Individual Education Plans

Goals and Objectives

terms, observable, achievable, measurable, realistic
content, action, specific, time-oriented
assessment, relevant, evaluation
GOALS, OBJECTIVES
milestones, conditions
collaborative
Rationale for Long-Term Goals and Short-Term Objectives

- Provides accountability
- Can motivate students
- Facilitates school-parent communication
- Helps focus learning activities
Writing Long-Term Goals

- Goals should be specific to the student’s area of challenge
- Goals should be written in educational terms
- Goals should be prioritized
- Choose a reasonable number of goals that are achievable within the school year
- Goals should be measurable/observable (SMART)
- Goals should be functional and meaningful
  - prerequisite to other important or more complex skills
- Goals should increase independence
- Goals should reflect student’s needs for next educational environment
  - useful immediately and in the future
Writing Long-Term Goals - Continued

- Goals should be written collaboratively with all relevant IEP team members.
- Goals should reflect what the student will need in the next environment.
  - Should have a focus on generalizability to other subjects and environments
  - increase independence
  - go across curricular areas
  - increase socially appropriate behaviors
- Indicate what a student can be expected to accomplish within a specific time period
  - achievable within the school year
- There is no set (i.e. correct) number of goals
- Use everyday language
- Individual students are the key to choosing annual goals
BC Ministry of Education
Individual Education Plan (IEP) Manual

Alberta Education
Individualized Program Planning (IPP) Manual

• http://education.alberta.ca/admin/supportingstudent/diverselearning/ipp.aspx
Long-Term Goals (aka Annual Goals)

• By the end of the year...(student) will...
• participate appropriately with peers in group activities
• participate with peers in group activities at an age-appropriate level
• display appropriate on-task behavior during independent seat work
Long-Term Goals

• (Student) will...

• Increase on-task behavior to an age-appropriate level

• Work appropriately without disrupting or interfering with peers

• Increase reading comprehension to a grade 6 level
Criteria for selecting Annual Goals

- Student’s past achievement
- Present levels of performance and priority needs
- Amount of time to be devoted to instruction related to the goal
Short-Term Objectives

- Measurable steps between current level of performance and expected Long-Term Goal
- Written in order of expected mastery

Objective #1

Objective #2

Objective #3

Objective #4

Long-Term Goal

September

June
Short-Term Objectives

- Objectives should be observable/measurable.
- Describe expectations for a particular area (content) within a specified period of time.
- Objectives should be attainable during a six to eight week period or a standard reporting period.
- Objectives should be revised and reviewed regularly and revisions documented.
Short-term Objectives

• Represent the intermediate steps between the student’s current level of performance and the projected long term goals
• Based on “logical” breakdown of major components of the long-term (annual) goal
• Serve as milestones for indicating progress toward meeting annual goals
• Are written behaviorally and include both the date that the achievement is expected and the criteria for success
Short-Term Objectives

• Remember:
  
  **ACT** How?

    A – Action (What will the student do?)
    C – Context (When/Where?)
    T – Terms (Criteria – shows objective was reached)

  HOW – Method of evaluation
Long-Term Goals (and Short-Term Objectives)

- Goals and Objectives should be SMART:
  - **S** – Specific
  - **M** – Measurable
  - **A** – Action oriented and achievable
  - **R** – Realistic and relevant
  - **T** – Time-oriented
Short-term Objectives Components

Objectives include the following:

1. The date the achievement is expected

2. The expected behavior is
   - what the student will know or be able to do when the objective is achieved
   - a task which can be achieved
     - often the learner expectations may be taken from the Program of Studies and then modified
Short-term Objectives Components

Objectives include the following:

3. The conditions under which the student will perform the task
   • Are any environment factors relevant?
   • Can reference material be used?
   • Are there time limitations?
   • Does the student perform alone? With group?
   • Is the performance oral, written, or demonstrated?
   • Is special equipment needed?
Short-Term Objectives Components

Objectives include the following:

4. The criteria for successful achievement
   • objective assessment and/or evaluation
     – The standard is often determined by the nature of the task, because complete mastery of one task may be necessary for learning the next one
What Will the Student Do?

Bill will sit at his desk.
When or where will the student do the ACTION?

When asked by the teacher......
Terms (Criteria for Success)

Under what terms/criteria for success will the student do the ACTION?

For at least 15 consecutive minutes on 10 consecutive school days.
Objective

By (date), when asked by the teacher (c), Bill will sit at his desk (a) for at least 15 consecutive minutes on 10 consecutive school days (t).
Objective

• By April 15, Tom will, independently, (c) spell the following basic words that refer to places in his neighborhood (e.g., school, church, house, playground, police, fire, hospital) (a) with 80% accuracy. (t)
Act How

- **Action:** Using a word prediction program Co-Writer and a word processor with spell check, Sandy will compose five short stories.
- **Context:** With support
- **Terms:** Of at least fifteen complete correct sentences.
- **How:** Teacher evaluation of the writing.
Assessment Procedures

• Assessment procedures must be included within the short-term objective

• Indicate how you are going to assess the student’s progress for each objective
Assessment Procedures

• Examples:
  – teacher-made test, oral test, worksheet, unit test, assignment, rating scale, behavioral tally record, etc.

• The assessment procedure should be appropriate to the short-term objective
Strategies and Accommodations

• IEP Document

• Accommodations and strategies that will be used to attain each Long-Term Goal must be included on the IEP

• Accommodations can be specific strategies
  Examples: KWL, specific advanced organizers, etc.
Accommodations and Strategies

- **Any materials** used to assist the student in obtaining a short-term objective, must be included on the IEP.

- **Materials are:**
  - specific academic programs, teacher-made resources and equipment. Basically, the materials are anything used to help the student achieve the objective.
Reviewing the IEP

• Is the IEP still an accurate reflection of the student’s programming needs?
• How effective are the strategies and resources selected to support student learning?
• How much progress has the student made toward achieving the goals and objectives?
• Is there any new information that suggests changes be made in the student’s programming?

... and when needed.
Reviewing the IEP

• Should new goals be selected and new objectives created to more accurately reflect the student’s changing strengths, needs, and interests?
Andy will improve his ability to edit his own written work using the COPS strategy

• These are examples of short-term objectives throughout the year to go with the above long-term goal.

• By September 30, when asked, Andy will be able to verbally state what COPS stands for on four out of five days.

• By November 15, when requested, Andy will be able to verbally state three situations during the course of a school day where COPS could be used on four out of five days.

• By January 31, when presented with a series of five written passages of 100 words (typical of Grade 4 work), Andy will be able to, using the COPS strategy, correct all errors in four of the five passages.
Andy will improve his ability to edit his own written work using the COPS strategy.

- **Short-Term Objectives for the year (continued)**
  - By April 30, when presented with his own completed written passages from various subject areas, Andy will be able to, using the COPS strategy, correct all errors on four of five exercises for six consecutive days.
  - By June 1, when working independently on a writing activity, Andy will be able to demonstrate (verbally or with highlighter), upon request, how he has used the COPS strategy to edit his work on eight of ten requests.
Andy will improve his reading comprehension skills to a Grade 4 level.

- By October 31, when reading (silently) a series of short passages at his instructional level, Andy will be able to verbally recall three facts in four of five passages.
- By December 31, when reading (silently) a series of short passages at his instructional level, Andy will be able to verbally recall the main idea in four of five passages.
- By February 28, when reading (silently) a series of short passages at his instructional level, Andy will be able to verbally identify the main character’s feeling(s) in four of five passages.
Andy will improve his reading comprehension skills to a Grade 4 level.

- By May 1, when reading (silently) a series of short passages at his instructional level, Andy will be able to verbally sequence the events in four of five passages.
- By June 15, when Andy is read a series of short passages at his instructional level, he will be able to verbally predict what is likely to happen next in eight of ten passages.
IEP Summary

- Child Centered
- Shared Responsibility Parental Participation
- Special Education is a Service, Not a Place
- LRE
- General Education Curriculum, Standards and Assessments
- Based on Individual Strengths & Needs
- Planning for Adult Outcomes
- Includes Positive Behavior Supports
- Tool to Guide Instruction and Measure Progress