

ALABAMA HLP FACILITATOR'S GUIDE

Session 2: IEP Procedural
& Substantive Requirements



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Introduction

Objectives

The objectives for teachers receiving training on IEP Procedural & Substantive Requirements.

- Teachers will develop an understanding of the following:
 - IDEA procedural requirements, including:
 - Child Find
 - Evaluation
 - Parental Involvement
 - IEP Development
 - IDEA substantive requirements, including:
 - Evaluation/Present Levels of Academic Achievement and Functional Performance (PLAAFP)
 - Measurable Annual Goals
 - Statement of Aids & Services
 - Progress Monitoring
- Teachers will increase their capacity to utilize the following HLPs to support the IEP process:
 - HLP 4: Use Multiple Sources of Information to Develop a Comprehensive Understanding of a Student's Strengths and Needs

- HLP 6: Use Student Assessment Data, Analyze Instructional Practices, and Make Necessary Adjustments that Improve Student Outcomes
- HLP 11: Identify and Prioritize Long and Short-term Goals
- HLP 12: Systematically Design Instruction Towards Learning Goals
- HLP 13: Make Adaptations

Intended Audiences

- **Participants.** The participants include district and school faculty, and staff involved with delivering instruction to students. These people may be, but are not limited to, classroom teachers, resource teachers, paraprofessionals, school-based administrators, and other personnel.
- **Facilitators.** The facilitators for HLP 8/22 include staff from the Alabama State Department of Education (ALSDE) or local districts who will deliver training to the participants noted above.

Using This Facilitator’s Guide

This Facilitator's Guide should be used for training facilitators and for facilitators to use as a resource when preparing to train teachers. Before training teachers, facilitators should read and become familiar with this Facilitator’s Guide and the handouts. In the Facilitator’s Guide, the facilitation notes are in italics, which are meant to help you guide discussion and give direction on what actions to take. The notes that follow the Explanation of Slide guide what the facilitator says during the training session. This wording is not meant to be read word for word; rather, it provides the information that should be conveyed from the slide. The Facilitator’s Guide offers practice-based opportunities to enhance teachers' learning and suggestions for supplemental resources.

This section lists the prework, materials, videos, additional resources, websites, and follow-up activities for these specific HLPs. Before presenting the training, facilitators should be familiar with all resources and materials. Facilitators should have the materials, videos, and websites ready and easily accessible before beginning each section.

The sections' duration, scope, and sequence may be customized to accommodate local needs. Select content and learning activities are noted as "optional." While the "optional" content and activities may help to reinforce learning of the HLPs, they may be excluded from training sessions depending on local needs or time concerns. The content and learning activities instrumental to understanding and implementing the HLPs are not marked as "optional." Those activities, which include prework, session content, and post-session work, should be included during training. You will find categories of information, materials, and resources for each section. The following is an explanation of each category:

- **Purpose:** An explanation of the objectives of the section.
- **Time:** An estimated amount of time for presenting the section.
- **Prework:** Resources that teachers should read or watch before the training sessions.
- **Materials:** Items and resources that will be used during the session.

- **Videos:** Videos that will be accessed or referred to during the section.

Session Materials

- Facilitator’s Guide
- Slide presentation
- Computer
- Projector and screen
- Adequate reserved space, time, and materials
- Tables arranged to support small group discussions
- Optional name table tents or name tags
- Printed handouts
- Chart paper
- Sticky notes
- Pens/pencils
- Highlighters
- Markers

Preparation for Professional Learning Session

- Have each participant bring a paper or electronic copy of one of their IEP templates and a completed IEP. *If possible, all identifiable information should be redacted.*
- Familiarize yourself with the example student on the *Student K Information* handout. This example will be used throughout the training.
- In preparation for Activity: IEP Development, decide how to break participants into four groups and prepare the four handouts (one for each group): Procedures, Content, Participation, and Revision. Handouts can be provided on paper or electronically.
- In preparation for Activity: IEP Teams – Roles in Informing PLAAFPS, decide how to break participants into pairs and prepare the PLAAFP Elements & Guiding handout. Handouts can be provided on paper or electronically.

IEP Procedural & Substantive Requirements

- **Purpose:** Provide an overview of IEP Procedural & Substantive Requirements, give the participants some resources and tools for HLPs 4–6 and 11–13, and give them time to review and practice with the HLPs.
- **Time:** 6 hours
- **Prework:** Complete the Pre-work activities outlined in the resource [High Leverage Practices - IEP Procedural and Substantive Requirement Pre-Activities](#).
- **Materials.**
 - Current or old IEP (each participant is to bring their document) and blank IEP template.

- Handouts (4): [IEP Content](#), [IEP Participants](#), [IEP Procedures](#), [IEP Revising](#)
- Handout: [PLAAFP Elements and Guiding Questions](#)
- Handout: [Roles in Informing PLAAFPs Chart](#)
- Handout: [Student K Information](#)
- Handout: [IEP Tip Sheet - Measurable Annual Goals](#)
- Learning Extension Handout: [PLAAFP Component Rating Scale](#)
- Learning Extension Handout: [Measurable Goals Activity](#)
- Learning Extension Handout: [Connecting Supplementary Aids and Services to PLAAFP and Measurable Goals](#)
- Learning Extension Handout: [Planning for Progress Monitoring](#)
- **Videos.**
 - [IDEA Overview](#) (slide 9)
 - [HLP 13](#) (slide 57)

Slide 1

Explanation of Slide

Today we will discuss the procedural and substantive requirements that must be satisfied in students' Individualized Education Programs. These are requirements outlined in law by the Individuals with Disabilities Education Act (IDEA).

Facilitation Note

N/A

Session 2: IEP Procedural & Substantive Requirements

[enter district or school name] Training

[enter date]

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Slide 2

Explanation of Slide

Before we begin, let's go around the room and introduce ourselves. Please tell us your name, school, position, instructional role, and some things from the HLP session that you have incorporated into your daily instruction.

Facilitation Note

N/A

Welcome

- Introductions
- Name, school, and position
- Your instructional role
- What element from Session 1: HLP 7: Establish a Consistent, Organized, and Respectful Learning Environment have you found to be most impactful for your students? Share an example.



Slide 3

Explanation of Slide

Here is the agenda for today.

Facilitation Note

Read the slide aloud

Agenda

Welcome	2
Objectives	4-5
Materials	6
Tasks and Requirements	7-9
Section 1: IDEA Procedural Requirements	10-16
Section 2: IDEA Substantive Requirements	17-87
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Aids and Services	44-75
Progress Monitoring	76-87
Connections and Wrap-Up Activities	88-92
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Slide 4



Explanation of Slide

The following are the objectives for today. At the end of this session, you should have a deeper understanding of the essential IDEA procedural and substantive requirements of the IEP process.

Objectives

Teachers will develop an understanding of the following:

- IDEA procedural requirements, including—
 - Child Find
 - Evaluation
 - Parental Involvement
 - IEP Development
- IDEA substantive requirements, including—
 - Evaluation/Present Levels of Academic Achievement and Functional Performance (PLAAPP)
 - Measurable Annual Goals
 - Statement of Aids & Services
 - Progress Monitoring

<p>Facilitation Note N/A</p>	
<p>Slide 5</p> <p>Explanation of Slide We will also incorporate HLPs that support the understanding and implementation of the IEP components. We will discuss these HLPs throughout these sessions as they align with each component.</p> <p>Facilitation Note N/A</p>	<div data-bbox="1008 422 1411 653"> <p>Objectives (cont'd) Teachers will increase their capacity to utilize the following HLPs to support the IEP process:</p> <ul style="list-style-type: none"> HLP 4: Use Multiple Sources of Information to Develop a Comprehensive Understanding of a Student's Strengths and Needs HLP 6: Use Student Assessment Data, Analyze Instructional Practices, and Make Necessary Adjustments That Improve Student Outcomes HLP 11: Identify and Prioritize Long- and Short-Term Goals HLP 12: Systematically Design Instruction Toward Learning Goals HLP 13: Make Adaptations Final </div>
<p>Slide 6</p> <p>Explanation of Slide Let's take a minute to familiarize ourselves with the materials. Do you have any questions about any of the materials before we start?</p> <p>Facilitation Note <i>You should give the participants a minute to explore the materials independently. Give wait time for participants to ask questions before you begin the training.</i></p>	<div data-bbox="1008 940 1411 1157"> <p>Materials</p> <ul style="list-style-type: none"> Completed IEP (District-Specific) Activity: IEP Development (4 handouts) PLAAFP Elements and Guiding Questions Roles in Informing PLAAFPs Chart Student K Information Learning Extensions <ul style="list-style-type: none"> PLAAFP Component Rating Scale Measurable Goals Activity Connecting Supplementary Aids and Services to PLAAFP and Measurable Goals Planning for Progress Monitoring  </div>
<p>Slide 7</p> <p>Explanation of Slide We'll be using several different engagement tools throughout today's session. This is for two reasons: 1) We're modeling engagement strategies that you can use with your students, and, 2) These are strategies that are recognized to be effective in adult learning as well. For example, pairing visual cues with activities, as we've done on this slide, can help students know what to expect. When you see any of these icons on upcoming slides, you'll know what kind of activity we'll be engaging in at that time.</p>	<div data-bbox="1008 1486 1411 1717"> <p>Engagement Tools</p>  <p>Discussion Activity Learning Extension Resource</p> </div>

This session contains “Learning Extensions.” After each activity, you can extend your learning by completing the activity with the IEP you brought.

You also should have received the slide handouts which will provide you with a place to take notes and reflect.

Facilitation Note

N/A

Slide 8

Note: If you have experienced special education teachers who are already familiar with IDEA, you may use your discretion to skip slide 8.

Explanation of Slide

According to the IRIS Center at Vanderbilt’s Peabody College, “The Individuals with Disabilities Education Act (IDEA) is the law that governs the education of students with disabilities. Through this law, students with disabilities are entitled to a free, appropriate public education (FAPE) that includes an IEP. The IEP serves as the blueprint for the services and supports necessary to meet a student’s unique needs and guides every facet of [their] special education program.” [Play video.]

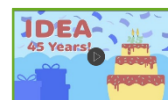
Facilitation Note

Play the video (2 minutes, 11 seconds), which provides a brief overview of IDEA. After watching the video, note that a diagnosis of dyslexia does not necessarily result in special education placement.

Let’s dive into some of the key ideas found in IDEA.

FAPE – All students with disabilities are to receive a free and appropriate education. While this is a staple of IDEA, it has historically been left to the courts to determine what this really looks like in schools. Most recently in the *Endrew F. v. Douglas County School District* (2017), the courts raised the “de minimus” standard. According to the ruling, the Supreme Court determined “[t]o meet its substantive obligation under

Individuals with Disabilities Education Act



- Resources:
- [Access the law here.](#)
 - [Alabama Administrative Code](#)
 - [Alabama Special Education Reports](#)
 - [Endrew F. Decision.](#)

the IDEA, a school must offer an IEP that is reasonably calculated to enable a child to make progress appropriate in light of the child's circumstances." The Court additionally emphasized the requirement that "every child should have the chance to meet challenging objectives." (source: <https://sites.ed.gov/idea/questions-and-answers-qa-on-u-s-supreme-court-case-decision-endrew-f-v-douglas-county-school-district-re-1/>).

Endrew F. has long-reaching implications for the IEP that we will discuss as we go through this training.

Parents' Rights – Another key component of IDEA is parental involvement and approval. All parents should play an important role on the Evaluation and/or IEP team. They provide invaluable data and insights on the student.

Additionally, they must approve of the IEP and the services it provides. If they do not, they have due process rights and can reject services of request adjusted and/or additional services.

Parents' rights are highlighted in Endrew F. The parents in this case were upset that their son with autism attending a public school was continually not making progress and many of his goals were the same year after year. In response, they put him in a private school that specialized in services for students with autism. Their son immediately made progress and the parents thought the public school was responsible for paying for the private school because they did not meet his needs (which is required under IDEA). This dispute was pursued all the way to the Supreme Court, which led to this landmark case that further defined FAPE.

To learn more about IDEA, how it is implemented in AL, and the Endrew F. case, visit these resources.

Access the Law Here: <https://www.congress.gov/bill/108th-congress/house-bill/1350/text>

Alabama Administrative Code:
<https://www.alabamaachieves.org/knowledge-base/alabama-administrative-code/>

Alabama Special Education Reports:
<https://www.alabamaachieves.org/reports-data/student-data/special-education-reports/>

Slide 9

Explanation of Slide

Under IDEA, educators are obligated to ensure both procedural and substantive requirements are met with each IEP.

Read the procedural definition. These obligations are the ones we are most comfortable with as educators. They involve making sure all of our “I” s are dotted and “T”s are crossed. Meaning all the necessary forms are signed, appropriate parties are involved, services the student qualifies for are provided, etc.

There are also substantive requirements. Read the substantive definition. These are the requirements that were further clarified in the Endrew F. decision. Substantive requirements go beyond procedures and compliance and really stress the importance of providing appropriate goals and services that promote meaningful educational benefits and progress. No matter what the student’s needs are, they should be making meaningful progress with support from the IEP.

We will spend time today talking about both kinds of obligations and common ways people violate them.

Facilitation Note

N/A

Procedural and Substantive Requirements

Procedural obligations compel school personnel to follow the specific requirements of the law when developing an IEP.

Substantive obligations require IEP teams to develop and implement a plan that is designed to provide educational benefit for the student.

Slide 10

Explanation of Slide

The Individuals with Disabilities Education Act (IDEA) consists of procedural and substantive requirements to which school district personnel must adhere in developing special education programs for students with disabilities. Ultimately, following these requirements will likely develop a student’s individualized education program (IEP) that confers a free appropriate public education (FAPE). A failure to fulfill the procedural and substantive requirements of the IDEA, however, may result in the denial of a FAPE.

Facilitation Note

Section 1:
IDEA Procedural Requirements

N/A

Slide 11

Explanation of Slide

Procedural requirements refer to specific processes that school district personnel must adhere to, such as:

- obtaining informed written consent from a student's parents before evaluating the student,
- fielding an IEP team that consists of the members required by the IDEA, and,
- developing an IEP that consists of all the components required by the IDEA.

A procedurally compliant IEP will help to ensure that:

- a student receives a FAPE,
- trust is built and maintained between parents and school district personnel, and,
- school districts will not be held responsible for compensatory education, tuition reimbursement, attorney's fees, or other types of relief.

(Yell et al., 2020)

Facilitation Note

N/A

IDEA Procedural Requirements

Processes that school personnel must adhere to include:

- Obtaining informed written consent from a student's parents before conducting an evaluation of the student
- Fielding an IEP team that consists of the members required by the IDEA
- Developing an IEP that consists of all the components required by the IDEA



Yell, M. L., et al. (2020). The individualized education program: Procedural and substantive requirements. *Michigan Journal of Education*, 32(2), 301-318. <https://doi.org/10.1177/0022029820934827>

Slide 12

Explanation of Slide

There are many laws related to the procedures pertaining to students with disabilities. We will spend most of our time on IEP development because those are most relevant to your daily role.

Facilitation Note

N/A

IDEA Procedural Requirements

Child Find

Evaluation

Parental Involvement

IEP Development

Slide 13

Explanation of Slide

Child Find requires that school district officials look for, find, and refer students who may have a disability.

Child Find

School districts have a system in place to locate and identify students with disabilities.

Evaluation

School districts must determine and make recommendations regarding a child's eligibility for special education services.

Parental Involvement

LEAs must

- Inform parents of rights and provide a full explanation in their native language
- Obtain consent for initial evaluation
- Must take steps to ensure that one or both of the parents are afforded the opportunity to participate in the IEP meeting

Yell, M. L., et al. (2020). The individualized education program: Procedural and substantive requirements. *Michigan Journal of Education*, 32(2), 301-318. <https://doi.org/10.1177/0022029820934827>

A school district must refer and initiate an evaluation for a student within a reasonable amount of time when personnel reasonably suspect that the student may have a disability and, as a result, require special education services.

The school district has 60 days to evaluate after receiving written permission from the parents.

Parents must be provided procedural safeguards, and the school must explain them in the native language of the parents. Additionally, initial evaluation cannot be conducted without a parent's consent.

(Yell et al., 2020)

Facilitation Note

N/A

Slide 14

Explanation of Slide

There are four main areas of procedural regulations for IEP development, with many specific regulations. You will be split into four groups. Each group will review the regulations for one of these areas using the respective handout. Then, you will present the information to the entire group. You do not have to provide every detail but share the main takeaways and content in this area. You will have 5 minutes to present.

Facilitation Note

Split the group into four smaller groups. Give each group one of the four handouts of the content located in the "Activity – IEP Development" folder in the training materials and read the explanation of the slide. Then, give each group a few minutes to review their information and present it to the whole group.

Recommended time for activity: 15 minutes.

The handouts for this activity come from Yell et al., 2020.

Activity: IEP Development

- Each group (4 total) will be assigned one area.
- Using the respective handout, review the regulations for your area. (~7 minutes)
- Present the main takeaways and content to the whole group. (~2 minutes per group)



Handout
PLAAPP Elements and Guiding Questions

Yell, M. L., et al. (2020). The individualized education program: Procedural and substantive requirements. *Michigan Journal of Law and Health Care*, 18(1), 1-18. <https://doi.org/10.1111/mlj.12400>

Slide 15

Explanation of Slide

Now it is time to test your knowledge again with a short pop quiz. Let's determine which of the following are violations.

Facilitation Note

This slide is animated. Read each statement aloud as it appears. Then, after a moment, the answer will appear.

1. The school sought permission from Maya's parents after the completion of the evaluation. [Yes. Permission must be given before conducting an evaluation.]
2. Jacob's initial evaluation was completed in 50 days. [No. Anything over 60 is a violation.]
3. All of Brianna's goals are focused on math. The parents were asked for information about Brianna's reading skills at home for the evaluation. [Yes. The parents were not asked for relevant information.]
4. Jacob's IEP goals are around reading and math. The IEP team that convened had only the Health teacher present. [Yes]
5. There was no transition planning for an 8-year-old student with a disability. [No. Transition planning must begin no later than 14.]
6. Before the IEP, it was decided that Brianna should be in a special class. [Yes]
7. The IEP was reviewed after two years. [Yes]

Procedural Violations Pop Quiz



1. The school sought permission from Maya's parents after the completion of the evaluation. [Yes. Permission must be given before conducting an evaluation.]
2. Jacob's initial evaluation was completed in 50 days. [No. Anything over 60 is a violation]
3. All of Brianna's goals are focused on math. The parents were asked for information about Brianna's reading skills at home for the evaluation. [Yes. The parents were not asked for relevant information.]
4. Jacob's IEP goals are around reading and math. The IEP team that convened had only the Health teacher present. [Yes]
5. There was no transition planning for an 8-year-old student with a disability. [No. Transition planning must begin no later than 14.]
6. Before the IEP it was decided that Brianna should be in a special class. [Yes]
7. The IEP was reviewed after 2 years. [Yes]

Yell, M. L., et al. (2020). The individualized education program: Procedural and substantive requirements. TRAINING Exceptional Children, 52(3), 304-318. <https://doi.org/10.1177/0040130220950492>

Slide 16

Explanation of Slide

These are more examples of common procedural violations.

Facilitation Note

Read examples from slide.

(Yell et al., 2020)

Common Procedural Violations



- Failing to obtain written permission from a student's parents or guardians prior to evaluating the student
- Failing to conduct an initial evaluation within 60 days or the time limit imposed by a state following receipt of parental consent
- Failing to consider or ask a student's parents for information relevant to their student's evaluation
- Failing to convene an IEP team consisting of the required participants
- Failing to include required content components in the final IEP (e.g., frequency, location, and duration of special education services)
- Determining a student's program or placement prior to the IEP meeting
- Determining a student's placement before developing their IEP

Yell, M. L., et al. (2020). The individualized education program: Procedural and substantive requirements. TRAINING Exceptional Children, 52(3), 304-318. <https://doi.org/10.1177/0040130220950492>

Slide 17

Explanation of Slide

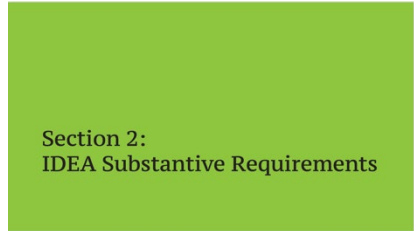
The IDEA imposes a detailed set of procedural requirements that school districts must adhere to when developing students' IEPs. Weatherly (2019) referred to the substantive requirements as the content standard of IDEA because the substantive requirements address the importance of the content of a student's IEP being sufficient to enable that student to make progress. (Yell et al., 2020)

While the *procedural* requirements we discussed focused on processes and strategies, the *substantive* requirements focus more on the content and quality of the student's educational programming.

It is important to note the purpose of the IEP. This is a *living document* and should be used to assist the teacher and other related personnel in meeting the child's needs. It is *not just a legal requirement* that should be looked at once per year. Through our activities today, you will see how each component of the IEP is connected and how it should be used to inform your instruction on an ongoing basis.

Facilitation Note

N/A



Slide 18

Explanation of Slide

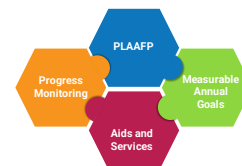
We are going to talk about four main areas of substantive requirements as outlined in Yell, et al., "Individualized Education Programs (IEPS) and Special Education Programming for Students with Disabilities in Urban Schools."

Evaluation and Present Levels of Academic Achievement and Functional Performance (PLAAFP): What are the student's unique educational needs that we must consider in developing their individualized program?

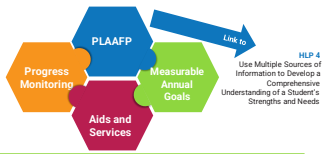
Measurable Annual Goals: What goals and objectives will enable the student to achieve meaningful educational benefits?

Statement of Aids and Services: What services will we provide to the student to address their educational needs?

Substantive Requirements



Yell, M. L., & J. D. Katsiyannis (2019). Individualized education programs (IEPs) and special education programming for students with disabilities. In J. D. Katsiyannis (Ed.), *Individualized education programs (IEPs) and special education programming for students with disabilities* (pp. 1-14). London, UK: Routledge.

<p>Progress Monitoring: How will we monitor the student’s progress to determine whether the instructional program is effective?</p> <p>Facilitation Note N/A</p>	
<p>Slide 19</p> <p>Explanation of Slide The first requirement we will discuss is Present Levels of Academic Achievement and Functional Performance. We are also going to talk about how HLP 4 supports this requirement.</p> <p>Facilitation Note N/A</p>	<p>Substantive Requirements (1 of 4) Present Levels of Academic Achievement and Functional Performance (PLAAPF)</p> 
<p>Slide 20</p> <p>Explanation of Slide [Read the slide aloud.]</p> <p>Facilitation Note Read the slide aloud.</p>	<p>Alabama IEP Document</p> <ul style="list-style-type: none"> Comprehensive Learner Profile <ul style="list-style-type: none"> Strengths of the student Parental concerns for enhancing the education Student preferences and/or interests Results of the most recent evaluation(s) Academic, developmental, and functional needs of the student Present Level of Academic Achievement & Functional Performance (PLAAPF) Measurable Annual Goals Special Education & Related Services
<p>Slide 21</p> <p>Explanation of Slide It is important to consider the whole child when determining students’ strengths and needs. This means moving beyond just academic achievement and thinking about the student’s non-academic skills related to social-emotional development, communication, recreation activities enjoyed, health, physical, and medical needs, motor skills, technology needs, and postsecondary transition needs. This list of considerations may be long, but it needs to be more comprehensive. Each student is unique and multifaceted. When constructing the</p>	<p>Comprehensive Learner Profile</p> <p>For each student, consider the following:</p> <ul style="list-style-type: none"> Academic achievement Health, physical, and medical needs Social-emotional development Motor skills Communication skills Technology needs Recreation/leisure activities Postsecondary transition needs <p>Important Note In Alabama, these aspects will likely be included on the Profile Page.</p>

PLAAFP, it is important to consider all components relevant to the student's achievement.

Facilitation Note

Ask participants whether their schools consider the whole child when developing PLAAFPs and if there is an emphasis on academics. If there has been an emphasis on academics, you might ask, "How do you envision that changing per recent initiatives (e.g., SEL, pandemic)?"

Slide 22

Explanation of Slide

HLP 4 provides guidance that supports the collection and use of information in a student's PLAAFP statement.

To develop a deep understanding of a student's learning needs, special educators compile a comprehensive learner profile through the use of a variety of assessment measures and other sources (e.g., information from parents, general educators, and other stakeholders) that are sensitive to language and culture, to (a) analyze and describe students' strengths and needs and (b) analyze the school-based learning environments to determine potential supports and barriers to students' academic progress. Teachers should collect, aggregate, and interpret data from multiple sources (e.g., informal and formal observations, work samples, curriculum-based measures, functional behavior assessment [FBA], school files, analysis of curriculum, information from families, and other data sources). This information creates an individualized profile of the student's strengths and needs.

HLP 4 is key to the collaborative work of professionals and families seeking to fully understand students' needs and create an individualized plan accordingly.

Facilitation Note

HLP 4: Use Multiple Sources of Information to Develop a Comprehensive Understanding of a Student's Strengths and Needs

<p>N/A</p>	
<p>Slide 23</p> <p>Explanation of Slide [Read the slide aloud.]</p> <p>Facilitation Note Read the slide aloud.</p> <p>Note that when monitoring, ALSDE will look for a specific statement related to how the student's disability affects his/her involvement and progress in the general education curriculum for the particular area of instruction.</p>	<p>Teachers Who Effectively Develop a Comprehensive Understanding of Their Students—</p> <ul style="list-style-type: none"> Use formal and informal assessments to gather information about students' academic strengths and weaknesses. Seek input from family members for insights into students' interests, motivations, health, language, and cultural experiences in school and at home. Seek input from students about their preferences, strengths, needs, and long-term goals. Utilize the information gathered from these various sources (school-based assessments, student input, and family input) to develop a comprehensive learner profile and inform IEP-related decisions. <p>Important Note: When monitoring, ALSDE will look for a specific statement related to how the student's disability affects his/her involvement and progress in the general education curriculum for the particular area of instruction.</p>
<p>Slide 24</p> <p>Explanation of Slide In this section, we will discuss the following.</p> <p>Facilitation Note <i>Read the slide aloud.</i></p>	<p>PLAAFP</p> <ul style="list-style-type: none"> What a PLAAFP, and why is it important? Examples and non-examples How do you develop a PLAAFP? Practice
<p>Slide 25</p> <p>Explanation of Slide IEP team members should consider the PLAAFP statements as a baseline by which they can write annual goals and monitor student progress.</p> <p>Facilitation Note <i>Read the slide aloud.</i></p>	<p>PLAAFP: What Is It, and Why Is It important?</p> <p>"The child's level of academic achievement and functional performance is the foundation on which the IEP must be built. Without a clear identification of [the child's] present levels, the IEP cannot set measurable goals, evaluate the child's progress and determine which educational and related services are needed."</p> <p>Kirby v. Cabell County Board of Education, 2006</p> <p>PLAAFP The HEART of the IEP</p>

Slide 26

Explanation of Slide

If you do not have a good idea of where you are starting, the PLAAFP, then you don't have a path to get to the goal, or even really know how to set an appropriate goal.

Facilitation Note

N/A

PLAAFP: Critical to Developing an IEP



Slide 27

Explanation of Slide

N/A

Facilitation Notes

Give participants time to review each example and non-example. Probe the differences between the statements.

Potential Responses

- The example provides specific data to explain the student's strengths and needs. This data provides numerical descriptions of the student's needs and helps set up measurable goals.
- The nonexample is very vague and subjective. How do you know Emily is having a hard time communicating? How do you know she has a difficult time understanding others? How do you know she has a difficult time understanding others?

Example and Non-Example

Example

- Emily uses single words, signs, and a few 2- or 3-word combinations to communicate her wants and needs at home and at school. Typically, children Emily's age use 4- or 5-word sentences to communicate wants and needs. She initiates social interactions with her peers and labels objects in her environment. During a 20-minute play period with peers, Emily used 18 single-word utterances (5 of these utterances also included a sign) and a 2-word combination ("my shoe"). When 2-word combinations were modeled for Emily, she initiated only the last word of the phrase. Emily's parents report that they have a difficult time understanding what Emily wants or needs.

Non-Example

- Emily has a hard time with communicating. She has a difficult time understanding people. Her parents agree communication is challenging.

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Slide 28

Explanation of Slide

IEP team members should consider the PLAAFP statements as a baseline by which they can write annual goals and monitor student progress. Using the PLAAFP as a baseline will result in more effective and measurable programming for students with disabilities and will enable school districts to

PLAAFP Statement: Essential Elements



Student Needs



Baseline Information



Effect on Progress in General Education



Connection to Goals and/or Services



Handout
PLAAFP
Elements and
Guiding
Questions

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show that an IEP was reasonably calculated to enable a student to make progress.

PLAAFP statements must contain the following information:

- Descriptions of the student’s needs in an academic and/or functional skill area.
- Statements about the impact of the student’s disability on her involvement in the general education curriculum.
- Documentation of the student’s current levels of performance, which will serve as baseline data to measure her subsequent progress.
- Information about the annual goals and the appropriate special education services, and supports required to meet those goals.

Facilitation Notes

Direct teachers to the handout titled, PLAAFP Elements & Guiding Questions. This document describes the four essential elements of the PLAAFP statement and provides guiding questions that should be answered in the statement. The table in this handout is from the IRIS Center module, IEPs: Developing High-Quality Individualized Education Programs.

Slide 29

Explanation of Slide

What can each person identified contribute to a PLAAFPs? Using the “PLAAFP Elements & Guiding Questions” handout, you will work in partners or small groups to fill out this chart and determine what each of these roles can contribute to the PLAAFP. For example, parents/families can contribute to student’s strengths, concerns, and preferences.

Facilitation Notes

Assign participants to pairs or small groups. Distribute the IEP Team Member Roles in Informing PLAAFPs handout (which can be found in the Handouts folder), and give groups 7 minutes to complete the handout. Then come back together and take another 7 minutes to review the answers on the next slide.

Activity: IEP Team Member Roles in Informing Present Levels of Academic Achievement & Functional Performance (PLAAFPs)



Parents/ Families	Student	Special Educator	General Educator	Administrator	Student Services Personnel

Handout
IEP Team Member Roles in Informing PLAAFPs

Slide 30

Explanation of Slide

N/A

Facilitation Note

Read answers to activity. Probe participants to see if their responses match the answer.

IEP Team Roles in Informing PLAAFPs

Parents/Families	Student	Special Educator	General Educator	Administrator	Student Services Personnel
Provide input on their child's strengths, needs, and interests in school and home environments	Provides input on their own strengths, needs, and interests in school and home environments	Contributes to the writing and collecting data on academic and functional PLAAFPs Provides knowledge of special education process and services Provides knowledge of individualized instruction	Knows about general curriculum and standards Provides observational and curriculum-based data Provides input on student's progress with grade-level material Provides PLAAFP data from student's general education performance	Provides knowledge about general curriculum, standards, and resources available to the school/district	Contributes to the writing and collecting data on academic and functional PLAAFPs Provides knowledge related to their area of expertise (e.g., physical therapy, occupational therapy, school psychology, and English language development)

Slide 31

Explanation of Slide

Using the handout Student K Information, identify the essential components and write the PLAAFP with your partner.

Facilitation Note

Assign participants to pairs or small groups. Distribute the Student K Information handout, which can be found in the Handouts folder. Give groups 10 minutes to write a PLAAFP, and then ask a few groups to share out.

Have participants pull out their IEP and locate where this information goes. If they have a paper copy, they could add the information for Student K.

Practice: Writing a PLAAFP for Student K

Essential Components:

- Student Need
- Effect on Progress in General Education
- Baseline Information

Is there is enough information to determine annual goals and/or services and supports?

Slide 32

Explanation of Slide

This is an optional extension activity that allows participants to make connections to their IEPs.

Facilitation Note

Have participants pull out their own IEP and locate the PLAAFP. Distribute the PLAAFP Component Rating Scale handout, which can be found in the Handouts folder, and ask them to review and reflect on their PLAAFP statements using the scale. If time permits, have them revise elements of their PLAAFP. Finally, ask participants to share some of the changes they made or things they found helpful.

Learning Extension: Review Your Own IEP

- Locate the PLAAFP in your student's IEP.
- Use the PLAAFP Component Rating Scale handout to reflect on the quality of the PLAAFP.
- If needed, revise elements of the PLAAFP based on your reflection.

Slide 33

Explanation of Slide

If a skill or behavior is listed on the IEP as a concern or need, the expectation is that it will be addressed in the IEP as a goal or service: that is, do not list skills or behaviors of concern unless the IEP will specifically address them. Be thoughtful about what skills or behaviors rise to the level of needing to be addressed in the IEP.

Facilitation Note

N/A

The Link Between
PLAAFPs and IEP Goals



Slide 34

Explanation of Slide

The next requirement we will talk about is Measurable Annual Goals. We will also talk about how HLP 11 supports this requirement.

Facilitation Note

N/A

Substantive Requirements (2 of 4)



Slide 35

Explanation of Slide

According to the Council for Exceptional Children and the CEEDAR Center, “Teachers prioritize what is most important for students to learn by providing meaningful access to and success in the general education and other contextually relevant curricula. Teachers use grade-level standards, assessment data and learning progressions, students’ prior knowledge, and IEP goals and benchmarks to make decisions about what is most crucial to emphasize and develop long- and short-term goals accordingly. They understand essential curriculum components, identify essential prerequisites and foundations, and assess student performance in relation to these components.”

Facilitation Note

N/A

HLP 11: Identify and Prioritize
Long- and Short-Term Goals

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Slide 36

Explanation of Slide
In this section, we will discuss the following.

Facilitation Note
Read the slide aloud.

Measurable Annual Goals

- What is a measurable goal?
- Examples and non-examples
- How do you develop long term and short-term goals?
- Practice developing long-term and short-term goals



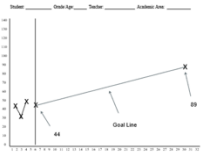
Slide 37

Explanation of Slide
Read slide.

Facilitation Note
Read the slide aloud.

What the Measurable Annual Goal Tells Us

- What we expect the student to learn or be able to do in 1 year?
- How will we know when they have learned it or can do it?



Markus, A., et al. (2012). Promoting PROGRESS: The role of the goal (teacher). <http://www.progmonitoring.org/resources/promoting-progress-the-goal>

Slide 38

Explanation of Slide
Note that for our examples and non-examples in this training, the examples are usually longer than the examples. Details and data are necessary in IEPs. However, we must be sure to still be concise and clear. Compliant, detailed descriptions should not be overly wordy or difficult to understand or measure. One test to think about the clarity of goals is to think, "If someone does not know this student or have any information about then, will they still be able to read this goal and understand what is being measured and how it is to be

Example and Non-Example

Example

- When given a sheet of 20 double-digit multiplication problems, Jerry will calculate the problems with at least 85% accuracy on 3 consecutive weekly progress monitoring probes by the end of 9 weeks.

Non-Example

- Jerry will improve his double-digit math calculations by the end of the year.

measured? Will they be able to measure this goal with no further guidance?"

Facilitation Note

Give participants time to review each example and non-example. Probe the differences between the statements.

Potential Responses:

- The example contains all the elements of a SMART goal.
- The nonexample is very vague and cannot be measured.

Slide 39

Explanation of Slide

Both long- and short-term goals must be measurable. To help develop well-written, measurable goals, IEP teams may consider using the acronym SMART. When applied to the four-goal elements above, these characteristics can support IEP team members in the goal-development process.

The IRIS Center (2019).

Facilitation Note

This table is from the IRIS Center module "IEPs: Developing High-Quality Individualized Education Programs."

Write SMART Goals

S	Specific	Clearly stated descriptions of each goal element: the conditions, the academic or functional skill, the criterion for success, and the timeframe within which the criterion should be met
M	Measurable	Quantifiable by a defined standard that can be observed in some way, particularly so that any amount of change can subsequently be identified and/or evaluated
A	Actively phrased	Involving actions that are clearly observable (e.g., "Write a five-sentence paragraph.") rather than implied (e.g., "Improve your writing.")
R	Realistic	Practical but ambitious and challenging and based on relevant information (e.g., evaluation results, previous rates-of-growth, the student's unique circumstances, IEP team members' professional judgment)
T	Time-limited	Involves a specified timeframe within which the skill is anticipated to be mastered

The IRIS Center. (2019). IEPs: Developing high-quality individualized education programs. Retrieved from <https://iris.pebbles.com/detailed-activities/developing/>

Slide 40

Explanation of Slide

Let's review the essential components on the IEP Tip Sheet: Measurable Annual Goals handout.

Facilitation Note

Distribute the IEP Tip Sheet: Measurable Annual Goals handout, which can be found in the Handouts folder. Briefly review the essential components.

Essential Elements

Component	Guiding Questions	Examples
Target Behavior	<ul style="list-style-type: none"> What do we want the students to be able to do? Is the behavior observable and measurable? Is it a functional, relevant requirement for the student? What are measures of student behavior that affect behavior? 	<ul style="list-style-type: none"> When given 10 10-point math items, student will get 8 or more items correct and maintain on task. When presented with grade-level reading passage, student will read 100 words correctly. When presented with 10 math problems, student will solve 8 or more problems correctly. When presented with 10 math problems, student will solve 8 or more problems correctly.
Measurement Method	<ul style="list-style-type: none"> How will we measure the student's performance? How will we know if the student has met the goal? How will we know if the student has met the goal? How will we know if the student has met the goal? 	<ul style="list-style-type: none"> Student will read 100 of 100 words correctly. Student will read 100 words correctly. Student will use a rubric strategy to evaluate. Student will appropriately seek for help. Student will appropriately seek peer attention.
Frequency/Duration	<ul style="list-style-type: none"> How often will we measure the student's performance? How long will we measure the student's performance? How long will we measure the student's performance? 	<ul style="list-style-type: none"> With accuracy. Three consecutive passes. In 10 days/10 weeks. From 50% accuracy to 80% accuracy. At least 80% of the instructional period. During 6 of 10 peer interactions.

Slide 41

Explanation of Slide

Although we haven't talked about progress monitoring in detail yet for this training, it is still important to think about it during all parts of the IEP process and especially when creating short-term and long-term goals and objectives. Thinking about progress monitoring when creating goals and objective can really help you best map out your IEP.

You need to make sure your goals and or objectives are based on relevant standards, promotes meaningful progress as discussed in *Andrew F.*, and SMART. You must also consider how these goals are going to be progress monitored. Meaning, how am I going to measure progress? (What measures am I am going to use? Do I have access to that measure?) How often do I need to collect data for this goal? And who is going to be responsible for collecting this data?

Facilitation Note

Connecting Goals and Progress Monitoring



Slide 42

Explanation of Slide

This slide is a brief activity to practice writing measurable goals.

Facilitation Note

Have participants work in pairs or small groups to complete the table using the draft goals. Answers should be recorded on the *Writing Measurable Goals* handout, which can be found in the *Handouts* folder.

Practice: Measurable Goals

- Read the draft goals for two students on the handout.
- Fill out the table for these critical components.

	Draft Goal	Condition	Target Behavior	Performance Criterion	Time
Jesse	Jesse will read 45 words per minute.				
Jess	During each 45 minute class, Jess will pay attention and be engaged.				



Handout
Writing
Measurable
Goals

Slide 43

Explanation of Slide

Now it is time to create a measurable goal for Student K using these same critical components.

Practice: Develop a Measurable Goal for Student K

Go back to your PLAAFP for Student K. With these critical components in mind, create a measurable goal for Student K.

Critical Components:

- Condition
- Target Behavior
- Performance Criterion
- Time



Facilitation Note

Allow teachers a few minutes to create goals for Student K.
Have volunteers share their goals.

Slide 44

Explanation of Slide

This is an optional extension activity that allows participants to make connections to their IEPs.

Facilitation Note

Have the teachers pull out their own IEP and locate one annual goal. Have them review this goal and make sure it aligns with the PLAAFP. Next, have them rewrite the goal through the condition, target behavior, performance criteria, and time on the handout provided. Finally, participants can share some of the changes they made or things they found helpful.

**Learning Extension:
Review Your Own IEP**



1. Choose one annual goal in your student's IEP.
2. Review this goal to ensure it aligns with the PLAAFP.
3. Rewrite the goal in the form of condition, target behavior, performance criteria, and time.
4. If time permits, repeat these steps for additional goals.

Slide 45

Explanation of Slide

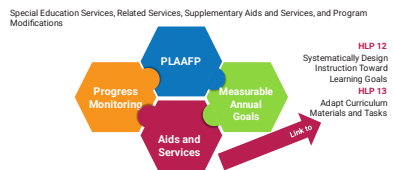
The next requirement we will discuss is Special Education Services, Related Services, Supplementary Aids & Services, & Program Modifications. We will also talk about how HLPs 12 & 13 support this requirement.

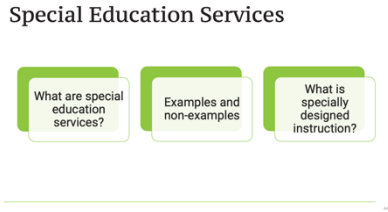
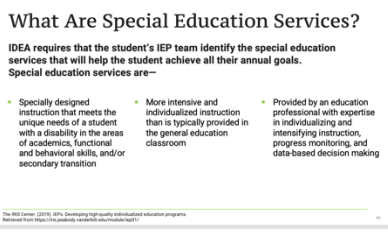
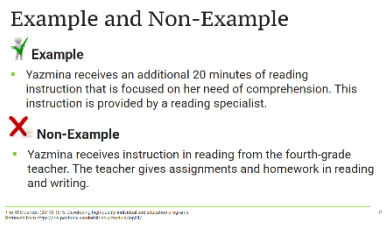
After the IEP team has developed the student's annual goals, they can develop the third required component: the statement of the individualized services and supports the student requires to meet these goals.

These can include special education services and any necessary related services, supplementary aids and services, and program modifications. These services and supports should enable a student to:

- Make progress toward meeting her academic and functional annual goals.
- Be involved and progress in the general education curriculum, and participate in extracurricular (e.g., drama club) and other nonacademic (e.g., attending a school football game) activities.
- Participate in these activities with other students, both with and without disabilities.

Substantive Requirements (3 of 4)



<p>Slide 46</p> <p>Explanation of Slide In this section, we will discuss the following.</p> <p>Facilitation Note <i>Read the slide aloud.</i></p>	
<p>Slide 47</p> <p>Explanation of Slide Remember that special education is a <i>service</i> for the student, <i>not a place</i> where the student is sent. [Read the slide aloud.]</p> <p>Facilitation Note <i>Read the slide aloud.</i></p>	
<p>Slide 48</p> <p>Explanation of Slide N/A</p> <p>Facilitation Note <i>Give teachers time to review the example and non-example. Probe the differences between the two statements.</i></p> <p>Potential Responses:</p> <ul style="list-style-type: none"> ▪ <i>The example provides a description of specialized instruction.</i> ▪ <i>The nonexample is just basic instruction every student receives.</i> 	

Slide 49

Explanation of Slide

This video clip will discuss how to set clear, specific, challenging, and measurable learning goals for students. [Play video – end at 6:56]

Facilitation Note

Here is the transcript of this video clip (55 seconds) for Component 1:

“It is important for teachers to set instructional goals for individual students, instructional groups, and for the entire class. All goals should be set based on available data, and in consultation with instructional experts. For students with disabilities, goals should be contained within the IEP, and regularly measured using progress monitoring tools. Teachers should explicitly communicate goals, so students know what is expected. It is important to connect daily goals to longer-term outcomes.

“In addition, teachers should be clear about what constitutes success, and what steps students will need to complete to achieve the goal successfully. Activities during lessons should be structured so students succeed to the extent possible.”

HLP 12: Systematically Design Instruction Toward Learning Goals



Kennedy, M. J., et al. (2018). HLP: Strategic practice #12: Systematically design instruction toward learning goals. Retrieved from <https://highmindsupport.com/wp-content/uploads/2018/08/HLP-12-Systematically-Design-Instruction-Toward-Learning-Goals.pdf>

Slide 50

Explanation of Slide

This video clip will discuss how to organize and sequence lessons logically. [Play video – Stop at 10:16]

Facilitation Note

Here is the transcript of this video clip (1 minute, 16 seconds) for Component 2:

“We mentioned previously that teachers should explicitly state how the current lesson or activity ‘fits’ in the sequence of what else students have been doing and learning. In addition, activities should support students’ progress toward learning goals. By logically sequencing skills, teachers can scaffold instruction to support performance and progress.

HLP 12: Systematically Design Instruction Toward Learning Goals



Kennedy, M. J., et al. (2018). HLP: Strategic practice #12: Systematically design instruction toward learning goals. Retrieved from <https://highmindsupport.com/wp-content/uploads/2018/08/HLP-12-Systematically-Design-Instruction-Toward-Learning-Goals.pdf>

“For example, in a systematically designed lesson or unit, less complex knowledge and skills are taught before more complex concepts, frequently used content is taught before less frequently used content, and teachers explicitly teach students skills and procedures needed for independent use. Teachers are explicit about confirming students’ critical background knowledge, and reteach, as needed. In a more intensive educational setting, goals might be broken down into smaller increments, but it should still be clear to students how the goal or its increments connects to prior and future learning.”

Slide 51

Explanation of Slide

This video clip will discuss how to support students in organizing new knowledge by providing scaffolds and structures for learning. [Play video – Stop at 15:53]

Facilitation Note

Here is the transcript of this video clip (3 minutes, 48 seconds) for Component 3:

“By making explicit connections among content and skills either with graphic organizers or other organization tools, teachers can help students see relationships among facts and concepts, maximize retention of new information, deepen understanding of the material, and help students apply new knowledge or skills independently.

“A key to providing high quality systematic instruction is to show students a variety of ways to interact with or demonstrate the skill or concept being taught. Using manipulatives, graphic organizers and other visual aids and tools, students are supported in their organization of new information.

“It is important to note, however, that the teacher must explicitly teach students how these aids should be used to boost their learning. Providing a model to students of how they should use these tools to organize their knowledge, and opportunities for

HLP 12: Systematically Design Instruction Toward Learning Goals



Kennedy, M. J., et al. (2015). High-leverage practice #12: Systematically design instruction toward learning goals. Retrieved from <https://www.gesprep.org/learning-goals/>

them to practice using the tools and receive feedback on their practice are vital steps in systematically designing instruction.

“Supports for students with disabilities should be individualized per their IEP. In a more intensive learning environment, the teacher should carefully select a scaffold or tool (such as a graphic organizer) that provides individualized support. In this setting, students also need teachers to model when and how the support should be used, and also need multiple opportunities to practice and receive feedback on using the support.”

Slide 52

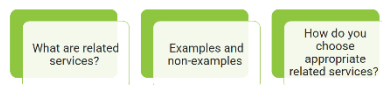
Explanation of Slide

In this section, we will discuss the following.

Facilitation Note

Read the slide aloud.

Related Services



Slide 53

Explanation of Slide

Identifying related services is another important aspect of the IEP. [Read the slide aloud.]

Simply put, related services are provided to make the student’s participation in general education academic and nonacademic activities easier and a benefit.

Facilitation Note

Read the slide aloud.

What Are Related Services?

- Supportive services necessary for a student to benefit from special education services (e.g., transportation, psychological services, speech-language therapy, occupational therapy, physical therapy, counseling, social work services, and school health services)
- Typically provided one or more times per week for short periods (e.g., bi-weekly 30-minute sessions)
- Not delivered by a medical doctor or related to maintenance of surgically implanted medical devices
- Dependent on individual needs, and not confined to one service

The IEP Center. (2015). IEPs: Developing high-quality individualized education programs. Retrieved from <https://www.pauldaviscenter.org/iep/>

Slide 54

Explanation of Slide

N/A

Example and Non-Example

- Example**
 - Fatima receives orientation and mobility (O&M) services that teach her how to use a cane to travel independently from place to place, among other skills. These services are provided by an orientation and mobility (O&M) specialist weekly.
- Non-Example**
 - Fatima receives instruction in physical education. Her PE teacher engages Fatima in yoga class.

The IEP Center. (2015). IEPs: Developing high-quality individualized education programs. Retrieved from <https://www.pauldaviscenter.org/iep/>

<p>Facilitation Notes: Give teachers time to review the example and non-example. Probe them about the differences between the two statements.</p> <p>Potential Responses:</p> <ul style="list-style-type: none"> ▪ The examples are specific to Jeanine’s needs and promote independence. ▪ The examples also include the use of related service providers. ▪ The nonexample is simply an activity all students participate in and is not specific to the student’s mobility needs and is not addressed by a specialist. 	
<p>Slide 55</p> <p>Explanation of Slide N/A</p> <p>Facilitation Note <i>Read the slide aloud.</i></p>	<p>How to Choose Related Services</p> <p>Related services are intended to be flexible to meet the needs of an individual student. Appropriately matched to those needs, related services can assist students with disabilities by helping them to—</p> <ul style="list-style-type: none"> ▪ Participate in the general education curriculum with their peers ▪ Meet their annual educational goals ▪ Take part in extracurricular and nonacademic activities <p><small>The IES Center (2011). Related services: Common supports for students with disabilities. Retrieved from https://ies.ed.gov/pubs/201108/relatedservices/</small></p>
<p>Slide 56</p> <p>Explanation of Slide In this section, we will discuss the following.</p> <p>Facilitation Note <i>Read the slide aloud.</i></p>	<p>Supplementary Aids and Services</p> <ul style="list-style-type: none"> ▪ What are supplementary aids and services? <ul style="list-style-type: none"> ◦ HLP 13 ◦ Accommodations ◦ Modifications ▪ Examples and non-examples ▪ How do you choose appropriate supplementary aids and services? ▪ Practice <p><small>The IES Center (2011). Related services: Common supports for students with disabilities. Retrieved from https://ies.ed.gov/pubs/201108/relatedservices/</small></p>
<p>Slide 57</p> <p>Explanation of Slide Another important aspect of the IEP is identifying supplementary aids and services.</p> <p>Facilitation Note <i>Read the slide aloud.</i></p>	<p>What Are Supplementary Aids and Services?</p> <ul style="list-style-type: none"> ▪ Accommodations or modifications that allow the student to access both education-related and nonacademic school-related activities ▪ Can also include other types of direct services and supports to the student (e.g., health care assistant for a student with significant health needs) ▪ Can also include support and training for relevant school staff (e.g., collaborative planning time for teachers) <p><small>The IES Center (2011). IEP: Developing high-quality individualized education programs. Retrieved from https://ies.ed.gov/pubs/201108/ieps/iepsmodule1.pdf</small></p>

Slide 58

Explanation of Slide

I'm going to take a minute to read from the transcript for HLP 13: Adapt Curriculum Materials and Tasks.

The first component of this HLP is to identify accommodations and modifications that are likely to support student success, given the goals and objectives listed in the IEP and areas of the curriculum where the student is likely to struggle. Other HLPs that are relevant here include HLP #11—setting short- and long-term learning goals—and HLP #12—systematically designing instruction towards learning goals. If appropriate goals and objectives are in place, and teachers are providing systematically-designed instruction aligned with goals, the next logical consideration is adding needed accommodations and modifications to help support student success. IEP teams' work to implement HLPs 11 and 12 provides a roadmap for how HLP 13, which provides needed adaptations, will be utilized.

Adaptations for instruction are individual and content specific. A student with a print-based learning disability may need to utilize text-to-speech accommodation to access the text-based content during social studies class. However, that accommodation would not be appropriate during reading intervention when the purpose is to improve decoding skills. Teachers may identify the accommodations or modifications that are needed by being familiar with the student and having a firm understanding of the lesson objective.

Accommodations listed in the IEP should always be used, but teachers should also be flexible in identifying other options for making adaptations that may be useful for students.

Facilitation Note

N/A

Slide 59

Explanation of Slide

HLP 13: Adapt Curriculum Materials and Tasks



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This video clip will discuss how to use content enhancements in combination with formally designated accommodations to support student needs. [Play video – STOP at 13:35]

Facilitation Note

Here is the transcript of this video clip (2 minutes, 9 seconds) for Component 2:

“The second component of this HLP is to use content enhancements in combination with formally designated accommodations to support student needs. Graphic organizers and guided notes are examples of content enhancements that can help students see essential connections between and among content being taught. Mnemonics also have a long history of supporting learning and achievement for students with disabilities. These powerful tools can help support student success across academic content areas.

“In addition to supporting student success with learning standards or other curriculum items with which they are likely to struggle, content enhancements should be utilized in service of students’ IEP goals. These types of general adaptations do not always need to be recorded in a student’s IEP, though they can be used in conjunction with documented accommodation. For example, the teacher could opt to provide the student with a graphic organizer that is already complete, or help scaffold instruction so he can fill it out under the watchful eye of the teacher.

“One assumption often made by IEP teams and teachers is that all accommodations and modifications are equally needed and effective. I might think, ‘if I provide an accommodation or modification, it must be good.’ However, if the list of accommodations and modifications listed in the IEP are derived from a pre-written list, or thought up on the spot, it is possible that either the selections could be incomplete, or unnecessary.”

HLP 13: Adapt Curriculum Materials and Tasks



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Slide 60

Explanation of Slide

I'm going to read again from the transcript for HLP 13: Adapt Curriculum Tasks and Materials for Specific Learning Goals.

“The third component is to evaluate whether adaptations are having the intended impact on student performance. IEP team members, particularly general and special educators, use data from various assessments and other data sources to predict areas within the standards and curriculum where students are likely to struggle. Teachers should use curriculum-based measurements (CBM)s or other high-quality assessments on an ongoing basis to evaluate the student’s progress toward meeting his or her goals. The data collected can then be used to make data-based decisions on whether to continue the use of the accommodation or modification or if changes are indicated. This prevents the ongoing use of ineffective adaptations.”

Facilitation Note

N/A

HLP 13: Adapt Curriculum Tasks and Materials for Specific Learning Goals



Reynolds, M., et al. (2015). High-leverage practices: Adapt curriculum tasks and materials for specific learning goals. <https://highleveragepractices.org/2015/8/31/>

Slide 61

Explanation of Slide

Read slide.

Facilitation Note

Read the slide aloud.

Accommodations

- Accommodations **change the how** of teaching and learning.
- Accommodations **do not change the what** of teaching and learning (i.e., instructional level, content, or performance criteria for curricular standards).
- An accommodation is a change made to teaching or testing procedures to provide a student with access to information and **create an equal opportunity** to demonstrate knowledge and skills.
- Accommodations **do not alter** the big idea or major learning outcomes expected of the instruction.

The IES Center. (2015). *8th*. Developing high-quality individualized education programs. Retrieved from <https://ies.ed.gov/2015/08/developing-high-quality-individualized-education-programs/>

Slide 62

Explanation of Slide

Read slide.

Facilitation Note

Read the slide aloud.

Consider these questions:

- Are modifications to the physical classroom environment necessary to promote progress in the general education curriculum, access to peers with and without disabilities, and progress toward IEP goals?
- Are modifications to the school schedule or program necessary to promote progress in the general education curriculum, access to peers with and without disabilities, and progress toward IEP goals?

PROGRESS Center of the Institute of Education for Research (2021) *8th* by what are program modifications and supports? https://progresscenter.org/sites/default/files/2021-05/ProgramMod_8P_Type.pdf

Slide 63

Explanation of Slide

Read slide.

Facilitation Note

Read the slide aloud.

Examples of Accommodations

Presentation	Response	Setting	Timing
<ul style="list-style-type: none">Audio recordingNotes from lessonWritten instructions	<ul style="list-style-type: none">Spoken answersUsing a spell checkerCalculator for "facts"	<ul style="list-style-type: none">Quiet space for workingSensory toolsHeadphones	<ul style="list-style-type: none">Extra timeFrequent breaksTake a test at specific time of day

Slide 64

Explanation of Slide

Modifications go beyond changing how the student learns, or is tested, and effectively change what they are actually learning. A modification could change the instructional level, the content or curriculum covered, the performance criteria, or the assignment structure. It is a change in what, or how much, a child is being taught.

Accommodations do not reduce learning expectations. When a change in the instruction or assessment activity lowers the expectations for student learning, it is considered a modification. The phrase "curriculum modification" is sometimes used to emphasize the impact on learning expectations. It is important to note that modifications should be considered and determined based on individual student needs. Modifications are not based on the disability category.





In Alabama, only those students who are on an alternative curriculum should receive curriculum modifications.

Facilitation Note

N/A

Modifications

Modifications can be used for any student whose IEP Team deems it necessary to receive FAPE.

 <p>A modification changes what the student is expected to learn and/or demonstrate.</p>	 <p>It is a change in either the number of performance standards or a change in the grade-level standard.</p>
 <p>A modification changes course content.</p>	 <p>Although a student may be working on modified course content, the subject area remains the same as for the rest of the class.</p>

Slide 65

Explanation of Slide

Read slide.

Facilitation Note

Examples of Modifications

Assignment	Curriculum
<ul style="list-style-type: none">Homework with different content than peer studentsComplete alternate projects with different content than peer students	<ul style="list-style-type: none">Use different materials or contentGraded by a different standard

Slide 67

Explanation of Slide

Consider these guiding questions from the IRIS Center when determining the need for supplementary aids and services:

What types of services and supports does the student need?

The services should:

- Address all of the student's annual goals ... including those necessary to participate in extracurricular activities
- Include any combination of the types of services necessary to address the student's needs
- Address secondary transition needs for students age 16 and older
- Employ evidence-based practices whenever feasible

How often should these services and supports be provided?

How much time per day/week is needed for the services and support? Combined, the frequency and duration of services should:

- Be sufficiently intensive to help the student achieve their annual goals.
- Be based on the student's needs, not on service availability. For example, the number of times per week that a student receives speech-language therapy should be based on the amount of time necessary to help her make adequate progress, not on the number of days that an SLP is currently at the school.

Who will provide the services and support? The person responsible should:


- Have adequate training and expertise to be able to deliver the services.
- Be able to implement evidence-based practices with fidelity.
- Be able to collect and analyze data and make data-based decisions.

Where will the services and supports be provided? When determining environment, the IEP team should:

Guiding Questions

Type of Service	What types of services and supports does the student need?
Frequency	How often should these services and supports be provided?
Duration	How much time per day/week is needed for the services and supports?
Person Responsible	Who will provide the services and supports?
Environment	Where will the services and supports be provided?
Start/End Dates	When will services begin and end?

The IRIS Center. (2015). *IRIS: Developing high-quality individualized education programs*. Retrieved from <https://iris.peabody.com/iris/about/irisfaq/>

<ul style="list-style-type: none"> • Identify placement only after specialized instruction, services, supports, frequency, duration, and person responsible have been determined. • Make a concerted effort to place—and maintain—the student in the general education setting, with the use of supplementary aids and services when necessary. • Recognize that, for some students, placement in more-restrictive settings may be necessary to ensure an appropriate education. • Document the reasons for any decision that results in the student’s services being delivered outside of the general education setting. <p>When will services begin and end? The services should:</p> <ul style="list-style-type: none"> • Start immediately (e.g., the next day), unless there are extenuating circumstances to be resolved (e.g., transportation). • Include an end date within one year from the current IEP meeting. However, this does not mean that the services stop. The end date is often planned for the student’s annual review, so the services would be updated according to decisions made at that future meeting. 	
<p>Slide 69</p> <p>Explanation of Slide Read the slide aloud.</p> <p>Facilitation Note <i>Put teachers in groups of 3 or 4 and have them come up with accommodations that Student K needs. Have some groups share to discuss what might be appropriate or not.</i></p> <p>Potential Responses:</p> <ul style="list-style-type: none"> ▪ <i>Because he has difficulty with reading fluency, he could benefit from additional time to read text during assignments in Science and History or could have the read aloud accommodation in science and history.</i> 	<p>Practice: Accommodations and Modifications for Student K </p> <p>Let’s go back to Student K.</p> <ul style="list-style-type: none"> ▪ Given his PLAAFP and the annual goals we set for him, what accommodations, modifications, and/or related services may he need? ▪ Discuss this with your small group, and report back what you decided.

- *Because he has difficulty with completing independent reading activities, he could benefit from the use of graphic organizers with prompts during independent reading activities in Language Arts.*

Slide 70

Explanation of Slide

This is an optional extension activity that gives participants the opportunity to make connections to their own IEPs.

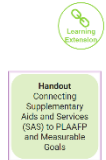
Facilitation Notes

Have the teachers pull out their own IEP and locate where they write the accommodations/modifications. Have them make sure these accommodations/modifications will be used to support the student with achieving their goals based on their PLAAFP with the handout provided (making sure the PLAAFP, goals, and SAS are all in alignment). Finally, participants can share some of the changes they made or things they found helpful through the process.

**Learning Extension:
Review Your Own IEP**

1. Locate the accommodations and modifications in your IEP.
2. Ensure that the accommodations and modifications are based on the student's PLAAFP.

Remember: The PLAAFP, the goals, and the supplementary aids and services should all be in alignment.



Slide 71

Explanation of Slide

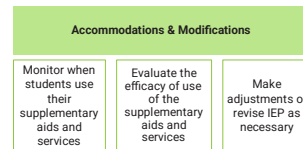
Just as important as selecting accommodations and modifications for the student is determining their effectiveness. To do this, it is good to take these steps.

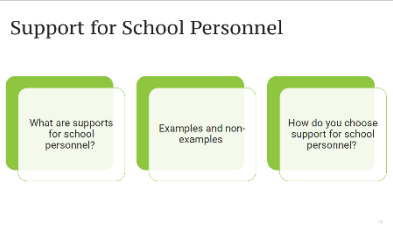
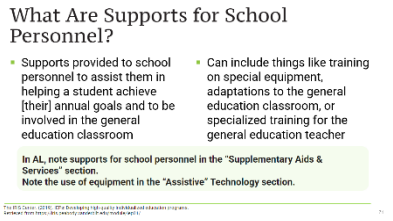
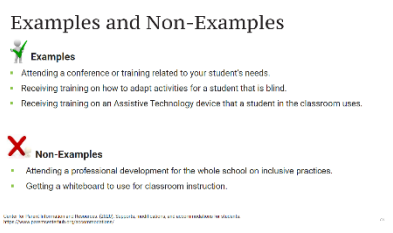
Keep track or take notes (document) about:

- when the student uses their accommodations independently
- when the adult needs to suggest using the supports
- when the student chooses not to use them
- the actual outcomes after applying the selected accommodations, modifications, assistive technology, and adult supports

Evaluate and reflect on how notes taken (documentation) can help you find patterns. You may realize that a student won't use accommodation if the student has to self-

Evaluating Overall Effectiveness



<p>advocate for it. You also may learn that a student doesn't need support in a certain subject area.</p> <p>IEPs are legally binding documents. As a result, you can't decide to change or discontinue accommodation and modifications without an IEP meeting. You can ask the team to reconvene if the data you've collected shows that something else might be more effective.</p> <p>Facilitation Note N/A</p>	
<p>Slide 72</p> <p>Explanation of Slide In this section, we will discuss the following. <i>Read slide.</i></p> <p>Facilitation Note <i>Read the slide aloud.</i></p>	
<p>Slide 73</p> <p>Explanation of Slide <i>Read slide.</i></p> <p>Facilitation Note <i>Read the slide aloud.</i></p>	
<p>Slide 74</p> <p>Explanation of Slide N/A</p> <p>Facilitation Note <i>Give teachers time to review the example and non-example. Probe them about the differences between the two statements.</i></p> <p>Potential Responses:</p>	

The examples are specific and specialized supports to the student whereas the nonexamples are general and focused more towards supporting the whole class. For example, going to a conference focusing on the whole school will not directly support that student, but attending a conference that provides strategies to address to student’s specific needs will directly support that student.

Slide 75

Explanation of Slide

Read slide.

Facilitation Note

Read the slide aloud.

Program Modifications

Consider these questions.

- Are modifications to the physical classroom environment necessary to promote progress in the general education curriculum, access to peers with and without disabilities, and progress toward IEP goals?
- Are modifications to the school schedule or program necessary to promote progress in the general education curriculum, access to peers with and without disabilities, and progress toward IEP goals?

PROGRESS Center of the American Institutes for Research (2013) IEP tip sheet: What are program modifications and supports? <https://www.progresearch.org/sites/default/files/2013-05/IEP%20tip%20sheet%20-%2013.pdf>

Slide 76

Explanation of Slide

Read slide.

Facilitation Note

Read the slide aloud.

Program Supports

Consider these questions:

- What **professional learning** (e.g., training, conference attendance) do school personnel need to execute the IEP, promote progress in the general education curriculum, and support the student’s development of peer relationships?
- What **training do families need** to support successful implementation of the student’s individualized program?
- What **special equipment or materials** are necessary for personnel to implement the IEP, support student progress in the general education curriculum, and promote student access to peers?
- Is **additional support** from other staff or administrators necessary?
- Does the classroom teacher need **additional support** in the classroom (e.g., having an aide in the classroom) to effectively support the student’s access to and benefit from general education?

PROGRESS Center of the American Institutes for Research (2013) IEP tip sheet: What are program modifications and supports? <https://www.progresearch.org/sites/default/files/2013-05/IEP%20tip%20sheet%20-%2013.pdf>

Slide 77

Explanation of Slide

Read slide.

Facilitation Note

Read the slide aloud.

Tips for Implementation

- Select and design supports that directly assist personnel in helping the student progress toward their IEP goals and in the general education curriculum.
- Consider program accommodations before considering a more restrictive placement.
- Prior to implementation of the IEP, identify and provide appropriate training to personnel directly supporting the student.
- Ensure that program modifications align with the unique needs of the child, not his/her disability label or location of services

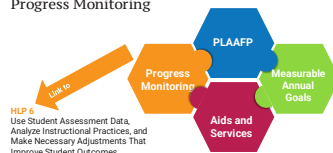
Slide 78


Explanation of Slide


The final requirement we are going to talk about is Progress Monitoring. We are also going to talk about how HLP 6 supports this requirement.

Substantive Requirements (4 of 4)

Progress Monitoring



<p>Facilitation Note N/A</p>	
<p>Slide 79</p> <p>Explanation of Slide In this section, we will discuss the following. <i>Read slide.</i></p> <p>Facilitation Note <i>Read the slide aloud.</i></p>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> ✓ What is Progress Monitoring? ▲ Examples and non-examples ⚙ How do you engage in progress monitoring? ✓ Practice
<p>Slide 80</p> <p>Explanation of Slide</p> <p>Progress monitoring is a scientifically-based practice that provides data on students’ performance throughout the year – both academically and behaviorally. This information is used to make decisions about the student’s educational plan and ensure student growth.</p> <p>Progress monitoring is a crucial tool for improving the academic outcomes of students with and without disabilities. Progress monitoring is used within MTSS/SRBI and within students’ IEPs. While the process and techniques used are the same, it is important to clarify and remember that there is a higher level of accountability for progress monitoring within students’ IEPs per IDEA and <i>Endrew F.</i> The Supreme Court’s ruling in <i>Endrew F.</i> created a higher substantive standard that must now be used to determine educational benefit. In other words, an IEP must be “reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances.” We must remember that reporting progress must not be based on opinions, but based on collecting, analyzing, and responding to data. This requires goals that are specific and measurable, which data collection data collection considered at the time the goal was written.</p> <p>Courts haven’t just considered progress-but also what are you doing about it. If you have good data that identifies the child’s present level and demonstrates the child’s progress (or lack of progress and your response), it is hard to argue lack of FAPE.</p>	<p>What is Progress Monitoring?</p> <p>Progress monitoring is used to assess students’ academic or functional performance and to ensure the effectiveness of instruction.</p>  <ul style="list-style-type: none"> ▪ It allows educators to measure student performance incrementally and throughout the year. ▪ It is used to make decisions about the student’s IEP to support educational benefit. <p>“The IEP must aim to enable the child to make progress. After all, the essential function of an IEP is to set out a plan for pursuing academic and functional advancement.”</p>

<p>Facilitation Note N/A</p>	
<p>Slide 81</p> <p>Explanation of Slide Progress monitoring is closely related to HLP 6: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes. As we go through this section, we will continuously reference various components of this HLP.</p> <p>Facilitation Note <i>Read the slide aloud</i></p>	<p>HLP 6: The Foundation for Progress Monitoring</p> <p>How do we utilize progress monitoring data?</p> <ul style="list-style-type: none"> Match progress monitoring data collection to the goal. Include data in the report to parents. Address lack of progress. <ul style="list-style-type: none"> Adjust intervention. Revise services through the IEP process. Review Supplementary Aids and Services.
<p>Slide 82</p> <p>Explanation of Slide This training is designed to address many of the concerns you just generated by providing information on the four components that ensure progress monitoring is effective and that rigor is maintained to meet the threshold of meaningful progress from the <i>Andrew F.</i> decision. They are measurable goals and objectives, data collection, data use, and communicating progress. We will start with measurable goals and objectives.</p> <p>Facilitation Note N/A</p>	<p>Four Components of Effective Progress Monitoring</p> 
<p>Slide 83</p> <p>Explanation of Slide Now that we know how the data is used, what evaluations can we use to collect data?</p> <p>Curriculum-based Assessments measure a student’s performance in the local curriculum. Sample items from the curriculum are selected for the curriculum-based assessment</p>	<p>HLP 6: The Foundation for Progress Monitoring</p> <p>What evaluations can we use to collect data?</p> <ul style="list-style-type: none"> Curriculum-based Assessment: Measures a student’s performance in the local curriculum. Data Collection: Involves gathering information on targeted variables in a systematic manner. Teacher/Text Test: Helps the teacher become informed about what students know and can do either before a lesson or after a lesson. Teacher Observation: Focused and rigorous observation criteria can be used to evaluate student behavior or performance. Work Samples: Document tasks completed by students. Should be clearly graded according to set criteria such as a grading key or rubric.

in order to evaluate progress and assist with educational planning.

Data Collection involves gathering information on targeted variables in a systematic manner. Data that is collected is used to answer relevant questions and measure progress.


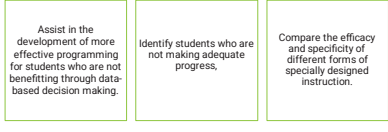

Teacher/Text Test are created by teachers or provided by textbooks or intervention programs. These tests help the teacher become informed about what the students

Know and are able to do either before a lesson or after a lesson. Another option for teachers is to use a test that is provided by the publisher of the textbook; or perhaps create a test from a question bank provided by the publisher. If a textbook is used it is crucial that teachers teach and test what is outlined in the standards, which does not always match what is included in the textbook.

Teacher Observations can be used to evaluate student behavior or performance. The criteria and tools selected for observation should be focused and rigorous. An observation should paint a fair and accurate picture of the objectives or skills being evaluated. Observations must focus on behavior or performance that can be directly observed. They are not casual observations noted by teachers.

Work Samples document tasks completed by students. Work samples that are used for evaluation should be clearly graded according to set criteria such as a grading key or rubric. Work samples might include paper documents, videos, or digitized documents. Examples are classroom assignments, projects, reports, essays, and visual or performing arts projects.

Note that while good grades can be evidence of progress, they are not necessarily a reflection of specific performance. For instance, does a C mean a student partially mastered all the concepts; or fully mastered some of the concepts? Also, an A in one class may mean something totally different than an A in another class. For these reasons, grades may be one of the evaluation methods, but in most cases, grades should not be the only evaluation method.

<p>Facilitation Note N/A</p>	
<p>Slide 84</p> <p>Explanation of Slide As we can see there are a lot of benefits of progress monitoring. In 2003, Fuchs and Fuchs found, “Research shows that when progress monitoring is used regularly and with fidelity, students have high-quality goals, are more aware of their performance and achievement is improved.”</p> <p>Facilitation Note N/A</p>	<p>Progress Monitoring is Necessary for Students to...</p> 
<p>Slide 85</p> <p>Explanation of Slide For educators, the same research from Fuchs and Fuchs (2003) "Research shows teachers improve their quality of instructional programs, can make data-based decisions, and hold higher expectations for students."</p> <p>Facilitation Note N/A</p>	<p>Progress Monitoring is Necessary for Educators to...</p> 
<p>Slide 86</p> <p>Explanation of Slide: Reporting progress subjectively: Progress is often reported to parents as a series of notes and generalized opinions of educators and not able to be quantified by data. Progress must be reported with real data (numbers not words). It must be objective rather than subjective. Opinions will not pass as data. If you have data that shows progress, it should have documentation for meaningful educational benefit. Failing to address a lack of progress: If we see that a student is not progressing, we must do something about it. This was a main issue in the <i>Andrew F.</i> case. If a student is not making progress or is not progressing at the rate necessary to meet</p>	<p>Common Mistakes</p> 

their annual goal, there must be a change in the intervention. Even if the student did not initially progress, but you responded to the data by adjusting the intervention, this is documentation of FAPE being provided. Progress monitoring and data collection are areas of struggle for teachers nationwide as we seek to meet the increased standards of the *Andrew F.* decision. Fortunately, there are resources available to assist teachers in collecting data in a practical, user-friendly manner.

Facilitation Note:

Read explanation.

Slide 87

Explanation of Slide:

Animated slide: Let’s look at Sean’s math goal. (Read the goal aloud). (click) This is typical of a progress report provided to parents. The mistake is that the information provided is subjective. (click) Did Sean progress? To what degree? How do we know he will master his goal? Because the teacher said so? There needs to be objective data.

Facilitation Note:

Read explanation.

Progress Report



Slide 88

Explanation of Slide:

Animated slide: After several reporting periods, Sean’s parents have been provided multiple reports of his progress. Let’s see how he is doing. (click) Using the key, we

Example Progress Report



see that he has been assigned several threes on his progress and the extent to which he is progressing. He is still having difficulty with identifying key words and memorization of facts and very little progress has been made. During the last grading period, he is solving problems with 50% accuracy and the teacher does not anticipate he will master the goal. (click) What was the response to this information?

Facilitation Note:

Read explanation.

Slide 89

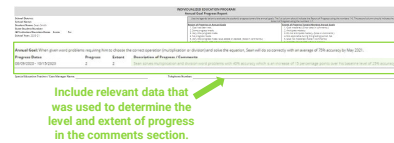
Explanation of Slide:

To avoid these mistakes (click), teachers must include relevant data that was used to determine the level and extent of progress in the comments section of the annual goal progress report.

Facilitation Note:

Read explanation.

Progress Reporting (Text)



Slide 90

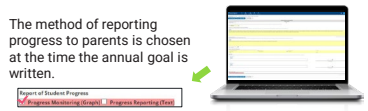


Explanation of Slide:

There are some enhanced features to progress reporting in PowerSchool Special Programs. Teachers will now have the option to report progress using a graph in addition to the text option that was available in SETS.

Facilitation Note:

Report of Student Progress



<p>Read explanation.</p>	
<p>Slide 91</p> <p>Explanation of Slide:</p> <p>The method of reporting progress to parents is chosen at the time the annual goal is written.</p> <p>Facilitation Note:</p> <p>Read explanation.</p>	<p>Choose a Method in PSSP</p> <p>The method of reporting progress to parents is chosen at the time the annual goal is written.</p> 
<p>Slide 92</p> <p>Explanation of Slide:</p> <p>Progress monitoring is an evidence-based practice. The present level should contain baseline data which is aligned with the annual goal. When using the graphing option in PSSP, input this data and timeframe of the annual goal at the time the goal is written and Special Programs will create the graph for you.</p> <p>Facilitation Note:</p> <p>Read explanation.</p>	<p>Progress Monitoring (Graph)</p> <p>PLOP: Sean's is able to solve multi-digit multiplication and long division problems when given supports such as fact and key word charts. Achievement testing identified deficits in overall math calculations (SS 4) and math reasoning (SS 5) on multi-step problems without support. He is able to complete timed math facts tests of 100 problems accurately in multiplication (63%) and division (68%). When given word problems requiring him to choose the correct operation (multiplication or division) and solve the equation, Sean does so correctly with an average of 25% accuracy. Sean's inability to memorize and apply basic grade level computation skills negatively affects his ability to solve word problems presented in general education settings.</p> <p>Annual Goal: When given word problems requiring him to choose the correct operation (multiplication or division) and solve the equation, Sean will do so correctly with an average of 75% accuracy by May 2021.</p> 
<p>Slide 93</p> <p>Explanation of Slide:</p> <p>Animated slide: There is nothing more intuitively understandable than a graph (click). he graph documents the</p>	<p>Easily Understood</p> 

effectiveness of both the intervention and the student's progress toward his goal.

Facilitation Note:

Read explanation.

Slide 94

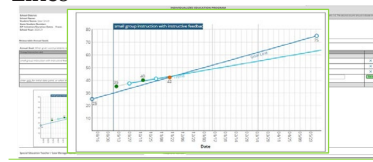
Explanation of Slide:

Animated slide: How do you know when your intervention is not effective or as effective as it should be? When student progress monitoring data points begin to fall below the expected rate of progress, a trend line is added to the graph. (click) This prompts the case manager to consider the need for a change in intervention within the current services provided or the possible need for an IEP meeting to adjust special education services.

Facilitation Note:

Read explanation

Identify Poor Progress with Trend Lines



Slide 95




Explanation of Slide:



Animated slide: If the student fails to make progress as noted by the trend line (click), the teacher may adjust the strategy or intervention to attempt to better meet the students' needs. This documentation becomes part of the new graph.

Facilitation Note:

Adjust Intervention



<p>Read explanation</p>											
<p>Slide 96</p> <p>Explanation of Slide:</p> <p>Animated slide: The new graph (click) shows both the change in intervention and the effect it had on the student’s progress.</p> <p>Facilitation Note:</p> <p>Read explanation</p>	<p>Document FAPE was Provided</p> 										
<p>Slide 97</p> <p>Explanation of Slide:</p> <p>There are advantages and disadvantages to reporting progress using different tools. Take some time to review and consider the options available to you for reporting student progress and how they might impact your progress reporting practices.</p> <p>Facilitation Note:</p> <p>Compare and contrast the two options.</p>	<p>Reporting Progress</p> <table border="1" data-bbox="1019 1108 1403 1276"> <tr> <td>Graph Option</td> <td>Text Option</td> </tr> <tr> <td>Objective report</td> <td>Subjective report</td> </tr> <tr> <td>Easily understood</td> <td>Difficult to understand</td> </tr> <tr> <td>Defensible documentation</td> <td>Minimum documentation</td> </tr> <tr> <td>Academic, speech, and behavior goals</td> <td>Transition goals</td> </tr> </table>	Graph Option	Text Option	Objective report	Subjective report	Easily understood	Difficult to understand	Defensible documentation	Minimum documentation	Academic, speech, and behavior goals	Transition goals
Graph Option	Text Option										
Objective report	Subjective report										
Easily understood	Difficult to understand										
Defensible documentation	Minimum documentation										
Academic, speech, and behavior goals	Transition goals										
<p>Slide 98</p> <p>Explanation of Slide</p> <p>N/A</p> <p>Facilitation Note</p> <p>Give participants time to review each example and non-example. Probe the differences between the statements.</p>	<p>Example and Non-Example</p> <p> Example</p> <ul style="list-style-type: none"> Mrs. Wright monitors Zach’s progress of his classroom engagement using a behavior observation checklist two times per week. <p> Non-Example</p> <ul style="list-style-type: none"> Mrs. Wright keeps a journal where she sometimes writes down how she thinks Zach is doing on his classroom engagement. 										

<p>Potential responses:</p> <p>The example has a clear schedule (twice per week) and a clear tool (behavior observation checklist) to measure progress.</p> <p>The nonexample does not have a consistent schedule nor a tool to measure progress.</p> <p>Progress is based on the teacher’s opinion without data to back that opinion.</p>	
<p>Slide 99</p> <p>Explanation of Slide</p> <p>Read slide.</p> <p>Facilitation Note</p> <p><i>Read the slide aloud. Have participants discuss how to monitor Student K’s progress toward this goal.</i></p>	<p>Practice: Monitoring Student K’s Progress </p> <ul style="list-style-type: none"> Looking back at Student K’s annual goal, how can progress toward the goals and objectives be monitored? Here is an annual goal for K: <ul style="list-style-type: none"> Given a third-grade level passage, Student K will read aloud at a rate of 115 words correct per minute by the end of the school year. <hr/>
<p>Slide 100</p> <p>Explanation of Slide</p> <p>This is an optional extension activity that gives participants the opportunity to make connections to their own IEPs.</p> <p>Facilitation Note</p> <p><i>Have the teachers pull out their own IEP and identify where they record progress toward goals. Then have participants pull out the goal they selected for the previous activity. Using this goal, have participants plan how to progress monitor that goal with the handout provided. Finally, participants can share out some of the changes they made or things they found helpful through the process.</i></p>	<p>Learning Extension: Review Your Own IEP </p> <ol style="list-style-type: none"> Locate where you record progress toward goals in the IEP. Using the handout provided and the goal you choose for the earlier activity, plan how to progress monitor this goal. If time allows, repeat with other goals. <div data-bbox="1307 1356 1398 1436" style="border: 1px solid #ccc; padding: 5px; width: fit-content;"> <p>Handout Planning for Progress Monitoring</p> </div> <hr/>

<p>Slide 101</p> <p>Explanation of Slide Read slide.</p> <p>Facilitation Note <i>Read the slide aloud.</i></p>	<p>In Summary: Progress Monitoring of IEP Implementation</p> <ul style="list-style-type: none"> ▪ Critical component of IEP process ▪ Informs revision of goals, instructional adjustments or services ▪ Is dependent on specific and measurable IEP goals and objectives that identify a plan for how, when, and who ▪ Indicator of FAPE and helps ensure meaningful progress per <i>Endrew F. v. Douglas County School District</i>. ▪ Implemented with fidelity, indicates if progress is adequate
<p>Slide 102</p> <p>Explanation of Slide Which areas that we have talked about today intersect with this HLP? All of them. The first box was covered with the PLAAFP. The second box was covered with measurable goals. The third, fourth, and fifth boxes were covered with progress monitoring. And the sixth box has been stressed throughout the day as it is the cornerstone theory of the IEP process.</p> <p>Facilitation Note N/A</p>	<p>HLP 6: Use Student Assessment Data, Analyze Instructional Practices, and Make Necessary Adjustments That Improve Student Outcomes</p>
<p>Slide 103</p> <p>Explanation of Slide Think back to the 6 HLPs we have trained on this year. How do these HLPs help with writing measurable annual goals, providing accommodations and/or modifications, and progress monitoring?</p> <p>Facilitation Note <i>Provide examples to start or continue the conversation:</i></p> <ul style="list-style-type: none"> ▪ <i>Providing positive and constructive feedback can help students meet their measurable annual goals. Effective feedback must be strategically delivered, and goal directed; feedback is most effective when the learner has a goal, and the feedback informs the learner regarding areas needing improvement and ways to improve performance. Feedback may be verbal, nonverbal, or written, and should be timely, contingent, genuine, meaningful, age appropriate, and at</i> 	<p>HLP Connections How do these HLPs connect to writing measurable annual goals, providing accommodations and modifications, and progress monitoring?</p> <ul style="list-style-type: none"> HLP 7: Establish a Consistent, Organized, and Respectful Learning Environment HLP 8: Provide Positive and Constructive Feedback to Guide Students' Learning and Behavior (Social/Emotional) HLP 9: Teach Social Behaviors HLP 16: Use Explicit Instruction HLP 18: Use Strategies to Promote Active Student Engagement HLP 22: Provide Positive and Constructive Feedback to Guide Students' Learning And Behavior (Instructional)

rates commensurate with task and phase of learning (i.e., acquisition, fluency, maintenance). Teachers should provide ongoing feedback until learners reach their established learning goals.

- Providing explicit instruction can help students meet their measurable annual goals. Explicit instruction overtly teaches the steps or processes needed to understand a construct, apply a strategy, or complete a task. It offers multiple opportunities for modeling and practice with fading supports.


Slide 104

Explanation of Slide



Now it is time to test your knowledge again with a short pop quiz. Let’s determine which of the following is a violation.

Facilitation Notes: This slide is animated. Each statement will appear one at a time. After each statement, the answer will appear.

1. The IEP team did not write a goal for Sam’s math deficit, instead focusing on only reading this year. **(Yes;** if assessment results and the PLAAFP identify math as an area of need, there must be a goal related to that need).
2. The IEP includes goals for Josie in academics and behavior. **(No;** as long as Josie has needs in academics and behavior, as identified in the PLAAFP, then it is appropriate to have goals in both areas).
3. Her IEP includes a goal to improve friendships. **(Yes;** you cannot measure a construct like friendship. What is friendship? That can look different to everyone. This makes measuring “friendship” difficult. Instead, you can measure a student’s communication skills by initiating conversations, responding appropriately to their peers, and/or using specific coping skills when dealing with a difficult social situation).
4. There were no modifications in Kiran’s IEP as determined by the IEP team. **(No;** modifications are not required in an IEP. Modifications should NOT be used with most students).

Substantive Violations Pop Quiz 

1. The IEP team did not write a goal for Sam’s math deficit, instead focusing on only reading this year.
2. The IEP includes goals for Josie in academics and behavior.
3. Her IEP includes a goal to “improve friendships.”
4. There were no modifications in Kiran’s IEP as determined by the IEP team.
5. The IEP team set the long-term goal for three years.

<p>5. <i>The IEP team set the long-term goal for three years. (Yes; goals should be written for achievement on an annual basis).</i></p>	
<p>Slide 105</p> <p>Explanation of Slide These are examples of common substantive violations. <i>Read slide.</i></p> <p>Facilitation Note <i>Read the examples from the slide aloud.</i></p>	<p>Common Substantive Violations </p> <ul style="list-style-type: none"> • Failing to address all of a student's needs in their PLAAFP statements • Failing to address a student's behavior problems in the IEP • Failing to address all of a student's academic or behavioral needs in the goals section of the IEP • Failing to address all of a student's academic or behavioral needs in the services section of the IEP • Failing to write measurable annual goals in a student's IEP • Failing to measure a student's progress toward their annual goals • Failing to provide the services as outlined in a student's IEP • Failing to educate a student in the least restrictive environment appropriate to their unique needs <p><small>HALL, L. (P. 4) (2015). The Individualized Education Program: Procedures and collaborative requirements. TRAINING. International Children's Disability, 5(4), 504-518. https://doi.org/10.1177/0898010115050040</small></p>
<p>Slide 106</p> <p>Explanation of Slide Using your sticky notes, respond to the four questions on the slide. Locate the four pieces of chart paper around the room labeled with these bold headings and place your sticky notes on the appropriate chart paper.</p> <p>Facilitation Note <i>For in-person presentations, have four pieces of chart paper positioned around the room, with the following headings (one per chart paper): "Key Takeaways," "Implement," "Further Support," and "Additional Questions."</i></p> <p><i>For virtual presentations, have Padlet, Jamboard, or another note-taking app ready.</i></p> <p><i>After participants respond, take an extended break before Part 2 of this session. At the start of the next session, answer any concerns or questions that were posted on the chart papers.</i></p>	<p>Wrap Up </p> <ul style="list-style-type: none"> • Record your thoughts on sticky notes, and post them on the gallery walk chart paper: <ul style="list-style-type: none"> • What are some key takeaways about this HLP? • What is one thing from this session you will implement right away in your classroom? • What do you need in terms of further support? • What additional questions do you have about this HLP?

Slides 107-109

Reference Slides

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