IEP Development Guidebook: Goals, Accommodations & Modifications
October 2020
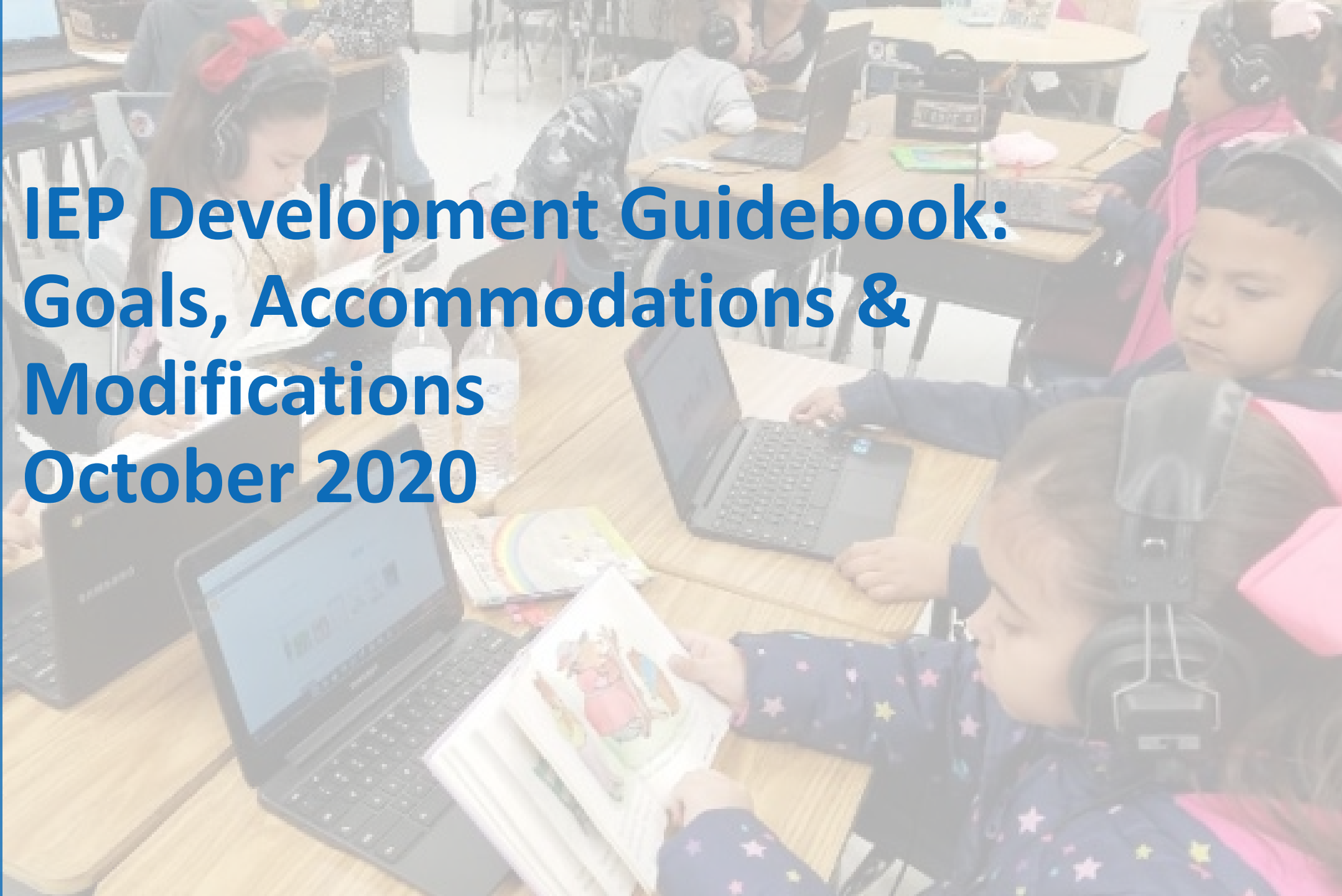
Objectives

Identify	**Identify data used in goal development.**
Determine	**Determine the purpose and components of annual goals.**
Distinguish	**Distinguish the difference between accommodations and modifications.**

TEA

IEP Development Guidebook

Technical Assistance:
Individualized Education Program (IEP) Development

LINK:
bit.ly/2ZVPAXR

TEA Recent Guidance site:
bit.ly/TEARecentGuidance

KEY ACRONYMS

IDEA	**Individuals with Disabilities Education Act**
ESSA	**Every Student Succeeds Act**
PLAAFP	**Present Level of Academic Achievement and Functional Performance**
ARD	**Admission, Review and Dismissal**

TEA

Legal Requirement

IDEA

Requires that all students who are eligible for special education services have measurable annual goal(s) included in their IEP. These goals may consist of academic (standards based) and/or functional (non-standards based) goals which are based on the student's PLAAFP.

ESSA

ESSA and IDEA require that all students, including those with disabilities, be included in the statewide assessment system. They must have access to the general education curriculum with or without accommodations.

TEA

A Goal…..

Individual Education Program (IEP)
Annual Goal Development

…indicates what to do to measure accomplishment of the goal

…yields the same conclusion if measured by several people

…is observable

…allows a calculation of how much progress it represents

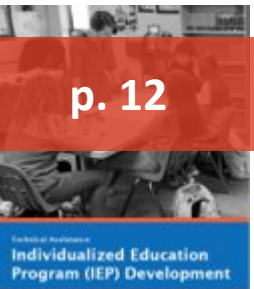…can be measured without additional information

TEA

WHAT ARE MEASURABLE ANNUAL GOALS?

Meet the student's needs resulting from the disability

Ensure the student is involved and progressing in the general curriculum

Meets the student's other educational needs that result from the disability

p. 12

Individualized Education Program (IEP) Development

TEA

Goal Development-Requirements

- Statements that describe what a student with a disability can reasonably be expected to accomplish within a period of time (not to exceed twelve months) in the student's special education program.

- Includes skills and/or knowledge that will be mastered, **not** activities.

p. 12

Individualized Education Program (IEP) Development

TEA
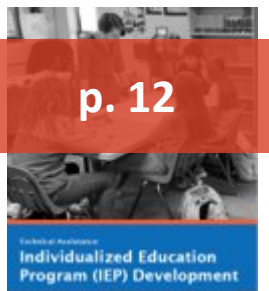
Goal Development-Requirements

Identify specific areas where a student with a disability needs assistance from special education professionals:

Related Services Personnel
Occupational Therapist
Physical Therapist
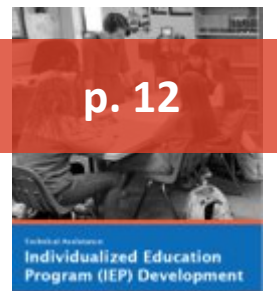
Other Staff
Special Education Teacher
Speech Language Pathologist

Address critical needs identified in a student's PLAAFP statement that are keeping the student from accessing and/or progressing in the general curriculum.

Individualized Education
Program (IEP) Development

TEA

Information for Goals Comes From Data

- To accurately describe the students' academic and functional strengths and needs, meaningful data should be…
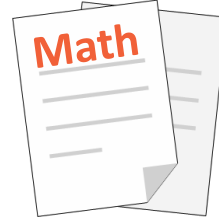
DESCRIBED

REVIEWED

COLLECTED

p. 5

Individualized Education Program (IEP) Development

TEA
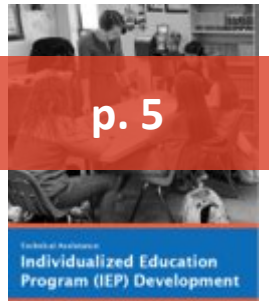
Data from the PLAAFP Drives Goal Development

Teacher Observations and Input

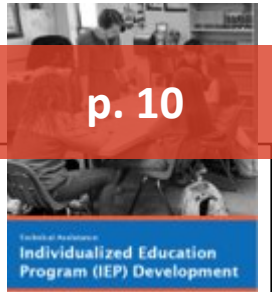**Curriculum-Based Assessments**

Math

Student Work Samples

Anecdotal Records

FIIE

Evaluations or Re-Evaluations

Statewide Assessments

STAAR

Form A

TEA

Where Information Comes From? PLAAFP DATA

To accurately describe the student's academic and functional strengths and needs, meaningful data should be collected, reviewed, and described such as:

- Work samples
- Behavioral data
- Parent information and observations
- Teacher input and observations
- Curriculum-Based Assessments (e.g., oral reading fluency, math calculation probes)
- Student inventories
- Anecdotal records
- IEP progress report data
- Classroom observation data
- Intervention progress data
- Statewide assessments
- Benchmark and local assessments
- Classroom tests and quizzes
- Full and Individual Initial Evaluation (FIIE) or reevaluation
- Medical records
- Outside evaluation(s)
- Discipline records
- Attendance records

Individualized Education Program (IEP) Development

Types of Goals: Academic and Functional

TYPES

There are two types of measurable annual goals. A Student may have measurable academic and/or functional goals.

Academic Goals based on TEKS

and/or

Functional Goals NOT based on TEKS

PURPOSE

The two different types of goals have different purposes.

Academic- Focus on student learning/ progressing in the general curriculum

Functional- Focus on student accessing the general curriculum
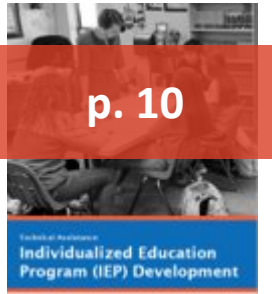
TEA

Focus Areas of Academic Goals

Academic Achievement:

- **Reading, spelling, and writing**

- **Math calculation and math problem solving**

- **Listening comprehension**

- **Vocabulary development**

- **Science**

- **Social Studies**

Individualized Education Program (IEP) Development
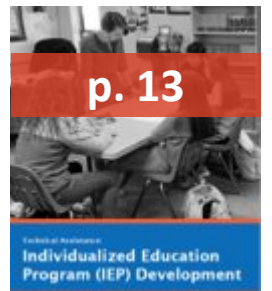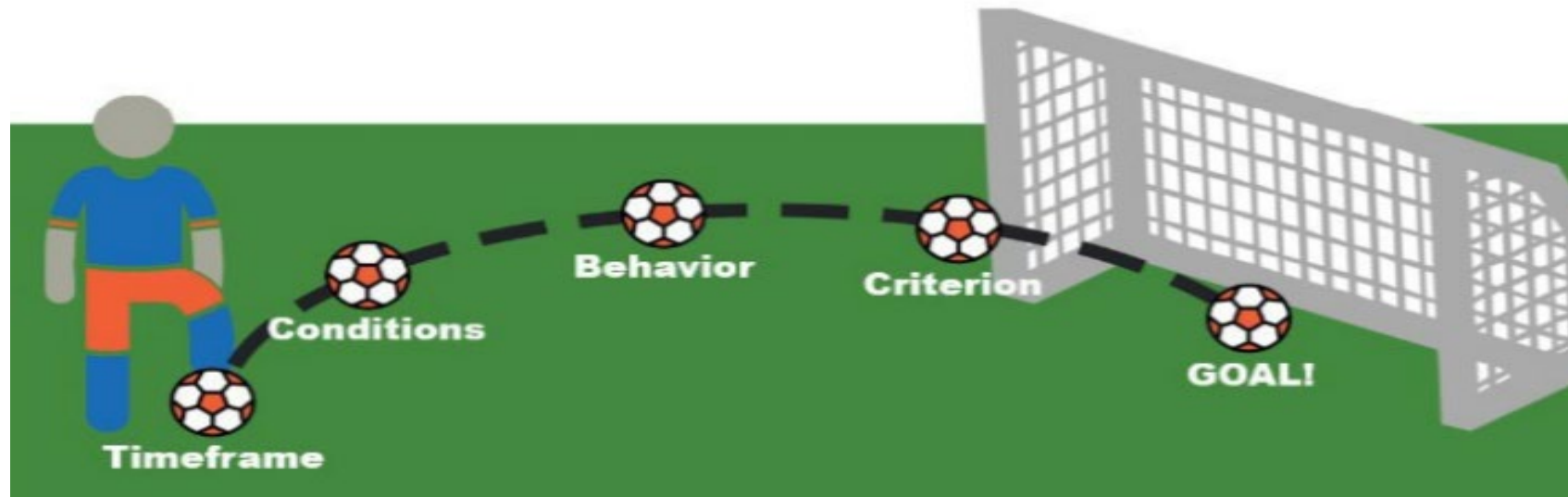
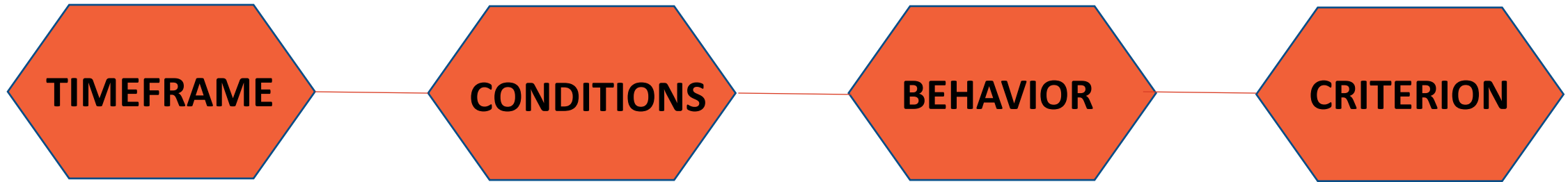**TEA**

Functional Goals Focus Areas

Functional Performance:

- Daily living or self-help skills- dressing, eating, using the restroom
- Social skills- turn-taking, participation, play
- Behavior- attention, focus, inhibition, self-control, executive function
- Sensory skills- hearing, seeing
- Communication skills- talking, listening, participating in conversation
- Mobility- getting around in school and the community

TEA

Annual Goals- 4 Critical Components

These four components must be present in order to score a successful **GOAL**!!
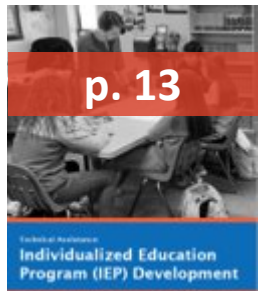
TIMEFRAME — **CONDITIONS** — **BEHAVIOR** — **CRITERION**

p. 13

Individualized Education Program (IEP) Development

TEA

TIMEFRAME

Identifies amount of time in the goal period- specifies the number of weeks or a date of completion

EXAMPLE

By the end of the fourth nine weeks grading period

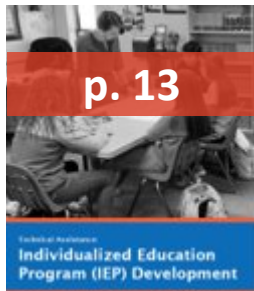Individualized Education Program (IEP) Development

TEA

Conditions

Specifies how progress toward the goal occurs. Describes the specific resources that must be present.

EXAMPLE

Given a 100's chart or number line and a set of mixed coins totaling up to one dollar

p. 13

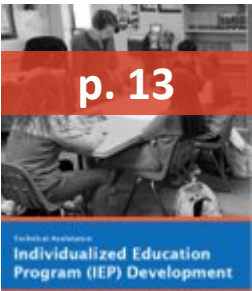Individualized Education Program (IEP) Development

TEA

Behavior

Identifies the performance that is being monitored- An action that can be directly observed and measured

EXAMPLE

Claudia, a 2nd grader will correctly count the total value

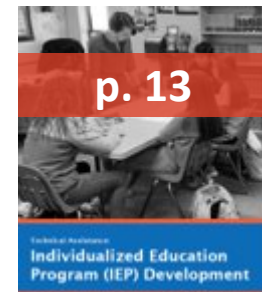p. 13

Individualized Education Program (IEP) Development

Criterion

Identifies how much, how often or to what level the behavior must occur to demonstrate that the goal has been achieved.

EXAMPLE

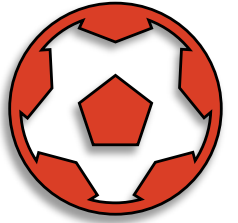In 4 of 5 trials for mastery.

p. 13

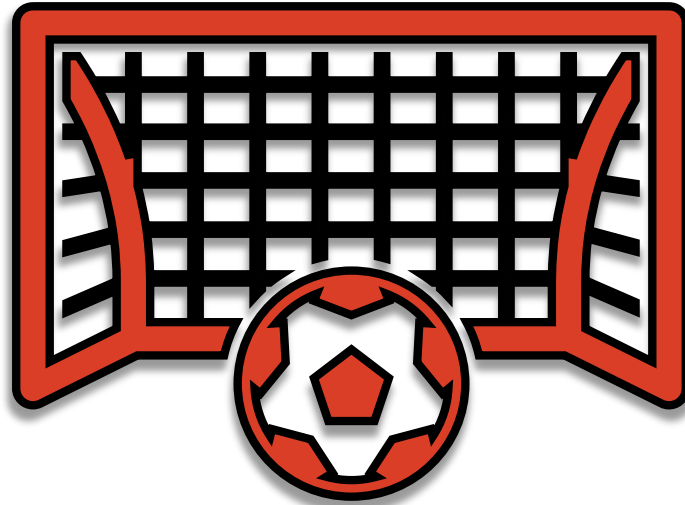Individualized Education Program (IEP) Development

TEA

COMPLETE GOAL

By the end of the fourth nine weeks grading period, given a 100'S chart or number line and a set of mixed coins totaling up to one dollar, Claudia, a 2ND grade student will correctly count the total value 4 of 5 trials for mastery.
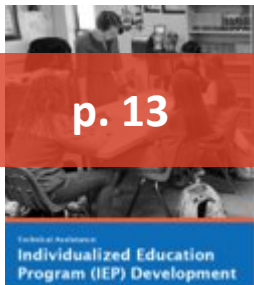
GOAL!!!!

Example

Timeframe	Condition	Behavior	Criterion
By the end of the sixth reporting period	given a familiar two-step verbal direction stated one time (e.g., take off your coat and hang it on the hook)	Jaime will correctly complete both steps	across 80% of trials for mastery

Individualized Education
Program (IEP) Development

TEA

Measuring Progress

The student's IEP must describe the method used to measure progress toward goal mastery. Some examples include but are not limited to the following:
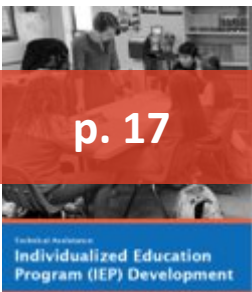
Anecdotal Records

Rubrics

Observations

Curriculum-Based Assessments

Work Samples

p. 17

Individualized Education Program (IEP) Development

TEA

Accommodations vs. Modifications

Accommodation: Changing **HOW** they are learning

Modification: Changing **WHAT** they are learning

Accommodations intend to reduce or even eliminate the effects of students' disabilities on academic tasks but do not lower expectations.

Modifications change what the student is expected to master. Decision to modify should be data driven and individualized for the student.

Individualized Education
Program (IEP) Development

TEA

Accommodations:

Presentation → Allows student to access instructional materials when visual, physical or learning difficulties impede decoding and comprehension of text.

Response → Allows student to record their work in alternate ways or to solve or organize their work using some material or device or assistive technology.

Setting → A change in location in which the instruction is given or the conditions of the setting.

Time → Adjusts time or scheduling requirements for assignments, homework, and assessments. May include increased used of breaks or reminders.

p. 20

Individualized Education Program (IEP) Development

TEA

Two Forms of Accommodations

1. Instructional Accommodations

are changes to the delivery of classroom instruction or the accompanying materials. Instructional accommodations change *how* students learn but do not change *what* they learn
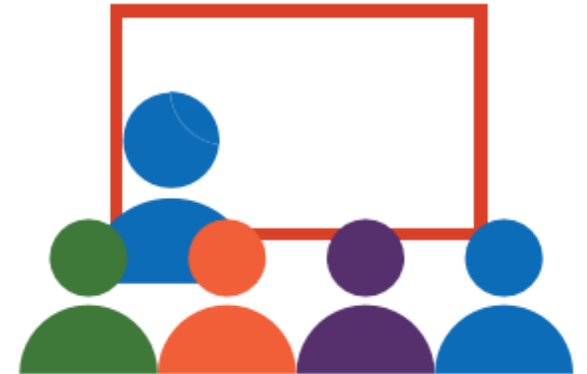
EXAMPLES: Large Print, Repeated Instructions, Pencil Grip

Welcome to the IRIS Center

The IRIS Center is a national center dedicated to improving education outcomes for all children, especially those with disabilities birth through age twenty-one, through the use of effective evidence-based practices and interventions.

The IRIS Center. (2010, Rev. 2018). *Accommodations: Instructional and testing supports for students with disabilities.* Retrieved from https://iris.peabody.vanderbilt.edu/acc/

TEA

Two Forms of Accommodations

2. Testing Accommodations

are changes to the format of a test (e.g., providing a test in large print) or its administration procedures (e.g., permitting extended time to complete the test). Testing accommodations change *how* students are tested but do not change *what* a test measures.

EXAMPLES: Extended Time, Small Group, Read Aloud

Welcome to the IRIS Center

The IRIS Center is a national center dedicated to improving education outcomes for all children, especially those with disabilities birth through age twenty-one, through the use of effective evidence-based practices and interventions.

The IRIS Center. (2010, Rev. 2018). *Accommodations: Instructional and testing supports for students with disabilities.* Retrieved from https://iris.peabody.vanderbilt.edu/acc/
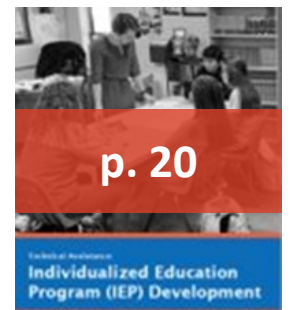
TEA

Modifications

Modifications change what the student is expected to master. They should be:

Data Driven   Individualized

Individualized Education
Program (IEP) Development

Accommodation vs. Modification

| Area	Accommodation	Modification
Spell check software	If the objective of the assignment is to write a three-paragraph essay to describe the water cycle, the use of spell-checking software to support composition and editing is likely an accommodation.	If the objective of the assignment is to demonstrate mastery of specific spelling rules, the allowance of spell check software is likely a modification.

p. 21

Technical Assistance
**Individualized Education
Program (IEP) Development**
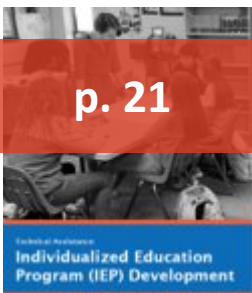
Resources

Technical Assistance: Individualized Education Program (IEP) Development
bit.ly/2ZVPAXR
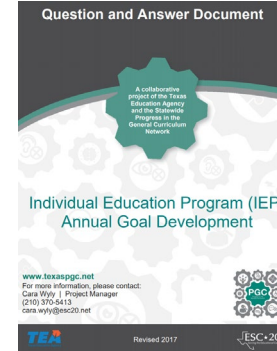
Question and Answer: Individual Education Program (IEP) Annual Goal Development
bit.ly/2ZYBfdo

Special Education Operating Procedures
 bit.ly/3iXc1Um

Accommodations: Instructional and Testing Supports for Students with Disabilities
bit.ly/3hN8GFW

TEA

For More Information:

Special Education Special Projects and Strategy Division

🌐 Website: www.tea.gov/TexasSped

✉️ Email: sped@tea.Texas.gov

📞 Phone: 512-463-9414

🌐 www.SPEDTex.org

🌐 **TEA Recent Guidance:** bit.ly/TEARecentGuidance

TEA