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- **Special Educator – 15 years**
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- **Educational Consultant – 90+ school districts**
- **Parent**

Work with Weston Public Schools

- **Topics addressed:**
 - **IEP Writing Strategies: All levels**
 - **Possible changes to IEPs**
- **DESE is considering changes to the IEP form**
- **I maintain awareness of these possible changes and work with districts (Weston) to anticipate the changes**
- **You may see some of these in future IEPs – once DESE finalizes plans**

The IEP – You can't do it wrong!

- Yes, you can make mistakes but...
- Ground yourself in FAPE, Good Faith and LRE

Entitlement to Education

- **14th Amendment**
- **Section. 1. All persons born or naturalized in the United States and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.**

Accommodations

- 1. Often confused with modifications.**
- 2. Assist the student in more effectively accessing curriculum.**
- 3. Usually available in a general education setting, and could be made available to any number of students.**
- 4. Do not take the student off grade level, nor do accommodations result in removal of the student from others without disabilities.**

www.pent.ca.gov/acc/commondefinitions_accom-mod.pdf

Accommodations for anyone

- ***All staff may provide individual accommodations to students on an as-needed basis and specific to the content or situation***
- ***While it lists best practices, sample strategies and other actions from which the teachers and collaborating staff may select for appropriate accommodations for individual students, in no way does the DCAP limit the accommodations that staff may choose to implement in order to meet a student's needs.***

From Reading Public Schools DCAP, Page 4

ACCOMMODATIONS IN THE IEP

- **SETTING**

- Making purposeful determinations for change in the environment for a student

- **PRESENTATION**

- Making purposeful determinations for how **information is provided To a student** (this is statistically the most frequent accommodation)

- **TIMING/SCHEDULING**

- Making purposeful determinations for altering time allocations or the schedule for a student (extra time, at a particular time of day, etc.)

- **RESPONSE**

- Making purposeful determinations for how a student will provide information to the teacher or others

Suggestions

It might be helpful to set up the four areas and begin with these sentence starters such as:

Setting – *Allan needs the following setting accommodations:*

Timing - *No timing accommodations are necessary at this time.*

Presentation - *Allan needs the following presentation accommodations:*

Response - *Allan needs the following response accommodations:*

Specially Designed Instruction – SDI (modifications)

- 1. Specially Designed Instruction (modifications), must be identified on an IEP.**
- 2. Result in significant changes to approaches, curriculum, setting or measurement.**
- 3. Recommended or designed by a person who has special credentials or license to develop or monitor the approach.**
- 4. Available to specially identified students**
- 5. May result in the student doing off grade-level work.**

Specially designed instruction

- This is the core of special education
- Provided to meet the unique needs of a student
- Modifying: **content, methodology/delivery of instruction, performance criteria**
- Organized and planned activities/interventions/strategies
- **Requires the skills, overview, monitoring by a licensed special educator or related service provider**

More about specially Designed Instruction

- **Specially designed instruction is a modification not regularly provided for students in the general education program.**
- **Not all students will need specially designed instruction in all areas of educational need, and not all students will require all types of specially designed instruction.**

Specially Designed Instruction – Massachusetts Form

- 1. What type(s) of specially designed instruction is necessary for the student to make effective progress?**
- 2. One, two or all three of the following areas must be identified for students determined eligible for special education services, either:**
 - Content,**
 - Methodology/delivery of instruction,**
 - and/or**
 - Performance criteria**

Content

- **Focusing on key elements of the content**
 - **Or**
- **Focusing on entry skills to the grade-level content**
 - **Or**
- **Providing a different level of content (rare)**

Content

- Example – If student is doing fewer math problems than peers – this is **not** a modification of content. But when doing fewer math problems, if the student is missing out on some of the content – then this **IS** a content modification
- Example - Students do 20 Addition, subtraction, multiplication and Division problems, Allan does 10 – this is not a content modification – it is likely a **performance criteria modification**
- But if Allan only does addition and subtraction where others do all of the functions - **this is a modification of content**
- Or if Allan does lower grade level of all addition, subtraction, multiplication, division – **this is modification of content**

Methodology/delivery of instruction

- **Individualized strategies or approaches that are necessary for the student**
- **Different than those being used for non-disabled peers**
- **Methodology is at the heart of special education**

Performance Criteria

- **Individualized approaches for assessing and evaluating student progress – how the student demonstrates what has been learned (unique to that student)**
- **Formal and informal Assessment, Teacher observations, progress reports**
- **Individually designed rubrics, checklists, samples of student work, projects**
- **Modifications to grading procedures**

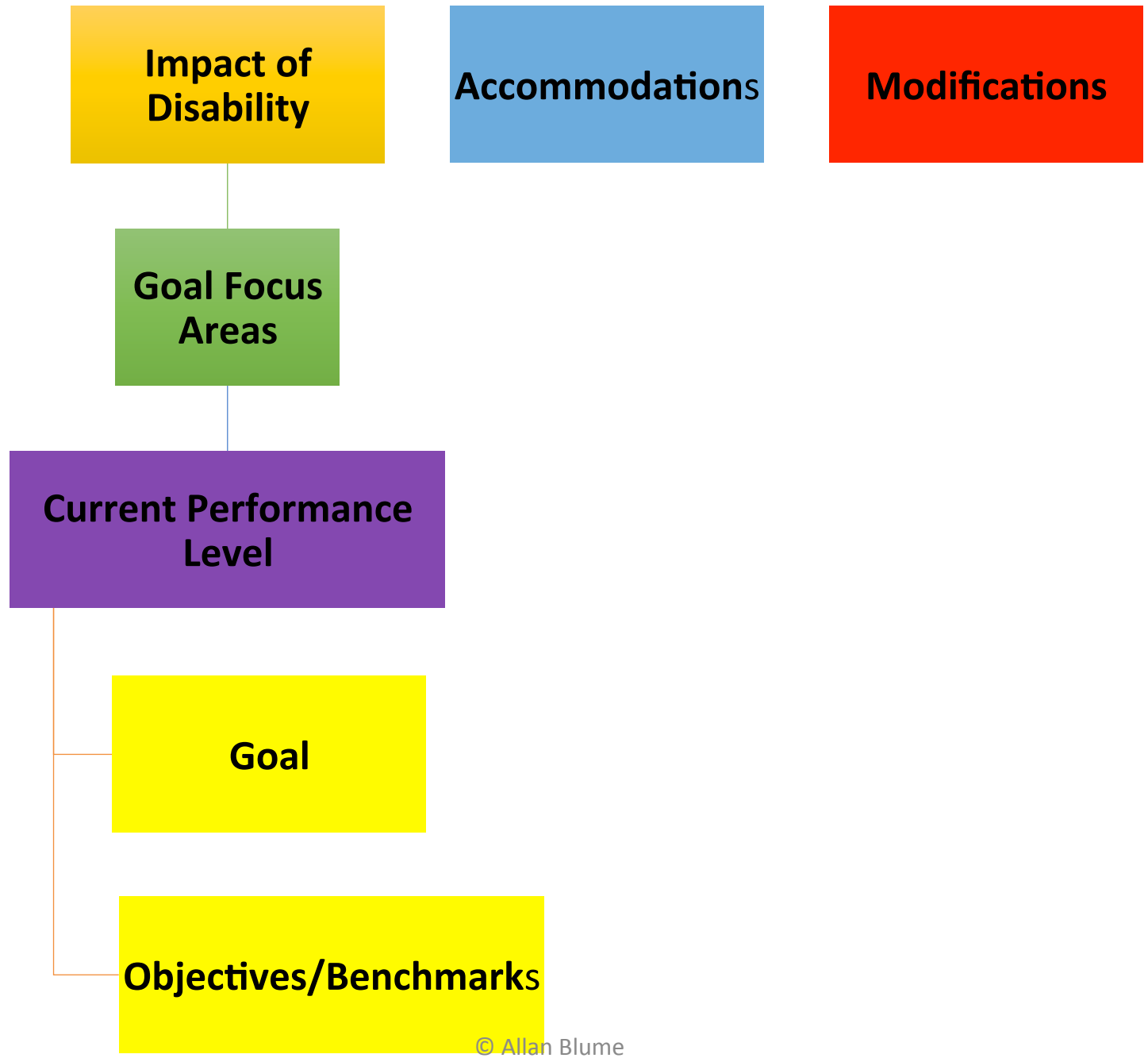
PLEP A? PLEP B?

- What is the difference between the two?
 - Needs impact participation in curriculum – PLEP A
 - Needs impact areas that are NOT curriculum – PLEP B
- Good news – these are likely to go away in the next iteration of the IEP!
- Combined into one section and renamed: “Access and Participation Support in the Classroom and Life of the School”

(<http://www.doe.mass.edu/sped/improveIEP/representative-models.pdf>)

**The IEP as a funnel- it is only as good
what gets poured in**





Impact of the disability

- Describe the impact of ____ disability:
 - With regard to academics
 - With regard to developmental performance
 - With regard to functional and non-academic performance

(<http://www.doe.mass.edu/sped/improveIEP/representative-models.pdf>)

Skill Challenge Areas (Frequently identified)

- Oral expression
- Listening comprehension
- Writing skills
- Basic reading skills
- Reading fluency
- Reading comprehension
- Math calculation
- Math problem-solving
- Communication
- Time management
- Self-advocacy
- Self-regulation
- Organization
- Independent travel
- Money management
- Interpersonal and social skills
- Fine Motor skills
- Healthcare skills

Possible IEP Goal Focus Areas

- ❖ Reading comprehension
- ❖ Communication
- ❖ Time management
- ❖ Self advocacy
- ❖ Self-regulation
- ❖ Organization
- ❖ Independent travel
- ❖ Money management
- ❖ Interpersonal and social skills
- ❖ College and career exploration

- ❖ Mathematics skills
- ❖ Fine Motor skills
- ❖ Healthcare skills
- ❖ Writing skills
- ❖ Etc.

Reminder:
Goals are written to reflect what the student will do, not what service is provided.

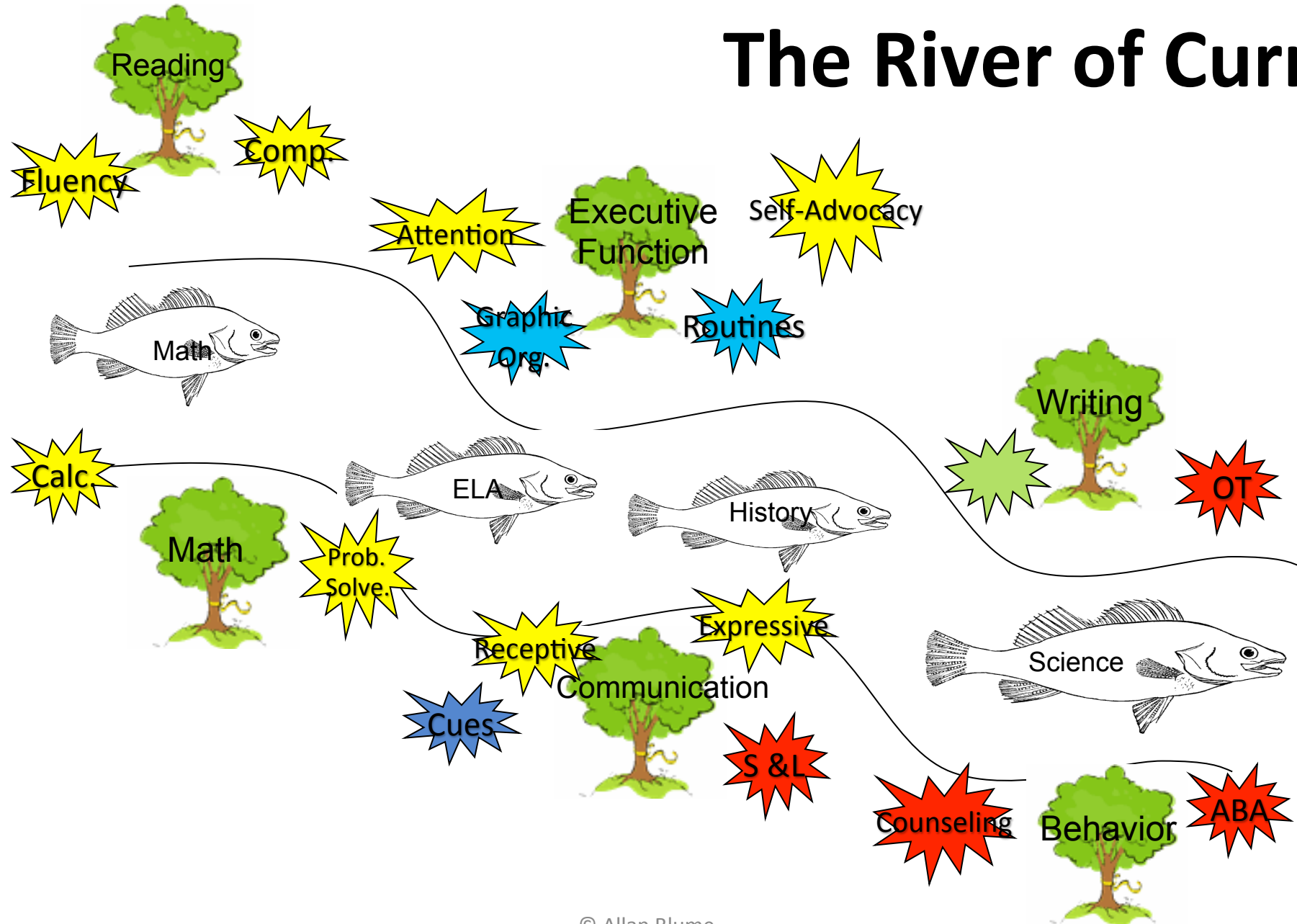
<http://www.doe.mass.edu/sped/cspd/mod3.html>

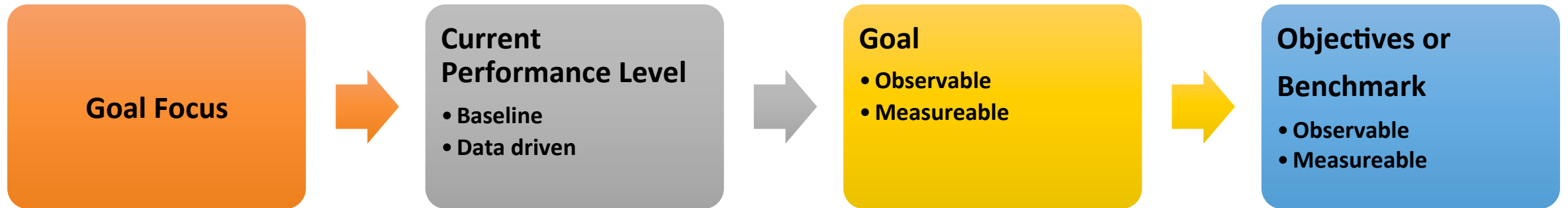
Consider this metaphor -

- Allan Blume's "[River of Curriculum](#)"
 - There are "fish" in the river as well as "trees" along the banks of the river.



The River of Curriculum





Current Performance Level

- The Current Performance Level (CPL) is a **data-based narrative** regarding how the student is doing with the goal focus skill area.
- The CPL is a short narrative that provides objective **quantifiable** points of reference regarding the student's skill and performance within the goal focus area.
- The CPL is a data-based narrative that provides the **baseline** to measure all subsequent progress for the student within the specified goal focus area.
- A CPL is **not complete unless it contains data** – more on this later

How long is the Current Performance Level good for?

- One year?
- One quarter/trimester?
- One month?
- One week?
- One day?

How all of this works:

- **Current Performance Level – key word: Current**
- **Current Performance Level is data-based**
- **Current Performance Level = Baseline at a moment in time**
- **Progress Report is data-based = New baseline**
- **Progress Report is a "new" CPL, even though the CPL within the IEP will reside there for a full IEP year.**
- **Each new Progress Report = New baseline = new CPL**

The Goal – it must be measurable, yet to be measurable you will have to observe it first

Individuals with Disabilities Education Act (IDEA)

34 CFR 300.320 (a) (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; and

(B) Meet each of the child's other educational needs that result from the child's disability;

(ii) For children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;

Goal Writing

- IDEA requires that a goal is **measurable**.
- IDEA does not identify HOW a goal must be measurable.

SMART Goals or SMART Objectives???

- **Specific**
- **Measureable**
- **Action Words**
- **Realistic**
- **Time-limited**

Open or Closed Ended Goal Writing

- **Writing a SMART goal would likely make a goal closed-ended.**
- **An open-ended goal such, might be appropriate when it is followed by specific objectives or benchmarks that follow the framework of SMART.**
- **Consider New Year's resolutions.**
- **The resolutions that we make are open-ended goals. Our goal is to save more, work out more...**
- **Each of these open-ended goals/resolutions are measured in comparison to the current level of savings, exercise. The same is true for open-ended goals for IEP writing. An open-ended goal is measurable when compared to the present level of a skill set, and the present level is data-based and data-driven.**
- **Whether the IEP goal is open or closed – the key is to make the goal observable and measureable.**

Write Benchmarks/Objectives

- Benchmark/objectives can come from the details in the current performance level.
- Objectives must be **observable** and **measurable**
- To be observable it must be visible, audible or tangible
- If it can't be observed, it can't be measured!
- Objectives/benchmarks describe what you intend the student to achieve.
- Make it SMART

The Five Parts of an Objective

- **Condition** – what needs to be present or provided in order for the skill to occur
- **Learner's name**
- **Skill/ performance or behavior** – something observable that the learner is expected to do (the verb in the sentence)
- **Criterion** - how the skill will be measured
- **Mastery** - when we know that the learner has achieved or surpassed the expectation, or when data will be purposefully gathered

Objective or Benchmark?

What's the difference?

- All Benchmarks are Objectives; but not all Objectives are Benchmarks
- Benchmarks contain the Five parts of an Objective: Condition, Learner's name, Skill, Criterion and Mastery.
- Benchmark contains one additional part – The targeted Time
 - “By the end of the 1st quarter”
 - “Within four weeks”
 - “By the end of September”

Condition

- Determine a **CONDITION**

What would need to be provided or present to make the **SKILL** happen?

- Example:

- When in a frustrating situation [non-preferred task, not able to choose a preferred activity] (**condition**),

Skill

1. The observable skill, task or behavior that the student will demonstrate
2. Example - "will use a coping strategy" (skill)
3. Building an Objective: **When in a frustrating situation [non-preferred task, not able to choose a preferred activity] (condition), Allan will use a coping strategy (skill)**

Criterion

1. A number that can be attached to the skill that is expected of the student
2. Example: **At least one strategy**
3. Building an Objective: **When in a frustrating situation [non-preferred task, not able to choose a preferred activity] (condition), Allan will use at least one (criterion) coping strategy (skill)**

Watch for the 80%!

- **These are real objectives from signed IEPs!!!! How would you measure these???**
 - **“Allan will cross the street with 80% accuracy.”**
 - **“Allan will use a treadmill with 95% accuracy.”**
 - **“Given a list of sight words, Allan will state them with 75% accuracy.”**
 - **“Allan will make eye contact with 80% accuracy.”**
 - **“Allan will solve math problems with 70% accuracy.”**

Mastery

- When the objective will be met, and over what period data will be gathered
- Example: **in 10 situations across a two week period**
- **When in a frustrating situation [non-preferred task, not able to choose a preferred activity] (condition), Allan will use at least one (criterion) coping strategy (skill) in 10 situations across a 2 week period (mastery).**

Summary and Questions/Answers

- **IEP Writing is a time consuming and detailed task and it takes skill and dedication on the parts of educators and parents to create a dynamic document.**
- **Special Educators are dedicated to writing an appropriate document for your sons and daughters, just as you are dedicated to focusing on the needs of your sons and daughters**
- **No IEP is perfect, but it will be appropriate**
- **Thank you - Questions?**