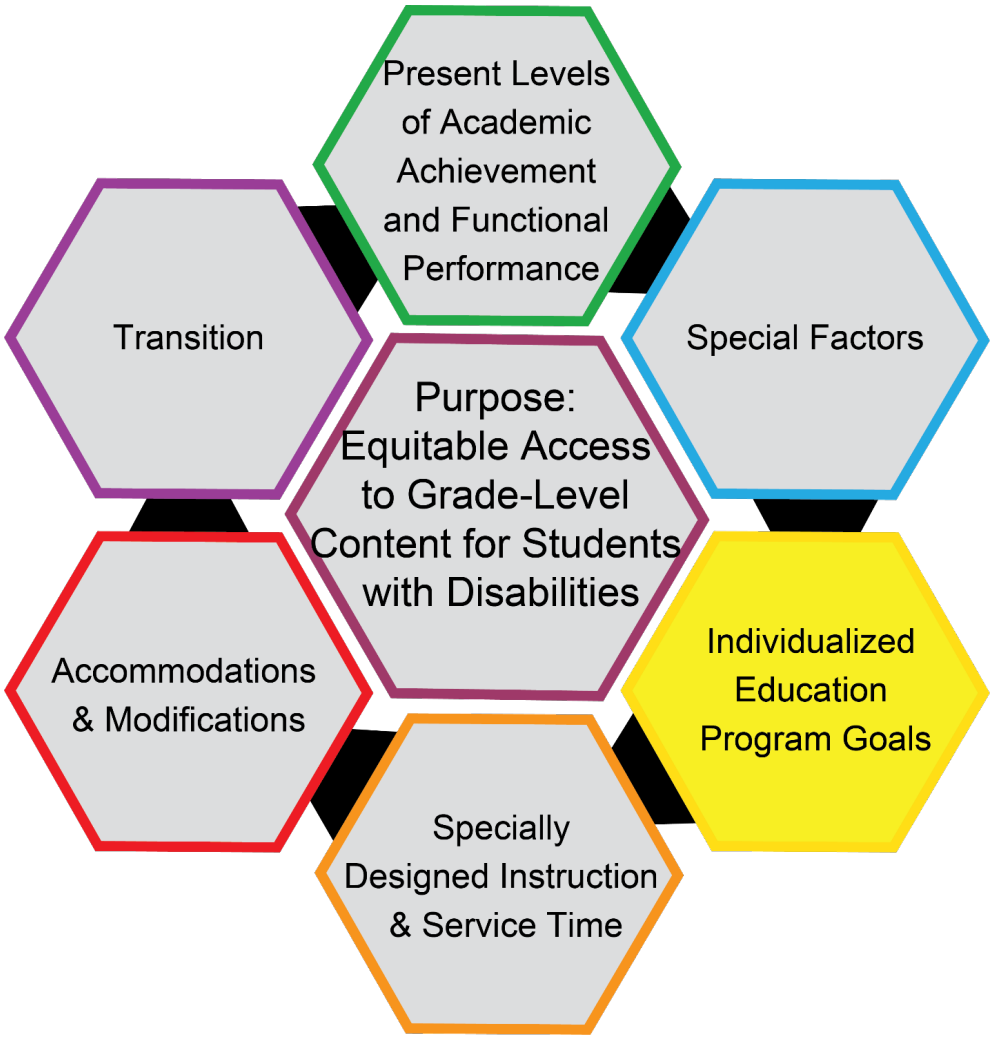
Utah State Board of Education | Special Education Services

IEP Reflective Framework

Individualized Education Program Goals

A Utah State Board of Education Technical Assistance Document



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Individualized Education Program Goals

The Reflective Framework for Individualized Education Program (IEP), depicted in the image above, has the central purpose of providing equitable access to grade-level content for students with disabilities. This purpose is supported by six surrounding components:

1. Present Levels of Academic Achievement and Functional Performance
2. Special Factors
3. Individualized Education Program Goals
4. Specially Designed Instruction and Service Time
5. Accommodations and Modifications
6. Transition

The purpose of this document is to review the requirements for IEP Goals, as well as to give specific examples of how to implement these requirements.

Requirements of Goals

When developing, reviewing, and revising the individualized education program (IEP), the IEP must include a statement of measurable annual goals. According to the Utah State Board of Education's Special Education Rules, this statement must include academic and functional goals designed to:

> (1) Meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the grade-level general education curriculum; and
>
> (2) Meet each of the student's other educational needs that result from the student's disability.[1]

[1] Dickson, S. and Voorhies, L. (August 2020). Section III.J.2.b. In *Special Education Rules.* Utah State Board of Education. https://www.schools.utah.gov/file/0b19d648-9986-4629-8dd6-ba695707921c

Additionally, the USBE Rules requires that "For eligible students with significant cognitive disabilities who will participate in grade-level alternate achievement standards (i.e., Essential Elements)" that there must be a "description of benchmarks or short-term objectives for each annual goal."[2] And that "For a student with a disability age 14 and older, or younger if determined appropriate by the IEP team, an annual IEP goal connected to a transition plan prepares students for further education, employment, and independent living."[3]

Importance of Goals

Measurable annual IEP goals are developed through a team process to meet the needs of a student with disabilities. The IEP ensures students with disabilities are provided support to make progress in the general education curriculum and are involved with other education-related areas to the greatest degree possible. IEP team members must include the parent, general education teacher, special education teacher, local education agency (LEA) representative, the student when appropriate, and other individuals who have special knowledge or expertise regarding the student.

The Supreme Court has established that, "To meet its substantive obligation under the Individuals with Disabilities Education Act (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. And that "Every child should have the chance to meet challenging objectives."[4][5]

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[2] Ibid, III.J.2.c.

[3] Ibid, VII.B.3. and VII.B.5.

[4] Endrew, F. v., Douglas County School District RE–1, 580 U.S. ____ (2017). Retrieved from: https://www.supremecourt.gov/opinions/16pdf/15-827_0pm1.pdf

[5] United States Department of Education (2019). *Questions and Answers (Q&A) on U. S. Supreme Court Case Decision Endrew F. v. Douglas County School District Re-1*. Individuals With Disabilities Education Act. Retrieved from: 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/

This means that it is important to create ambitious and challenging goals that will provide an opportunity for students with disabilities "to meet challenging objectives." Moreover, it is important to monitor a student's progress toward those goals and objectives. Monitoring enables IEPs to do the important work of making changes as needed, including providing valid, reliable methods of frequent, ongoing assessment of a student's performance.

Measurable annual IEP goals describe what the student is reasonably expected to accomplish in a 12-month period when special education services are implemented. IEP Goals help team members measure if a student is making educational progress, if adjustments are needed, and if the special education program is providing meaningful educational benefit.[6]

Components of IEP GOALS

Each annual IEP goal must include three components 1) condition, 2) target skill or behavior, and 3) criterion. IEP goals use language understandable to all team members and mention the student by name. Anyone who reads the goals should

[6] See Bailey, T. R., Weingarten, Z., & National Center on Intensive Intervention (NCII) at American Institutes for Research. (2019). *Strategies for Setting High-Quality Academic Individualized Education Program Goals*. National Center on Intensive Intervention. https://files.eric.ed.gov/fulltext/ED599697.pdf

be able to identify the skill or behavior the student needs to achieve and how progress will be measured.

Condition

The condition is the context or environment in which the goal will be performed. Everyone on the IEP team should clearly understand the scenario in which the student will demonstrate the target skill or behavior. Behavior goals could include routines, activities, situations, and/or times of day when the behavior at issue is likely to occur and/or the desired skill is likely to be needed.

Examples of phrases to include in the IEP that identify the specific conditions in which the goal is to be performed are:

- During English Language Arts (ELA) class. . .
- When presented with proportional relationship problems . . .
- When participating in small group instruction student will be given a list of 30 first-grade sight words . . .
- When provided a grade level topic. . .
- During transitions from class . . .
- During unexpected schedule changes . . .
- During independent work time . . .

Target Skill or Behavior

The target skill or behavior specifies what is needed to achieve the goal based on the prerequisite and/or discrete skill or practice a student must acquire to demonstrate the key competencies of the grade. It should be written in active language and be specific to the student's grade level, while also significant enough to last the year. The IEP team should establish ahead of time how the student's progress on the target skill or behavior will be measured based on regularly used tools (e.g., Acadience progress monitoring, checklists, curriculum-based measurements, rubrics, behavior charts, etc.). For goals addressing behavior, this should be a replacement behavior matching the function of the behavior at issue.

Examples of phrases to include in the IEP that identify the target skill or behavior in active language are:

- While the [Student] is reading aloud . . .
- [Student] will demonstrate proficiency and conceptual understanding by solving problems . . .
- When writing three paragraphs. . .
- [Student] will read the list of words aloud . . .
- When given a direction, student will begin to comply. . .
- [Student] will choose a calming strategy AND refrain from engaging in physical aggression to others . . .

Criterion

The criterion is the standard for defining progress or mastery of the goal, and it should be realistic but also ambitious. The criterion of the goal should be determined based on data and information the IEP team has gathered, with current data being stated in the present levels of academic achievement and functional performance (PLAAFP) and provide an appropriate measurement of what the student should be able to reach throughout the next IEP year. The IEP team, including the student, should be able to easily identify when academic, social, behavioral, and transition goals have been met. This should be done based on data collection, observations, assessments, etc.

Examples of criterion phrases to include in the IEP are:

- . . . 90 words per minute (wpm) with 98% accuracy by the end of year assessment.
- . . . at 70% or better on two formative assessments and one summative assessment per trimester.
- . . . across 80% of unexpected schedule changes within a 6-week period.

Benchmarks or Short-Term Objectives

For students with significant cognitive disabilities, who participate in grade-level alternate achievement standards (i.e., Essential Elements), **there must be benchmarks or short-term objectives for each annual goal**.

Benchmarks or short-term objectives are methods of breaking down the annual goal into steps teachers can use to measure student progress. Both goals and benchmarks or short-term objectives must be related to the grade-level alternate achievement standards. However, benchmarks or short-term objectives are not limited to students with significant cognitive disabilities and can be used for students with any disability type.

Annual IEP Goal Considerations and Examples

The following outlines some considerations specific to the curriculum as well as examples of appropriate annual IEP grade-level goals. Although these examples are specific to a particular curriculum; the entire IEP team should be involved in these considerations.

English Language Arts

Considerations for the entire IEP team when writing English Language Arts goals:

- Identify the seven essential skills in English Language Arts (ELA) (phonemic awareness, phonics, fluency, vocabulary, comprehension, oral language, and writing).
    - Select an area(s) of focus for the individual student based on the student's PLAAFP.
- Use the ELA Core Standards and Anchor Standards (or use the ELA Essential Elements for students with significant cognitive disabilities) to determine the vertical alignment across the grade levels to understand the progression of complexity.
    - Focus on the complexity of the text when determining the comprehension level of your student. Select an area of focus based on the individual student.

- Write the goal using 1) condition, 2) target skills or behavior, and 3) criterion.
- Incorporate student agency (voice and choice) into the goal.
    - Identify student's personal needs for accessing curriculum or core standards or the actions and expressions that will be used to show progress and growth.
    - Ensure student strengths are identified in the PLAAFP and use these strengths to create student agency statements, then add where appropriate to the goal.

Grades 1 – 2

- [Student] will express ideas, verbally or in written format, using complete sentences after reading a short passage on a fictional piece of their choice or when given a topic, using a rubric with no more than one error on five passages.
- By the end of the IEP period, (student's name) will verbally summarize the sequence of events, with 80% accuracy after reading a narrative text on four different attempts recorded by the teacher.
- Upon receiving an oral prompt for consonant vowel consonant (CVC) words, (student) will write words, on paper or on a whiteboard, using lower case letters of the alphabet with no more than one error on three attempts, measured using a teacher-made assessment or student's work samples.

Grades 3 – 5

- When given a grade-level nonfiction passage, (student) will identify the main idea and provide at least three details verbally to a peer or on a paper outline, related to the main idea with no more than one error on three passages.
- (Student) will write a summary of a grade-level passage using text to speech or their computer using evidence from the text to support conclusions drawn from the text and linking words and phrases to connect ideas. The student will earn a score of 4 on a 5-point rubric as recorded by the teacher on three writing assignments.

Grades 6 – 8

- (Student) will cite three pieces of text-based evidence to support their inferences when given a grade-level text, with 70% accuracy on two out of three assessments per quarter.
- When given a menu of content choices in the general curriculum, (Student) will write and edit three five-sentence paragraphs; each paragraph will include a topic sentence, at least four details and a conclusion. (Student) will earn a score of (desired score) or higher using a writing rubric on four writing assignments per quarter.

Grades 9 – 12

- While reading a passage, (student) will use a variety of different strategies such as rereading, monitoring, cross-checking, predicting, confirming, searching, and self-correction to increase their comprehension of printed materials resulting in correct responses with 90% accuracy using performance assessments over a grading period.
- When given a writing assignment, (student) will choose between an outline or graphic organizer to create a written composition that contains an introduction, three paragraphs with at least three sentences each, and a conclusion. (Student) will earn a score of (desired score) or higher using a writing rubric on at least three writing assignments per quarter.

Grades 9 – 10: Essential Elements for students with significant cognitive disabilities

Refer to the considerations listed above as well as the section on ELA.EE. W.9-10.3 in the ELA Essential Elements guidance document.

- When given a topic, [Student] will write in their preferred mode of communication a 4-sentence narrative about a situation that includes at least one character, three details, and clearly sequenced events with no more than three capitalization, punctuation, and grammar errors on 10 pieces of writing.

- **Short-term objective:** When given a topic, [Student] will write a 2-sentence narrative that introduces a character and includes one detail with no more than five capitalization, punctuation, and grammar errors on four pieces of writing.
- **Short-term objective:** When given a topic, [Student] will write a 3-sentence narrative that introduces a character and includes two details with no more than four capitalizations, punctuations, and grammar errors on six pieces of writing.

Math

Considerations for the entire IEP team when writing mathematics goals:

- Identify the three to five major areas of focus for the grade using the Major Work of the Grade document to understand how these concepts are developed vertically across the grade band.
  - Select an area of focus for the individual student based on their PLAAFP.
- Use the Major Work of the Grade, the Utah Core Standards, and the Utah Core Guides to identify the standards that address the chosen area of focus.
  - For students with significant cognitive disabilities refer to the alternate achievement standards (i.e., Essential Elements for Mathematics).
  - Consider claims and conceptual areas, linkage level (initial precursor, maps, etc.).
- Write the GOAL using 1) condition, 2) target skills or behavior, and 3) criterion.
- Incorporate student agency (voice and choice) into the goal.
  - Identify student's personal needs for accessing curriculum or core standards or the actions and expressions that will be used to show progress and growth.
  - Ensure student strengths are identified in the PLAAFP and use these strengths to create student agency statements, then add where appropriate to the goal.
- Identify skills to master.

- Using the Core Guides and strategies from the goal, create a list (using words, pictures, manipulatives, etc.) of strategies, representations, and procedures that the student will master during the IEP year.

Grades 3 – 5

Major focus of grad bands 3 – 5:

- Represent and Understand Multiplication and Division (see Utah's Major Work of the Grade; Utah Core Guides; Utah Core Standards).

Grade 3

Standards addressed:

- All Standards for Mathematical Practices (3.MP.1 – 3.MP.8)
- 3.OA.1
- 3.OA.3
- 3.OA.5
- 3.OA.7
- 3.MD.7

Goal:

- When given a multiplication situation (with the answer being within 100), [student] will use strategies such as the properties of operations, the relationship between multiplication and division, and visuals such as arrays, groups, and measurement quantities to solve problems. [Student] will choose how to show conceptual understanding using the above strategies and will solve at least 80% of multiplication problems with the answer being within 100 on at least six out of ten trials.

Grade 5

Standards addressed:

- All Standards for Mathematical Practices (5.MP.1 – 5.MP.8)
- 5.OA.1

- 5.OA.3
- 5.NBT.2
- 5.NBT.5
- 5.NBT.6
- 5.NBT.7
- 5.NF.4
- 5.NF.5
- 5.NF.6
- 5.NF.7

Goal:

- When given a multi-digit multiplication or division situation, (student) will use two or more strategies such as the properties of operations, the relationship between multiplication and division, and visuals such as arrays, groups, and measurement quantities to solve problems. (Student) will show conceptual understanding using at least two or more of the above strategies when solving multi-digit multiplication and division problems with (desired accuracy) based on grade-level assessments each month.

Grades 3 – 5: Essential Elements for Students with Significant Cognitive Disabilities

Major focus of grade band 3 – 5:

- Represent and Understand Multiplication and Division (see Utah's Major Work of the Grade; Utah Core Guides; Utah Core Standards; Essential Elements Dynamic Learning Maps (DLM); Essential Elements Unpacking).

Grade 3

Essential Elements standards:

- M.EE.3.OA.1-2.

Goal:

- When given a multiplication situation with the product less than 20, (Student) will use repeated addition to find the total number of objects and determine the sum using models, such as mathematical equations (e.g., 5 + 5 + 5 + 5 = 15), sets of manipulatives, or number line diagrams to represent a repeated addition problems with 85% accuracy across 16 out of 20 trials.

Short-term objective:

- When presented with a set of manipulatives or a number line, [Student] will count by 2's and 5's up 20 with 85% accuracy across 8 out of 10 trials.

Short-term objective:

- When given a set of 20 objects, [Student] will sort objects into equal groups with 85% accuracy across 8 of 10 trials.

Grade 5

Essential Elements Standards:

- M.EE.5.NBT.1

Goal:

- When provided instruction in using manipulatives, [Student] will compare numbers up to 99 using models such as objects, base ten blocks, or money with 75% accuracy on 8 of 10 trials by the end of the IEP year.
    - **Benchmark 1:** When provided instruction in using manipulatives, [Student] will compare numbers up to 50 using models such as objects, base ten blocks, or money with 75% accuracy on 4 of 5 trials.
    - **Benchmark 2:** When given instruction in using manipulatives, [Student] will compare numbers up to 25 using models such as objects, base ten blocks, or money with 75% accuracy on 4 of 5 trials.

Grades 6 – 8

Major focus of grade band 6 – 8:

- Understand ratio concepts and apply proportional reasoning (see Utah's Major Work of the Grade; Utah Core Guides; Utah Core Standards).

Grade 7

Standards addressed:

- All Standards for Mathematical Practices (7.MP.1–7.MP.8)
- 7.RP.1
- 7.RP.2 (a, b, c, d)
- 7.RP.3
- 7.G.1

Goal:

- [Student] will recognize, represent, and solve proportional relationship problems. [Student] will choose strategies and representations (i.e., table, graph, equation, pictorial, or geometric model) to demonstrate proficiency and conceptual understanding and receive a 70% or better on two formative assessments and one summative assessment per trimester.

Grades 9 – 11

Major focus of grade band 9 – 11:

- Understand, compare, and represent functions (defined by rates of change, multiple representations and building functions) (see Utah's Major Work of the Grade; Utah Core Guides; Utah Core Standards).

Secondary Math I

Standards addressed:

- All Standards for Mathematical Practices (SI.MP.1 – SI.MP.8)
- SI.F.BF.1
- SI.F.BF.2
- SI.F.BF.3
- SI.F.LE.1

- SI.F.LE.2
- SI.F.IF.6
- SI.F.IF.7
- SI.F.IF.9
- SI.A.REI.10
- SI.A.REI.11
- SI.A.REI.12
- SI.S.ID.7.

Goal:

- When provided a representation of a linear or exponential function (including an arithmetic or geometric sequence), [student] will identify the function type and generate other equivalent representations (table, graph, geometric model, equation). [Student] will use generated representations of choice to solve problems with at least 90% accuracy on seven or more formative or summative assessments by the end of the IEP year.

Social/Emotional, Behavior, Executive Functioning

Considerations for the IEP team when writing social/emotional, behavior, and executive functioning goals:

- If the goal is addressing behavior:
    - Ensure that the PLAAFP includes a baseline measurement of this behavior.
    - Determine when the behavior typically occurs and what the function might be.
        - Data sources might include results of a Functional Behavior Assessment (FBA, a review of past records, and/or student observation data.)
    - Identify the replacement behavior to teach the student to engage in instead of the behavior at issue.
        - This should match the function of the behavior at issue.

    - The goal should focus on teaching replacement behavior but can acknowledge reduction of a behavior problem as a secondary outcome.
- Determine what skill will be taught and identify sufficient opportunities to teach the skill in the least restrictive environment (LRE) where the behavior will naturally be used.
- Meaningful goals pass the "potato test" by not focusing on things a potato could do.
    - Instead of writing a goal for "sitting quietly with hands to self," a team might consider "attending to instruction by orienting face and body towards the teacher, using learning materials as directed, and following classroom rules."
- The criterion should allow for routine, rather than sporadic, data collection.
    - Behavioral data collection involves small reliable measurements of a given behavior, graphed to show progress over time.
    - It's best to collect behavior data every day to facilitate meaningful problem-solving.
    - It is not appropriate to conduct data collection on an "as needed" basis or allow for informal changes to how often data are collected, as these practices can produce serious errors in data interpretation.
- Measures might include frequency (tally marks), duration (stopwatch/timer), percentage of successful opportunities, or a rating scale.
    - Percent-based measures should not be used if occurrence/nonoccurrence of the behavior is open-ended.
        - For examples, a goal for a student to "raise his hand 80% of the time" is not measurable.
- Write the goal using 1) condition, 2) target skills or behavior, and 3) criterion.

Goal Examples:

- During transitions from recess to the classroom, (student) will comply with 80% of teacher directions immediately (within 30 seconds), with zero instances of running away or physical aggression to objects, for 4 consecutive weeks as measured by percent of opportunities data on a daily tracker.

- During independent work, student will use a pre-identified coping strategy (such as positive self-talk, deep breathing, or taking a break) when reaching frustration levels, then resume their work within 2 minutes, across 8 out of 10 instances as measured by classroom observations.
- At 60-minute intervals across the school day and given a prompt to check in with an adult, (student) will use a five-point scale to self-rate and identify her feelings and select a corresponding coping strategy.
    - (Student's) self-rating will accurately correspond to the adult's rating across 90% of opportunities in a week, with fewer than 3 check-ins missed due to refusal.
- Given instruction and positive reinforcement in expected classroom behavior, and a shaping plan, (student) will increase the length of time they actively participate (with no unsafe behaviors) in the general education setting to at least three hours per day, as measured by duration data on a daily tracker.
- Given a multi-step class assignment, (student) will write a list of 3-5 sequenced steps he will need to take to complete the assignment and will complete this task within 10 minutes independently or with indirect verbal prompts in 4 out of 5 opportunities.
- Given instruction in use of a planner, (student) will use his planner daily to keep track of assignments, multi-step projects, and extracurricular activities with a check-in at the end of each week for 5 consecutive weeks, as measured by a planner checklist.
- When given a class assignment, (student) will begin the task within 30 seconds of receiving it on 8 out of 10 opportunities as measured by classroom observations.

Transition

Developing annual Transition IEP goals will help the student work on areas of skills needed and measure progress towards achieving their postsecondary goals (PSGs), which are based on age-appropriate Transition assessments that identify the strengths, preferences, interests and needs of the student with disabilities. The

annual Transition IEP goals are written in the same part of the IEP that includes all the other annual IEP goals.

Considerations for the entire IEP team when writing annual transition goals:

- To write annual Transition IEP goals, these things must be in place:
    - There must be at least one annual Transition IEP goal that reasonably links to the PSGs and Transition services (see the Transition section in the IEP Reflective Framework).
    - The annual IEP goal(s) must be individualized, based on the specific student needs, and based on Transition assessments.
    - The annual IEP goal(s) must be observable and measurable.
- Consider these effective practices in writing annual IEP goals:
    - There is a direct, specific, and genuine alignment between the annual IEP goal and the PSGs and is supported by a specific Transition service.
    - Behavioral (including social skills), self-advocacy, or communication goals can readily link to any of the PSGs.
    - The student should drive the development of the IEP goals (student agency).
- Ensure IEP goals that state what the student will do or learn within the next year to move the student toward achieving their PSGs and link to the student's transition services are compliant.

Goal Examples:

- Given direct instruction on researching careers, [student] will independently choose and report on three potential careers, in the presentation mode of her choice (e.g., verbal, written, slide deck) and based on the results of her job shadows by the end of 3rd quarter, with 90% proficiency, as measured by a teacher-generated career reporting rubric.
- Given modeling from a peer tutor and a task completion list, [student] will complete each assigned work task with 90% proficiency on the job over three consecutive weeks, as measured by a teacher-created task observation checklist.

Significant Cognitive Disability Transition Example

- Transition Annual IEP Goal, Employment: Given instruction in customer payment transactions, [student] will complete each cash and card payment transaction with 75% accuracy over the IEP year, as measured by teacher-created Payment Transaction Observation checklists.
    - **Objective 1:** Given a $20.00 bill for an item priced under that amount, [student] will return the change owed by counting it out with 75% accuracy in each transaction by the end of the second quarter, as measured by a teacher-created Cash Transaction Observation Checklist.
    - **Objective 2:** Given a debit or credit card from someone to pay for an item that is being purchased, [student] will independently follow the steps on a teacher-created Card Transaction List, with 75% accuracy, by the end of the fourth quarter.

IEP Case studies

The following are some case study examples of IEP goals aligned with the PLAAFP. These examples are intended to illustrate possible discussion topics across a variety of situations.

4th Grade Student: Specific Learning Disability

Current Performance and Baseline Data: 4th Grade Student

Jill is a 4th grade student who has a specific learning disability in reading fluency. Jill prefers using text-to-speech accommodation rather than having the teacher read material aloud as it draws less attention to her disability. When given a list of 3rd grade level words, Jill can read the list with 68% accuracy. She can read the 2nd grade list with 77% accuracy and the 1st grade list with 89% accuracy. Jill can read

52 wpm with 89% accuracy on a 2nd grade level and 65 wpm with 92% accuracy on a 1st grade level.

According to oral reading fluency assessments given over four weeks, Jill is currently reading an average of 24 wpm with 75% accuracy on a 4th grade level. The spring benchmark for 4th grade is 115 wpm with 98% accuracy. Jill completed the LEA-wide reading benchmark assessment and scored in the "needs intervention" range.

A possible relationship has been identified between her word reading accuracy and oral reading fluency in observing Jill's reading patterns. Jill could benefit from additional phonics instruction to increase her oral reading fluency.

Impact of the Disability: 4th Grade Student

Jill's disability impedes her progress in the general curriculum. At this time, she does not read fluently and accurately and is unable to read and comprehend grade-level material in all academic areas independently. As a result, Jill has difficulty reading directions, worksheets, and completing assignments in a timely manner.

Annual IEP Goal Example

Benchmarks

- When given a 4th a list of spoken words, Jill will pronounce, count, blend and segment single syllable words and add or substitute sounds to make new words, with no more than one error on three trials over a grading period.
- When given a list of twelve decodable words from one of the six syllable types (closed, vowel-consonant -e, open, vowel digraph, consonant –le, and r-controlled) Jill will read a word list of twelve words with no more than one error on four consecutive assessments.
- When given a 4th grade level oral reading fluency assessment, Jill will read with sufficient accuracy and fluency to support comprehension by reading 58 CWPM with 90% accuracy and a retell score of 20 by the end of the IEP year.

7th Grade Student: Significant Cognitive Disability

Current Performance and Baseline Data: 7th Grade Student

Sophie is a 7th grade student with a significant cognitive disability and approximately 85% of her math instruction is provided through small groups with three to four other students. Sophie's parents indicate that Sophie uses eye gaze at home as her primary mode of communication and would love to see Sophie increasing her use of eye gaze during instruction. Sophie has been receiving explicit instruction with number sense vocabulary and demonstrates that she can use eye gaze or gestures to match or identify groups of up to five tangible objects representing "more" and "less" in 8/20 (40%) opportunities. Sophie non-verbally matches or identifies the meaning of "same" or "equal" with 98% accuracy when provided with visual or tactile groups of objects or items. Sophie has also been working on geometry vocabulary and demonstrates the ability to identify basic geometric shapes (i.e., square, triangle, circle) with 95% accuracy when using picture representations of those shapes. She has also been working on generalizing her ability to recognize shapes to items in her environment. Sophie is currently able to generalize shapes to real objects in 12/25 opportunities when the real item is paired with the visual item.

Although Sophie identifies "more" and "less" with approximately 40% accuracy, she still needs to build that academic language to a point where she can be proficient with that terminology. Sophie really benefits from integrating math concepts with vocabulary. Vocabulary like "more" and "less" is also used to integrate Sophie's number sense and knowledge of geometric shapes. Sophie currently identifies through pointing and gesturing to numbers up to 10 with 78% accuracy but identifies numbers 1–5 with 100% accuracy. During instruction, we are often using numbers (1 –5) or shapes (square, circle, or triangle) that we know she is proficient with to practice or teach the concepts of "more" and "less." Once Sophie identifies "more" and "less" with more accuracy, she will then need to be able to classify,

group, or pair items together based on whether the characteristics are "same/equal" or "more/less."

Based on the Personal Preference Indicators assessment completed with Sophie's parents on 3/20/22, Sophie enjoys being around people and lively activities. She enjoys being outside, swimming, listening to music, playing with her dog, and watching videos of animals. She does not like being left alone and will gesture when she wants attention. Sophie makes food choices by pointing but does not currently make choices about what she wears or watches on her iPad. Life Skills Assessment: Self Reliance, completed with her parents on 3/15/22, indicates that Sophie can recognize pictures of items she wants to play with but is not consistently making choices in her environment. She is flexible and can move from one activity to the next easily. She is currently not using a switch or communication device for communication or choice-making at school or home. For Sophie to be more self-determined, she needs to be able to make consistent choices and indicate her wants and needs.

Impact of the Disability: 7th Grade Student

Sophie's disability impacts her ability to demonstrate a functional understanding of how we use math in the real world, and her ability to access the general education curriculum. Numbers, shapes, and visual/tangible manipulatives used in math are simply a representation of something else. For math concepts to be meaningful for Sophie, she needs to be able to develop language skills with math so she can group, categorize, and compare numbers, shapes, and manipulatives in a functional way.

Annual IEP Goal Example

When given real objects and corresponding shapes, Sophie will be able to match the object and the attribute of a shape by pointing to or looking at it (e.g., match a clock with an attribute of a circle, or a book with an attribute of a square) in 15 out of 15 opportunities.

Benchmarks

- When given real objects and corresponding shapes, Sophie will be able to match the object and the attribute of a shape by pointing to or looking at it (e.g., match a clock with a circle, or a book with a square) in 8 out of 15 opportunities.
- When given real objects and corresponding shapes, Sophie will be able to match the object and the attribute of a shape by pointing to or looking at it (e.g., match a clock with a circle, or a book with a square) in 12 out of 15 opportunities.

10th Grade Student: Other Health Impairment

Current Performance and Baseline Data: 10th Grade Student

Matthew is a 10th grade student who has been diagnosed with anxiety and attention deficit disorder. Matthew does well in math, science, engineering, and art. Matthew likes working with his hands and building things. He can write one to two short paragraphs with simple sentences with no introduction or conclusion.

According to the Behavior Assessment System for Children Third Edition (BASC 3) checklist completed by his mother and English teacher last month, Matthew scores in the clinically significant range for Internalizing Behaviors, such as anxiety. His teacher observes that when Matthew is anxious, he will fidget with something on his desk, look around the room, or scribble on his paper. Matthew's mother notes that he can sit at the kitchen counter for over an hour and not write anything.

Matthew's average test score in English is 67%. His reading scores show he reads at an 11th grade level. Over the last four weeks, Matthew was given three curriculum-based writing assessments. He was asked to read a two-page text and then write a five-paragraph opinion essay. According to the writing rubric, his overall score was 65% on the first assessment, 72% on the second, and 55% on the third. Matthew has difficulty generating ideas, writing complex sentences, relating his sentences

back to the text, and using correct grammar. When given a complex writing task, Matthew exhibits behaviors that may suggest an increase in anxiety.

In reviewing Matthew's academic patterns, a cyclical connection has been made between anxiety and executive function. Difficulty with executive functioning increases his anxiety, which results in an inability to begin or complete task demands. Matthew currently responds well to breaking large tasks into smaller, more manageable pieces. He could benefit from using a graphic organizer to guide his writing process.

Matthew is currently employed part-time at his uncle's law firm. Based on information from a 2/5/21 workplace interview with Matthew and his uncle, Matthew has demonstrated strengths in the workplace in answering the telephone and filing various legal documents. Based on the Your Future Interest Profiler Inventory from 12/16/20 and an Informal Student Interview, Matthew demonstrates a strong interest in becoming a high school teacher. Based on results from the 1/23/21 Self-Determination Checklist, Matthew can participate in his IEP meetings and express his interests and preferences. Based on student work samples and opportunities for classroom presentations, Matthew can access the computer by logging in and typing terms in the search bar for research with 100% accuracy. Matthew can determine which links to access when a list is generated by the search 20% of the time independently. This difficulty with accessing research impacts Matthew's ability to obtain information on employment opportunities and colleges. It will affect his ability to conduct research information for college coursework when Matthew attends college. Matthew needs to be able to access research with 90% accuracy independently.

Impact of the Disability: 10th Grade Student

Matthew's disability inhibits his progress in the general curriculum. He has difficulty with written expression and completing his English assignments. Matthew often does not turn in his writing assignments because he either has not started them or they are incomplete. When given prompts and encouragement, he can write simple, short sentences, but he does not expand his writing to multiple paragraphs as required for 10th grade standards.

Annual IEP Goal Examples

Language Arts: Matthew will write at least three paragraphs in which he introduces a claim; develops claims and counterclaims with supporting evidence for each claim; uses words, phrases, and clauses to link the major sections; provides a concluding statement that supports the argument presented. He will score at least 9/12 using a writing rubric on three writing assignments per semester.

Executive Functioning: Given a complex task with multiple steps, Matthew will begin the process of planning out the task, by independently requesting help from the teacher, writing down the steps to complete the task, and identifying time frames for each task with modeling/and or direct verbal prompts across 70% of opportunities over the course of two semesters.

References

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