



Quality IEPs: PLAAPP to Goal Writing

Ann Jacobson
ann.jacobson@esc13.txed.net
512-919-5167

Cathy Miller
cathy.miller@esc13.txed.net
512-919-5160

Cyndi O'Toole
cyndi.otoole@esc13.txed.net
512-919-5180



Your Goal

Training Goals

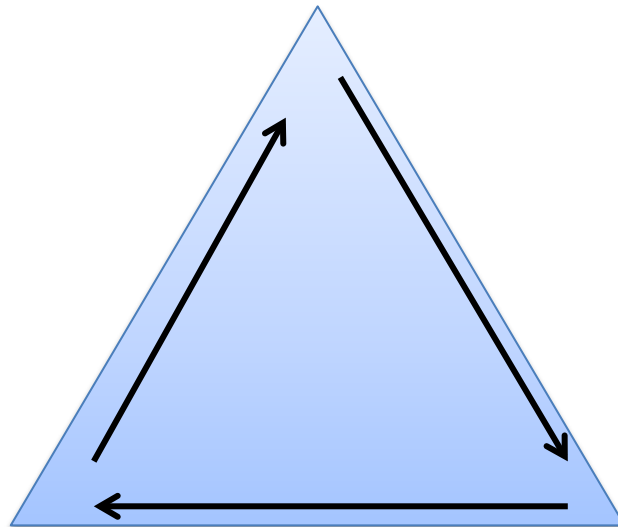


Use data to write strong PLAAFP statements to _____ the IEP.



_____ student-focused Goals, Objectives and Benchmarks (GOBS) to the PLAAFP.

Appropriate IEP Development



Legal Implications Related to PLAAFPs

Reference	Information	Notes
1 OSEP Letter, 1987 211 IDELR 464	OSEP explained why a district cannot lawfully prepare IEPs with the same statement of current levels of performance for all students in a specific program. It noted that while some children within a category of disability may share some relevant behavior characteristics and education needs, the possibility of finding sufficient clusters of children with identical behavior characteristics, identical levels of educational performance, and identical educational needs is remote. Consequently, it is impermissible for districts to have the IEP for each student in a class contain identical statements of present levels of educational performance.	
2 Maryland, 1996 24 IDELR 654	A Maryland district's IEP team failed to take into account an elementary student's needs related to her learning disability. By missing those problems, the remainder of the IEP was defective – lacking a full set of goals and an inadequate description of the range of services she needed.	
3 Delaware, 2001 35 IDELR 149	The court found that the district's description of the present levels of educational performance for a middle school student with a learning disability were adequate. It included standardized test scores for three of the student's areas of need and nonstandardized assessments for the more specific objectives	
4 New York, 2001 36 IDELR 223	A New York review officer rejected the proposed IEP for a student with a learning disability because it contained only a number of conclusory statements about her academic performance and needs, such as "has moderate academic deficits."	
5 Illinois, 2002 36 IDELR 283	The district's reliance on report card grades in its statement of present performance levels with respect to the progress of a high school student in the general curriculum was found to be inadequate. The hearing officer said the district should have used assessment techniques such as criterion-referenced tests, standard achievement tests and diagnostic tests.	
6 Minnesota, 2004 40 IDELR 231	The district's IEPs failed to adequately provide the student's present levels of performance and objective criteria against which achievement could be measured. The PLOP sections of the IEPs contained only conclusory statements about the student's abilities, and the IEPs did not fully explain how his disability affected his involvement in the educational process.	
7 New York, 2004 41 IDELR 228	A New York review officer rejected the parent's procedural-based allegations that the IEP committee did not consider the student's final quarterly report and that it lacked objective data to determine present performance levels. He concluded that the parents participated in committee meetings and received current educational progress reports. Additionally, evidence indicated the district used both objective and subjective data to measure progress.	

8	New York, 2008 50 IDELR 236	Fine and gross motor delays were noted in the PLAAFP, but it did not identify the specific difficulty the student would face as a result of these conditions. No information was provided as to the severity of the conditions. The descriptions of the child's communication and social skills contained similar deficiencies.	
9	California, 2009 109 LRP 69459	The PLAAFP in the IEP of a transfer student was too vague to be useful. The new district remedied the problem by assessing reading skills and including detailed information about reading abilities in the new IEP.	
10	Illinois, 2009 52 IDELR 177	The PLAAFP was inadequate because it did not include objective, measurable data. It only contained general statements about the 13-year-old like being shy in social situations and difficulty expressing ideas in front of peers in the school setting.	
11	Dist of Col, 2010 54 IDELR 188	The IEP did not include a PLAAFP. It was determined that without that information the staff would be unable to determine whether the student made progress and received FAPE.	
12	Ohio, 2011 112 LRP 7208	The IEP was determined to be appropriate because current classroom data, observations, the evaluation, and assessments from the classroom were used to help develop the IEP. The goals and objectives had a direct relationship to the PLAAFP and the PLAAFP was directly related to the student's unique needs.	
13	Ohio, 2011 112 LRP 2646	It was found that the IEP failed to provide data-based documentation as to why the goals selected were made a priority or why other areas of need were not selected. It was also found that there was a lack of baseline data to provide a framework for true data-based progress monitoring. As a result of these findings, the district was ordered to develop a complete and accurate IEP including a data based and accurately detailed PLAAFP, measurable goals and objectives which match identified areas of need, and a description of specially designed instruction containing sufficient detail as to be understood and replicated by a different school district.	
14	Missouri, 2012 112 LRP 7162	The parent alleged that the IEP was not accurate or complete because it was not based on objective data. The hearing officer found that the PLAAFP contained details regarding the strengths of the student, a description of changes in student functioning since the last IEP was developed, areas of student improvement, results from the triennial evaluation, and the impact of the disability affecting progress in the general education curriculum. The hearing officer went on to say that the purpose of the PLAAFP is to assist educators in developing measurable goals and objectives for a student with a disability. In this case, the student's IEP team was able to create 15 goals with 40 objectives that were based on the PLAAFP. It was determined that the PLAAFP satisfied the requirements of IDEA.	



PLAAFP Process


Need

Focus

Data

(1)Need	(2)Focus	(3)Data
<i>Writing</i>	<i>Forms letters</i>	<i>Engages in scribbling and can verbally assign meaning</i>

PLAAFP Statement : STUDENT is working on/developing his/her skills in the area of (1), specifically with an instructional focus in (2). STUDENT is currently (3 with condition/s).

EXTRA CREDIT: This will hinder STUDENT's access to the general curriculum because _____ or Students at this age/grade are expected to be able to _____ or This will limit independent functioning in home, community or school settings because/by _____.

(1)Need	(2)Focus	(3)Data
<i>Gross Motor Skills</i>	<i>Walking</i>	<i>Can successfully take 3-5 steps holding an adult's hand.</i>

PLAAFP Statement: STUDENT is working on/developing his/her skills in the area of (1), specifically with an instructional focus in (2). STUDENT is currently (3 with condition/s).

EXTRA CREDIT: This will hinder STUDENT's access to the general curriculum because _____ or Students at this age/grade are expected to be able to _____ or This will limit independent functioning in home, community or school settings because/by _____.

(1)Need	(2)Focus	(3)Data
<i>Emotional Development</i>	<i>Controlling emotional outbursts</i>	<i>Throws self on floor and bangs head when given a directive 4 out of 5 times.</i>

PLAAFP Statement : STUDENT is working on/developing his/her skills in the area of (1), specifically with an instructional focus in (2). STUDENT is currently (3 with condition/s).

EXTRA CREDIT: This will hinder STUDENT's access to the general curriculum because _____ or
 Students at this age/grade are expected to be able to _____ or
 This will limit independent functioning in home, community or school settings because/by _____.

(1)Need	(2)Focus	(3)Data
<i>Independent Living</i>	<i>Toileting</i>	<i>Uses toilet when prompted, requires assistance with redressing</i>

PLAAFP Statement STUDENT is working on/developing his/her skills in the area of (1), specifically with an instructional focus in (2). STUDENT is currently (3 with condition/s).

EXTRA CREDIT: This will hinder STUDENT's access to the general curriculum because _____ or
 Students at this age/grade are expected to be able to _____ or
 This will limit independent functioning in home, community or school settings because/by _____.

PLAAPF Process


Need

Focus

Data

(1)Need	(2)Focus	(3)Data

PLAAPF Statement: STUDENT is working on/developing his/her skills in the area of (1), specifically with an instructional focus in (2). STUDENT is currently (3 with condition/s).

EXTRA CREDIT: This will hinder STUDENT's access to the general curriculum because _____ or Students at this age/grade are expected to be able to _____ or This will limit independent functioning in home, community or school settings because/by _____.

(1)Need	(2)Focus	(3)Data

PLAAPF Statement

(1)Need	(2)Focus	(3)Data

PLAAPF Statement: : STUDENT is working on/developing his/her skills in the area of (1), specifically with an instructional focus in (2). STUDENT is currently (3 with condition/s).

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 Students at this age/grade are expected to be able to _____ or
 This will limit independent functioning in home, community or school settings because/by _____.

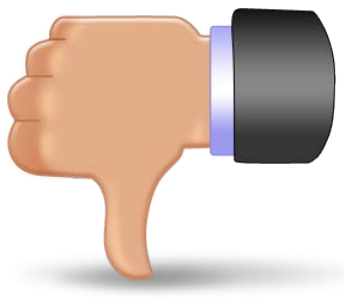

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(1)Need	(2)Focus	(3)Data

PLAAPF Statement

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Common PLAAFP Mistakes

	
1	
2	
3	

Student Name: Jessica (Math) - PLAAFP (excerpt):

Jessica is a 10th grade student who has been identified with Autism and Speech Impairment. She is educated in a full day LIFE Skills setting and is provided specialized programming with supports and structure requiring real-life applications to learn and promote generalization of skills. Jessica can tell time to the minute using an analog clock and is able to count coins and bills. She understands the concept of lapsed time but needs help occasionally. Jessica is able to multiply two digit numbers. Jessica is able to do long division with and without remainders. She is able to add/subtract two to three digit numbers with regrouping and borrowing. She is able to find the mean of a group of numbers with the use of a calculator. She is able to find the area and perimeter of a 1 dimensional geometric figure. She can add and subtract fractions with like denominators. She can count back change up to \$20. She can write checks (including date, pay to the order, dollar amount, notes & signature) independently. She can write calendar dates interchangeably (ie; February 8, 2011 or 2/18/11). She is able to use a calculator to add or subtract items. She is able to use a tax table chart to find the correct amount of tax for a given total.

Student Name: Kevin (Science) - PLAAFP (excerpt)

Kevin is a 8th grade student in the Life Skills program who meets the guidelines for special education services as a student with an Intellectual Disability. Kevin has spastic quadriplegic cerebral palsy and uses a manual wheelchair for mobility which has been adapted with trunk support and subbasis bar. He is able to use his right hand to manipulate larger items and can use his left hand for stabilization. Kevin receives physical therapy one time a week for 30 minutes and has ongoing therapy services in the classroom including positioning on adaptive equipment. He wears an ankle-foot orthosis (AFO) for stability when using a stander and a left hand-elbow mobilizer.

Kevin speaks intelligibly in single words and yes/no responses but within the classroom has used an augmentative communication device to communicate simple needs and choices. He does not use an augmentative communication device at home but does have a picture board which transitions with him between school, the community, and home. Kevin is able to distinguish between different objects and to group items of similar shapes and colors. While Kevin enjoys learning new things, he does have some sensory difficulties; thus, he is often hesitant to touch new objects. He is able to rote count to 5 and can identify 7 letters of the alphabet consistently. He also consistently identifies his name and traces his name when using a thick marker or pen. He is able to identify objects used for cooking in the kitchen but does not always recognize the same objects outside of the kitchen without having direct, intensive, one-to-one instruction.

Student Name: Shelby (Social and Emotional Development Social Competence Skills) PLAAFP (excerpt):

Shelby is a 4 year old student with Autism. She displays occasional verbal and physical outbursts to demonstrate frustration over shared materials or when she cannot move about the classroom as she chooses. She follows a visual schedule (color line drawings) for her daily routine and can independently manipulate the schedule pieces as she progresses through the day. She has learned to look at the next picture on her schedule and will verbally state what comes next, i.e. "Outside", "Work Time".

Shelby uses one- and two-word phrases to express wants and needs, primarily with adults. According to her mother, Shelby "plays" with her older sister, but social interaction with peers is limited to parallel play in various areas of the classroom. When observed in various school environments, Shelby did not independently initiate interactions with peers. When observed over the course of multiple days, Shelby initiated peer interactions a total of 2 times on the playground when the teacher provided a verbal instruction and verbal, gestural or visual prompts (picture) to initiate the interaction.

Shelby did not independently initiate any interactions to play while observed during free choice center time. However, when the teacher provided a verbal instruction during free choice center time such as "Shelby, why don't you go ask Mark to play?" followed by verbal, gestural and visual prompts to initiate the interaction, Shelby complied with the instruction by making the verbal request "Will you play with me?" with a peer a total of 4 out of the 10 opportunities presented. When provided these conditions, she has been able to demonstrate the skill for no more than 2 consecutive school days.

Goals, Objectives and Benchmarks



Align student-focused Goals, Objectives and Benchmarks (GOBS) to the PLAAFP.

REAL

You want to write **REAL** _____,

with a **REAL** _____,

based on a **REAL** _____.

IDEA 2004...

notes that a statement of measurable annual goals should be designed to meet the following two statements:

(aa) **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 curriculum; and

(bb) **meet the child's other educational needs** that result from the child's disability

Simply put, goals are written when we need to monitor improved performance in an _____.



IEP Annual Goal Development Q&A Scavenger Hunt

Section One: Measurable Annual Goals

1) Annual goals describe what a student with a disability can _____ be expected to accomplish within a _____ month period. They are skills and/or knowledge to be mastered, not an _____. (Q 1.1)

2) Read the sample goals listed under Question 1.6. How are these goals similar and/or different than your current approach to writing annual goals? (Q 1.6)

3) What are the four requirements to ensure that an IEP goal is measurable? (Q 1.8)

1)
2)
3)
4)

4) The decision to include a goal in a student's IEP should be based upon _____? (Q 1.9)

5) Yes or No Do functional goals require a link to the enrolled grade level curriculum standards? (Q 1.12)

6) What is the purpose of an academic (standards/TEKS-based) goal? (Q 1.12)

7) What is the purpose of a functional (not standards/TEKS-based) goal? (Q 1.12)

8) Yes or No Can a functional goal cover multiple subject areas/courses? (Q 1.17)

9) What components should be included in short-term objectives/benchmarks? (Q 1.20)

T -
C -
B -
C -

10) If short-term objectives/benchmarks are included, what is the minimum number expected to be included? (Q 1.20)

11) When is the ARDC required to draft short-term objectives/benchmarks? (Q 1.23)

12) Yes or No Is it recommended that generic statements such as "progress being made" or "continuing" be used when updating progress on IEP goals to parents? (Q 1.36)

Section Two: Academic/Standards-Based Goals

13) A student's goal should not contain a restatement of the TEKS, instead it should include the goals that designate the _____ the student needs in order to attain the standards. (Q 2.3)

14) Yes or No Students in grades PK-2 are not assessed with a state assessment. Do students in these grades required standards-based goals? (Q 2.7)

15) When is a student required to have an academic/standards-based goal that corresponds with a tested content area? (Q 2.10)

Section Three: Functional Goals

16) Goals that are non-academic are considered functional. Some examples of functional goals may include: _____, and the ultimate purpose for these goals is to help the student _____. (Q 3.2)

17) When would an ARD committee choose to draft functional goals for a student? (Q 3.3)

Hints for Writing Measurable Goals and Objectives

Use Doing Words: (Examples)

- Write
- Draw
- List
- Perform
- Circle
- Touch
- Walk
- Sign
- Pick up
- Removes
- Sort
- Sing
- Underline
- Point to
- State
- Smile
- Add
- Paint
- Type
- Copies

Avoid Slippery Words: (Examples)

- Identify
- Know
- Understand
- Enjoy
- Appreciate
- Recognize
- Communicate
- Grasp/really understand
- Be able to
- Value
- Solve
- Apply
- Tolerate

Observable and **measurable** skills demonstrated by the child are targeted skills that describe something which can be seen or heard by an observer.

Behaviors have a **beginning** and an **end**.



Examples of observable and measurable behaviors include:

Looks	Names	Gives	Cuts
Puts on	Takes Off	Zips	Jumps
Pours	Copies	Selects	Places
Counts	Walks	Remains	Answers
Initiates	Seeks	Maintains	Reaches
Groups	Complete	Classify	Locates

Non Examples include

Increases	Understands	Believes	Comprehends
Realizes	Demonstrates	Knows	Tries

Gray Examples include

Manipulates (describe how they manipulate)

Participates (describe how they participate)

Uses (describe how they use)

Observable	Not Observable
Matching author to book title	Enjoys being read to
Turns to speaker within 3-5 sec. of name being called	Understands name
Dressing one's self	Becoming independent
Speaking to adults without vulgarities	Respecting authority
Pointing, drawing, writing, etc	Improving, feeling, knowing

Ways to Demonstrate the Verbs Used in the STAAR Alternate Assessment Tasks

Assessment tasks for STAAR Alternate have been written very broadly to allow access for a wide range of student abilities. The verbs used in each assessment task are important in distinguishing between the three complexity levels – application, basic recall, and beginning awareness. The following color-coded chart offers a brief summary of each of the three complexity levels. In order to have a better understanding of the verbs used at each level, the information beginning on page three gives a definition of each verb and how it should be used for the standardized assessment task at that complexity level.

In addition, this document offers examples of ways a student might respond to demonstrate performance at each level. Response modes among students may vary depending on the individual needs of each student and the nature of the disability; therefore, the example response modes are available as a resource but might not be appropriate for an individual student. Students assessed on STAAR Alternate assessment tasks should use the response modes that best reflect what is shown routinely during instruction and is a true demonstration of the skill. The information on page two of this document shows where and how to record student response modes.

Complexity Levels at a Glance

Level 3	Level 2	Level 1
Most complex – Application	Moderately complex – Basic Recall	Least complex – Beginning Awareness
<p style="text-align: center;">Requires a Student to:</p> <ul style="list-style-type: none"> • internalize skills beyond basic recall • use higher-level thinking skills • arrive at answers “on his or her own” as choices cannot be provided • gather information or demonstrate skills using a wide array of materials 	<p style="text-align: center;">Requires a Student to:</p> <ul style="list-style-type: none"> • demonstrate only a basic understanding of information • recall or reproduce information • arrive at answers when at least three choices are provided 	<p style="text-align: center;">Requires a Student to:</p> <ul style="list-style-type: none"> • be aware of the task as it is occurring • be aware of a change in stimuli but not be required to act on the stimuli • be aware of information but not make choices or decisions based on the information
<p style="text-align: center;">Verbs Used at Level 3:</p> <p>analyze estimate predict answer* evaluate record classify execute revise* compare generate role play conclude justify select conduct locate solve determine measure edit* organize</p>	<p style="text-align: center;">Verbs Used at Level 2:</p> <p>answer* examine arrange identify assist match choose reproduce complete revise* construct share count sort edit* supply</p>	<p style="text-align: center;">Verbs Used at Level 1:</p> <p>acknowledge anticipate experience explore participate respond</p>

* **NOTE:** This verb is used at more than one complexity level. Defining characteristics will be different at another complexity level.

Writing Goals

6 Ws Strategy

By when?
Who?
Will do?
What?
How well?
Under what conditions?
Goal:

4 Components

Time Frame	Condition	Behavior	Criterion
Goal:			

Writing Goals

PLAAFP: Cathy is developing her skills in writing, specifically in the area of forming letters. Cathy currently engages in scribbling and can verbally assign meaning to her drawings given paper and crayons.

6 Ws Strategy

By when?
Who?
Will do?
What?
How well?
Under what conditions?
Goal:

4 Components

Time Frame	Condition	Behavior	Criterion
Goal:			

GOBS – Goals, Objectives, Benchmarks



Objectives

Benchmarks

Student Name: Jessica (Math) - PLAAFP (excerpt):

Jessica is a 10th grade student who has been identified with Autism and Speech Impairment. She is educated in a full day LIFE Skills setting and is provided specialized programming with supports and structure requiring real-life applications to learn and promote generalization of skills. Jessica can tell time to the minute using an analog clock and is able to count coins and bills. She understands the concept of lapsed time but needs help occasionally. Jessica is able to multiply two digit numbers. Jessica is able to do long division with and without remainders. She is able to add/subtract two to three digit numbers with regrouping and borrowing. She is able to find the mean of a group of numbers with the use of a calculator. She is able to find the area and perimeter of a 1 dimensional geometric figure. She can add and subtract fractions with like denominators. She can count back change up to \$20. She can write checks (including date, pay to the order, dollar amount, notes & signature) independently. She can write calendar dates interchangeably (ie; February 8, 2011 or 2/18/11). She is able to use a calculator to add or subtract items. She is able to use a tax table chart to find the correct amount of tax for a given total.

Enrolled Grade Level Standard
The student describes order of events or objects. Number, operation and quantitative reasoning. The student uses whole numbers to describe and compare quantities.
Annual Goal
By the next annual ARD, when presented with functional academics, Jessica will increase her skills in the area of functional math skills as evidenced by mastery of the following objectives at the criterion stated below.
Short-term Objectives/Benchmarks
When given an analog clock, Jessica will answer oral or written questions stated to elapsed time (ex. If it is 8:30 now and lunch is at 11:00, how much time until lunch) 5 minute increments of time and maintain % for 4 out of the 6 six weeks.
When given two or three popular products, Jessica will calculate the price including discounts (i.e. coupons, percentage off, 3 for) and determine the least expensive product independently at 75% accuracy.

Student Name: Kevin (Science) - PLAAFP (excerpt)

Kevin is a 8th grade student in the Life Skills program who meets the guidelines for special education services as a student with an Intellectual Disability. Kevin has spastic quadriplegic cerebral palsy and uses a manual wheelchair for mobility which has been adapted with trunk support and subbasis bar. He is able to use his right hand to manipulate larger items and can use his left hand for stabilization. Kevin receives physical therapy one time a week for 30 minutes and has ongoing therapy services in the classroom including positioning on adaptive equipment. He wears an ankle-foot orthosis (AFO) for stability when using a stander and a left hand-elbow mobilizer.

Kevin speaks intelligibly in single words and yes/no responses but within the classroom has used an augmentative communication device to communicate simple needs and choices. He does not use an augmentative communication device at home but does have a picture board which transitions with him between school, the community, and home. Kevin is able to distinguish between different objects and to group items of similar shapes and colors. While Kevin enjoys learning new things, he does have some sensory difficulties; thus, he is often hesitant to touch new objects. He is able to rote count to 5 and can identify 7 letters of the alphabet consistently. He also consistently identifies his name and traces his name when using a thick marker or pen. He is able to identify objects used for cooking in the kitchen but does not always recognize the same objects outside of the kitchen without having direct, intensive, one-to-one instruction.

Enrolled Grade Level Standard	
Essence Statement: Understands the physical properties of matter and how matter will react chemically	
Annual Goal	
In 36 instructional weeks, given different types of objects, Kevin will classify each object as being a solid or a liquid in 3 out of 4 trials.	
Short-term Objectives/Benchmarks	
3rd	By the end of the third grading period, given various solids and liquids, Kevin will identify solids in 3 out of 4 trials by pointing to the solid object when asked "Which object is a solid?"
2nd	By the end of second grading period, given various solids and liquids, Kevin will identify liquids in 3 out of 4 trials by pointing to the liquid object when asked "Which object is a liquid?"
1st	By the end of the first grading period, when presented with various solids and liquids, Kevin will touch and examine each object in 3 out of 4 trials.

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Student Name: Shelby (Social and Emotional Development Social Competence Skills) PLAAFP (excerpt):

Shelby is a 4 year old student with Autism. She displays occasional verbal and physical outbursts to demonstrate frustration over shared materials or when she cannot move about the classroom as she chooses. She follows a visual schedule (color line drawings) for her daily routine and can independently manipulate the schedule pieces as she progresses through the day. She has learned to look at the next picture on her schedule and will verbally state what comes next, i.e. "Outside", "Work Time".

Shelby uses one- and two-word phrases to express wants and needs, primarily with adults. According to her mother, Shelby "plays" with her older sister, but social interaction with peers is limited to parallel play in various areas of the classroom. When observed in various school environments, Shelby did not independently initiate interactions with peers. When observed over the course of multiple days, Shelby initiated peer interactions a total of 2 times on the playground when the teacher provided a verbal instruction and verbal, gestural or visual prompts (picture) to initiate the interaction.

Shelby did not independently initiate any interactions to play while observed during free choice center time. However, when the teacher provided a verbal instruction during free choice center time such as "Shelby, why don't you go ask Mark to play?" followed by verbal, gestural and visual prompts to initiate the interaction, Shelby complied with the instruction by making the verbal request "Will you play with me?" with a peer a total of 4 out of the 10 opportunities presented. When provided these conditions, she has been able to demonstrate the skill for no more than 2 consecutive school days.

Enrolled Grade Level Standard	
Prekindergarten Guideline: Social and Emotional Development Social Competence Skills (I.C.3) Child shows competence in initiating social interactions. Examples of Child Behaviors: Actively seeks out play partners and appropriately invites them to play (starts a game with classmates on the playground).	
Annual Goal	
By Shelby's next annual ARD, given a verbal instruction and no more than one verbal prompt, Shelby will approach a peer during free choice center time and invite him/her to play by making a verbal request such as "Will you play with me?" as evidenced by making the request on the first daily opportunity for 5 consecutive school days.	
Short-term Objectives/Benchmarks	
3rd STO/B	By the end of Shelby's third reporting period, given a verbal instruction and no more than one verbal prompt, Shelby will approach a peer during free choice center time and invite him/her to play using a verbal request such as "Will you play with me?" as evidenced by making the request on the first daily opportunity for 2 consecutive school days.
2nd STO/B	By the end of Shelby's second reporting period, given a verbal instruction and no more than 3 verbal prompts, Shelby will approach a peer during free choice center time and invite him/her to play using a picture icon or a verbal request such as "Will you play with me?" as evidenced by making the request on the first daily opportunity for 3 consecutive school days.
1st STO/B	By the end of Shelby's first reporting period, given a verbal instruction and verbal, gestural and visual prompts, Shelby will approach a peer during free choice center time and invite him/her to play using a picture icon or a verbal request such as "Will you play with me?" as evidenced by making the request on the first daily opportunity for 5 consecutive school days.

Annual Goal Essential Elements Checklist

DIRECTIONS: This checklist will help you analyze your current Annual Goals. Use the reflections section to note what is present, what is missing, and if necessary, any adjustments.

ANNUAL GOAL:

Yes	No	Maybe	Annual Goal Essential Element	Reflections (present, missing, adjustments)
			Based on Need: Is the goal based on student need?	
			Beginning Levels of Performance: Was the goal created from student baseline data?	
			Select Meaningful Goals: Is the goal meaningful, why?	
			Avoid Meaningless Goals: Is the goal meaningless, why?	
			Measurable Goals: Is the goal measurable?	
			Annual Progress: Does the goal have a realistic expected level of mastery?	
			Regular Classroom Participation: Will improved performance and/or mastery of this goal enable greater participation in the general education classroom and/or curriculum?	

NOTES:

IEP's According to Dr. Seuss

Author Unknown

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.

Could you all meet here or there?

We could not all meet here or there.
We cannot all fit anywhere.
Not in a room. Not in a hall.
There seems to be no space at all.

Would you, could you meet again?

I cannot meet again next week.
No lunch, no prep. Please here me speak.
No, not at dusk and not at dawn.
At 4 p.m. I should be gone.

Could you hear while all speak out? Would you write the words they spout?

I could not hear, I would not write.
This does not need to be a fight.
Sign here, date there, mark this, check that,
beware the student's ad-vo-cat(e).

You do not like them so you say. Try it again! Try it again! and then you may.

If you let me be,
I'll try again and you will see.
Say! I almost like these IEPs.
I think I'll write 6,003.
And I will practice day and night.
Until they say, **"You've got it right."**

Additional Training Opportunities

Face to Face sponsored by ESC 13- <https://ecampus.esc13.net>

- **IEP Best Practices: FIE to IEP (2 day)**
FA1429516, Sept. 29 & 30, 2014 (to be published in eCampus soon)
\$90
- **IEP Best Practices: PLAAFP and Goal Writing (1 day)**
SU 1430264 July 31, 2014
FA1429517 Dec. 2, 2014
SU1529518 Mar. 3, 2015

Online Opportunities

- **IEP Best Practice: An e-Learning Course**
SP 1218112, ecampus.esc13.net
\$90
- **E-Learning: Using the ECO to PreK Alignment Document to write Appropriate IEPs**
SU1225026
\$40
- **Standards-Based IEP Free Online Training Module**
<http://bit.ly/freeieponline>
FREE!!

Important Documents

Go to: <http://bit.ly/txsped> for the following:

- **Individualized Education Program (IEP) Annual Goal Development: Q & A Document**
- **The Least Restrictive Environment (LRE): Q & A Document**
- **Working with Paraprofessionals: A Resource for Teachers of Students with Disabilities**
- **Preschool Least Restrictive Environments/Settings**
- **Guidelines for Co-teaching in Texas**

Ann Jacobson
ann.jacobson@esc13.txed.net

Cyndi O'Toole
cyndi.otoole@esc13.txed.net

Maryteresa Tracy
maryteresa.tracy@esc13.txed.net