Assistance Center on PBS and the OSEP Research and Demonstration Center on Schoolwide Behavior Support discusses key considerations for developing effective information systems.

Recent Resources
What is an Evidence-Based Behavior Intervention? Choosing and Implementing Behavior Interventions that Work
National Resources to Support Students with Behavioral Needs
Considerations for Planning Tiered Behavior Support
Designing and Delivering Intervention for Students with Severe and Persistent Academic Needs (DBI Training Series Module 7)
So What do I do Now? Strategies for Intensifying Intervention when Standard Approaches Don't Work

New Behavioral Intervention Tools Chart
Are you looking for a behavior intervention? The Center is pleased to announce the release of the first ever Behavioral Intervention Tools Chart. This chart represents the results of the first annual review of behavior intervention tools by the Center's Technical Review Committee (TRC). NCII publishes this chart to assist educators and families in becoming informed consumers who can select interventions that best meet their individual needs, but it does not endorse or recommend the tools included in the chart. Click here to view the chart.

www.studentprogress.org
2003-2008

www.rti4success.org
2008-2013

www.intensiveintervention.org
2013-Current



We Write Fewer IEP Goals, But They are Based on Scientifically Sound “Indicators” and Proven Progress Monitoring Practices

Reading	In (#) weeks (Student name) will read (#) Words Correctly in 1 minute from randomly selected Grade (#) passages.
Spelling	In (#) weeks (Student name) will write (#) Correct Letter Sequences and (#) Correct Words in 2 minutes from randomly selected Grade (#) spelling lists.
Mathematics Computation	In (#) weeks (Student name) will write answers to (#) Correct Problems in 8 minutes from randomly selected Grade (#) math problems.
Mathematics Problem Solving	In (#) weeks (Student name) will write answers to (#) Correct Problems in 8 minutes from randomly selected Grade (#) math problems.
Written Expression	In (#) weeks (Student name) will write (#) Total Words and (#) Correct Writing Sequences when presented with randomly selected Grade (#) story starters.

Quality Goal Setting Practices

3 Important Questions That Make It Very Easy for Everyone to Understand

1. Where is the Student Now? The Present Level of Performance (PLOP).

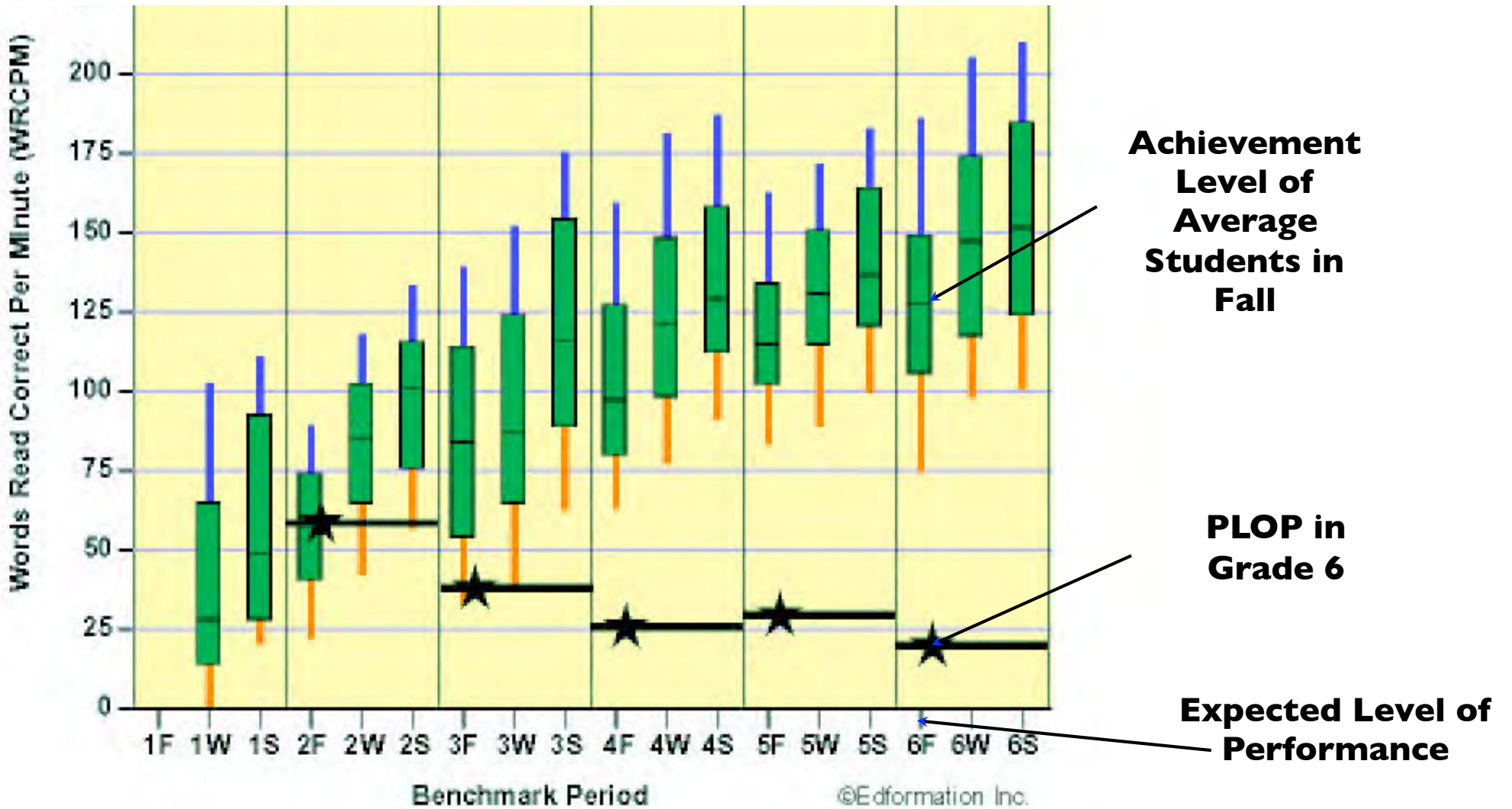
2. What LEVEL of Performance (Curriculum Level) Do We Want the Student to Be At When the IEP Expires That We Believe Reduces the Performance Gap?

3. What is the CRITERION FOR ACCEPTABLE PERFORMANCE (CAP) That Defines SUCCESS? How WELL Do We Want the Student to Perform When the IEP Expires That We Believe Reduces the Performance Gap?

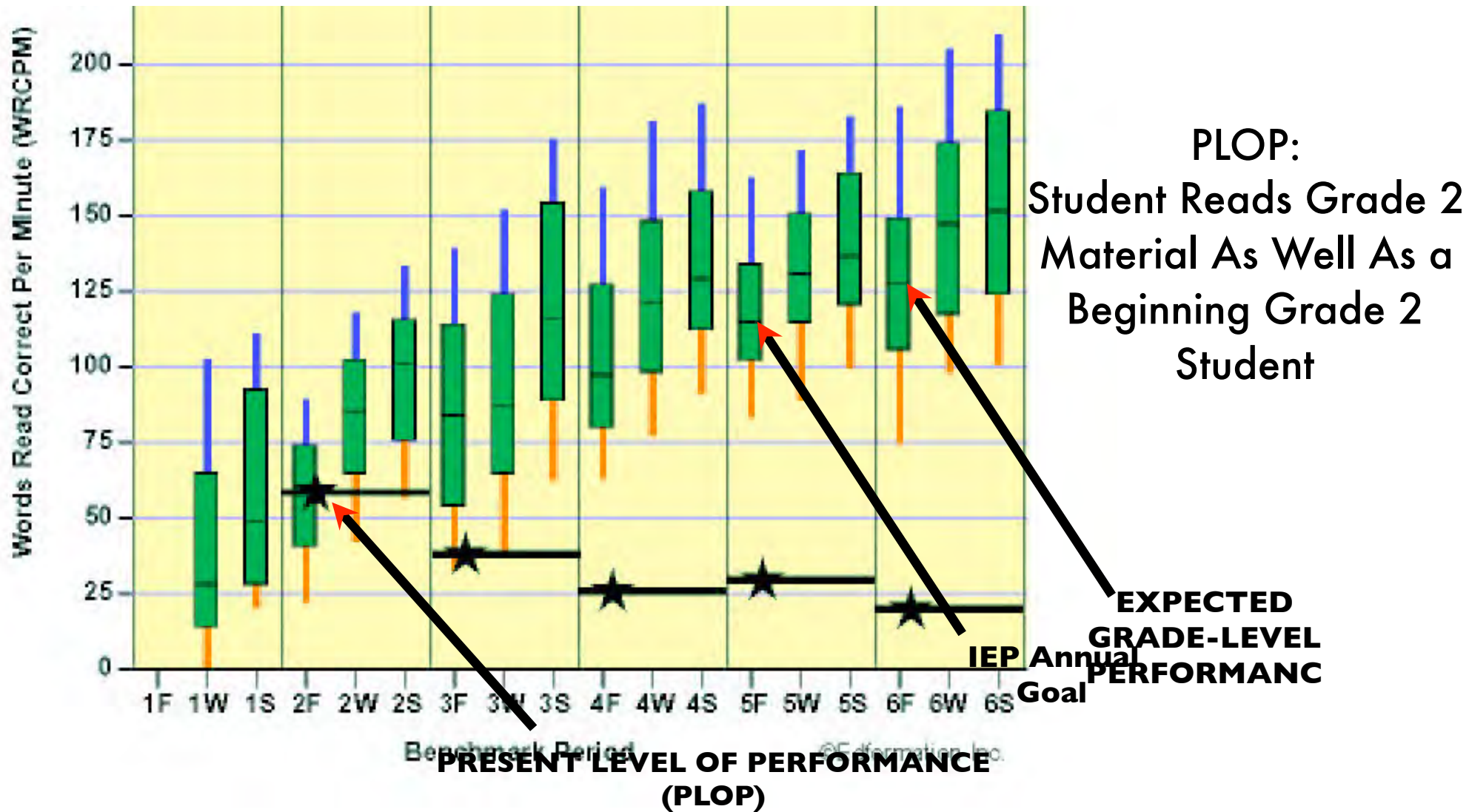
Goal Setting Steps

1. **Determine the Present Level of Performance (PLOP) based on Survey-Level Assessment (SLA)**
2. Know the **Time Frame for the Goal** (typically the “**anniversary date**”-1 year).
3. Determine the **Level of Curriculum Performance** That Defines **Success** and **Reduces the Gap**
4. Define the **Criterion for Acceptable Performance (CAP)**

SLA to Determine PLOP

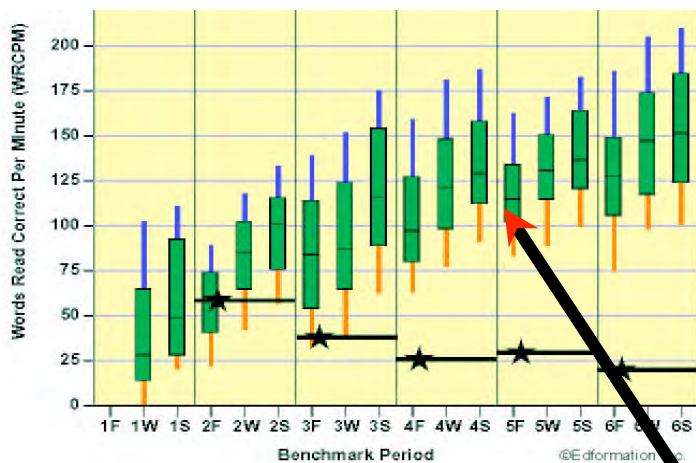


SLA in "Off Level" to Determine Where Students are Successful NOW



Historical Goal Setting Practices Using CBM

In 1 Year, Student Will Read 115 WRC When Given a Grade 5 Standard Reading Passage



IEP Annual Goal

Advantages

Observable, Measurable

Scientifically Sound

Enables Judgments About Progress

Logistically Feasible

Easily Understood By Teachers, Parents, Students

High Expectations

Significantly Reduces the Performance Discrepancy

But NOT Aligned to Grade-Level Standards

Which of These Grade 6 Level Standards Would Teams Select?

Standard	How Would We Measure This?	How Would We Define Success?
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	?	80%?
2. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	?	80%?
3. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	?	80%?
4. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	?	80%?

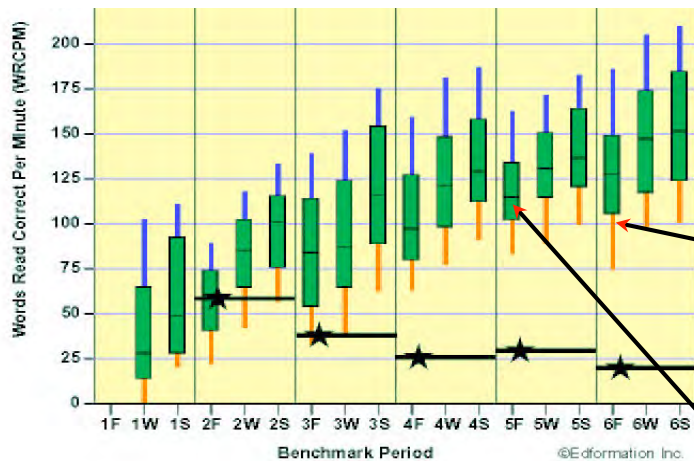
Grade-Level Goal Solution: Add A Grade-Level Goal with a Standards Aligned CAP

Frequent Progress Monitoring Annual Goal

In 1 Year, Student Will Read 115 WRC Given a Grade 5 Passage

Grade-Level Aligned Annual Goal.

In 1 Year, Student Will Read 100 WRC Given a Grade 6 Passage



Grade-Level Standards Progress Monitoring Goal

Frequent Progress Monitoring Goal

What's a Standards-Aligned CAP?

A Grade 6 student who reads 62 WRC has less than 10% chance of passing the state standards test at the beginning of the year.

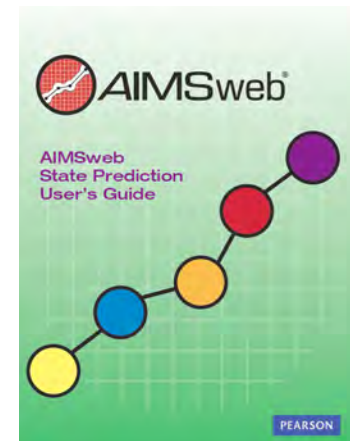
Ginny read 20 WRC!

Grade	Period	Success Probability			
		0.5		0.8	
		Median	P10-P90	Median	P10-P90
6	Fall	103	62-132	136	99-163
	Winter	111	84-136	149	119-173
	Spring	128	86-158	161	119-193

If Ginny improved to 100 WRC, her chances to meet standards would increase to 50%.

Still low, but a significant improvement that reduces the gap!

Source: aimsweb Technical Manual



How to Ensure Alignment to Grade-Level Standards with Significantly Discrepant Students

Best Progress Monitoring Practices for Substantive Compliance (Doing the “Right” Thing)

Weekly Progress Monitoring Using a Single Passage of Grade 5 Materials
1x per Week

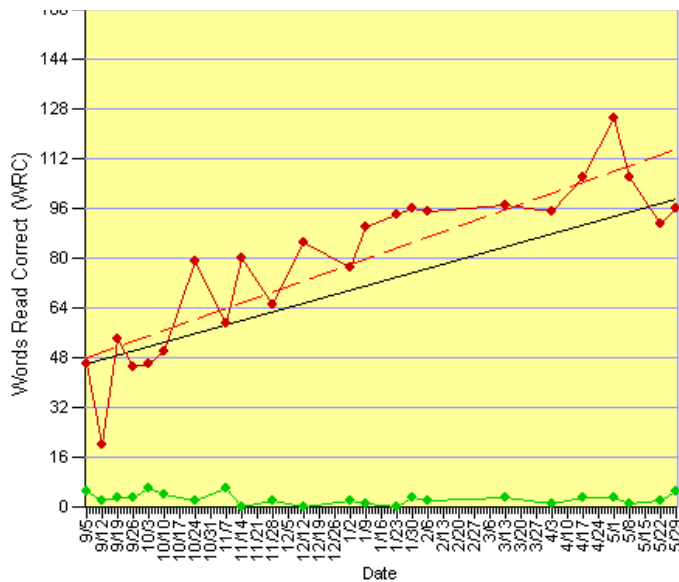
- Observable, Measurable, Scientifically Sound, “Best Practices” as Exemplified in DSEP Centers That Can Contribute to Revising the IEP When Appropriate

Think We're OK?

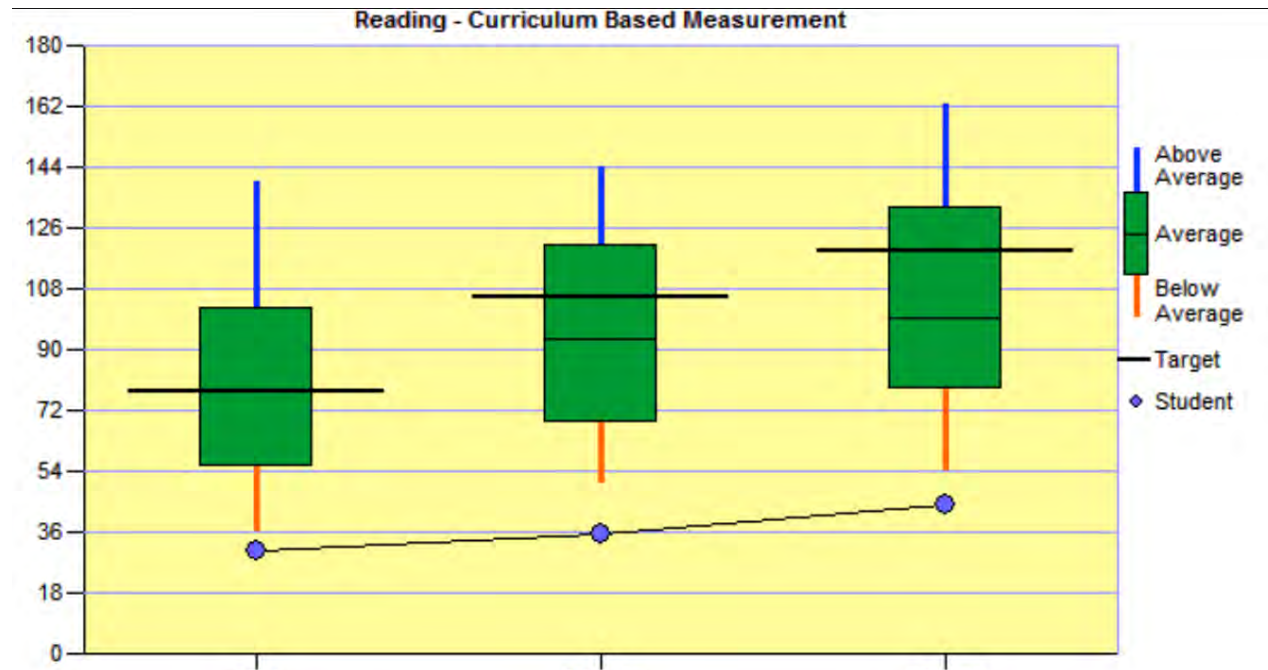
Link to Grade-Level Standards for Procedural Compliance

- Measures Are Single Rich Tasks Aligned to CCSS and Using Grade-Level Materials
- Progress toward GRADE-LEVEL Standards is Measured by Benchmark Assessment (Less Frequent, But As Often as Typically Developing Peers)
- CAP is Related to Likelihood of Passing a Standards-Based Test

Standards-Aligned IEP Goals and Frequent Progress Monitoring



**Weekly Progress
Monitoring Toward Annual
Goal**



**Use Benchmark Score to Evaluate Grade-
Level Standards Progress**

Summary

Current Use of Lots of 80% Goals

Use of CBM Family for IEP Goals

Other Peer Reviewed Measures

Andrew Implications

Poor professional practices that likely will just add to more procedural compliance; Needs improvement for reasons beyond Andrew

Add a Grade-Level Standards-Aligned Goal Monitored Less Frequently

Wish I Knew

Dear Colleague Letter

Poor professional practices that likely will just add to more procedural compliance; Needs improvement for reasons beyond Andrew

Add a Grade-Level Standards-Aligned Goal Monitored Less Frequently

Wish I Knew

Questions?



Get in Touch with CORE!

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