



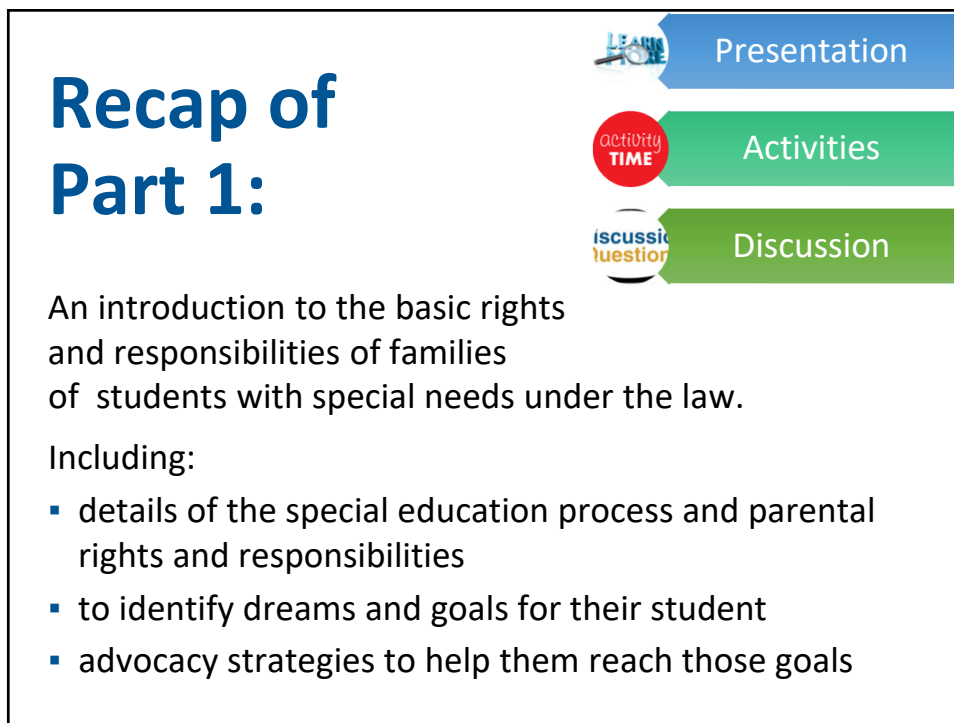
IEP II:
Measurable
Goals

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The graphic features a black background on the left with the title 'IEP II: Measurable Goals' in white. On the right, there is a collage of educational icons: a chalkboard with mathematical symbols, a red clock, a blue backpack, a red apple, a blue beaker, and a yellow ruler. At the bottom right is the SPAN Parent Advocacy Network logo and contact information.

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Recap of
Part 1:

LEARN Presentation
ACTIVITY TIME Activities
DISCUSSION QUESTION Discussion

An introduction to the basic rights and responsibilities of families of students with special needs under the law.


Including:

- details of the special education process and parental rights and responsibilities
- to identify dreams and goals for their student
- advocacy strategies to help them reach those goals


The graphic has a white background with a blue diagonal stripe. It features three horizontal bars on the right: a blue bar with 'LEARN Presentation', a green bar with 'ACTIVITY TIME Activities', and a green bar with 'DISCUSSION QUESTION Discussion'. Below these is the main text 'Recap of Part 1:' followed by a paragraph and a bulleted list.

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Today We Will Learn:



Presentation



Activities



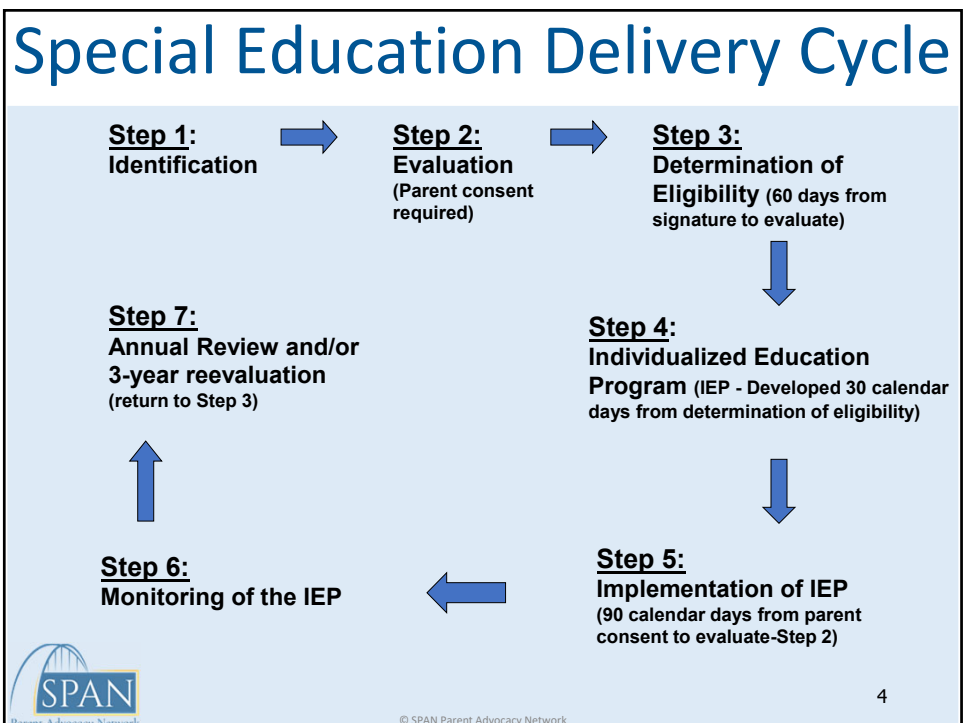
Discussion

Key information for parents on understanding their role in the development of the IEP.

Including:

- Present Levels
- Measurable Goals – SMART Goals
- Parent tips

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Parent Participation



- Parents are part of the group that makes the decision regarding their child’s eligibility and educational placement.
- Parents must be given the opportunity to participate in **all meetings** related to the identification, evaluation, educational placement and the provision of FAPE for their child

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PARTNERSHIP

“A relationship between two parties in which each has **EQUAL** status and a certain **INDEPENDENCE**, but also has **OBLIGATIONS** to the other

PARENTAL RIGHTS:

- An equal partner in decision-making, with the right to give or withhold consent for each evaluation and for initial services
- To be at every decision-making meeting
- To share concerns for enhancing their child’s education

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What is an IEP?

- Road Map to your child's education.
- Process
- Product
- Primary mechanism for parental participation in the special education cycle.
- Agreement between the local school district and parents to provide required services



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Who Develops the IEP? THE IEP Team

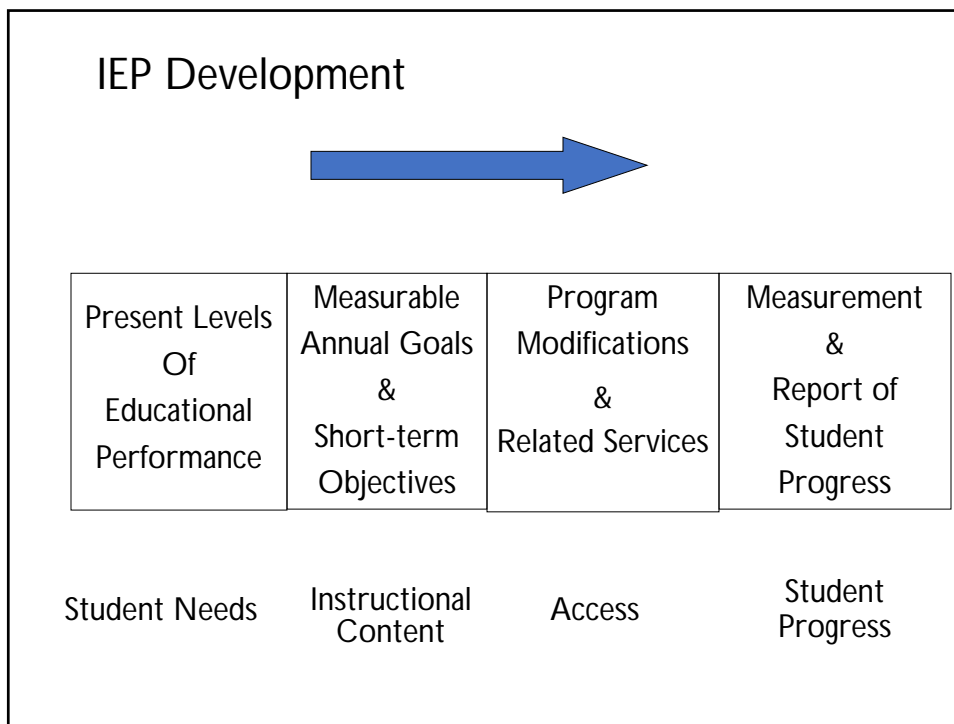


- Parent
- Case Manager
- General Educator
- Special Educator
- Other specialists, as needed
- Agency representative/ someone to commit agency resources
- Someone to interpret evaluation results
- Child as appropriate

*Note: Under State Code, Case Manager must be a Child Study Team member and must participate on IEP Team

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PLAAFP:

Present Levels of Academic Achievement and Functional Performance

- Includes how child’s disability affects involvement and progress in general curriculum
- Current, Objective, Measurable, Understandable
- Academic and non-academic areas affected
- Includes student’s strengths, parental concerns Includes every area of need (link to annual goals and objectives)
- For preschool age children, how disability affects participation in appropriate activities

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Present Levels - Continued

- Academic and non-academic areas affected:
 - Describes what student can do/is going (strength) and cannot do/is not doing (need)
 - Basis for accommodations, adjustments and special services to access the general curriculum and appropriately participate in certain areas of curriculum
 - Provides link to the rest of the IEP by stating needs that can be developed into measurable annual goals and benchmarks or short-term objectives

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Measurable Annual Goals



Measurable annual goals including benchmarks or short term objectives related to meeting:

- The child's needs so the child can be involved and progress in the general curriculum
- Other educational needs that result from the disability
- IDEIA eliminated requirements for benchmarks or short term objectives in the IEP, except for students participating in alternate assessments
- However, state regulations exceed this requirement, therefore, unless NJ Code is amended, the requirement to include them in all IEP's continues to be in effect.

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Developing Goals & Objectives

- Goals: Long-range plans
- Objectives: Intermediate steps necessary to reach the goal
- A well written goal is:
 - A positive statement that describes an observable event
 - Based upon present levels of performance with appropriate short-term objectives



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Elements of a Goal

- **Who:** Who is achieving the goal?
- **What:** What skill or behavior?
- **How:** In what manner or at what level?
- **Where:** In what setting or under what conditions?
- **When:** When will desired behavior be accomplished?
- **Mastery:** Frequency child should exhibit desired behavior?



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Development of Goals and Objectives



- Keep in mind --
 - New Jersey Core Curriculum Content Standards
 - Student preference
 - Your preference
 - Chronological age appropriate
 - Applying skills in new places
 - Physical enhancement
 - Social contact
 - Expanding horizons
 - Functionality

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My Older Brother, Daryl


After 12 years of schooling, my brother Daryl who is 18, has learned to do a lot of things!

- He can sort blocks by color, but he can't sort clothes for washing!
- He can count to 100 by remote memory, but he doesn't know how many dollars to pay the waitress for a \$2.59 sandwich!
- He can put 100 pegs in a board with 95% accuracy in less than ten minutes, but he can't put quarters in the vending machine for a soda.

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Progress Monitoring

The IEP must contain:

- A statement of how progress toward annual goals will be measured
- A Statement of how parents will be informed of progress, at least as often as report cards are sent out, including extent to which progress is sufficient to achieve goals by end of year

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Persuasive Reasons for a more Restrictive Setting

- Student's IEP goals and objectives
- Legitimate portion of IEP could not be accomplished in more integrated setting, even with reasonable modifications
- More integration could not work for student even if supplementary aids and services were provided, for example:
 - Integration makes it impossible for the student with the disability or other students to learn
 - Integration causes harmful effects to the student or the quality of the services the student needs

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Reasons Not Acceptable for Placing in a More Restrictive Setting

- Categorical placements
- Administrative convenience
- Lack of personnel, space, services or program
- Students placed where related services are located
- Curriculum content or method of curriculum delivery
- Cost (note: Courts have found **extreme** cost to be relevant)

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Parent TIPS for Participation in Eligibility Meeting

- Eligibility meeting usually leads directly into the IEP meeting, so be prepared for participation, or
- Request another meeting.
- Postpone discussion of classification until child's needs, annual goals and objectives (they are still in our Code), and services are determined.
- Do not let classification label drive the planning process!



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Parent Tips: Preparing for "The Meeting"

- Gather & review information
 - Do you need more information?
- Review Core curriculum
- Know your legal rights.
- Complete IEP checklist
- List significant changes
- Positive Student Profile
- List related services your child needs
- Any problems with current program?
- Notify case manager if bringing a support person
- Document phone calls



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Parent Tips: Preparing for "The Meeting"

- Find out who will attend IEP
- Make sure enough time has been scheduled
- Be ready to support your ideas and requests
- Plan for the meeting
 - Organize your materials
 - Write down your questions
 - Know what you want to say
 - Practice communicating assertively



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Parent Tips: Participation at “The Meeting”

- You are part of the team
- Commit to working together
- Participate in all meetings
- Take notes
- Bring a friend for support
- Review the IEP before signing
- Have student participate
- Be prepared to negotiate
- An IEP can be revised
- Follow up any requests in writing
- Thank team members



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Parent Tips: Ongoing Support and Monitoring

- The IEP is written annually or sooner if needed
- Planning does not stop when the student is placed
- Use the resources of the Child Study Team
- Have current copies of IEP, NJ Administrative Code, local school policies
- Attend teacher conferences
- Discuss school at home



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For more information contact us at:

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*Thank
you*

for joining us for
this presentation

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