Steps to Creating Standards-Based Individualized Education Programs

[](http://www.google.com/url?sa=i&rct=j&q=stairs+clipart&source=images&cd=&cad=rja&uact=8&ved=0CAcQjRw&url=http://pictogram-free.com/44-motions/152-motions.html&ei=2XvKVKuEOuHLsASTqYHwBg&bvm=bv.84607526,d.cWc&psig=AFQjCNGlFIofafQOwwmvPZ3WuFejiiMkSw&ust=1422642460577965)

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”.

|  |  |
| --- | --- |
| **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) |
| **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** |
|  |  |

|  |  |
| --- | --- |
| **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) | |
| PRIORITY  SECONDARY | |
| **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 | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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? | | |
| **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** |
|  |  | | |  | |  |
| **Annual Goal** | **Criteria** | | | **Method** | | **Schedule** |
|  |  | | |  | |  |
| **Annual Goal** | **Criteria** | | | **Method** | | **Schedule** |
|  |  | | |  | |  |
| **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 & Services  Assistive 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? | | | | | | |
| **Accommodation** | | **Conditions** | | | **Specifications** | |
|  | |  | | |  | |
| **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: | | | |