Given two student scenarios, participants will increase their knowledge in the process of developing standards based IEP’s that are meaningful and individualized by focusing on the development of the present level and annual goal scoring 90% accuracy on Q & A at the end of the session.
Standards & Curriculum Guides
- Alabama College - & Career – Ready Standards
- Alabama Curriculum Guides
- Alabama Extended Standards
- Alabama Transition Standards
- Alabama Developmental Standards for Preschool Children

http://alex.state.al.us/specialed/
http://alex.state.al.us/ccrs/
http://www.alsde.edu/home/

The Number System 7th Grade

1. Solve real-world and mathematical problems involving the four operations with rational numbers.

C. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates or eventually repeats.
Writing IEP’s to Standards

- **Gather Data**
  - Recent Evaluations; Previously Developed IEP’s; Parent/Student/Teacher input; Observation; Classroom Data; Attendance/Discipline Reports; Medical Reports

- **Analyze Data**
  - To develop the student profile. Include general statements regarding: strengths; needs; parental concerns; student preferences and/or interests; evaluation/assessment data; other-status of prior IEP goals; teacher/parent/student input; transition needs (at least by age 16)
Slide 13

- Summarize the Present Level of Academic Achievement and Functional Performance
  - Ask...what have we learned about the student's strengths and weaknesses?
  - Ask...what is the student capable of doing now?
  - Ask...what prerequisite skills does the student need to close the gap between his/her present level and the grade level content standard or the functional achievement expectation?

Slide 14

- Write Measurable Annual Goals
  - Specific
  - Measurable
  - Achievable
  - Results-oriented
  - Time-bound

Slide 15

- Provide Specially Designed Instruction
  - Adapting, as appropriate, the content, methodology, and delivery of instruction.
  - Describes what you are doing differently than what you would do for ALL students
Slide 16

• **Monitor Progress**
  Continual assessment and collection of data to measure student progress. Monitoring progress also includes periodic analysis of student progress to determine if a change in instruction is needed.

Slide 17

**Present Level of Academic Achievement and Functional Performance**

- **Strengths**
- **Needs**
  How student’s disability affects performance in the general education curriculum

**Measurable Annual Goal**

- **Who**
- **Behavior**
- **Conditions**
- **Criterion**
- **Time Frame**

Slide 18

**Joseph**

- 11th grade
- Significant cognitive disability
- Alabama Extended Standards
- Speech Therapy
- Assessments: Achievement, Reading & Math – compliant with a student in the 1st grade
- AAA mastery on M.ES 10.3 (2)
- Classroom assessments

- **Teacher Observation:**
  - Uses money daily
  - Identifies displayed cost of item
  - Does not comprehend monetary value

- **Transition Goal:**
  - Supported Environment

- **Parent concerns:**
  - That Joseph will be happy
Strengths: Recent classroom assessments demonstrate that Joseph is able to perform basic addition and subtraction of single digit numbers and he can recognize numbers up to 100. This is consistent with recent achievement testing. He is able to identify monetary amounts and according to test results from the Alabama Alternate Assessment he has mastered identifying the cost of items (M.ES 10.3(2)).
However, based upon observations from a recent community based outing he does not understand total monetary value and will purchase what he wants without considering if he has sufficient funds. He considers ten ones to be more money than one twenty due to the number of bills. He needs to increase his understanding of having a sufficient amount of money to make a purchase (M.ES 11.1 (3)) and prioritize what he wants based upon available funds (TS.DL9.1B).

**Needs:**
- Increase understanding of sufficient amount of money to make a purchase (M.ES 11.1 (3))
- Prioritize what he wants based upon available funds (TS.DL9.1B)

How students disability affects performance in the general education curriculum:

Joseph’s limited skills in math computation negatively affect his participation in the general education curriculum in the area of math.

Recent classroom assessments demonstrate that Joseph is able to perform basic addition and subtraction of single digit numbers and he can recognize numbers up to 100. This is consistent with recent achievement testing performing at a level consistent with a student in the first grade. He is able to identify monetary amounts and according to test results from the Alabama Alternate Assessment he has mastered identifying the cost of items (M.ES 10.3(2)). However, based upon observations from a recent community based outing he does not understand total monetary value and will purchase what he wants without considering if he has sufficient funds. He considers ten ones to be more money than one twenty due to the number of bills. He needs to increase his understanding of having a sufficient amount of money to make a purchase (M.ES 11.1 (3)) and prioritize what he wants based upon available funds (TS.DL9.1B). Joseph’s limited skills in math computation negatively affect his participation in the general education curriculum in the area of math.
Slide 25

Who: Joseph
Behavior: will count his money to determine if he has enough to make a purchase (M.ES 11.1 (3)), prioritizing as needed (TS.DL 9.1B)
Condition: While on a community based outing; with money provided from home; given three choices
Criterion: with 100% accuracy
Time Frame: by the end of the fourth nine weeks.

Slide 26

While on a community based outing Joseph will count his money provided from home to determine if he has enough to make a purchase (M.ES 11.1 (3)), prioritizing as needed (TS. DL9.1B), from three items with 100% accuracy by the end of the fourth nine weeks.

Slide 27

Brittany
- 16 years old / 10th grade
- Autism /Essentials/Life Skills Pathway
- Co-teacher provided in core classes
- Recent assessments:
  - Reading comprehension consistent with student in 9th grade
  - Word recognition – 11th grade
  - Math – 8th grade
- Classroom observation
  - Realizes she is obsessing
- Enjoys reading and writing in her journal
- Obsession with topics of interest to her
- Awkward socially
- Transition Goal
  - Competitive Employment
- Dad expressed need for independent living skills
Strengths: Based upon recent achievement testing Brittany's reading level is consistent with a student in the 9th grade and her word recognition level is consistent with a student in the 11th grade. She is an avid reader and this is reflected in these scores. Teacher observations reveal that during class discussions she will remain quiet and attentive, taking notes in her journal, not disrupting others as they are speaking.
Needs: However, when asked to participate in the discussion or to share something she is writing her primary focus is on the British monarchy. She will perseverate on this topic until she is redirected. And then she will ask if she is being a typical teenager or is she being autistic. She needs to develop communication skills that enable her adapt her speech to remain on topic in a variety of settings (ELA 10.36.2).

How students disability affects performance in the general education curriculum:
Brittany’s obsessive speech on certain topics negatively affects her participation within the general education curriculum in the area of English Language Arts.

Based upon recent achievement testing Brittany’s reading level is consistent with a student in the 9th grade with word recognition level consistent with a student in the 11th grade. She is an avid reader and this is reflected in these scores. Teacher observations reveal that during class discussions she will remain quiet and attentive, taking notes in her journal, not disrupting others as they are speaking. However, when asked to participate in the discussion or to share something she is writing her primary focus is on the British monarchy. She will perseverate on this topic until she is redirected. And then she will ask if she is being a typical teenager or is she being autistic. She needs to develop communication skills that enable her adapt her speech to remain on topic in a variety of settings (ELA 10.36.2).
Who: Brittany
Behavior: will distinguish effective communication skills from ineffective skills (TS.PS10.28) that will assist her in remaining on topic during classroom discussions, job interviews, and short conversations with friends (ELA 10.36.2)
Condition: Using a graphic organizer and participating in role play activities
Criterion: scoring 90% accuracy on teacher made rubric that includes good eye contact, proper tone, appropriate body language, and remaining on topic
Time Frame: by the end of the fourth nine weeks.
Goals should be individualized.
Copying and pasting standards into the goal is acceptable.
Referencing course of study standards, curriculum guide objectives, and extended standards in the goal is required.

The present level has 3 components.
TRUE
TRUE
FALSE
TRUE

Measureable Goal:

Given an automobile with an empty gas tank, Cynthia will drive to the nearest gas station and fill the tank to 100% capacity in the next 10 minutes.

Given an automobile with an empty gas tank, Cynthia will drive to the nearest gas station and fill the tank to 100% capacity in the next 10 minutes.
Given an automobile with an empty gas tank, Cynthia will drive to the nearest gas station and fill the tank to 100% capacity in the next 10 minutes.
Given an automobile with an empty gas tank, Cynthia will drive to the nearest gas station and fill the tank to 100% capacity in the next 10 minutes.

Did you have fun today?