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How to Write S.M.A.R.T.E.R. IEP Goals: Strategies for SLPs

Kelly Ott, MHS, CCC-SLP
Lara Wakefield, PhD, CCC-SLP
Speech Language Pathologists

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Overview

- Definitions
- Federal laws: State laws
- Research
- SMARTER mnemonic
- Examples of IEP goals
- Questions
- Quiz*

*Q1, Q2, Q3, etc. refers to corresponding
question on the quiz

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Writing IEP Goals

"Writing IEP goals reminds me of flying monkeys. They make me want to crawl under my chair and hide."

- R.L., SLP

"Writing IEP goals is the loneliest collaborative process I've ever had."

J.M., SLP

"IEP Goals are their own separate skill set that must be honed over many years of practice." -S.C. SLP, Sped. Supervisor

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Hidden Definitions

IEP - Individualized Education Program

Inevitable
Epidemic
Panic ?

Irrational
Evaluation
Procrastination

Incredibly
Enormous
Paperwork?

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I = "Individualized" Q1

- 1) Unique; customized; NOT a cookie cutter approach
- 2) Should change* from year to year
- 3) Data-driven based on that individual child

* Change = progression or regression

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Definitions: Goals Q2

"A goal without a plan is just a wish."

-Antoine de St. Exupery

Goals should be the road map with specific steps and reasoning for making progress to the destination.

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Definitions: Goals

Important to view students from a goal-based lens

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Federal Mandates on IEP Goals

1999 IDEA:

- Each area of educational need in PLP = IEP goal
- Focus on academic OR **functional** areas
"educational need" [social piece]
- Specific: address underlying deficit, setting, area
- Measurable (baselines and progression)
- Inherent: There must be "teaching"/change
- Designed to be annual - achieved in a year

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Federal Mandates

1999 IDEA:

- Clarified that gen. curriculum = same curriculum as for non-disabled children (state standards)
- LRE beefed up: Prohibits removal of child with disability from the reg. ed. classroom solely because of needed modifications to gen. curriculum
- Requiring reg. ed. teachers to be part of development: Roles more clearly outlined

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Federal Mandates Q3

2004 IDEA:

- Services based on peer-reviewed research
- How progress will be measured
- When will progress be communicated to parents

Soapbox from a Parent Advocate:

- Need for parent education here
- Can't have a goal for every single little problem; need to help them understand how to focus on main areas of need and prioritize*

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Federal Mandates: Model Forms

2004-2008 IDEA: Model forms mandated
See OSERS link in references

Problems with the IEP goal part of the model forms:

- 1) Narrative format of law = difficult to translate
- 2) Multiple requirements = clear wording challenge
- 3) Redundancy of requirements = frustrating

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Federal Mandates



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Federal Mandates

Do the state mandates match the federal mandates?

Review your model forms from your state education department's website.

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State Mandates

Model Forms

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State Mandates

Results of a 10 state search: Only 2/10 had adequate model forms to match federal mandates.

How many district forms were modeled after the inadequate state forms? Are your district's forms compliant?

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State Mandates: Model Forms

In addition to federal mandates, know your state interpretations and additions to the federal requirements.

Example: California ELL goals

Know your district requirements

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Federal and State Mandates



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State of Missouri: Compliance Manual for IEP Goals:
Beginning "SMART" of "SMARTER"

- 200- Special Education Process
- 200.810 a Demonstrate consistency with the content of PLP
- 200.810 b Are written in terms that are:
- 200.810b(1) Specific to a particular skill or behavior to be achieved
- 200.810b(2) Measurable
- 200.810b(3) Attainable (accomplished within duration of IEP)
- 200.810b(4) Results Oriented
- 200.810b(5) Time-bound (within a year)
- 200.810c Enable child to be involved in gen.ed. curriculum
- 200.810d Address child's other educational needs due to disability
- 200.810e Are present for each special education AND related service
- 200.810f For children taking alt. assessments: must have benchmarks
- 200.820 Documentation includes a statement of the special education services based on peer-reviewed research (including related services

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State Mandates: Model Rorms

What was missing on the Missouri Model forms?

- Measurement issues: Baselines
- Communication to parents
- Research documentation space
- Setting: place to show gen ed or sped
- Which CCSS it matched up to
- Responsibility/accountability in measurement

SMARTER

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Federal & State Mandates: IEP Goals

What is the SLP's responsibility?

"Not my circus, not my flying monkeys, I'm just here to work with the kids."

"Not my job. My supervisor deals with all the IEP rules."

"Sped director deals with IEP rules, that's why she gets paid the big bucks."

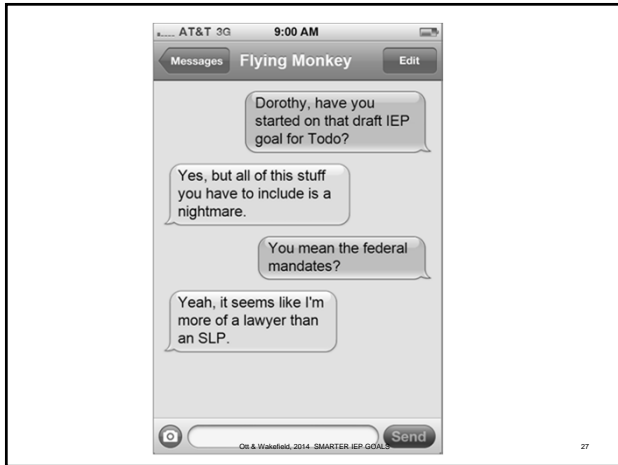
"I just do what my district tells me to do. I don't have time to keep updated."

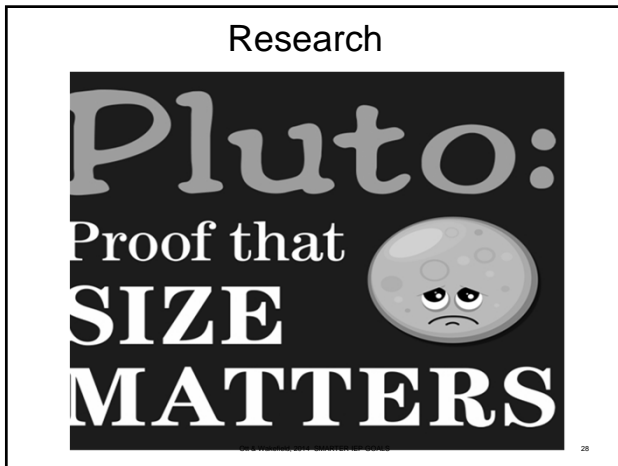
You have a contract with the public. And with that contract comes great responsibility. You have been entrusted with shaping the future generation.

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continued™





Research

How can we take the federal mandates and put them into a mnemonic that will assist us in developing IEP goals that are federally compliant and align with best practices?

- Specific**
- Measurable**
- Attainable within a year**
- Research-Based**
- Teachable with cues/strategies**
- Evaluated & Communicated**
- Relevant to CCSS**

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Specific: Q6

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Measurable Q4

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Measurable

Do

- Understandable to Parents and Teachers

- Behavior that can be observed and counted

AVOID

- using unspecific terms like "will increase," "will improve"

- getting stuck in a measuring trap that is unrealistic

- you don't always have to use percentages. There are many other ways to measure (refer to the New York state reference in handout for questioning strategies for yourself on how to set up measuring)

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Attainable

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Research-Based Q5

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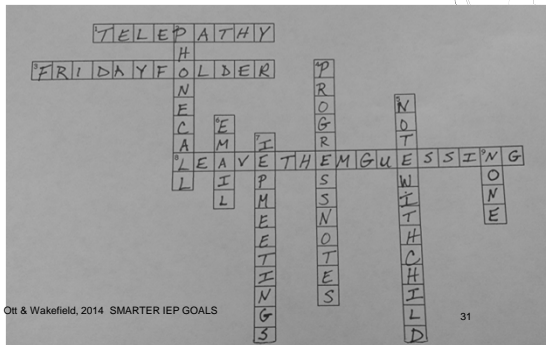
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Teachable with Cues/Strategies Q9

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Evaluated & Communicated to Parents Q8, Q10



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Relevant to Common Core/ State Standards Q7




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Articulation

“Velars”

k
g
k'
x
x'
gh



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Articulation

Dorothy will increase speech intelligibility to 70% as judged by teacher and peers.

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Articulation

Dorothy will produce conversational speech with an average rating of 3 on the Intelligibility Scale during homeroom class discussions as observed by the teacher for 3 out of 4 sampling days within a two week period by end of school year.

Teacher will be seated by the visual cue station during discussions to promote carry-over (Koegel, Koegel, & Ingham, 1986).

Scale Baselines: 2.0 (Dec. 2013) 2.5 (May, 2014)

- 1- requires frequent clarifications by teacher
- 2- requires clarifications sometimes by teacher
- 3- rarely requires clarifications by teacher

-Progress will be communicated to parents monthly via email by SLP
 -Aligns with CCSS ELA Literacy SL6.4. "clear pronunciation"
 -SLP will email teacher with reminders to collect data

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Articulation: Model Form

Annual Goal #1: Articulation: Speech
Dorothy will produce conversational speech with an average rating of 3 on the Intelligibility scale during homeroom class discussions as observed by the teacher for 3 out of 4 sampling days within a two week period by end of school year.

Baseline (date):
Scale Baselines: 1.5 (Dec. 2013) 2.0 (May, 2014)

For students with Post-secondary Transition Plans, please indicate which goal domain(s) this annual goal will support:

Post-secondary Education/Training Employment Independent Living

Progress toward the goal will be assessed by: (check all that apply)
and communicated to parents: _____ trimester: X monthly: _____ weekly: _____ other: _____

X Intelligibility Rating Scale

1- frequent clarification

2- sometimes

3- rarely

Progress Report

Progress Toward the Goal

9/14 10/14 11/14 12/14 1/14 2/14 3/14

Making progress toward annual goal

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Not making progress toward annual goal

Goal not addressed this reporting period

Goal met

Research-Base: Teacher will be seated by the visual cue station during discussions to promote carry-over (Kongel, Kongel, & Ingham, 1986).

Settings: small group special education setting large group classroom setting: X

Common Core State Standard: CCSS ELA Literacy SL.4.4 "clear pronunciation"

People responsible for measuring and communicating goal progress: SLP and Teacher

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Syntax

Dorothy will produce complete sentences when appropriate to task and situation.

" ____ have the ruby ____."

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Syntax Examples

Dorothy will produce sentences with correct word order during oral presentations in the classroom with 80% accuracy in language arts and social studies classes.

Scripting, video-practice 1:1, and shape coding templates will be used for cues to assist her (Ebbels, 2007).

Data will be gathered 4 times per trimester during presentations and communicated to parents with trimester report cards.
Baseline: 50% on May, 2014.

Aligns with CCSS standard: CCSS.ELA-Literacy SL.6.6
"demonstrate command of formal English"

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Syntax Model Form - California example

Area of Need: Language Arts	Measurable Annual Goal: #1 by 3/27/2015. Dorothy will produce sentences with correct word order during oral presentations in the classroom with an average of 80% accuracy in Language Arts and Social Studies classes. Scoring: video-practice 1 with SP and choral coding protocols will be used to cue to assist Dorothy (Ebbes, 2007)
Baseline: SP, correct word order during oral presentation on May, 2015	As measured by Average Percentage Accuracy of word order during oral and video presentations per trimester in Language Arts and Social Studies (2 for each average)
Progress Report: 11/1/2015	Enables student to be involved/progres in general communication standard of CCSS, ELA, & "Communicative content of Formal English". Understands other educational needs; allows for extra practice needed due to poverty diagnosis.
Summary of Progress: Dorothy is progressing towards her goal. She had an average of 70% accuracy for her presentations. She required assistance in using the phrase coding protocol for the first presentation, but started to understand it on the fourth presentation.	Uniquely appropriate? YES, not for ELA student Transition Goal: Education Training Employee: Independent Living NA Person (s) Responsible: SP and I gather data, provide 1:1 video rehearsal time, and scripting strategies, development time with grammar phrase coding technique. Teacher will provide instruction in video rehearsal and scripting of the template and providing to complete the presentation script on 2/10/15
Progress Report: 11/1/2015	Progress Report: 11/1/2015 Progress Report: 11/1/2015 Date: 11/1/2015 Goal Met: Yes

[illegible]

Semantics Example

Dorothy will increase her grade level vocabulary skills in her core classes above current baseline of 60% accuracy on quizzes.

Science Words

1. Courage
2. Brain
3. Heart
4. Emerald
5. Ruby

Semantics Example

Literacy: Vocabulary Comprehension

Dorothy will complete semantic maps for a portfolio for 10 words per week for science and 10 words per week for social studies for a total of 10 units each class (instead of quizzes).

Word counts will be completed weekly by teachers and they will email parents weekly.

SLP will support linguistic underpinnings of this goal as a related service. Teachers will select the 10 words and provide prompts for the semantic maps.

Research base: Semantic maps (Heimlich&Pittleman, 1986)

Linguistic Underpinnings (Ehren, 2000).

CCSS: ELA L.6.4: Determine the meaning of unknown words based on grade 6 content.

Semantics Example Model Form: Ohio

[illegible]

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Morphology Example

Dorothy will increase her usage of correct irregular past tense verbs.

“Who drank the flying monkey root beer?”

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Morphology Example

Dorothy will identify 30/30 of the most frequently used irregular past tense verbs during monthly English assessments in multiple choice format. Monthly scores will be emailed to parents. Distributed practice during structured journal tasks 3 times per week during English class will be provided as intervention by SLP.
Baseline assessment 5/14: 4/30

Evidence base: Distributed direct practice of irregular past tense (Williams, Fey, 2007)

CCSS: ELA, Literacy, W 6.4: “produce clear and coherent writing”

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Pragmatics Example

(Example of functional goal or behavior goal)

Dorothy will improve social skills with adults by following their directives to not throw water.

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Pragmatics Example

Dorothy will achieve an average of 3 verbal turns during a 15 minute book group discussion once per week during English class for the first trimester.

Turns will be cued through the guided question worksheets and predictable turn-taking routines. Turns will be tallied on the sheet by D. to promote self-monitoring.

Goal will be reviewed at trimester with parents to determine if increase in turns is needed. Teacher will consult with SLP on data tracking.

Evidence-base: Written text cues and predictable turn taking routines - Thiesman & Goldstein (2001)

CCSS: ELA-Literacy SL.6.1B: "Follow rules for collegial discussions."

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Conclusion

Showing progress on the goals: Why is this important?

1. Children need to make progress
"Unmet" should be unacceptable
2. Funding is going to be tied to progress

Only 15 states met the new criteria for performance

(IEP goal progress and state testing)

FL, GA, IN, KS, MA, MN, MO, NE, NH, NJ, PA, VT, VA, WI, WY

***4 states listed as Needs Intervention:**

CA, DE, Wash.DC, TX

35 others were listed as Needs Assistance

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YOU have the tools to
survive IEP Goals

YOU can work SMARTER
not harder

YOU can help children
achieve their goals.

We challenge you to write a
SMARTER goal today.

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Questions

Kelly Ott
klott@mcmsys.com

Lara Wakefield
wakefieldconsultationservices@gmail.com

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