Steps to Creating Standards-Based Individualized Education Programs



The following highlights the major steps Committees on Special Education (CSEs) can follow to create IEPs developed in consideration of the State’s learning standards or “standards-based IEPs”.

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| **Step 1: Unpacking the Standards**Consider grade-level content standards for the grade in which the student is enrolled or would be enrolled based on age. |
| **Considerations** | **Guiding Questions** |
| * What is the content standard saying that the student MUST know and be able to do?
* What grade level standards CAN the student do with scaffolding, strategies or other supports?
 | * How might you translate the standard into practical “student must be able to do…”?
* What evidence do I have?
* If they can’t do it at their grade-level, what grade level can they do it?
* What are the Big Ideas/Essential Questions expected at the Grade Level Standard (GIST)
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| **Can Do** | **Can’t Do** |
| Which standards am I unsure about? |
| **Step 2: Identify the Skills**What skills are needed in order for the student to understand the curriculum and achieve grade-level standards? |
| **Present Level Skills** | **Area of Needed Skill Development** |
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| **Step 3: Prioritize the Skills** |
| **Questions to Consider** |
| * Which ones will be addressed through General Education curriculum or Universal Designs for Learning?
* Which ones can be addressed cross content?
* Which skills can be combined or scaffolded?
* Consider skills that are necessary to address complex text and informational text (i.e., drawing conclusions, academic vocabulary)
* What conative skills does the student lack? (i.e., resiliency, perseverance, collaborative)
 |
| PRIORITYSECONDARY |
| **Step 4: Writing the Present Levels of Performance**Pulling in all together |
| **Quality Indicators** | **Questions to Consider** |
| Present levels of performance and individual need statements: * Provide instructionally relevant information about the student.
* Identify how the student is progressing towards the State learning standards.
* Are descriptive and specific.
* Provide the basis for annual goals and direction for provision of appropriate educational programs and services.
* Are written in such a way that they can be understood by parents, professionals and paraprofessionals.
* Are based on the results of the individual evaluation.
* Reflect the concerns of the parents for enhancing the education of their child.
* Identify what impact the student’s disability is having on his or her ability to participate and progress in age-appropriate activities or in the same curriculum as nondisabled peers.
 | Present levels of performance statements should answer such questions as: * What are the student’s unique needs that result from his or her disability?

• What is it that the student can and cannot do at this time? • What are the student’s strengths in this area? • How do these needs affect the student’s participation and progress in the general curriculum or, for a preschool student, participation in age-appropriate activities? • What are the parents’ concerns for the education of their child? • What instructional and/or behavioral supports or services have been effective or not effective in addressing the need area in the past year? * What accommodations and/or program modifications or supplementary aids and services have been effective or not effective in addressing the need area in the past year?

• What instructional supports and services will likely be supported and used by the student?  |
| Academic |
| Social |
| Physical |
| Management |
| How disability effects progress in general curriculum |

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| **Step 5: Developing CCLS Aligned Goals** |
| **Quality Indicators** | **Questions to Consider** |
| Annual goals, including short-term instructional objectives or benchmarks: * Are directly related to the student’s present levels of performance statements.
* Are written in observable and measurable terms.
* Identify an ending level of performance that is achievable within one year.
* Identify objective procedures to evaluate a student’s progress.
* Incrementally provide knowledge and skills towards achieving the student’s projected measurable postsecondary goals.
* Are achievable in relation to the student’s current level of educational performance, expected rate of progress, strengths and needs.
* Are instructionally relevant.
* Are written in terms that parents and educators can understand.
* Support participation and progress in the general education curriculum and for preschool students, participation in age-appropriate activities.
 | * Is my progress monitoring realistic?
* What skills does the student require to master the content of the curriculum?
* What does the student need to know vs. what is nice to know?
* Does the goal address the student’s unique need across content areas?
* Does the goal link to the standards so that the student has the foundations to access and participate? In General Education?
* Does it make sense if I read it backwards?
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| **Annual Goal** | **Criteria** | **Method** | **Schedule** |
| ***Given what******Student will…******do what******to what extent*** | ***How well******AND*** ***Over what period of time*** | ***Tangible method to evaluate*** | ***How often you evaluate*** |
| **Annual Goal** | **Criteria** | **Method** | **Schedule** |
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| **Steps 6-9:**  |
| **6. Measurable Post-Secondary Goals** |
| **Quality Indicators** |  |
| Measurable postsecondary goals and transition need statements: * Reflect the dreams, aspirations and hopes of the student.
* Reflect the student’s strengths, preferences and interests as they relate to transition from school to post-school activities.
* Are written to the greatest extent possible in the student’s own words.
* Are reviewed and updated at least annually.
* Become increasingly specific as the student comes closer to the time he or she will be leaving school.
* Are developed with direct student involvement.
* Are written in such a way as to guide the development of annual goals and recommendations for transition services, linkages and activities.
* Are based upon age-appropriate transition assessments relating to training, education, employment and where appropriate, independent living skills.
 | Education:Employment:Independent Living Skills: |
| **7. Special Education Programs and Services** |
| **Quality Indicators** |  |
| The recommended special education programs and services, as documented in the student’s IEP: * Reflect educational needs identified in present levels of performance (i.e., identifies the supports and services to be provided to the student to address each of the student’s identified needs).
* Reflect input from parents and, when appropriate, students.
* Specify resources needed to accomplish goals and to ensure access to the general education curriculum (or, for preschool students, to participate in appropriate activities).
* Provide support while continuing to build independence.
* Are only as “special” as are needed by the student.
* Promote the student’s participation in the least restrictive environment.
* Are age appropriate.
* Address transition needs and services for students age 15 and older.
* Facilitate active participation by the student in extracurricular and other nonacademic activities with other students, including those without disabilities.
* Are written in language the parents and educators can understand.
* Are clearly stated as to identify the district’s commitment of resources to assist the student in reaching his or her goals
 | Related Services:Supplementary Aids & ServicesAssistive Technology:Supports School Personnel: |
| **8. Test Accommodations** |
| Questions to Consider |
| * Can the student use the accommodations on the state assessment?
* Does this foster independence to the greatest extent possible?
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| **Accommodation** | **Conditions** | **Specifications** |
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| **9. Coordinated Set of Activities** |
| **Quality Indicators** |  |
| The recommended coordinated set of transition activities: * Are based on individual student’s needs and post-secondary goals.
* Are reasonably calculated to assist the student to reach his career and other post school goals in the areas of employment, education and community living.
* Are focused on improving the academic and functional achievement of the student with a disability to facilitate transition to postsecondary life.
* Are based on assessment information, including vocational assessment.
* Focus on the student’s strengths, interests and abilities.
* Reflect involvement and connections with general and career and technical education programs as well as post-school supports and programs.
* Are developed with students and parents as active participants.
* Clearly identify the responsibilities of the school district and other agencies.
 | Instruction:Related Services:Community Experience:Levels of Post-School Employment:Acquisition of Daily Living Skills: |