



Writing Standards-aligned
Individualized Education Programs
(IEPs):
A Supplemental Guidance Document
for Designing Effective Formal
Educational Plans

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The contents of this handout were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.



Through the Lens of.... disability-specific constructed examples

Disability Category	Grade	Academic Achievement Standard	Content Area
Other Health Impairment	Preschool	Grade-level	Functional Goal - Comprehensive Health & PE
Developmental Delay	Kindergarten	Grade-level	Reading/Writing/Communicating
Orthopedic Impairment	1 st Grade	Grade-level	Functional Goal – Comprehensive Health & PE
Intellectual Disability	3 rd Grade	Alternate	Reading/Writing/Communicating
Serious Emotional Disability	3 rd Grade	Grade-level	Functional Goal- Comprehensive Health (Emotional & Social Wellness)
Speech or Language Impairment	4 th Grade	Grade-level	Reading/Writing/Communicating
Orthopedic Impairment	4 th Grade	Grade-level	Functional Goal - Comprehensive Health & PE
Autism Spectrum Disorder	5 th Grade	Grade-level	Reading/Writing/Communicating
Intellectual Disability	5 th Grade	Alternate	Mathematics
Autism Spectrum Disorder	8 th Grade	Grade-level	Reading/Writing/ Communicating
Specific Learning Disability	8 th grade	Grade-level	Reading/Writing/Communicating
Specific Learning Disability	9 th Grade	Grade-level	Reading/ Writing/Communicating
Multiple Disabilities	9 th Grade	Alternate	Reading/Writing/ Communicating
Specific Learning Disability	10 th Grade	Grade-level	Mathematics
Intellectual Disability	18-21	Career and Tech Ed.	Employability and Career Development
Traumatic Brain Injury	All	Any level	Considerations
Visual Impairment/Blindness	All	Any level	Considerations

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National Standards for Family-School Partnerships (PTA 2008)
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References



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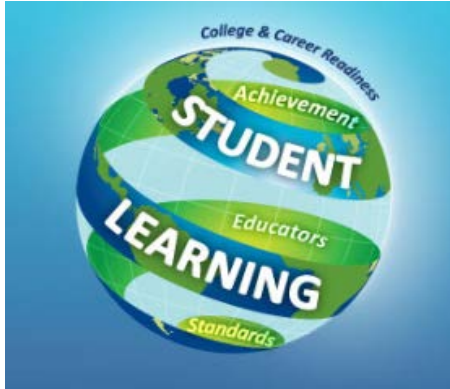
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Overview

Purpose



CDE Vision Statement

All students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce, and life.

This guidance document, ***Writing Standards-aligned Advanced Learning Plan (ALPs) and Individual Education Program (IEPs): A Supplemental Guidance Document for Designing Effective Formal***

Educational Plans has been a collaborative effort of members of the Exceptional Student Services Unit of the Colorado Department of Education and Colorado educators for students with exceptionalities.

The purpose of this document is to:

- Provide an overview of the **Colorado Academic Standards** and their importance as the foundational framework for formal educational plans
- Provide guidance for district/campus educational teams as they write standards-aligned **Advanced Learning Plans** for students identified as gifted and twice exceptional.
- Provide guidance for **Individualized Education Program (IEP) Teams**, the members of which may include students, families, administrators, general education teachers, special education teachers, gifted education educators, school psychologists, speech and language pathologists, related service personnel, and para-educators who are working collaboratively to design and provide effective educational plans for students with a disability.
- Provide resources for **families** and districts as they collaborate in the process of developing and implementing individualized education programs to serve the needs of their children and youth. It is imperative for families and educators to understand that the purpose for linking Standards and Individualized Education Programs is to ensure that students have access to quality instruction, are engaged in meaningful, purposeful learning activities, and have the opportunity to progress in the general curriculum.



Definitions

Selected foundational terms used throughout the document are defined or referenced to IDEA/ECEA below. Further elaboration related to each definition is included in the narrative sections.

<p>The General Curriculum</p>	<p>The <i>general curriculum</i> includes the full educational experience available to all students. General curriculum content includes the subjects that all students study, including both *core academic areas and subjects like art, music, physical education and career education. States have standards for what students will learn in these core content areas. The general curriculum context is the general education classroom and other school environments where students receive instruction. (Courtade and Browder 2011)*Colorado makes no distinction between core/non-core standards.</p>
<p>Universal Tier Instruction</p>	<p>Best-First Instruction, (also referred to as first, classroom, Tier I, core, or universal instruction), is designed to meet the needs of all students. Universal Tier Instruction is high-quality, effective, and engaging instruction provided in the general education classroom as outlined in a class or course curriculum. It provides students with their first opportunity to learn standards and grade-level expectations. All first instruction should be grounded in research-based methodology.</p>
<p>Access to the General Curriculum</p>	<p>IDEA requires that the content of the child's individualized education program (IEP) include "information related to enabling the child to be involved in and progress in the general education curriculum" [§614(b)(2)(A)(ii)], "how the child's disability affects the child's involvement and progress in the general education curriculum" [§614 (d)(1)(A)(i)(I)(aa)], and a statement of the program modifications or supports for school personnel that will be provided for the child "to be involved in and make progress in the general education curriculum..." [§614 (d)(1)(A)(i) (IV)(bb)].</p>
<p>State Adopted Colorado Academic Standards (CAS)</p>	<p>Each state adopts academic standards, which are the framework for district-determined curricula. The standards articulate <i>what</i> is to be taught at each grade level, but does not stipulate <i>how</i> specific content is designed or delivered. Districts adopt textbooks, instructional materials, scope and sequence curriculum plans, and other methodology to prepare students for college and career.</p>
<p>Response to Intervention (RtI)</p>	<p>The state of Colorado has defined response to Intervention as "a framework that promotes a well-integrated system connecting general, compensatory, gifted, and special education in providing high-quality, standards-based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs. A continuum of evidence-based, tiered instruction and interventions with increasing levels of intensity and duration is central to RtI. The implementation of RtI was initiated across the state of Colorado in 2006, when a change in legislation occurred in the Exceptional Children's Education Act (ECEA) regarding eligibility for special education related to the identification of specific learning disabilities. (Also see Multi-Tiered System of Support)</p>
<p>Standards-aligned Advanced Learning Plan (ALP)</p>	<p>A standards-aligned ALP is a process and a document that is informed by and based upon the state academic standards (Preschool-12) and National Affective Standards containing measurable annual goals developed to meet individual academic and social-emotional needs</p>
<p>Eligibility to Receive Special Education Services</p>	<p>Passed in May, 2011, House Bill 11-1277 of ECEA aligns Colorado's eligibility categories with corresponding federal terms and requirements. Training tools and Eligibility Checklists detail each disability category and its corresponding eligibility criteria.</p>



<p>Standards-aligned Individual Education Program (IEP)</p>	<p>A standards-aligned IEP is a process and a document that is informed by and based upon the state adopted academic standards (Preschool-12) containing measurable annual goals developed to meet individual student needs and designed to facilitate achievement of enrolled grade level academic standards. <i>(CDE ESSU 2014)</i></p>
<p>Present Levels of *Academic Achievement and **Functional Performance (PLAAFP)</p>	<p>A statement, written in family-friendly language and terms that details the student’s disability in terms of how it impacts his or her ability to access and make progress in the general education curriculum. The statement is intended to comprehensively describe a child’s abilities, performance, strengths, and needs. The statement is drawn from a variety of information and data, including the full and individual evaluation of the child performed under the provisions of §300.301 through §300.311. The PLAAFP establishes the starting point, or baseline, that is used to develop the IEP’s measurable annual goals. (In some cases, this statement is referred to as “PLOP”-Present Level of Performance, or simply “PL” – Present Levels) (National Center for Learning Disabilities/ Center for Parent Information and Resources)</p>
<p>*Academic Achievement</p>	<p>According to the Department of Education, the “<i>academic achievement</i>” part of the PLAAFP generally refers to a child’s performance in academic areas (e.g., reading or language arts, math, science, and history). The definition could vary depending on a child’s circumstance or situation. (71 Fed. Reg. at 46662; adapted from IDEA-National Center for Learning Disabilities/ Center for Parent Information and Resources)</p>
<p>**Functional Performance</p>	<p>With respect to the meaning of the “<i>functional performance</i>” part of the PLAAFP, the Department of Education points to how the term is generally understood as referring to “skills or activities that are not considered academic or related to a child’s academic achievement.” This term is often used in the context of routine activities of everyday living. The reason that examples of functional skills were not included in IDEA was because the range of functional skills is as varied as the individual needs of children with disabilities. “Routine activities of everyday living” refer to skills and activities such as: dressing, eating, going to the bathroom; social skills such as making friends and communicating with others; behavior skills, such as knowing how to behave across a range of settings; and mobility skills, such as walking, getting around, going up and down stairs. (71 Fed. Reg. at 46661; adapted from National Center for Learning Disabilities/ Center for Parent Information and Resources)</p>
<p>Present Levels for Preschoolers</p>	<p>For preschool children, the PLAAFP, as appropriate, is a statement of the child’s present levels of academic achievement and functional performance, including how the disability affects the child’s participation in appropriate activities. The statement also describes the extent to which the child successfully participates in daily routines. (Center for Parent Information and Resources)</p>
<p>Annual goal</p>	<p>Annual goals are statements that describe what a student with a disability can reasonably be expected to accomplish within a twelve-month period in the student’s individualized education program. These goals are skills and/or knowledge that will be mastered, not an activity. Annual goals can be academic (standards-based) or non-academic (functional).</p>



<p>Measurable annual goal</p>	<p>Each IEP developed for a child with a disability must include: <i>(2)(i) A statement of measurable annual goals, including academic and functional goals designed to—</i> <i>(A) Meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum; and</i> <i>(B) Meet each of the child’s other educational needs that result from the child’s disability...</i> [§300.320(a)(2)(i)(A) and (B)]</p> <p>Measurable goals are defined as statements that contain four critical components: timeframe, conditions, behavior and criterion. A measurable goal includes the behavior or skill that can be measured at periodic intervals against a criterion of success.</p>
<p>Objectives for Annual Goal</p>	<p>The IEP must include....</p> <ul style="list-style-type: none"> • <i>For children with disabilities who take alternate assessments aligned to alternate academic achievement standards, a description of benchmarks or short-term objectives</i> (34 CFR 300.320(a)(2)) • Stating objectives in measurable terms allows for progress reporting toward the goal <p>Short-term objectives/benchmarks outline the steps or learning trajectory to be taken between the student’s present levels of academic achievement and functional performance and the attainment of the annual goal. In order to report progress on the objectives, it is considered best practice for the short-term objectives to be written in actionable, observable and measurable terms and include at least two objectives in order to track student progress toward the goal.</p>
<p>Functional Skills</p>	<p><i>Functional skills</i> are those essential for everyday life, learning and work that focus on the student’s individual needs in the home, school, and community and may include skills in: self-help, behavioral and social interactions, independent living, mobility, and/or self-determination. (CDE ESSU 2014)</p>
<p>Preschool goals</p>	<p>Preschool IEP goals are participation-based. This means that the IEP goals are connected to promoting the global child outcomes: child’s positive social relationships, acquisition and use of knowledge and skills and use of appropriate actions to meet needs. Preschool IEP goals address developmentally appropriate routines and activities that support engagement and independence.</p>
<p>Specially Designed Instruction (Specialized Instruction)</p>	<p><i>Specially Designed Instruction (SDI)</i> as defined by IDEA, 2004 regulations refers to adaptations to the content, methodology or delivery of instruction that:</p> <ul style="list-style-type: none"> • Address the unique needs of a child that result from the child’s disability • Ensure access to the general education curriculum so that the child can meet the educational standards that apply to all children (34 Code of Federal Regulations (CFR) §300.39(b)(3)) • Instruction conducted in the classroom, in the home, in hospitals and institutions and in other settings (ECEA Rules, March 2013 2.43(1)(a)(i)) • Are at no cost to parents
<p>Special Education</p>	<p>Includes specially designed instruction provided by a special education teacher, speech-language pathologist or adaptive physical education teacher. Service delivery method can be direct or indirect. (ECEA Rules, March 2013 2.43)</p>
<p>Related Services</p>	<p><i>Related Services</i> means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes audiology services; interpreting services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early identification and evaluation of disabilities in children; counseling services, including rehabilitation counseling; orientation and mobility services; and medical services for diagnostic or evaluation purposes. Related</p>

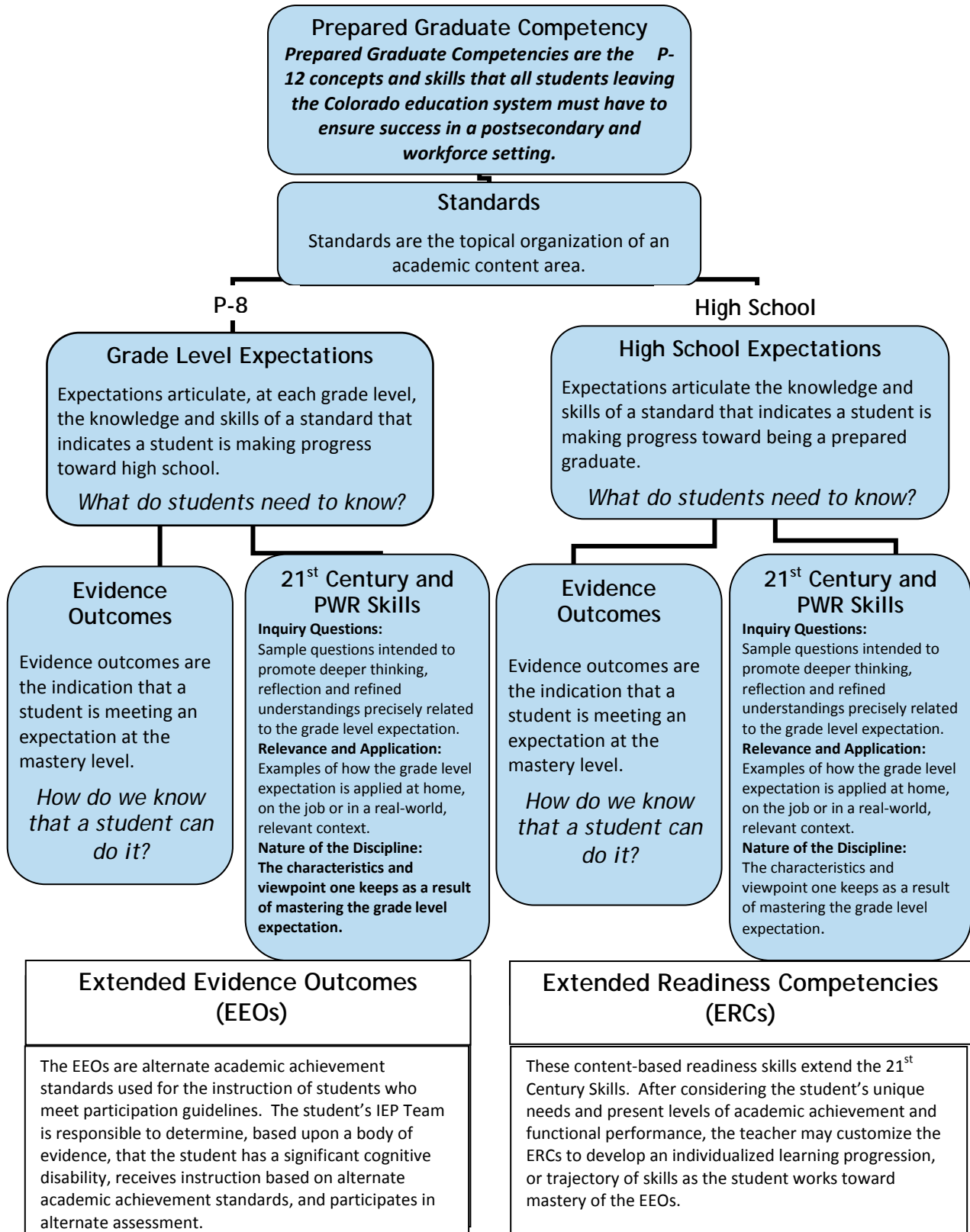


	<p>services also include school health services and school nurse services; social work services in schools; and parent counseling and training. (ECEA 2.37 (1) (2) 2.37 (2) Exception: Services that apply to children with surgically implanted devices, including cochlear implants.</p>
<p>Gifted and Talented Children</p>	<p><i>“Gifted and Talented Children”</i> means those persons between the ages of four and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Gifted and talented children are hereafter referred to as gifted students. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential from all socioeconomic and ethnic, cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of the areas of giftedness.</p>
<p>Advanced Learning Plan (ALP)</p>	<p>An <i>Advanced Learning Plan (ALP)</i> as defined by the Exceptional Children’s Education Act (ECEA) is a written record of gifted and talented programming utilized with each gifted child and considered in educational planning and decision making.</p>
<p>Twice Exceptional</p>	<p><i>Twice exceptional</i> means a student who is:</p> <ul style="list-style-type: none"> (a) Identified as a gifted student pursuant to Section 12.01(9) of ECEA (b) (1) Identified as a child with a disability pursuant to Section 4.02 of the ECEA(2) (c) A qualified individual pursuant to Section 504 of the Rehabilitation Act of 1973, 29 U.S.C.A. §794
<p>Grade-level Academic Achievement Standard</p>	<p>All students receive instruction based upon the Colorado Academic Standards for their enrolled grade level. Colorado has ten content areas.</p>
<p>Adaptations</p>	<p><i>“Instructional adaptation”</i> is the generic term for any adjustment, support or change a teacher might make to help any student be successful as a learner. Adaptations take learning preferences, multiple intelligence and student interests into consideration while designing instruction based upon the principles of Universal Design for Learning and any unique learning needs for students with a disability.</p>
<p>Accommodations</p>	<p>Accommodations are adaptations made to the instructional and assessment environment that have been made in order for the student with a disability to more fully show what he or she knows and can do. Based upon each child’s unique needs, the use of an accommodation is intended to allow the student to fully access daily instruction and various assessments by reducing the impact of the disability upon the child’s ability to perform academic and functional tasks. Accommodations do not substantially change the performance expectation; however, classroom accommodations and assessment accommodations may be integrated as the information is presented; as the student’s response is given; as the location or conditions of the setting are arranged or how the time is allotted to complete tasks.</p>
<p>Alternate Academic Achievement Standard</p>	<p>An alternate achievement standard is “an expectation of performance that differs in complexity from a <u>grade-level achievement standard</u>” (68 F.R. 68698, 68699). It must be “aligned with the State’s academic content standards [20]; promote access to the general curriculum; and reflect professional judgment of the highest achievement standards possible” (34 C.F.R. §§ 200.1(d)(1)-(3) The IEP Team must document that the student meets participation requirements to receive instruction based upon alternate academic achievement standards and participate in alternate assessment.</p>
<p>Modifications</p>	<p>Modifications go beyond accommodations for presentation, response, setting or timing, and refer to curricular changes in instructional materials as well as measuring performance against <u>alternate academic achievement standards</u>. Modified</p>

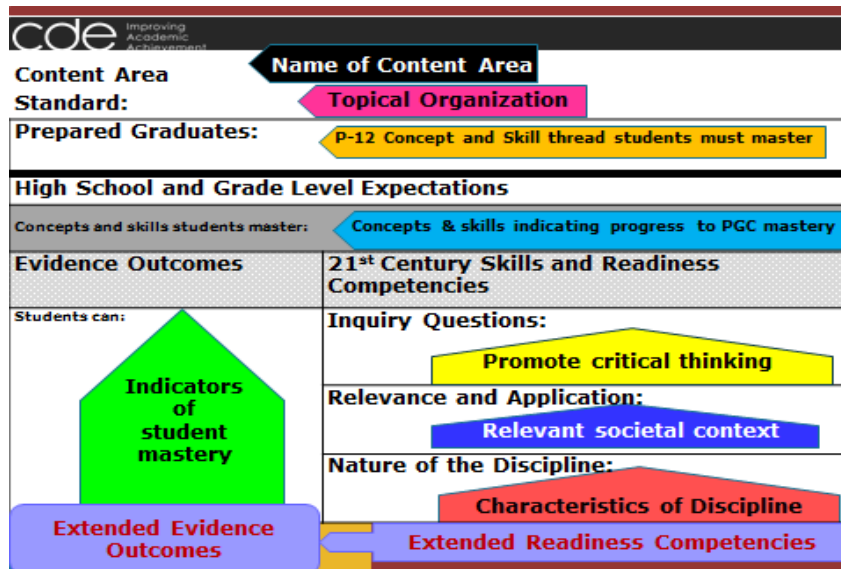


	<p>instruction is for students with a significant cognitive disability who meet participation requirements to receive instruction based on alternate academic achievement standards (CAS/Extended Evidence Outcomes EEOs) and participate in alternate assessment. Accessible materials allow the student to engage with enrolled grade-level topics, but which are modified for content, complexity and rigor. Classroom and interim assessments are also to be modified according to alternate standards that align with the student’s instruction. Modifications change the depth of what the student is expected to learn and the academic achievement standard by which the student is evaluated.</p>
Supplementary Aids and Services	<p>Supplementary aids and services can be accommodations and modifications to the curriculum under study or the manner in which that content is presented or a child’s progress is measured. Supplementary aids and services can also include: direct services and support to the child and support and training for the staff who work with that child. National Dissemination Center for Children with Disabilities www.nichcy.org</p>
Family-School Partnering	<p>Family-School Partnering can be defined as the collaboration that drives student achievement (Flamboyant Foundation). According to IDEA, (34 CFR § 300.321(a)(1)), families must be actively and equally involved team members in the special education process, from initial disability evaluation to IEP development and implementation. In addition to their defined IEP role, families are now seen as having crucial responsibilities in supporting learning at home and in the community.</p>

A Continuum of State Standards Definitions



The Colorado Academic Standards template contains the following elements:



What is the desired outcome?

Each grade-level expectation includes a **Prepared Graduate Competency** statement that describes what all students who complete the Colorado education system must master in order to ensure their success in a postsecondary and workforce setting.

What is the intent of the content standard?

The **Concepts and Skills** statement provides an overarching view of the essential learnings defined at each grade level.

What is the student is expected to know and be able to do?

Deconstructing, or “unpacking” the concepts and skills required for mastery of a standard leads to a deeper understanding of the important concepts and progressions for each grade level.

- Grade-level Expectations(GLEs)- Evidence Outcomes (EOs)**
 The **Concepts and Skills statement** on each Colorado Academic Standard Template defines what the student needs to know and be able to do at each grade level. The **Evidence Outcomes** are the indication that a student is meeting an expectation at the mastery level. (*How do we know the student can do it?*) The Common Core State Standards (CCSS) references are embedded within the Evidence Outcomes for English Language Arts and Mathematics. Depth of Knowledge (DOK) levels are included for Science Evidence Outcomes.

What is included in the 21st Century Skills and Readiness Competencies?

- Inquiry Questions:**
 Sample questions are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
- Relevance and Application:**
 Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
- Nature of the Discipline:**
 The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.



Extended Evidence Outcomes/Extended Readiness Competencies

For students who meet the participation guidelines as a student with a significant cognitive disability and whose IEP Team has determined that the student will receive instruction on the alternate academic achievement standards and participate in alternate assessments, the following elements of the Colorado Academic Standards are applicable: (See the [Alternate Standards and Assessment Participation Guidelines Worksheet](#))

- **Extended Evidence Outcomes (EEOs)**

For students with a significant cognitive disability, the Extended Evidence Outcome, or alternate academic achievement standard, is aligned to the grade-level expectation, but reflects modification in depth, complexity and rigor. Since the EEOs are linked to the grade-level expectations, they are also aligned to the Colorado Academic Standards in Reading/Writing/Communicating and Mathematics. The use of Extended Evidence Outcomes reflects the student's need for presentation, response, timing and setting **accommodations** for as well as for **appropriately modified content and accessible materials** related to the grade-level standard.

- **Extended Readiness Competencies (ERCs)**

The Extended Readiness Competencies extend the 21st Century Skills and Postsecondary Workforce Readiness skills. These content-based access skills are intended to be customized for the individual student by first identifying the student's present levels of academic achievement and functional performance as evidenced by current data, and then outlining a reasonable learning progression toward mastery of the Extended Evidence Outcome. Typically, the readiness competencies may serve as the foundation for a student's short-term/benchmark objectives. Objectives are stated in actionable, observable and measurable terms that can be used to capture progress and growth toward mastery of the alternate standard. The ERCs listed are neither intended to be an exhaustive list nor full learning progression; rather the teacher will determine how the skills need to be sequenced or spiraled when designing the student's objectives.

Standards Design Principles and Instructional Shifts

For more information related to the history, development and design of Colorado Academic Standards, please reference CDE's [Fact Sheet](#) from the Office of Standards and Instructional Support. The *Fact Sheet* also describes the design principles and instructional shifts in English language arts and Mathematics that are focused, coherent and rigorous in order to provide students with a rich and balanced education.



Please reference the following table for key information related to the design principles and instructional shifts for the Colorado Academic Standards.

Colorado Academic Standards: Design Principles and Instructional Shifts

Focus

The Colorado Academic Standards emphasize what students need to be postsecondary and workforce ready.

- Articulated grade level expectations express the concepts and skills every student should master at each grade level
- 21st century information literacy, collaboration, critical thinking, self-direction, and invention skills are evident throughout the standards

Coherence

The Colorado Academic Standards establish vertical and horizontal connections.

- Grade level expectations build vertically toward the achievement of the prepared graduate competencies for each content area
- Interdisciplinary relationships in the standards connect content areas (horizontally) across grade levels

Rigor

The Colorado Academic Standards are written for mastery.

- Fluency, application and transfer comprise Colorado's definition of mastery
- Requirements for deeper student understanding are the foundation of the standards

All Students, All Standards

The Colorado Academic Standards reflect the importance of teaching the whole child.

- The Colorado Academic Standards include standards for 10 content areas: comprehensive health and physical education; dance, drama and theatre arts; mathematics; music; reading, writing, and communicating; science; social studies; visual arts; world languages
- Literacy skills, the basis of academic success for all students, are a prominent focus with the standards

Office of Standards and Instructional Support

Universal Design for Learning

As Colorado schools operationalize full implementation of the Colorado Academic Standards, they will need to leverage a variety of instructional approaches to address the diversity of student needs in the classroom and to improve the academic performance of all students.

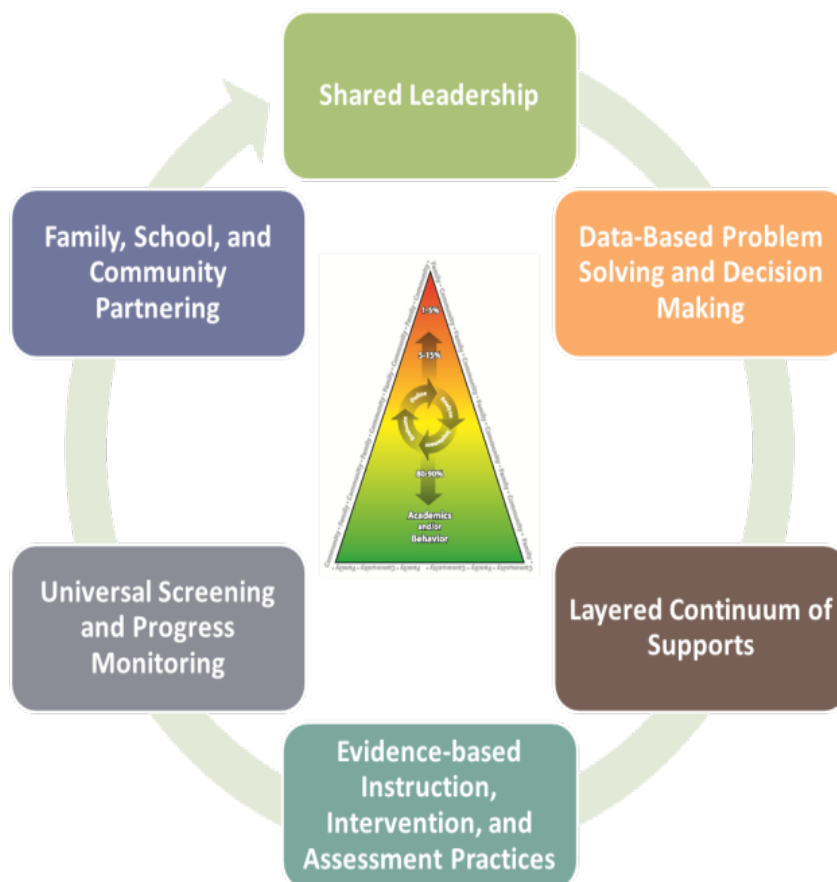
One way to address the challenge of delivering first best instruction in the general education classroom is through an integrated, interdisciplinary approach to learning that aligns with the principles of [Universal Design for Learning \(UDL\)](#).

UDL is a framework for designing a general education curriculum that is barrier-free; that is, creating instructional goals, methods, materials, and assessment that support learning. All learners, and especially diverse learners, can benefit from incorporating multiple means of representation, multiple means of action and expression, and multiple means of engagement to address the wide variety of skills, needs and interests in the learner population.

In addition to the overall UDL framework, students should be supported by research-based instructional strategies, tools, processes and individual supports along with effectively used accommodations. These supports combine to create a foundation of a [Multi-Tiered System of Support \(MTSS\)](#) for effective instructional practices. Multi-Tiered System of Supports is defined as a whole-school, data-driven, prevention-based framework for improving learning outcomes for EVERY student through a layered continuum of evidence-based practices and systems.

Whereas MTSS is an organizational framework to address the needs of every student, RtI is the process for identifying students with exceptionalities or learning needs. In 2004, the reauthorization of the Individuals with Disabilities Education Act (IDEA), introduced the Response to Intervention (RtI) model, in an attempt to better identify and serve the diverse educational needs of all students. This prevention based approach was designed to: resolve barriers to learning; respond early to those with learning difficulties; and support the growth of students with exceptional learning needs. When done with fidelity, Response to Intervention is intended to reduce referrals and evaluations for students with specific learning disabilities (SLD).

Colorado MTSS Essential Components



For more information on the components of MTSS, contact the [Office of Learning and Supports](#).



State Standards

Colorado Academic Standards

The [Colorado Academic Standards](#) clearly delineate what students (PK-12) are expected to learn in each subject and grade, with each grade level building to the next, to ensure all Colorado students have the academic knowledge and skills needed to be successful in college and career. The updated standards are focused and rigorous, articulating the prepared graduate competencies and the points of mastery at each grade level that lead to college and career readiness (CCR).

Alternate Academic Achievement Standards

An alternate achievement standard is “an expectation of performance that differs in complexity from a grade-level achievement standard” (68 F.R. 68698, 68699). It must be “aligned with the State’s academic content standards [20]; promote access to the general curriculum; and reflect professional judgment of the highest achievement standards possible” (34 C.F.R. §§ 200.1(d)(1)-(3)

On August 3, 2011, the State Board of Education unanimously adopted the [Extended Evidence Outcomes \(EEOs\)](#) as part of the Colorado Academic Standards. These alternate academic achievement standards for Reading/Writing/Communicating, Mathematics, Science and Social Studies are directly linked to the grade level expectations within the Colorado Academic Standards, and are designed to appropriately meet the needs of students with a significant cognitive disability.

A student’s IEP Team must determine that the student meets participation guidelines as a student with a significant cognitive disability to receive modified instruction based on the alternate standards (EEOs) and participate in alternate assessment.

The following optional worksheet and companion document are offered to serve as tools to facilitate the decision-making process for IEP Teams as they consider the option of alternate standards:

- [Alternate Standards and Assessment Participation Guidelines Worksheet](#)
- [Companion Document: Participation Guidelines](#)

Colorado English Language Proficiency Standards

On December 10, 2009 the Colorado State Board of Education voted unanimously to adopt the World-Class Instruction Design and Assessment (WIDA) standards as the [Colorado English Language Proficiency \(CELP\)](#) standards. English Language Proficiency standards are required by Colorado state and federal law. The CELP standards exceed minimum legal requirements. Overall, the standards center on the English language needed and used by English Language Learners (ELLs) to succeed in school. They guide all educators who teach ELLs and help students access grade level academic content while learning English.

Colorado Career and Technical Education Standards and Academic Alignment

In 2008, as a part of Senate Bill 08-212, Colorado Career and Technical Education (CTE) provides quality educational programs emphasizing core academic content; postsecondary and workforce readiness (PWR) competencies; technical skills; and a seamless transition to further education or employment. Colorado CTE has created a standards site that houses all of the current CTE standards for each content area. [To browse the standards](#) by content area, please click on the link. Course outlines can be built by Evidence Outcome, Units of Instruction and Academic Alignment.



Guidelines and Other Supports

Colorado Early Learning and Development Guidelines

[Colorado's Early Learning and Development Guidelines](#) are the result of a partnership between the Colorado Department of Education, the Colorado Early Childhood Leadership Commission, and Colorado Head Start. The Colorado Early Learning and Development Guidelines describe the trajectory of children's learning and development from birth to eight years old. These guidelines include a broad description of children's growth to ensure a holistic approach to creating positive early childhood environments. For each age level, the guidelines address approaches to learning, health and physical development, social and emotional development, language, literacy, numeracy, logic and reasoning, and other subject-specific learning.

The Guidelines acknowledge and are responsive to variations in culture, languages, and abilities. For instance, child rearing practices, developmental expectations, the role of different family members, and the child's own individual versus collective identity, may vary across cultures. To address this, the Guidelines include examples and resources that address the particular requirements of children for whom English is a second language and children with learning or physical challenges.

The Guidelines also acknowledge the great variation in when and in what order children attain particular developmental milestones. The knowledge and skills described are designed to provide support and information to families, caregivers, and educators concerning children's development within certain age spans, rather than dictate exactly when or how each child should progress. The [Office of Early Learning and School Readiness](#) maintains a website that includes information in both English and Spanish, tailored to provide a platform for each audience to explore the Guidelines and to learn more about the progression of domains across ages.

[Preschool Special Education](#) is a state and federal mandated program for three- and four-year-old children who meet state eligibility criteria for special education and are experiencing challenges in their learning and development. A child is eligible if they have a significant delay in one or more of the following areas of development: physical, cognitive, communication, social or emotional, or adaptive, which prevents the child from receiving reasonable educational benefit from general education.

Colorado Preschool Academic Standards Support

While the [Early Learning and Development Guidelines](#) are the main source to inform practice, Colorado Preschool Program staff developed [additional support documents](#) to help link the [Colorado Academic Standards](#) for Preschool with the early childhood best practices that are already present in high quality early childhood care and education settings.

Standards Side-by-Side Reference Tool

As a resource for teachers creating standards-aligned IEPs for students receiving instruction on alternate standards, a [side-by-side reference tool](#) is available for English Language Arts/Literacy and Mathematics to see the relationships between the Colorado Academic Standards / Extended Evidence Outcomes and the Dynamic Learning Maps™ Essential Elements. (The Essential Elements serve as alternate standards for the Common Core State Standards referenced in the CAS standards. To access, click on the grade-level tabs at the bottom of the sheet. The Guide lists the source documents and abbreviation guide. An * in front of the Essential Element indicates that it is on the DLM Blueprint.



Part II – The Standards-aligned Approach to Writing Individualized Education Programs (IEPs) for Students with a Disability

Students with a Disability

Over the past years, Colorado’s general education classrooms have become increasingly diverse. Our students present a range of abilities, interests, strengths, and challenges. Nationally, approximately 60 percent of children with disabilities ages 6–21 who are receiving special education support spend the majority of their day (more than 80 percent) in the general education setting. We know that students with disabilities are general education students first. A one-size-fits-all approach to teaching is impractical and often unsuccessful, especially for students with a disability.

The purpose of Special Education is “...to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.” (34 CFR §300.2.6)b(3)(i)

Writing Standards-aligned Individualized Education Programs (IEPs)

Foundation

The structure of this guide builds upon the steps outlined in Project Forum’s ***A Seven-Step Process to Creating Standards-based IEPs*** that has been used as a framework across the United States over the past few years. Adaptations have been made to align with the Colorado Academic Standards and best practices within the state of Colorado. A data-driven process model is presented to provide information for school staff as they work with families to develop Individualized Education Programs (IEPs) for students who meet eligibility criteria to receive special education services under the federal and state IDEA/ECEA disability categories, including students identified as gifted who also have a disability (Twice Exceptional). (Project Forum, NASDSE June 2007)

IEP Procedural Guidance (7/2015) is the complete reference for all IDEA-required elements. It contains a comprehensive overview of the special education referral process (page 5), timelines (page 2), determination of eligibility and more.

Background

Federal and state laws require formal educational plans for students with exceptionalities. Beginning with the re-authorization of IDEA in 1997, students with a disability were not only to be integrated with peers without disabilities, but were also to have access to the general education curriculum. The *No Child Left Behind Act of 2001* aligned systems of standards and assessments. In addition, the Act required the participation of all students in assessments based on the state’s academic content standards which apply to all students, with their performance reported for accountability. Further, the Act required the participation of all students and that their performance be reported for accountability. The assessments must be based on the state’s academic content standards and the **academic content standards must apply to all students**. Subsequently the revisions of IDEA in 2004 and 2007, served to turn the focus not only to the general education curriculum but specifically toward student achievement.



Some additional legislation that impacts the policies and practices in Colorado for students with exceptionalities includes:

- **Individuals with Disabilities Education Act IDEA, 2004** – provides the framework for students with disabilities to access the general curriculum and work toward the same high standards as students who do not receive special education services. Although IDEA does not specifically include standards, or address standards-aligned IEPs directly, the regulations do have requirements to ensure access to the general curriculum and speak to the important participation of students with disabilities in the general curriculum. (34 CFR §300.347(a)(1)(2))
- **Alternate Achievement Standards for Students with the Most Significant Cognitive Disabilities: Non-Regulatory Guidance August, 2006**
- **Elementary and Secondary Education Act (ESEA)** added accountability by requiring demonstrated progress on state standards and required all students to be assessed on enrolled grade level content standards
- **Exceptional Children’s Education Act (ECEA)** defines the rules for the implementation of the **Individuals with Disabilities Education Act for Colorado**: <http://www.cde.state.co.us/spedlaw/rules>
- The federal and state statutes align in their intent to produce successful educational outcomes for all students through statewide assessment accountability
- **No Child Left Behind Act of 2001** included a definition for gifted students
- **U.S. Dept. of Education Office of Special Education and Rehabilitative Services, [Dear Colleague Letter](#), Nov. 16, 2015**

In recent years, federal legislation has focused on two major assumptions related to teaching and learning:

- Students receiving special education services have the right to be **taught with the expectation that they can meet the same standards expected of all students.**
- **All** students, including students with an identified need, must be provided opportunities to learn the general education curriculum.

*To help make certain that children with disabilities are held to high expectations and have meaningful access to a State’s academic content standards, we write to clarify that **an individualized education program (IEP) for an eligible child with a disability under the Individuals with Disabilities Education Act (IDEA) must be aligned with the State’s academic content standards for the grade in which the child is enrolled.***

Closing the Achievement Gap for Students with Individualized Education Programs (IEPs) Essential Components Addressing Access to the General Education Curriculum

The power of Colorado’s education improvement efforts lies in having a comprehensive system consisting of relevant and rigorous standards, aligned and meaningful assessments, excellent teachers and school leaders, and high-performing schools and districts. All aspects of our system are continuously improving to advance student learning, including students with a disability, to prepare students to succeed in an increasingly competitive workforce. (*Supporting College and Career Readiness, CDE Fact Sheet, 2013*)



There are four tenets or principles related to access to the grade-level Colorado Academic Standards that are supported by field research, the Individuals with Disabilities Education Act 2004 (IDEA), and No Child Left Behind (NCLB)/ESEA. (adapted for Colorado from Core Message Area: Closing the Achievement Gap for Students with Individualized Education Programs (IEP) CalSTAT Technical Assistance and Training, retrieved from <http://www.calstat.org/closingachievementgapmessages.html>)

1. Access to the General Education Curriculum

All students have access to the general education curriculum to allow them the opportunity to learn content-based, grade-level standards that can increase their readiness for college and career.

Access to the general education curriculum for students with IEPs means they:

- have individualized, strength-based, age and culturally appropriate goals
- engage in learning the content concepts and skills that define the general education curriculum. This refers to the same curriculum that is taught to students without disabilities
- receive access and achieve educational outcomes based on high standards, and have equal educational opportunities as their same age peers
- demonstrate academic growth on statewide assessments which are based on the Colorado Academic Standards
- receive equal opportunity to participate in non-academic and extracurricular activities

2. Participation and Progress in the General Education Curriculum

All students will participate and make progress in the general education curriculum, as appropriate, in order to increase their readiness for college and career.

Participation and progress in the general education curriculum as determined by the IEP team means students with IEPs:

- Receive appropriate educational services by the school staff that support student learners regardless of abilities or challenges
- Receive instruction that is based on school personnel's high expectations that allows the students to reach the same academic achievement as non-disabled age peers
- Receive ongoing and documented monitoring of progress toward meeting the IEP goals
- Participate in state and districtwide assessments, with or without accommodations and/or modifications, as specified in the IEP

3. Accommodations and Modifications

All students with IEPs will be provided appropriate instructional adaptations either as accommodations, if they receive instruction on grade-level academic achievement standards or modifications, for students on alternate academic achievement standards.



Appropriate adaptations allow access to the general education curriculum in order for all students to

- Receive accommodations as determined by the IEP team that reflect changes in presentation, response, timing and/or setting in order for the student to access and engage in learning, but which does not change the grade-level academic achievement a student is working toward
- Receive modifications to content and materials as determined by the IEP team that will reflect changes in presentation, response, timing and/or setting in order for the student to access and engage in learning based up the alternate academic achievement standards a student is working toward
- Receive accommodations and modifications in instruction and assessments based on individual student need and documented in the IEP

4. Supports and Services

All students with IEPs will have access to IEP-identified ***supports and services that allow access to the general education curriculum in order for students to***

- Participate in the Least Restrictive Environment (LRE) educated with non-disabled children in general education settings to the maximum extent appropriate
- Participate in instruction with appropriate supplementary aids, services, and supports as designated on the IEP
- Participate with school personnel who have been trained in specific supports and strategies that have been identified on the IEP

Standards-aligned Approach

Benefits of Writing a Standards-aligned IEP

A standards-aligned IEP is based on the premise that a student with a disability is capable of

- achieving grade-level proficiency when given appropriate instruction, related services and supports;
- demonstrating mastery in a variety of ways;
- using accommodations and embedded supports for presentation, response, timing and setting to access the grade-level content and the
- earning of a diploma

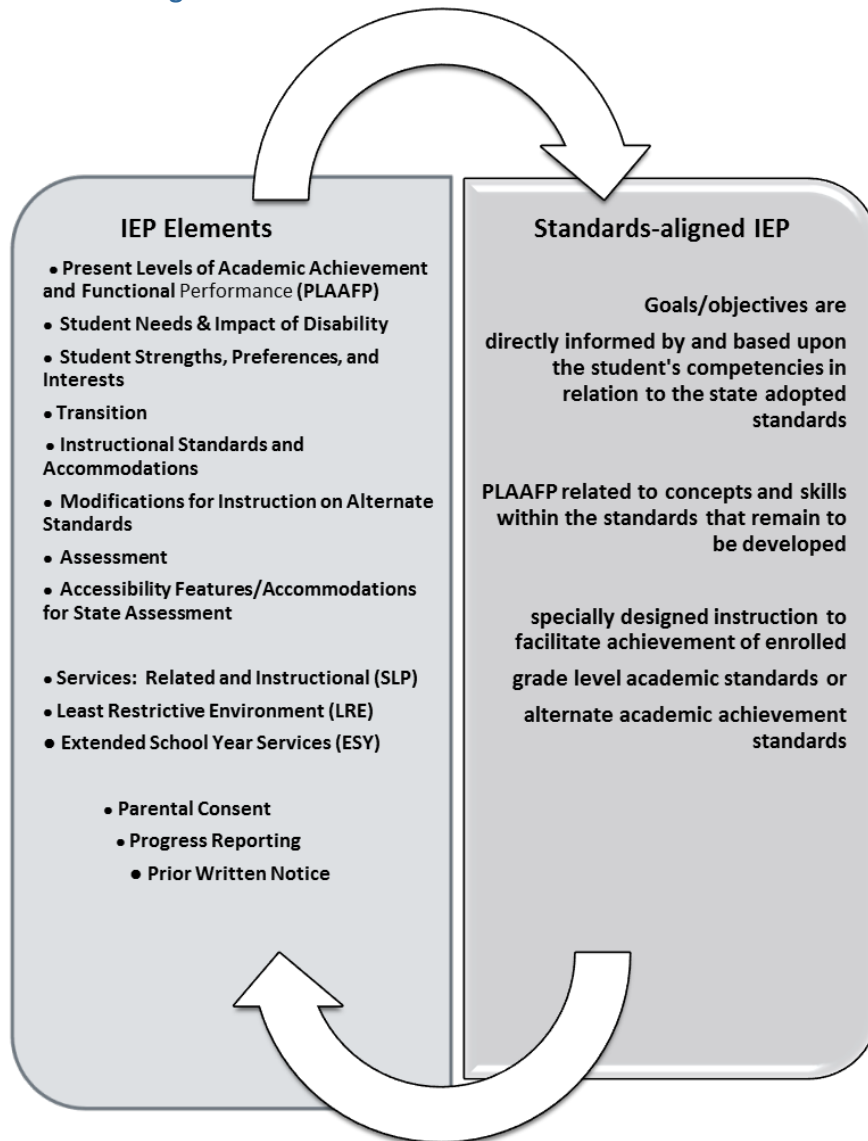
Additionally, the collaborative approach among educators, families and schools increases understanding of what is expected and encourages innovative strategies to support a student at school as well as at home and in the community.

A standards-aligned approach to developing IEPs incorporates the best of standards-based education and specially designed instruction. This approach represents the shift to not only basing a student's goals on Colorado Academic Standards, but also to determining and carefully examining the gap based on data between the student's current level of academic achievement and functional performance and the expectations for grade-level performance. By providing a clear picture of what needs to be accomplished, measurable annual goals, and objectives as required,

can be written to correlate with the PLAAFP statement and outline a reasonable learning progression for the student. The IEP provides a roadmap for students to receive tailored adapted instruction and accommodations to enable them to engage and achieve in the general education curriculum; receive specially designed instruction targeted at needed concepts and skills, and as indicated, related services (e.g., OT/ PT) and instructional services (e.g., speech/language, adapted PE) to facilitate their access to the general curriculum at their enrolled grade level.

...a standards-based IEP process starts with a review by the IEP team of the student’s present level of academic achievement performance focused on the student’s achievement of academic standards for the enrolled grade. This information is then used to identify which state standards the student has achieved and which standards remain to be accomplished. It is important to note that the student’s IEP resulting from this process does NOT contain a restatement of the state standards, but rather includes goals that designate the necessary learning—the specially designed instruction—that will lead to the student’s attaining the standards that the team has identified as not yet achieved. If needed, goals related to acquisition of functional skills that will facilitate the achievement of state academic standards are also included. (Ahearn, Standards-Based IEP Update: In Forum, NCEO, June 2010.)

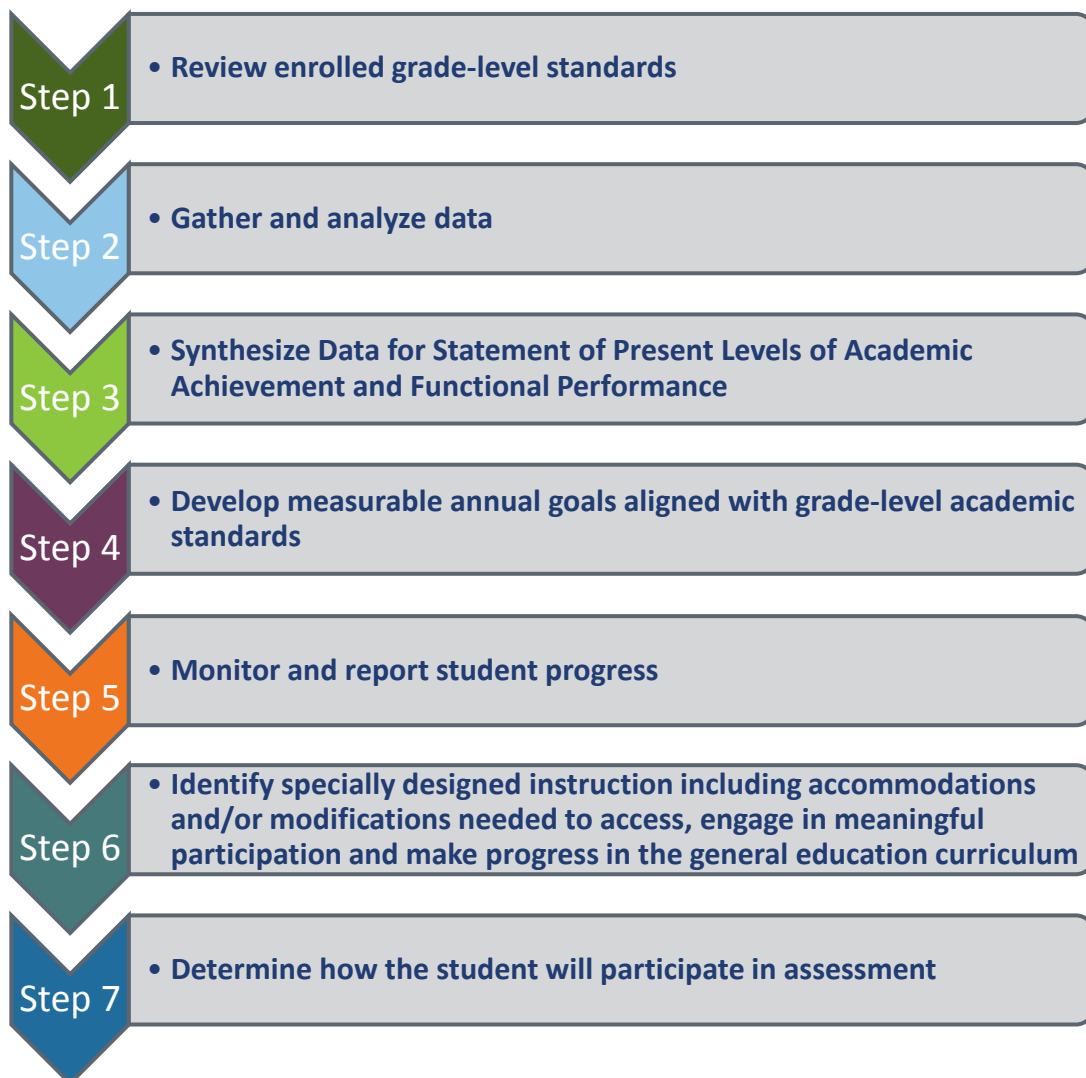
Elements of a Standards-aligned IEP



A Seven-Step Process for Creating Standards-aligned IEPs

It is important for all IEP Team members to be familiar with their district's general education curriculum, the Colorado Academic Standards (CAS) and components of the state assessment system. The Colorado Academic Standards are the framework upon which the district-adopted curriculum is designed. **The standards framework guides the content that teachers teach, but not the methodology for teaching the concepts.** The CAS includes the concepts and skills students need to master in each given content area, but other elements critical for success, such as the 21st Century Skills in the areas of critical thinking and reasoning, information literacy, collaboration, self-direction and invention); Postsecondary and Workforce Readiness (PWR) skills addressing content knowledge, learning and behavior skills, personal financial literacy, and critical language of the discipline. By examining the grade-level standard carefully and identifying the essential components of the stated concept and skills, the team can proceed to **identify those standards which have the most potential to close the achievement gaps.**

This graphic provides an overview of the process for writing standards-aligned IEPs; each step is described below with narrative and examples.



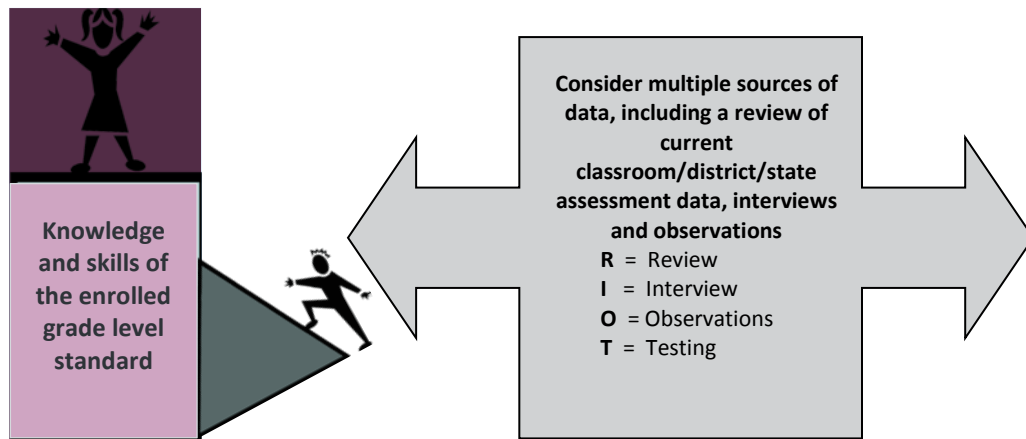
➤ Step 1: Review enrolled grade-level standards

The initial step in crafting a standards-aligned IEP begins with all team members being familiar with the Colorado Academic Standards (CAS) for the student’s enrolled grade level.

A review of the student’s enrolled grade level expectations will allow the IEP Team to identify the concepts, knowledge and skills the student has already acquired, or has been introduced to, as well as those skills that remain to be developed. This process of first considering the student’s strengths and needs in relation to the enrolled grade level standards requires the collaboration of the IEP Team.

➤ Step 2: Gather and analyze data

In order to make data-driven decisions, the next step of the standards-aligned process is to consider presented factual information about the student’s academic and functional performance in relation to the expectations of the enrolled grade level standard.



(Adapted from Heartland Area Education Agency, Iowa)

Examine classroom and student data to determine where the student is functioning in relation to the grade-level standards

The Colorado Academic Standards define what students should know and be able to do in each content area. It is the IEP Team’s responsibility to carefully examine what is known about the student’s classroom performance in relation to the enrolled grade-level standards in all content areas and then to design an individualized education program to facilitate **access to the general curriculum** and identify concepts and skills requiring **specialty designed instruction**.



Gather and Analyze the Data:

An examination of evaluation data will include analyses of the student’s present levels of academic achievement and functional performance from various sources which may include, but are not limited to, the following:

Possible Data Sources	Description / Purpose	Possible Evaluation Tools (*not an inclusive list)
21st Century Skills	inventory the essential abilities of the student related to critical thinking skills, information literacy, collaboration, self-direction and invention	Student sample; teacher observation
Digital Literacy Skills	evaluate the student’s ability to use digital technology, communication tools or networks to locate, evaluate, use and create information	Observation; student sample. Technology Skills Checklist for Online Assessment ; Long Beach Unified School District Technology Skills Scope and Sequence
Executive Functioning Skills	consider how the student uses mental processes to help connect past experience with present action when performing activities such as planning, organizing, strategizing, paying attention to and remembering details, and managing time and space	Informal Brain Injury Observation Form found on pages 54-58 in the Brain Injury in Children and Youth: A Manual for Educators that can be used for observation of learning and executive function
Diagnostic Assessments	used to pinpoint a student’s instructional gaps	GORT-5; KeyMath-2 nd Ed.; Woodcock-Johnson - III; TOWL; Comprehensive Test of Phonological Processes (CTOPP); Test of Word Reading Efficiency (TOWRE-2); DIBELS Deep
Expressive and Receptive Language Vocabulary	oral fluency, receptive comprehension, ability to use academic vocabulary	STAR Reading and Math; DIBELS Next; NWEA (MAPS); Peabody Picture Vocabulary Test (PPVT) ; Expressive One-Word Picture Vocabulary Test
Speech / Articulation	Used to evaluate student’s ability to produce clear articulate speech	Goldman Fristoe Test of Articulation (GFTA); Clinical Evaluation of Language Fundamentals (CELF); Comprehensive Assessment of Spoken Language (CASL); Oral Written Language Scale (OWLS II); CELF-5 Metalinguistics
Benchmarks	a periodic assessment of a student’s progress toward mastery of standards or annual IEP goals	District-selected
Interim assessment	an assessment, typically created or purchased by a district, that measures a student’s growth related to a specific content area standard	*If a district directs the administration of an assessment to all students, then an alternate is to be provided for students receiving instruction on alternate standards; may consider using Dynamic Learning Maps™ instructionally embedded assessments for English language arts and Math



Reading	Assess in the area of the student’s reading Lexile level	<i>READ Act Resource Bank</i> of Approved Assessments K-3 <i>Differentiated Pathways</i> for students who are not able to access the READ Act assessments
Formative assessment	not a “test”, but rather a process of interaction between the teacher and student that is used to inform the next steps of instruction	classroom data; teacher interaction/observation
Progress monitoring data	analysis provides evidence of progress toward the attainment of the IEP goal/objective	classroom data; teacher interaction/observation
Teacher/family/student input	data gained from interview or discussion	
Observations	may be performed by teachers, mental health providers, related-services personnel, other school staff and families to obtain information on a student’s communication skills; cognitive skills related to linking concepts; executive functioning; social skills related to working collaboratively with peers; digital literacy skills; higher-order thinking skills; and mental processes, such as resiliency and impulse control.	For preschool age students, this includes ongoing observation and documentation of developmental skills measured by Teaching Strategies GOLD (or other assessment tool used to collect data on Indicator 7)
Portfolios/work sample	error pattern analysis of work samples using item analysis, reviewing rubrics, etc. to identify areas of mastery or areas that indicate continued instruction or adjustment of instructional strategy	
Evaluation of accommodation use	use information regarding a student’s preferred learning modality and access needs to choose an appropriate accommodation or evaluate the effectiveness of an accommodation by comparing the student’s performance on a task using an identified accommodation vs. an opportunity to perform a similar task without the accommodation	Observation; See Section III Tools in the <i>Colorado Instructional Accommodations Manual</i> for some optional forms to collect data
Early Transition	information gathered from the family and service providers	child’s current Individual Family Service Plan (IFSP), early intervention (Part C) provider notes, parent interview, <i>Child Outcomes Summary Form</i> , etc.
Classroom environment survey	identify any barriers; determine appropriate accommodations and classroom expectations	Classroom Management Checklist (Florida PBIS Project, 2007)
Secondary Transition	Data is collected on the student’s individual needs, preferences, and interests as they relate to the demands of employment, postsecondary education, independent living, personal and social environments. Analysis of these multiple sources of student assessment data through a transition lens is the common thread in the transition process and is the foundation for defining goals and transition services in the IEP.	CDE Secondary Transition Resources



Behavior	formal/informal assessments designed to provide qualitative and quantitative data on a student’s social, emotional and behavioral functioning	Conners Rating Scales; Behavior Assessment Scales for Children (BASC); Behavioral and Emotional Rating Scale (BERS-2); Behavior Rating Inventory of Executive Function (BRIEF); Test of Adolescent Problem Solving (TOPS); Delis-Kaplan Executive System (D-KEFS); Functional Behavioral Assessment (FBA)
Social skills	related to working collaboratively in large/small/individual settings	
Attendance and discipline data	can be used to examine influencing factors	
Summative state assessment data		analysis reports indicate areas of strength/need in relation to the tested standard (ACCESS/Alternate ACCESS; PARCC/CoAlt: DLM ELA and Mathematics; CMAS Science and Social Studies; CoAlt: Science and Social Studies; ACT/ 11 th Grade Alternate Assessment for the Colorado ACT)

Discussion Points for Consideration by the IEP Team:

What do the data tell us about the student’s participation and engagement in the general education curriculum?

- Has the student received rigorous, explicit, differentiated **instruction** based on the appropriate academic achievement standards?
- Have appropriate curricular adaptations been made in order for the student to **access the content**?
- Have **embedded supports** been provided for presentation, response, setting or timing for students with a disability? (e.g. adapting instructional materials to maintain the integrity of content information; presenting text in a variety of formats; reducing text complexity if needed; using assistive technology; designing instruction utilizing principles of Universal Design for Learning, etc.)
- Have **appropriate content modifications** been made for students receiving instruction on alternate academic achievement standards? (grade-level aligned content; less in complexity and rigor; presented in multiple formats and providing various means of response)
- For students aged 18-21, does the data indicate that the student requires additional instruction (academic and/or non-academic) related to achieving their **postsecondary goals**?

-
- Have **families** partnered in coordinating learning between home and school resulting in reinforcement and practice in multiple settings?

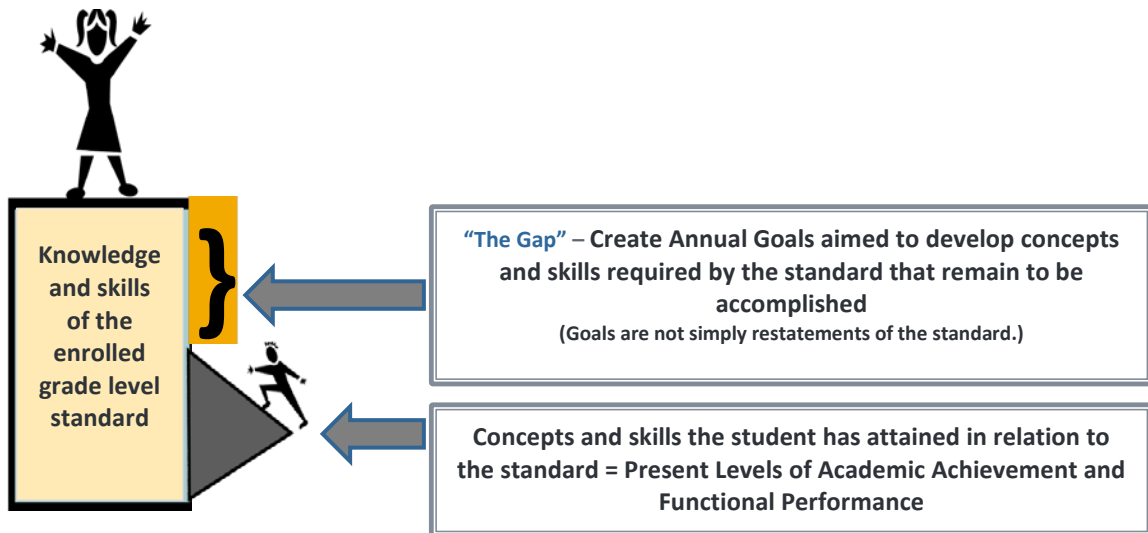
Result:

The data analyses and consideration of other factors unique to the student's characteristics as a learner will paint the overall picture of the student's performance both on point-in-time specific tasks and as a measure of growth over time.

The IEP directly links a student's present levels of academic achievement and functional performance to the state's enrolled academic content standards. Such a focus affords the student an opportunity to engage and interact with grade-level and age-appropriate content which is appropriately adapted for students with an IEP who receive instruction on grade-level standards or modified materials for students receiving instruction under alternate standards. Specialized instruction is then designed to address concepts and discrete skill areas that most impact the student's ability to access the general curriculum and achieve the grade-level or alternate standard. In addition, the IEP must address other unique needs of the student to access the general curriculum and **may** include:

- communication (e.g., listening, speaking, reading, writing including assisted augmentative alternative, alternate pencil; sign language)
- functional skills (e.g., personal care, accessing the environment, activities of daily living)
- behavioral needs (e.g., social skills, collaboration, transitioning, self-advocacy)
- executive function (e.g., focus, persistence, effort, working memory and self-regulation skills)
- community access (e.g., orientation and mobility skills, navigating the environment)
- technology literacy (e.g., ability to self-initiate assistive technology, embedded supports and other digital literacy skills)

Step 3: Synthesize Data for Statement of Present Levels of Academic Achievement and Functional Performance



*In a standards-based IEP, the PLOP (PLAAFP) should also identify the **skills and knowledge** the student has already attained **relative to grade-level standards**. This information is then used to decide what academic standards the student has achieved and what standards remain to be accomplished. Determining the gaps between the student’s current level of academic achievement and the expectations for grade-level performance provides a clear picture of what needs to be accomplished in the coming year. (Advocacy Brief: Understanding the Standards-based Individualized Education Program (IEP), National Center for Learning Disabilities, www.LD.org; web document retrieved 5/14/2014.)*

The IEP must also contain a statement about how the child’s disability affects the child’s involvement and progress in the general education curriculum. (§300.320(a)(2)(i)(A)) Thus, the importance of clearly determining the Present Levels of Academic Achievement and Functional Performance (PLAAFP) first allows the IEP Team to identify the skills the student already has in relation to the grade-level standard and then to examine “the gap” that inhibits access and success in the general curriculum, for preschool aged children this means participation in appropriate activities and daily routines. Specialized instruction will provide an appropriate level of support in the general education curriculum as well as target concepts and skills that remain to be developed.

Student Strengths, Preferences and Interests

The student’s educational/developmental strengths, interest areas, significant personal attributes and personal accomplishments must be considered when designing the educational program. Universal Design for Learning (UDL) principles address policies and practices that are intended to improve access to learning and assessments for all students. When Universal Design techniques are employed, educators can gain a more accurate understanding of what students know and can do. Universal Design is built around the premises of first determining **student learning styles**, seeing “how the student is smart” with a **multiple intelligence profile**, and then intentionally designing instruction for access by providing multiple means of representation, multiple means of action and expression, and multiple means of engagement.



Universal Design Resources

These resources offer several options to gain more information on student characteristics as learners (some have a fee; others are free).

Learning Styles

[Multiple Intelligences Tests for Children](#)

More on UDL and sample units: [CAST center](#)

[CAST UDL Book Builder](#)- Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills.

Develop the Present Levels of Academic Achievement and Functional Performance (PLAAFP) summary statement

The data sources considered and described in Step 2, are synthesized into a concise and family-friendly narrative which describes the child's performance in relation to the enrolled grade-level academic standards. The IEP Team must also describe the impact of the child's disability on his/her ability to learn and do the kinds of things that typical, nondisabled children learn and do. Data is collected annually, analyzed for skills the student has mastered in relation to the enrolled grade level standards, and synthesized into areas remaining to be targeted for specialized instruction. This process creates the link between the data-supported present levels of performance and the measurable annual goals to address instructional gaps.

Describe the age-appropriate transition process

For students aged 15 and older, the secondary transition plan includes multiple data points from a variety of sources such as interest surveys, career cluster surveys, student interview, student/family statement of interest, school-to-work planning, community and agency involvement, etc. The various data points align toward educational and career goals and may influence annual goals, transition services, progress reporting, and assessment.

Student Needs and Impact of Disability

It is the description of how the disability impacts participation, engagement and progress in the general curriculum that distinguishes the need for specialized instruction and drives the development of annual goals. All other areas of the IEP support the description of need in the present levels statement.

Family and Student

- Family and student's perspective related to the student's current and future participation in the learning environment and community
- specific strengths, preferences, interests and needs identified

Focus for Present Levels of Academic Achievement and Functional Performance Statements

The **results** of various types of evaluation reported in the PLAAFP provide the necessary foundation for the data-based decision making process. However, the data, in and of itself, is only a part of the picture. Practitioners will gain information from specific scores with outcome and evaluation data for eligibility and identify targeted areas for instruction.

A family-friendly **summary** statement of what the data means in relation to the child's abilities, is also an essential component of the PLAAFP. **The analysis should focus on the student's abilities, rather than deficits, to ascertain the student's present level of performance in relation to the enrolled grade level standard.** In the tables below,



there are two examples of data analysis appropriate for inclusion in the Present Levels of Academic Achievement and Functional Performance statements. The first example is for a student enrolled in grades K-12 (over age 6). The second example includes information as it pertains to a preschool student.

Example of Data Analysis and Summary Included in Present Levels of Academic Achievement and Functional Performance Statements (K-12, over age 6)

***This constructed example is not intended to imply any required format other than just the inclusion of both elements:**

1) the data analysis and

2) a family-friendly summary statement of what the data analysis means in terms of how the child’s disability impacts

- **access to the general curriculum**
- **what strengths the child has and**
- **what skills remain to be developed**

Data analysis:

Mark is enrolled in 5th grade and receives special education services as a student with a specific learning disability in the basic reading skills of phonics and decoding, reading comprehension, and written expression. Mark’s weak decoding skills significantly impact both reading accuracy and speed (fluency). He is able to participate successfully in classroom discussions and works well with peers, especially during peer editing sessions for writing. In the area of writing, as measured by a district writing survey administered by his teacher, Ms. Jones, he is able to develop ideas independently, but struggles with conventions of standard English capitalization, punctuation, and spelling when writing. As a result, expanding, combining, and reducing sentences for meaning are skills which need support. He is familiar with word prediction software with prompting. When working on the draft process, he is able to develop a topic, use facts, definitions, and examples or other information orally, but struggles to put the words onto paper as measured by the 5th grade writing rubric on 3 writing prompts given during the week of 9/02/14 by Ms. Smith, special education teacher.

On the 5th grade benchmark, DIBELS Next Oral Reading Fluency (ORF), he scored 27 words read correctly (WRC) in 1 minute. The expected beginning-of-year (BOY) benchmark for 5th grade is 111 words read correctly with a 98% accuracy rate. Mark is progress monitored with a 2nd grade reading probe. On 9/10/14, and he scored at the 13th percentile, with 41 words read correctly at 86% accuracy in 1 minute. Mark’s teacher administered *DIBELS Deep Word Reading and Decoding Quick Assessment*. The results of that assessment indicate need for further remediation with short vowels, vowel teams, consonant blends and common syllable patterns.

Summary Statement: The assessments show that even though Mark’s word reading skills are significantly below grade level in the area of reading, his strength in listening comprehension and his well-developed fund of background information greatly assist his comprehension of various texts. When he uses audio formatted materials or text-to-speech, his levels of understanding are significantly higher as measured by comprehension scores of 87% (audio format) versus 40% (print format). He is able to accurately determine the elements of short stories and locate key details in informational texts. He needs to develop strategies for decoding unfamiliar words and work on applying knowledge of syllable patterns to both decoding and encoding. Learning more about morphology (e.g., roots and affixes) can also help Mark understand the meaning of words in a text and is an additional strategy for decoding multi-syllabic words. Vocabulary acquisition is accelerated when interventions that encompass “repeated”, “echo”, and “choral” are used. Reading and pre-reading strategies are needed for Mark to read with sufficient accuracy and fluency to support comprehension.



Example of Data Analysis and Summary Included in Present Levels of Academic Achievement and Functional Performance Statements (Preschool)

***This constructed example is not intended to imply any required format other than just the inclusion of both elements:**

- 1) the data analysis and**
- 2) a family-friendly summary statement of what the data analysis means in terms of how the child's disability impacts**
 - **access to the general curriculum**
 - **what strengths the child has and**
 - **what skills remain to be developed**

Data Analysis:

Jose is four years old and receiving special education and speech and language services in preschool due to an educational identification of Autism. His disability significantly impacts his communication. He is actively engaged in the preschool classroom. During whole group, Jose points to pictures in books or at picture cards when asked to do so. He enjoys music and movement, supporting his participation and learning during this time. Currently, Jose uses signs and gestures to request objects and to say "yes" or "no". With the help of the Speech and Language Pathologist, he is beginning to use a communication device to comment and make requests during snack time. Jose met all five out of five IEP goals from last year.

With a visual schedule, Jose will follow the daily routine in the classroom and will choose which centers he would like to participate in by pointing at the choice board that has the pictures of the centers. He has two friends that he likes to join in play in the house area or the block area. Jose can sustain his attention to center activities for 5 - 10 minutes, two or three times each day, playing next to his friend using the same materials and engaging in one back and forth exchange during the play. He helps clean up toys, organizing them correctly using labels on the shelf, when the clean-up bell has rung. He does not need an adult reminder.

During small group activities, Jose likes to sit next to an adult. He matches colors, shapes and animals with pictures. He can count to 5 by touching each object with his finger and then will hold up the correct number of fingers with 75% accuracy. He can match the letters of his name. He is starting to make recognizable shapes when he draws and is holding the marker in his fingers rather than a fist.

Outside time is Jose's favorite time of the day, he runs with his friends and will initiate a game of chase by saying, "hey!" and running in the other direction. He can climb on the play structure and will sometimes choose to ride the tricycles by himself.

The TS GOLD Performance Report is a look at children's skills related to specific objectives. Jose's progress toward meeting development and learning objective performance goals is as follows:

Social Emotional - Meeting Expectations	Cognitive Development - Meeting Expectations
Physical Development - Exceeding Expectations	Literacy - Below Expectations
Language Development - Below Expectations	Mathematics - Meeting Expectations

Summary Statement:

The assessment data shows a significant delay in communication. Even though Jose's social communication skills are not as developed as other children his age, Jose's ability to use visual supports to independently follow classroom routines, transition between activities, make choices, and request objects has assisted him in getting basic needs met and making friends. He needs to increase his communication by talking more and through the use of his communication device to further support his participation in the classroom routines. Learning to use the communication device to comment on stories from books, asking friends to play and showing what he knows is an important next step. Using simple phrases and increasing vocabulary on the device or orally will enable Jose to communicate during his preschool day and more at home. Jose will need visual systems such as a visual schedule, labels for organizing his work, and picture cues to signal what is expected of him to support his receptive language needs. These visual supports will build his receptive vocabulary, enabling him to use the communication device across the routines in the classroom as well as independently following more complex or new routines within the schedule. Repeating important words, paired with a visual card will also support Jose's understanding of language as his communication develops.

Please see the section titled, *Through the Lens of.....* for some additional constructed examples that contain PLAAFP statements.

Prioritize student’s needs to align with Annual Goals

Annual goals focus on the student’s important, unique educational needs as well as the concerns of the parent. **Each goal addressing a critical need must be properly aligned with the present level of academic achievement and functional performance (PLAAFP).** Goals identify the area(s) in which a student with a disability needs specially designed instruction and/or related services targeted to build essential skills that will facilitate participation and progress in the general education curriculum.

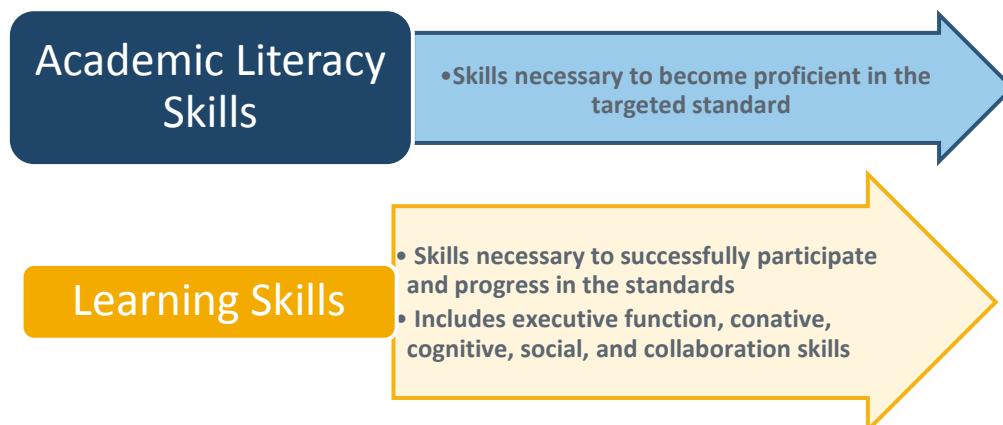
Identify the **critical skill(s)** needed to demonstrate proficiency of general education curriculum expectations at student’s enrolled grade level. It is critical to focus on skills and knowledge that are:

- Essential to desired outcomes
- Challenging, yet attainable
- Essential to participation in the general education curriculum
- Prioritized to clearly indicate skills and knowledge most important to long-term academic success

Annual goals can then be developed to close the gap between skills the student has already acquired in relation to skills required for success in the Colorado Academic Standards. Standards-aligned IEPs are not intended to define every educational goal for a student, nor are they meant to eliminate any functional skills students require in order to access the general curriculum.

Additional areas to consider for inclusion in the PLAAFP (adapted from Schillinger & Wetzel, pg.89-93, 2014)

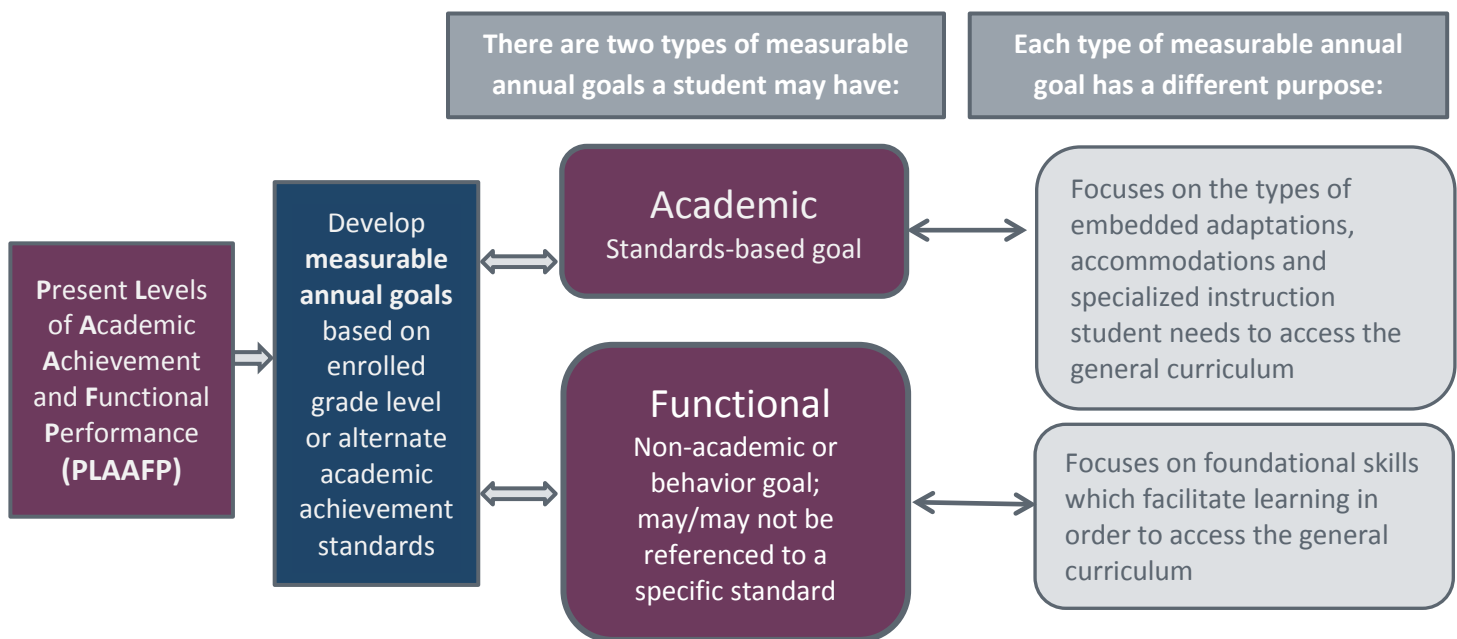
- academic literacy skills
- learning style for Universal Design for Learning (UDL)
- best modalities for how the task is presented and how the student will express learning (CAST)
- executive function skills
- technology literacy
- cognitive and conative strategies
- social skills



The IEP team will not necessarily want to develop goals on every grade-level standard in every content area, as that would be too cumbersome and time consuming. An understanding of how learning develops will allow the IEP team to prioritize and develop goals and objectives that are **based on the standards that are most likely to maximize the progress in the general education curriculum**. The goals will be based on the team’s best estimate of how far a student can reasonably advance, given specially designed instruction and accommodations, within the year that the IEP is in place. Remember, the aim in writing a standards-aligned IEP is not to re-create an alternate curriculum for the student. Rather, it is to clearly define the skills that need to be targeted for specialized instruction to “narrow the gap” in order for the student to meaningfully participate in the enrolled grade level curriculum with accommodations for presentation, response, timing or setting and to accelerate the acquisition of pre-requisite skills.

See [IEP Procedural Guidance](#) for a full explanation of the required elements of the PLAAFP section of the IEP form.

➤ Step 4: Develop measurable annual goals aligned with enrolled grade-level academic content standards



The standards-aligned IEP considers the student’s **unique areas of need** identified by evaluation data. Academic and/or functional goals, including those related to behavior / executive function are then specifically addressed through specialized instruction, related and instructional services, or other supplementary aids and services.



A. Determine the Academic Achievement Standard for the Student's Instruction

After developing the Present Levels statement, but before crafting measurable annual goals for a standards-aligned IEP, the IEP Team must determine the academic achievement standard used for instruction. All students receive instruction based upon the Colorado Academic Standards **grade level** academic achievement standards, with specified appropriate adaptations and/or accommodations unless the IEP Team concludes, based upon a body of evidence and evaluation data, that the student meets participation requirements as a student with a significant cognitive disability. The team may determine that the student's progress is most appropriately measured against **alternate** academic achievement standards. Measurable annual goals and objectives would then be based upon the Extended Evidence Outcomes (EEOs), which are linked to the grade-level standards, but are less in complexity, depth of content and rigor. Grade-level content is modified according to the needs of the student. A student receiving instruction on alternate standards is required to have measurable annual goals and benchmarks/short term objectives (IDEA §300.320(2)(B)(ii))

To assist the IEP Team with the discussion preceding the decision as to whether the student meets participation guidelines for receiving all classroom instruction based on alternate academic achievement standards and participating in classroom/district/state assessments based on alternate academic achievement standards (AA-AAS), please see the [Alternate Standards and Assessment Participation Guidelines Worksheet](#) and [companion clarifying document](#) in the [Colorado Instructional Accommodations Manual](#).

B. Determine the Type of Annual Goal

For students K-12, annual goals are either related to a student learning the content of the Colorado Academic Standards (**academic goal**) or related to the student learning a skill he/she needs to learn in order to access the general curriculum (**functional goal**).

In a standards-aligned IEP, the PLAAFP describes how the student is currently performing in relationship to the standards for the student's enrolled grade. The PLAAFP focuses on the specific curriculum-based skills and knowledge required which the student has already attained, or is developing, relative to grade-level standards. This information is then used to decide which academic skills the student has achieved and what skills remain to be accomplished. [Advocacy Brief: Understanding the Standards-based Individual Education Program \(IEP\)](#), National Center for Learning disabilities, www.LD.org; retrieved 5/14/2014.

Once the skills needed for instruction have been determined and prioritized according to student need, annual goals can then be developed to close the gap between skills the student currently has, to skills required in the grade-level or alternate standard. Standards-aligned IEPs are not intended to define every educational goal for a student, and they are also not meant to eliminate any functional training students require. ([Special Educators Look to Tie IEPs to Common Core](#), Education Week, Published online December 27, 2010; Updated March 23, 2012; Retrieved May 14, 2014).

Academic Goal (standards-based)

After considering the areas of need identified in the PLAAFP, and prioritizing those critical needs, the appropriate enrolled grade level content standard is selected to address those needs. Goals should be based on standards that are most essential for accelerating the student's ability to progress in the general education curriculum and that will result in the most educational benefit. The Concepts and Skills

2014; Updated 7/17



statement, the Evidence Outcomes (grade-level) or Extended Evidence Outcomes (alternate) articulate the essential learnings of the content standard and may form the foundation of a goal. There is no one specific method of constructing an annual goal; the unique needs of the student drive that decision. However, **the exact wording of the standard should NOT be copied as the goal**, since it is not stated in measurable terms.

Functional / Behavior Goal

While IDEA 2004 does not define the term “functional”, the US Department of Education generally describes functional as activities and skills that are not considered academic or related to a child’s achievement as measured on statewide achievement tests. The IDEA allows states to define “functional” as long as the definition and its use are consistent with the Act. (71 Fed. Reg. at 4661)

The Colorado Department of Education, Exceptional Student Services Unit, has defined “functional” in the following manner: *“Functional skills are those essential for everyday life, learning and work that focus on the student’s individual needs in the home, school, and community and may include skills in: self-help, behavioral and social interactions, independent living, mobility, and/or self-determination.”*

Annual goals that are non-academic are considered to be functional goals. These goals are not necessarily referenced to a specific enrolled grade-level content standard if an appropriate linkage is not evident. Functional goals may include skills that are supported by or taught within related services such as occupational therapy (OT), physical therapy (PT), and orientation and mobility (O&M). Certainly, a related service goal can be linked to and support an academic goal; however, there is no federal requirement for every non-academic goal to be linked to a standard.

Executive Function

Another area included under the category of functional goals may be goals related to executive function. Students with various types of disabilities may have areas of need related to these foundational processes:

- Attention and concentration
- Processing speed
- Memory
- Task Initiation
- Planning
- Mental flexibility
- Reasoning
- Organization
- Emotional control
- Sustained attention
- Persistence
- Metacognition/self-monitoring

It is critical to consider areas of executive function since it is often these types of skills that highly impact a student’s ability to fully participate and engage in classroom learning (Dawson and Guare, 2010). For example, a PLAAFP for a student with Attention Deficit Hyperactivity Disorder or Traumatic Brain Injury which impacts his/her attention and concentration, might warrant consideration for a functional annual goal related to self-monitoring strategies or focusing strategies.

The **Colorado Academic Standards for Comprehensive Health and Physical Education** include the areas listed below and may serve as references for functional goals.

- movement competence
- physical and personal wellness
- social/emotional wellness



- prevention and risk management

Some functional goals, such as those involved in orientation and mobility, may not necessarily be linked to a specific academic standard in the CAS; however, there are many functional skills that can be associated with the **Comprehensive Health and P.E Standards** in areas relating to mobility, health and wellness, social and emotional behavior, social skills etc.

The basis for writing measurable functional annual goals is the consideration of how the student's disability impacts access to the general education curriculum, as well as its impact on functioning in everyday life; it is **not** based on the disability category. **The ultimate purpose for a functional goal is to facilitate skill attainment necessary to access general education and achieve successful post-school outcomes.**

Preschool IEP Goals

Preschool IEP goals describe the child's involvement in age-appropriate activities that address academic and functional areas. This means that goals address developmentally appropriate routines and activities related to the three global outcomes identified by the Office of Special Education Programs (OSEP) of promoting the child's positive social relationships, acquisition and use of knowledge and skills, and use of appropriate actions to meet needs. This includes academic areas that are appropriate for young children (i.e., early literacy and math as well as skills needed for functional independence). (Early Childhood Technical Assistance Center)

Preschool goals are also based on standards and IEP teams are to use the Colorado Academic Standards (CAS). An additional resource is the Colorado Early Learning and Development Guidelines (ELDGs) which were developed to expand on the Colorado Academic Standards (CAS) and describe trajectories of children's learning and development from birth to age 8. High quality preschool goals are based on priorities that address skills within routines and are participation-based. All young children with disabilities should have access to inclusive high-quality early childhood programs, where they are provided with individualized and appropriate support in meeting high expectations. ([Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs, 2015](#)). One way to approach writing a goal that promotes inclusion for a preschool-aged child is as follows:

(Name) will participate in *(routine)* by *(doing what)*. We will know he can do this when *(measurable criteria)*.

In addition to the three global outcomes noted above, Preschool IEP goals should address access, participation, and supports, which are "The defining features of inclusion that can be used to identify high quality early childhood programs and services..." ([Joint Position Statement on Inclusion DEC & NAEYC 2009](#)).

C. Ensure the Goal is Measurable

SMART is a commonly understood acronym to represent the process of developing measurable annual goals. SMART goals appeared originally in business literature and have been adapted to relate to educational goals:



The “**specific and relevant**” determination is made by the IEP team considering:

- Is the goal clear and understandable?
- Is the goal positively stated?
- Is the goal reasonable based on the information in the PLAAFP?
- Is the goal practical and pertinent to the student’s academic, social and transition needs?
- Is the goal practical and pertinent to the student’s age and remaining years in school?
- Note: Including brand names or specific vendor products is not recommended.

The “**measurable and attainable**” determination is made by the IEP team considering:

- Does the goal include condition, behavior and standard criteria?
- Can progress on the goal be graphed?
- What assessment measure will be used to monitor progress?

The “**time sensitive**” determination is made by the IEP team considering:

- Will progress on this goal reflect sufficient growth according to the student’s age/grade level and remaining years in school?
- Will progress on the goal be examined frequently enough to make instructional decisions?
- What instructional decisions will be made based on the progress of this goal (continue, change the goal, discontinue the goal)?

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One user-friendly method of creating SMART goals is the “**A-B-C-D-E**” method which was adapted from Terri Chiara Johnston’s book, *Data Without Tears: How to Write Measurable Educational Goals and Collect Meaningful Data*. This involves four components for measurable goals, with an additional stem statement related to transition if needed. Mary Schillinger and Becky Wetzler, add an “**E**” for Evaluate. The following examples are a blending of that work.

		Description	Example
+ Stem for Transition		Age 15 or by the end of 9 th Grade	In order to handle the writing demands of postsecondary.... In order to perform the duties of a veterinary assistant,..... In order to communicate effectively with a supervisor and others in a workplace....(relates to the postsecondary goal)
A	Audience	identifies the “ who ” of the goal	Student’s name: Johnny
B	Behavior	clearly identifies the performance that is being monitored; (Stranger Test: can a person who does not know the child observe the desired behavior?) represents an action that can be directly observed and measured (Can you see it and quantify it?)	What will the student DO?will identify by activating a single switch to select.... ...will count by 2s to 20 ...will construct sets.... ...will produce a three paragraph essay containing.....
C	Conditions *Consider embedded accommodations and assistive technology	Tells to what extent the student is expected to perform the desired behavior in order to demonstrate mastery of the skill	Using an alternate pencil.... Using an adapted keyboard and word prediction software.... Using speech-to-text software to dictate..... When provided a verbal prompt.... Using adapted grade-level text.... Using a graphic organizer and assistive technology.... Given a grade level writing prompt.... When attending a school assembly or meeting....
D	Degree	Can include: Criteria – 4/5 opportunities; number correct Frequency – 80%; tallies Duration – over a two week period; during a 15 minute shared reading activity Generalization - transfer of skill to another setting/situation Timeframe – by the end of the first grading period; before the next annual review date	
(E)	Evaluate	How will we know if the degree was met? What was the standard of success?	...as measured by.... E.g., a district writing rubric; teacher-created checklist;



		project-based learning rubric
--	--	-------------------------------

Another example, adapted from the Maine Department of Education’s rubric, describes a well-aligned IEP Goal:
 (Jessica Yates, 2013)

<p>Academic Goal:</p> <p>Contains all specified components:</p> <ul style="list-style-type: none"> o When... o Given what... o Who... o Does what... o How much... o How often... o How measured <p>Is properly referenced to an academic standard</p>	<p>Functional Goal:</p> <p>Is properly referenced to an academic standard, such as CAS/ Comprehensive Health and P.E. as appropriate</p> <p>*Some functional goals may not have a standards-reference (e.g., orientation and mobility)</p> <p>Example: By November 15, 2014, given access to a math journal and the use of models/manipulatives, the student will use understandings about angles to write and solve equations with 100% independence in 4 out of 5 opportunities as measured by classroom assessments and progress monitoring. (CCSS: Math 7.G.5)</p>
<p>https://sites.google.com/site/thealignediepprocess/home/fall-2013-superintendent-region-trainings</p>	

For more examples using the **A-B-C-D** method, please refer to the *Through the Lens...* section of this document.

Additional considerations for IEP goal development

- In addition to the academic considerations and needs identified in the PLAAFP statement, consider areas of need identified in executive function, social skills for group work, cognitive problem solving skills, digital literacy, etc., based on assessment information.
- Goals are NOT a restatement of the academic standard, but should reflect consideration of the Colorado P-12 Academic Standards. The measurable annual goal should focus on the skill development needed to progress toward the standard. For students receiving instruction on alternate standards (EEOs), the goal may be based on the EEO; however, depending upon student need, the Concept and Skills statement from the Standards framework may be a better foundation for an annual goal.
- Consider how the goal could be generalized across settings to maximize skill acquisition
- **If a student is receiving instruction on alternate standards and participates in alternate assessment, the IEP must contain measurable annual goals and objectives.** The Extended



Readiness Competencies (ERCs) listed on each standard template may be considered when formulating objectives, but are not intended to be a complete listing of pre-requisite skills, nor full learning progressions. The ERCs must be customized for each student and written in measurable actionable terms. The data from the student's present levels of academic achievement and functional performance will indicate an entry level and the teacher will formulate short-term benchmarks/objectives to reflect reasonable learning progressions toward mastery of the Extended Evidence Outcomes.

- Consider the principles of Universal Design for Learning (UDL), the student's preferences for how information is presented, as well as how the student will respond to demonstrate learning. The UDL methods and/or accommodations may be embedded in the conditions of the goal statement (e.g., When provided multiple means of input, such as audio, speech-to-text or human reader, the student will.....).
- Consider how the goal can be addressed in multiple settings, such as home and community, to reinforce and generalize learning.
- For children in preschool, also consider the child's TS GOLD data and the Early Learning & Development Guidelines.

Tip: Develop data collection tools to monitor progress on IEP goals / objectives at the time the goal is written.

See [Standards Implementation Support](#) on the CDE Webpage for more resources.

Standards Side-by-Side Reference Tool

The *Standards Side-by-Side Reference Tool* is intended for application to instruction and development of IEPs for students receiving special education services. For students who receive instruction on grade-level academic achievement standards, only the Evidence Outcomes in the left column apply. Naturally, teachers may consult the Extended Evidence Outcomes and Essential Elements to inform targeted and specially designed instruction. However, the student's IEP goals would be referenced to the enrolled Colorado Academic Standards and the student would receive instruction based on grade-level academic achievement standards, with, or without accommodations.

The Colorado Academic Standards/Extended Evidence Outcomes and DLM Essential Elements are for students identified with a significant cognitive disability, and whose IEP Team has determined that the student meets participation requirements to receive instruction on alternate standards and to participate in alternate assessment. IEP Goals and objectives may be referenced to these alternate standards for Reading/Writing/Communicating and Mathematics.

The online **Standards Side-by-Side Reference Tools** for English Language Arts/Literacy and Mathematics are posted on the [Instructional Standards for Students with a Disability](#) webpage. (Scroll down to just beneath the DLM logo)

Step 5: Assess, analyze and report the student's progress throughout the year

Progress monitoring is a scientific-based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring strategies can be implemented in a classroom and/or for an individual student using a variety of collection sources.

...an IEP must include...a description of how the child's progress toward meeting the annual goals...will be measured. §300.320(B)(3)(i)

Considerations for monitoring progress

- *How does the student demonstrate what he/she knows on classroom, benchmark, and state assessments?*
- *Is a variety of assessments used to measure progress?*
- *How can families participate in progress monitoring at home?*
- *How will progress be reported to families in a way that is understandable and that they can use to adjust learning at home?*
- *Did the student make the progress expected by the IEP team?*
- *How does the student's performance compare with the performance of general education students?*
- *Is the student more independent in the goal area?*
- *Will work in the goal be continued or will the student be dismissed from this goal area?*

The Benefits of Progress Monitoring

- Sensitive to changes needed in instruction
- Directly related to instruction
- Allows for goal setting
- Allows for prediction
- Can be administered frequently and quickly
- Measures individual differences *and* growth
- Informs students of their progress and needed next steps for mastery

Monitoring Progress on IEP

Progress monitoring procedures guide how data will be collected in order to make instructional decisions about the progress of the student and establish a decision making plan for examining the data collected. After the IEP Team has determined the student's annual goal/objectives based upon the PLAAFP, the tool used for progress monitoring will be developed or stated. *Examples may include the following:

- teacher-designed data collection tools for academics and/or behavior
- commercially-available products (e.g., AIMSweb, Easy CBM and others)
- software-based progress monitoring tools embedded in some curriculum products
- behavior intervention monitoring assessment system (BIMAS)
- *For more examples, see the [National Center on Intensive Intervention's](#) webpage:

At the time an IEP is developed, it must specify and document how the child’s progress toward each annual goal will be measured, including. (§300.320(B)(3)(i))

- **what** will be monitored
- **who** will monitor it
- **when** it will be monitored
- **where** the monitoring will be conducted and
- **how** the data will be reported

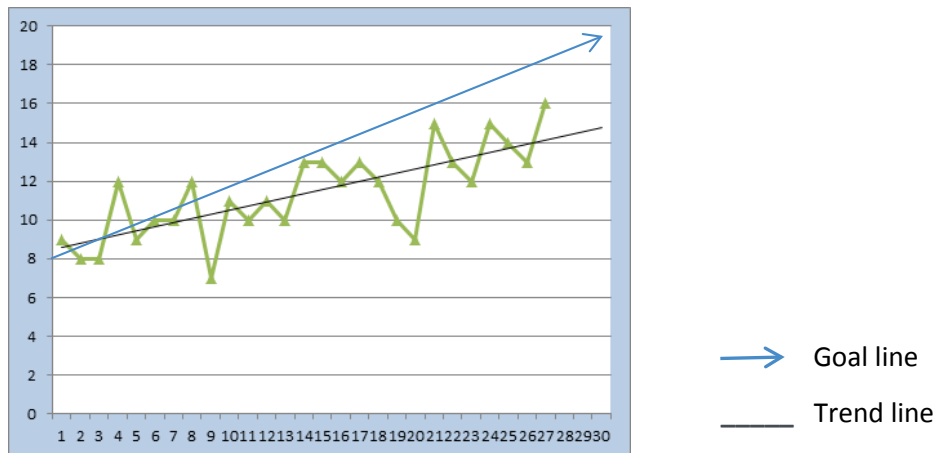
Evaluation procedures and tools selected to collect data and measure student progress should be identified in the IEP. Data collection tools should represent different types of measurement in order to provide a clear picture of student progress.

There are several important characteristics of progress monitoring. First, the behavior outlined in a goal is measured with an equivalent measure each time progress is assessed. Thus, the baseline and unit of measurement need to align. For example, if a child’s baseline is given in a percent, the progress monitoring probe is also scored as a percent. Another important characteristic is ensuring a regular and frequent collection of data in a format that is easy to implement and takes a short amount of time to complete. Finally, one of the most important features of progress monitoring is the ability to analyze performance over time and adjust instruction.

Analyzing Progress Monitoring Data to Inform Instruction

While there are numerous methods of plotting and visualizing data in order to analyze trends and identify areas still needing development, using trend line analysis is an effective strategy to compare what learning has occurred and what is currently occurring. The trend line usually indicates either an upward or downward slope. More frequent progress monitoring allows instructional decisions to be made sooner and as the number of data points increases, the effects of measurement error on the trend line decreases. (National Center on Intensive Intervention)

Trend Line Analysis



This graph shows data points for the actual performance as well as a trend line to demonstrate the pattern (trend) of the performance over time. Perhaps the easiest way to think about a trend line is as an average of all the data points. Research indicates that multiple data points (not including baseline) should be collected before relevant decisions can be made. (Fuchs, L. S., & Fuchs, D. (2004))



Standard Decision–Making Strategies

- After trend lines have been drawn, teachers use graphs to evaluate student progress and formulate next steps for instruction
- If the trend line is steeper than the goal line, the end-of-year performance goal needs to be increased.
- If the trend line is flatter than the goal line, the student’s instructional program needs to be revised.
- If the trend line and goal line are fairly equal, no changes need to be made.

Note: After implementing specialized instruction, the tendency may be to stop after plotting only 2-3 data points. In the example above, if the intervention would have been changed or discontinued after the first three points, the gain evidenced in the fourth point would have been lost.

4-Point Decision Making

While best practice indicates that at least six data points should be collected prior to making instructional decisions, considering the **four most recent** data points can reflect the most accurate picture of the student’s progress.

Ascending Goals - For behaviors that we are trying to increase, (e.g., number of words spelled correctly; on task behavior)

- If the most recent 4 consecutive data points fall below the goal/aim line, **make an instructional change**
- If the 4 consecutive data points fall above the goal/aim line, **consider increasing the goal**
- If the last 4 consecutive data points fall above and below the goal line, **continue with current instruction**

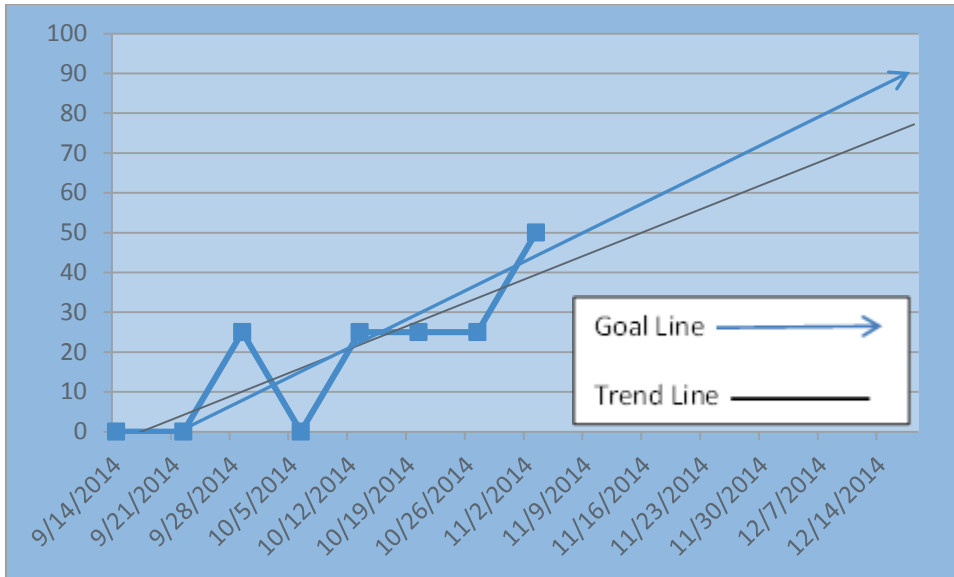
Descending Goals - For behaviors that we are trying to decrease, (e.g., frequency and length of verbal outbursts; number of errors)

- If the most recent 4 consecutive data points fall below the goal/aim line, **make an instructional change**
- If the 4 consecutive data points fall above the goal/aim line, **consider decreasing the goal or making a phase change** in the intervention and/or strategy
- If the last 4 consecutive data points fall below and above the goal line, **continue with current instruction.** (Fuchs, L. S., & Fuchs, D. (2004))

Analyzing Progress Monitoring Data

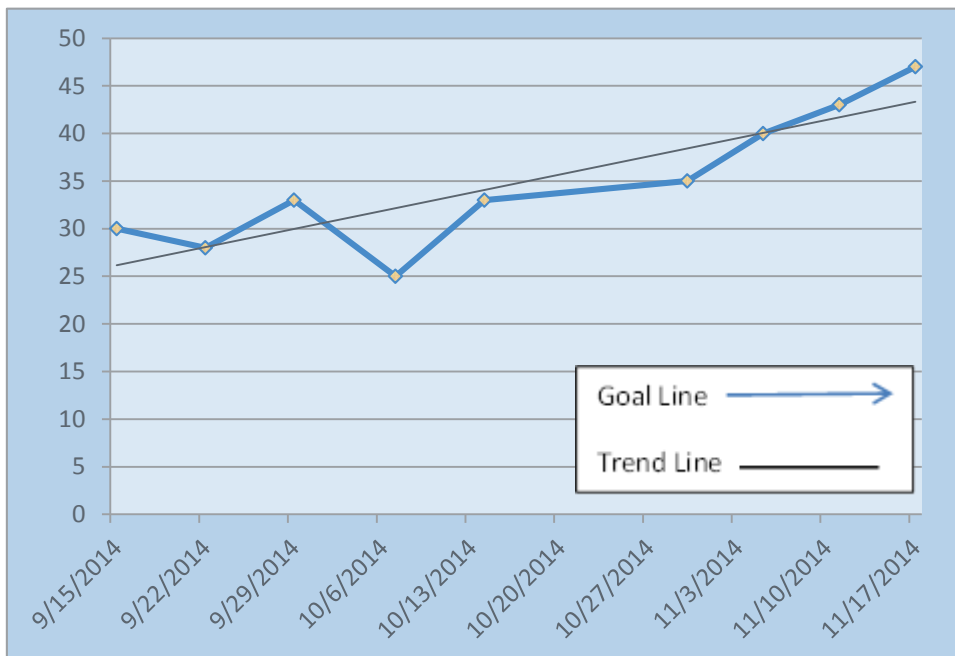
Practice using these examples:

Graph 1



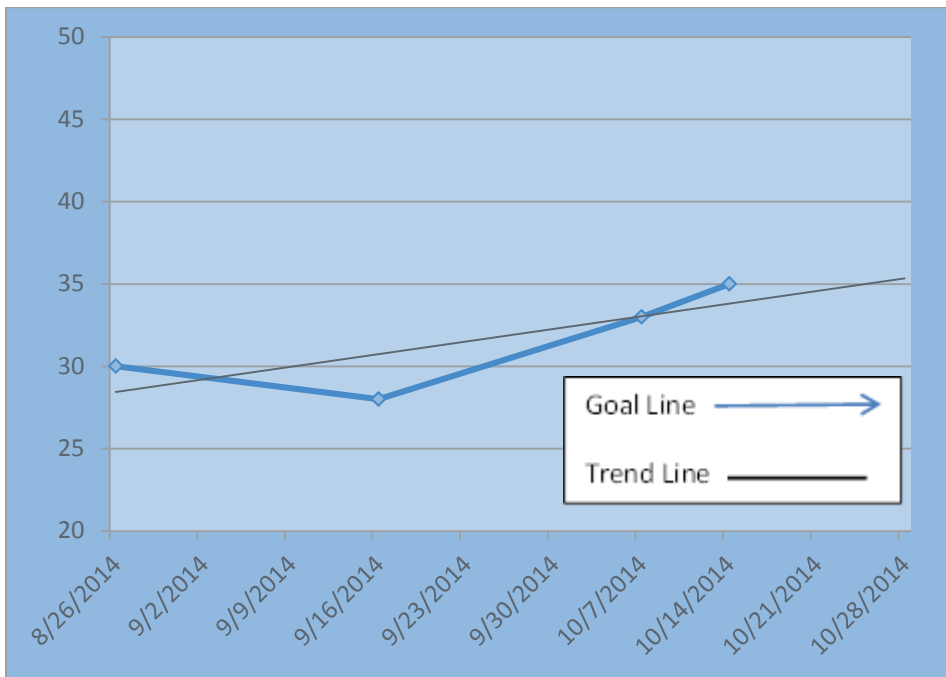
In Example #1, the decision would be to increase the goal as the last four data points are above the goal line.

Graph 2



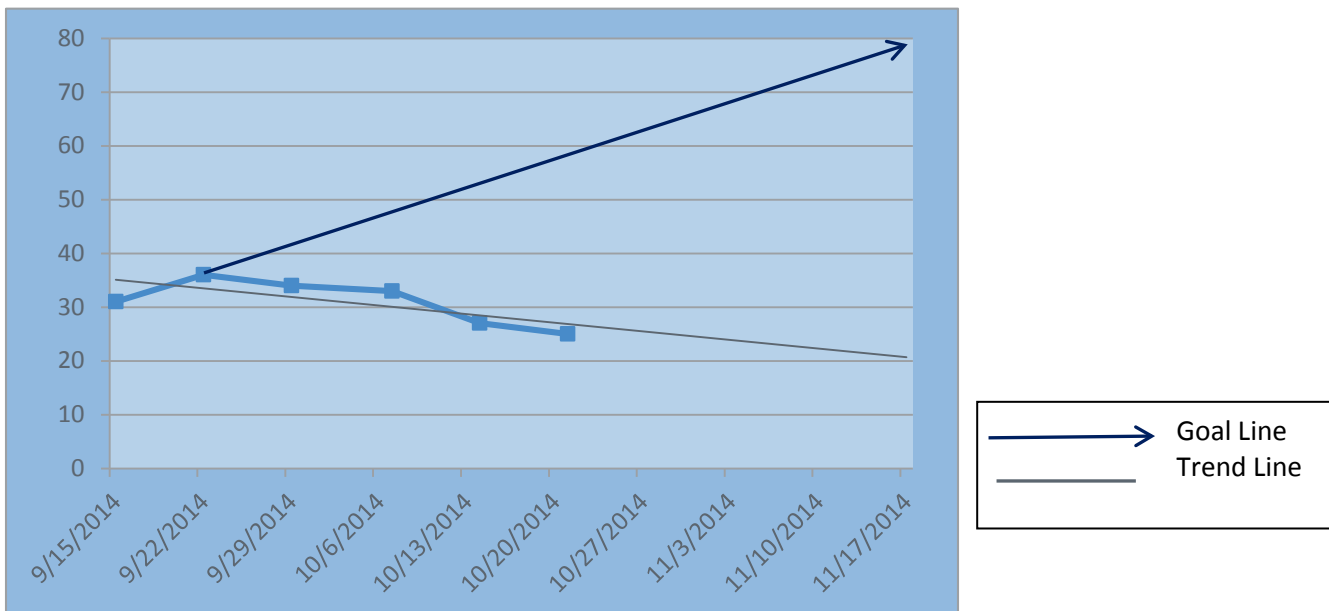
In Example #2, the decision would be to **continue the instruction**, the student is making progress.

Graph 3



In Example #3, the decision would be to **continue collecting data**; there is not enough data to make a decision.

Graph 4



In Example #4, the decision would be to **change the instruction**; the student is not making progress.

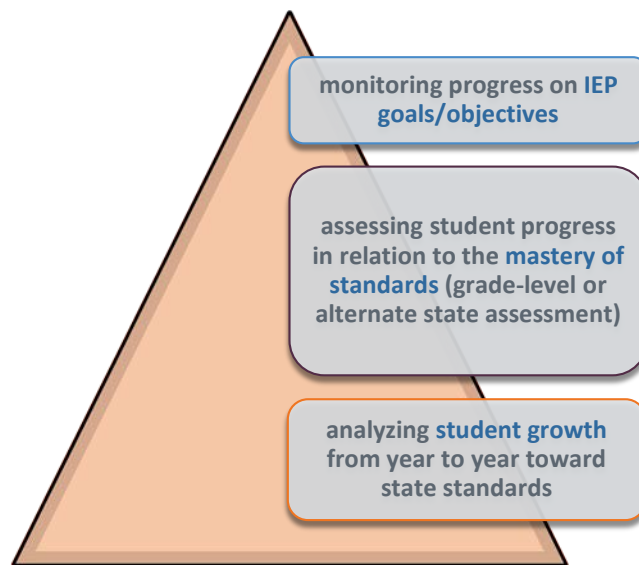
Assessing student progress and growth from year to year

Monitoring a student’s progress assists a teacher or a service provider or a family member in making ongoing instructional decisions about the strategies and interventions being used. It also provides

summative evidence that enables the IEP Team to determine whether the student has achieved his or her stated annual goals including the overall growth gained. Thus, the triangulation of this data with the monitoring of progress toward IEP goals provides a holistic approach to gauging student growth and reporting progress to families. Consider the following sources of data:

- **benchmark** assessments (e.g., DIBELS; STAR math/reading)
- district **interim** measures – district-created assessments designed to provide feedback on how students are progressing on the standards; use to assess whether the current rigor is sufficient to project mastery of the standard
- **state** assessments- measure student’s academic mastery of grade-level or alternate Colorado Academic Standards and show the student’s growth from year to year. (Colorado Growth Model <http://www.cde.state.co.us/schoolview/generalgrowthmodelfaq>)

Triangulation of Data



Reporting Progress to Families

The monitoring of progress provision in IDEA (2004) requires that the IEP specify how the student and parents will be regularly informed of the child’s progress toward the goals* (i.e., what the student can now do that he/she was not doing previously as it relates to the annual goal) and the extent to which progress is considered sufficient. Progress monitoring helps IEP teams address any lack of expected progress towards the annual goals and make decisions concerning the effectiveness of curriculum delivery. Families may contribute progress monitoring data from home, which is considered in ongoing decision-making.

Progress must be reported at least as often as parents of nondisabled students are informed of their child’s progress. (34 CFR 300.320 (a)(3))

*Check your local school progress reporting schedule to determine the required dates.

In addition, an evaluation schedule should be included in the IEP stating the date/ intervals/ frequency of the progress monitoring and data compilation, such as weekly, daily, etc.



Progress Monitoring/Reporting Example (Colorado IEP form)

Evaluation Method: <input type="checkbox"/> Monitor and Chart Progress <input type="checkbox"/> Focused Assessments <input type="checkbox"/> Portfolio Collection <input type="checkbox"/> Other: _____ IDEA 300.320(a)(3)(i)			
Progress Report (Describe how parents will be informed of the student's progress toward goals and how frequently this will occur) IDEA 300.320(a)(3)(iii)			
Reporting Date: __/__/__	Reporting Date: __/__/__	Reporting Date: __/__/__	Reporting Date: __/__/__
Progress: ____ Supporting Data Point:	Progress: ____ Supporting Data Point:	Progress: ____ Supporting Data Point:	Progress: ____ Supporting Data Point:

Step 6: Identify specially designed instruction including accommodations and/or modifications needed to access, engage in meaningful participation, and make progress in the general education curriculum

Specially Designed Instruction (SDI) as defined by IDEA, 2004 regulations refer to adaptations to the **content, methodology or delivery of instruction** that:

- Address the unique needs of a child that result from the child's disability
- Ensure access to the general education curriculum so that the child can meet the educational standards that apply to all children (34 Code of Federal Regulations (CFR) §300.39(b)(3))
- Are guaranteed by IDEA and implemented in accordance with the Individual Education Program (IEP) process
- Are at no cost to parents

This definition of specially designed instruction unmistakably indicates that the intent is for students with a disability to be **provided first best instruction along with specialized services** that allow them to achieve equally to their same age peers without a disability.

Specially designed instruction simply means "what the special education teacher does" to support, instruct, assess and re-teach the student. The SDI includes methodology to help close the academic performance gap between students with a disability and their general education peers. According to the U.S. Department of Education, "states, school districts, and school personnel must...select and use methods that research has shown to be effective, to the extent that methods based on peer-reviewed research are available".

"Peer-reviewed research" generally refers to research that is reviewed by qualified reviewers to ensure that the quality of the information meets the standards of the field before the research is published. Families should understand how they can support the specially designed instruction in multiple settings and how to engage in on-going two-way communication with school staff around student progress. Families should understand how they can support their child's instruction across multiple settings and how to engage in ongoing two-way communication with school staff around student progress.

Specially designed instruction targets the specific skills that the student has not yet developed which are necessary for the child to improve his/her academic performance required for his/her annual goals. This unique teacher instruction should be clearly written in the IEP and be easily understood by anyone who reads the IEP. The student and the parent should know **what** specially designed instruction is being provided to increase the student’s achievement and academic performance; **who** will be providing this instruction to the child; **where** the SDI will be provided and **how often** (frequency).

In best practice, Specially Designed Instruction <i>IS...</i>	In best practice, Specially Designed Instruction is <i>NOT....</i>
Focused, goal driven and targeted instruction aimed at the prioritized needs identified in the PLAAFP—“closing the gap”	Intended to supplant first best (Tier I) general education instruction
Helps to “pave the way” for the student to be successful in the general education setting (e.g., pre-teaching content vocabulary; adapting text complexity level for grade-level passages; pre-reading and discussing passages; supplying background knowledge/context for the content; providing accessible materials in alternate formats etc.)	Assuming students will “just pick it up” from the general education classroom discussion
Explicit instruction is systematic, direct, engaging and success oriented <small>(Anita Archer/Charles Hughes)</small>	about getting homework or general education classwork done (...that’s tutoring)
Adapting instruction, materials and assessments to allow access to the rich grade-level content aligned to standards	“Watered down curriculum”
Modifying instruction, materials and assessments to align to grade-level content which is based on alternate standards	Using materials that are not age appropriate, using materials that do not link to the content of the standard or providing grade-level materials without appropriate modifications
Using assistive technology to adapt presentation and response in order for student to produce work independently	Providing an unnecessarily high level of support; to always “make things easier” or “do it faster” rather than encouraging the student to do as much as possible on their own
Linked to the general education curriculum for the child’s enrolled grade	about having an extra person (e.g. co-teacher, paraprofessional) in the general education classroom working on an unrelated task
Approaching instruction with a positive mindset of “how can I best adapt and present this content in order for this student to be successful”.	Allowing the student’s disability to be a barrier to learning or having lower expectations

Specially designed instruction details the kinds of unique instructional services a student with a disability needs in order to accomplish their IEP goals/ objectives. These services may include, but are not limited to, accommodations/modifications; related services (e.g., OT/ PT) and instructional services (e.g., speech/language, adapted PE); supplementary aids, along with options such as adaptations in instructional methods, materials, media, technology and physical setting, or environment.



Considerations for Specially Designed Instruction:

- What are this student's characteristics as a learner? (e.g., multiple intelligences, learning styles)
- How can this student best access the enrolled grade level content?
- How do I differentiate content, process and product to meet this child's needs?
- How can this student best demonstrate mastery?
- How can I include the family in expanding learning opportunities to multiple settings?

Accommodations and Modifications

Purpose of Instructional Accommodations

Accommodations are practices and procedures that provide equitable access during instruction and assessment for students who have a documented need, including students with a disability. The use of accommodations moves us one step closer to ensuring that students with a disability in Colorado have a fair and equal chance to receive standards-based instruction and demonstrate mastery of the state standards. **Providing documented accommodations in any formal educational plan is not discretionary.**

When a student has a documented need or a disability that requires a change in methodology or procedure in order to allow the student to access the information, then certain adaptations in presentation, response, setting/environment, or timing/scheduling are considered **accommodations**. The student is ultimately expected to master the same content, but may demonstrate that mastery in different ways or accomplish the work with various types of support. The content of the standard is the same for all students receiving instruction on grade-level standards. An adaptation is considered to be an accommodation to a learning or performance difference. Typically, accommodation is reflected in how the teacher delivers instruction and/or how the student demonstrates mastery. **The use of an instructional accommodation does not change the grade-level academic achievement standard or any assessment that is used to monitor the student's progress toward mastery of the standard.**

However, if the student's IEP Team determines that the student meets participation guidelines as a student with a significant cognitive disability, then the Team will also determine the academic achievement standard for instruction. If the impact of the student's disability is such that daily instruction is most appropriately based on alternate academic achievement standards and student progress is best evaluated with alternate assessments based on alternate academic achievement standards (AA-AAS), the IEP Team will document those decisions in the IEP. Accommodations may also be required along with modification of the academic content and materials. The student participates in district alternate assessments; CoAlt: Science and Social Studies; CoAlt: Dynamic Learning Maps Alternate (English language arts and Mathematics) and the 11th Grade Alternate Assessment for the Colorado ACT. Modifications **reflect a change of content and rigor** and require a standards-aligned IEP for instruction. **Modifications change what the student is expected to learn and the academic achievement standard by which the student is evaluated.**

Selecting Instructional Accommodations

An **instructional accommodation** is to be selected, designed, and evaluated by the student's teachers, parents, and the student based upon the student's characteristics as a learner. A sound decision about a



student's need for accommodations considers the student's preferences and needs in combination with the tasks required during assessment. The goal is to find the right balance which gives a student access to instruction without diluting the content or expected outcomes. Effectiveness of an accommodation is dependent upon the student's proficiency with its use, which improves through regular practice in everyday life.

Accommodations are...	Accommodations are NOT ...
based on individual student documented need and used routinely in instruction with sufficient frequency to ensure familiarity and independent use	to be provided solely for convenience
designed to give students equitable access to the general curriculum during instruction and assessment	intended to give educational advantage
to be used for students to produce their own work independently and demonstrate learning	used to reduce learning expectations or replace instruction
determined by districts for classroom and/or district interim assessments	intended to “help all students do better”
documented in a formal education plan	to be continued without evidence of effectiveness

Typically, the use of accommodations does not begin and end in school. Students who use accommodations will generally also need them at home, in the community, and, as they get older, in postsecondary education and in the workplace. Students should be encouraged to be involved in the selection and evaluation of accommodations.

To ensure that students with a disability are engaged in standards-based instruction, the members of the IEP team should consider the following:

- What are the [student’s characteristics](#) as a learner? What more disability-specific resources are available? (See Tables A-P)
- How can **access to grade-level standards** be ensured regardless of a disability or language barrier?
- What **types of instructional tasks** are expected of the student in order to demonstrate proficiency in grade-level content?
- Is there a consistent “golden thread” or supporting **body of evidence** that connects the student’s characteristics and needs with accommodations?
- Are accommodations documented in a formal plan or standards-aligned IEP, which serves as a foundation for classroom instruction and assessment?
- Does the student really **NEED** the accommodation?
- Remember, the educational goal is for students to have access to tools which allow them to produce work independently. Accommodations are **not intended for convenience or just “to do better.”**
- Does the student demonstrate **willingness to consistently use** the accommodation?
- Can the student self-advocate for accommodations in multiple settings?
- What accommodations are needed for learning in multiple settings, such as home and community?



The [Colorado Instructional Accommodations Manual](#) presents a **Five-Step Process** for all educational teams to follow in the selection, implementation, and evaluation of accommodations used during instruction and assessment. The guidance in this manual pertains to all students in the State of Colorado with a formally documented need or identified disability. The educational team is responsible to consider each student's individual need for an accommodation used during instruction, classroom assessments, and district assessments, as well as to consider policies for use on a state summative assessment.

The purpose of the Five-Step Process is to ensure:

- Accommodations are provided in order for students to **gain access** to instruction and assessments
- Accommodations or modifications are provided to **qualified students**
- Clear documented **evidence** exists to support the use of accommodations in instruction and assessments

Step 7: Determine how the student will participate in assessment

One of the responsibilities of the IEP Team is to determine **how** the student is to participate in assessment, **not whether** the student participates. In Colorado, all students are included and compelled by law to participate in state and federally-mandated grade-level assessments. If a student meets participation requirements to receive instruction based on alternate academic achievement standards, the Extended Evidence Outcomes, then the student will take the alternate assessment for **all** district and state required assessments. If a district conducts an interim assessment, an alternate must be provided that is based on the student's alternate instructional standards.

Section §300.160 of IDEA is related to participation in assessments and states:

(a) General. A State must ensure that all children with disabilities are included in all general State and district-wide assessment programs, including assessments described under section 1111 of the ESEA, 20 U.S.C. 6311, with appropriate accommodations and alternate assessments, if necessary, as indicated in their respective IEPs.

Resource:

The U.S. Office of Special Education Programs (OSEP) has released [A Decision Framework for IEP Teams Related to Methods for Individual Student Participation in State Accountability Assessments](#). Please note that in Colorado, there are three possible methods of participation for a student:

- General assessment (CMAS)
- General assessment with accommodations
- Alternate assessment judged against alternate achievement standards

Guiding questions for IEP Teams

- Has the student received instruction based upon the appropriate academic achievement standards?
- Have classroom/district assessments been designed to reflect the student's instruction?
- Under what conditions will the assessment be administered? (e.g., timing, setting, delivery of instruction)
- What accessibility features and accommodations are available on state assessments that are also used during instruction?
- What can be learned from the student's accommodation use during previous state assessments?

Accommodations for Assessment Linked to Instruction

The state's assessment system supports the teaching and learning process by providing a range of assessments to inform classroom instruction and school and district improvement. This system of assessments includes peer reviewed interim assessments; school readiness; early literacy (READ Act); English language proficiency; summative content assessments, college/career readiness assessments; and corresponding alternate assessments.

State Assessments (K-12)

For more information on accessibility features and accommodations offered on the various state assessments, please reference the [Assessment Unit's](#) webpages.



Through the Lens of.....

Given the diverse nature of the population of students with disabilities, when creating IEPs, there may be additional considerations for students with specific types of disabilities. Various invented profiles are offered in this section for illustrative purposes ONLY. Please note:

- The examples presented here should **not** be considered as a “model” or requirement for any student in a given disability category.
- Examples of data included in the PLAAFP statement are not intended to reflect a complete evaluation.
- The goal statements are color-coded to correspond with the **A-B-C-D** method of creating SMART goals. (See Step 4.) It is to emphasize the elements of the goal that are necessary, not any specific wording or method.
- The exact language of a standard should not be used as the goal itself, as standards are too general to be included as observable and measurable annual goals.
- Functional goals are considered essential or foundational and are intended to provide access to the general education curriculum. Most functional goals can be referenced to a content or Comprehensive Health and P.E. standard; however, there may be instances where a specific standard is not applicable for the goal.
- Academic goals are referenced to the Colorado Academic Standards for students receiving instruction on grade-level standards. For students who meet participation requirements to receive instruction on alternate academic achievement standards, academic goals are referenced to the Extended Evidence Outcomes.
- IDEA requires short-term objectives, or benchmarks for goals of students who participate in alternate assessment. Since the term “objectives” is plural, best practice would indicate that a minimum of two objectives would be needed to outline progress toward the measurable annual goal.
- A requirement to include objectives for all annual goals, including goals based upon grade-level academic achievement standard, is a local Administrative Unit decision.

- The constructed examples below that include a PLAAFP statement are not intended to imply any required format other than just the inclusion of both elements--1) the data analyses and 2) a family-friendly summary statement of what the data means in terms of how the child’s disability impacts access to the general curriculum; what strengths the child has; and what skills remain to be developed.



... *OTHER HEALTH IMPAIRMENT*

**Andrew: Preschool – Grade-level Academic Achievement Standard
Functional Goal referenced to Comprehensive Health & PE standard**

Andrew will participate in toileting, and transitions indoors and outdoors by manipulating clothing fasteners (buttons, zippers, snaps) on the clothes he typically wears to school. We will know he can do this when he dresses and undresses independently in each of these routines for 4 out of 5 days for 2 weeks.

<p style="text-align: center;"><u>CAS reference:</u></p> <p>Content area: Physical and Personal Wellness in Health Preschool Standard 2 Prepared Graduates: Apply knowledge and skills related to health promotion, disease prevention and health maintenance Concepts & Skills: Develop self-management skills and personal hygiene skills to promote healthy habits Evidence Outcome: a. Develop an awareness of healthy habits such as using clean tissues, washing hands, handling food hygienically, brushing teeth and dressing appropriately for the weather (DOK 1-3)</p>	<p style="text-align: center;"><u>Instructional Accommodations:</u></p> <ul style="list-style-type: none"> Presentation: Visual supports Response: Timing: Extended time for toileting Setting: Adaptive Dressing Equipment
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... *DEVELOPMENTAL DELAY*

Student Profile: Samantha – Kindergarten- Grade-level Academic Achievement Standard Academic Goal for Reading/Writing/Communicating

Data analysis

Sam is a Kindergarten student receiving special education services as a student with a developmental delay; however, the IEP Team has not determined that Sam meets participation requirements as a student with a significant cognitive disability. She has attended preschool for two years. Ms. Happy administered DIBELS on 9/10/14. (Sam’s school district has chosen to use DIBELS as their screening/interim assessment for compliance with the READ Act.) Subsequently, Ms. Happy administered a number of additional assessments to help determine an appropriate educational program for Sam. Her scores are as follows:

- o *DIBELS Next
 - Composite Score: 9 (READ Act cut score for beginning K = 12)

Additional Assessments: Administered by Ms. Happy 9/23/14 and 9/27/14

- o Kaufman Survey of Early Academic and Language Skills (K-SEALS)
 - Vocabulary - 27th percentile
 - Numbers, Letters & Words – 7th percentile
 - Articulation Survey – Passed
- o Test of Auditory Analysis Skills (TAAS) - Phonological Awareness 0/13
- o Criterion Test of Basic Reading Skills – 2nd Edition
 - Capital Letters 1/26
 - Lower case letters 2/26
- o Executive function skills, those skills that help us decide what activities or tasks we will pay attention to and which ones we’ll choose to do, were assessed with informal measures by Mr. Here, school psychologist on 9/10/14. She has the conversational skills needed for learning in groups, but her attention and ability to sustain focus appear to interfere with her participation in group activities and independent work. This was supported through observations during math and writing activities in the classroom. In the area of number and letter recognition, she needs strategies for recall and when frustrated, finds it difficult to persist in a task.

Summary Statement: The formal and informal assessments indicate that Samantha qualifies as a student with a significant reading deficiency (SRD) and her general education Kindergarten teacher will prepare a Readiness Plan that integrates the required components of a READ Plan in compliance with the Colorado READ Act to address early literacy skills. At the age of 3, Samantha was identified as meeting eligibility criteria for special education services under the disability category of Developmental Delay. Samantha demonstrates a need for specially designed instruction to provide extended practice and opportunities to enhance her symbolic processing and early literacy development.

Example of a goal to link with priority needs identified in Samantha’s PLAAFP:

Upon presentation of upper and lowercase letter symbols, Samantha will correctly name all 26 letters of the alphabet on 4/5 trials by the date of annual review.

<p style="text-align: center;"><u>CAS reference:</u></p> <p>Reading/Writing/Communicating Grade Level Expectations: Kindergarten Standard: 2 Reading for All Purposes Prepared Graduates: Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary, Demonstrate comprehension of a variety of informational, literary, and persuasive texts Concept & Skills: 3 Decoding words in print requires alphabet recognition and knowledge of letters and sounds Evidence Outcome a. iv <i>Recognize and name all upper and lower case letters of the alphabet</i> (CCSS: L.K.1a)</p>	<p style="text-align: center;"><u>Instructional Accommodations:</u></p> <p>Presentation: Adapt instructional materials if needed; cueing system for focus</p>
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... *ORTHOPEDIC IMPAIRMENT*

<p>Zak: 1st Grade – Grade-Level Academic Achievement Standard Functional goal referenced to Comprehensive Health & PE standard</p>	
<p>Example 1: In a physical education class with general education peers, Zak will participate in a locomotor activity while driving his power wheelchair 50% of class time without bumping into peers and objects for 2 out of 3 class periods over a period of 6 months without adult support, visual and verbal prompts, or extended time.</p>	
<p>Example 2: By May 2015, in a physical education class with general education peers, Zak will follow the rules when participating in 1 organized team activity per class period using visual and verbal prompts.</p>	
<p style="text-align: center;"><u>CAS reference:</u></p> <p>Content Area: Physical Education & Comprehensive Health Standard 3 Emotional and Social Wellness in Physical Education Prepared Graduates: Exhibit responsible personal and social behavior that respects self and others in physical activity settings Concepts and skills: 2. Follow the rules of an activity Evidence Outcome: a. perform a simple sequence of movements within given parameters and guidelines (DOK 1-2)</p>	<p style="text-align: center;"><u>Instructional Accommodations:</u></p> <p>Presentation: visual and verbal prompts</p> <p>Response: allow time for processing prompts when given</p> <p>Setting: in regular physical education setting</p>



...INTELLECTUAL DISABILITY

**Student Profile: Miles – 3rd Grade - Alternate Academic Achievement Standard
Academic Goal for Reading / Writing / Communicating**

After listening to a 3rd grade level informational topic presented with adapted instructional materials related to the topic, Miles will use a preferred mode of communication to choose the main idea of the topic from picture/text prompts and construct a complete a subject/verb/object sentence to include one detail or fact related to the topic with 80% accuracy in 4 out of 5 by the annual review date.

CAS reference:

Reading/Writing/Communicating
3rd grade
Standard: 3 Writing and Composition
Concept & Skills: 2. A writing process is used to plan, draft, and write a variety of informational texts
Extended Evidence Outcome:

II. Produce and publish one sentence of writing using technology
(DLM: Essential Element EE.W.3.2.a Select a topic and write about it using one fact or detail.)

Example of possible objectives for Miles: (state in measurable terms for progress monitoring)

1. Match a picture to an object which represents the topic (e.g. topic of soil—match picture of soil with a container of soil)
2. Choose a picture that identifies the topic (e.g., present picture of soil vs. a fire truck)
3. Write a single word response when given a constructed sentence stem (I learned about ____.)
4. Complete a sentence to include a fact or attribute about the topic (e.g., The soil is brown; gritty etc.)
5. Select picture/text cards to sequence noun/verb/object sentence related to the topic

Instructional Accommodations/Modifications

Presentation: adapted instructional materials
Response: Use preferred mode of communication to make a selection when presented a picture/text prompt (e.g., point; switch; adapted keyboard; eye-gaze frame etc.)
Timing: extended time
Setting: small group

*Apply to other content area topics



...SERIOUS EMOTIONAL DISABILITY

Becky: 3rd Grade – Grade Level Academic Achievement Standard Functional (Behavior/Executive Function) Goal referenced to Comprehensive Health & PE standard

During daily independent activities without prompting, **Becky will self-monitor escalating frustration and place a visual reminder card on her desk when she does not understand what to do next in 3 of 5 situations over a six week period.**

<u>CAS reference:</u>	<u>Instructional Accommodations:</u>
<p>Comprehensive Health Grade 3 Standard 3 Emotional and Social Wellness in Physical Education Prepared Graduate Statement: Utilize knowledge and skills to enhance mental, emotional, and social well-being Concepts and skills students master: 2. Demonstrate interpersonal communication skills to support positive interactions with families, peers, and others Evidence Outcome: a. Demonstrate effective interpersonal communication skills necessary to express emotions, personal needs, and wants in a healthy way (DOK 1-3)</p>	<p>Presentation: adapted instructional materials Response: use of visual reminders</p>

Note: The Comprehensive Health and P.E. standards do not currently have adopted Extended Evidence Outcomes; therefore, the grade-level standards would also be referenced for students receiving instruction on alternate standards.



... *SPEECH OR LANGUAGE IMPAIRMENT*

**Spee Keezy – 4th Grade – Grade-Level Academic Achievement Standard
Academic Goal for Reading/Writing/ Communicating**

In a classroom discussion after completing a graphic organizer from a grade-level story or informational text presented in a audio format, **Spee Keezy will identify two basic similarities and two differences between the stories or text in 4/5 opportunities over a four-week period.**

<p style="text-align: center;"><u>CAS reference:</u></p> <p>Content area: Reading/Writing/Communicating 4th Grade Standard 1 Oral Expression and Listening Prepared Graduates: Use language appropriate for purpose and audience Concepts and skills: 1. A clear communication plan is necessary to effectively deliver and receive information Evidence Outcome: b. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL.4.2)</p>	<p style="text-align: center;"><u>Instructional Accommodations:</u></p> <ul style="list-style-type: none"> • Presentation: provide text in audio format (e.g., text to speech reader; audio books etc.) • Response: use graphic organizer • Timing: allow extended wait time for Spee to respond orally • Setting: (with headphones) <p><u>Possible Support Roles for this goal:</u> General Education Teacher – apply background knowledge; discuss vocabulary – choose instructional topic/informational text; conduct classroom discussion using strategies provided by special education staff Special Education Teacher – teach comprehension strategies; use of graphic organizer; cite evidence from text Speech-Language Pathologist: pre-teach vocabulary; talk about multiple meaning words; use completed graphic organizer to structure a discussion; use complete sentences/ thoughts to express similarities/differences from the text (SLP may elect to go into the classroom during the class discussion to observe/ elicit the oral language responses)</p>
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... *ORTHOPEDIC IMPAIRMENT*

(Student could possibly be a student who receives special education services under another disability category—this is provided only as an example.)

Student Profile: Iga Taheet – 4th Grade – Grade-level Academic Achievement Standard - Functional Goal for Dysphagia (shown here as linked to an academic standard for CHPE)

In order to improve her independent feeding skills during lunch and snack time with a variety of textures Iga Taheet will maintain lip closure while chewing to contain food within her mouth in 4/5 bites within a feeding period (lunch or snack) over consecutive 2-week period.

<p>Content area: Comprehensive Health and Physical Education 4th Grade Standard 2 Physical and Personal Wellness and Health Prepared Graduates: Apply knowledge and skills to engage in lifelong healthy eating Concepts and skills: 1. Demonstrate the ability to set a goal in order to enhance personal nutrition status Evidence Outcome: c. Identify healthy foods (including snacks) in appropriate portion sizes (DOK 1-2)</p>	<p style="text-align: center;"><u>Instructional Accommodations:</u></p> <p>Presentation: picture cue/; tactile/verbal prompting Response: use of augmentative communication device/head switch/eye gaze to communicate choices Timing: extended time to complete activity Setting/Environment: adapted equipment; preferential seating to avoid distractions</p>
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...AUTISM SPECTRUM DISORDER – WRITING

Student Profile: Judy: 5th Grade – Grade-Level Academic Achievement Standard Academic Goal for Reading/ Writing/ Communicating

After reading a grade level informational passage and viewing a short video of the same concepts, **Judy** will use word processing with word prediction software to write a two-paragraph essay to summarize the passage by comparing/contrasting two or more concepts with 80% accuracy as evaluated with a scoring rubric for writing in five consecutive trials.

Student Profile: Judy: 5th Grade – Grade-Level Academic Achievement Standard Academic Goal for Reading/ Writing/ Communicating

<p>CAS Reference: Content Area: Reading, Writing and Communicating Grade Level Expectations: Fifth Grade Standard: 2. Reading for All Purposes Prepared Graduates: Demonstrate comprehension of a variety of informational, literary, and persuasive texts and Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks Concepts and skills: 2. Ideas found in a variety of informational texts need to be compared and understood Evidence Outcome: a. ii Use Key Ideas and Details to Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)</p>	<p>Instructional Accommodations:</p> <p>Presentation:</p> <ul style="list-style-type: none"> • text to speech (read aloud); text provided in audio format • use of video or other digital media to support reading of text • Use of graphic organizers <p>Response:</p> <ul style="list-style-type: none"> • use of word processing with word prediction software to produce writing responses • Use of software to read aloud what Judy has written as a support for checking and editing her writing
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 ...*INTELLECTUAL DISABILITY*

Susan: 5th Grade Mathematics – Alternate Academic Achievement Standard Academic Goal and Objectives for Mathematics

Using a 1 x 5 multiplication chart and various types of manipulatives, Susan will accurately multiply whole numbers up to 25 on 4/5 opportunities across three consecutive data collection periods.

*Possible Objectives: (write in measurable terms for progress monitoring)

- construct equal sets of objects
- relate counting sets to the multiplication chart (e.g., skip count by 2s, 3s, 4s and 5s)
- Combine equal sets with repeated addition
- identify the meaning of the +, =, and x symbols
- use manipulatives to create arrays for sets of 1-5
- complete a multiplication chart using repeated addition to create patterns
- create and practice with a set of flashcards for the multiplication facts up to 5 x 5

CAS Reference:

Content Area: Mathematics

Grade Level Expectation: Fifth Grade

Standard 1 Number Sense Properties and Operations

Prepared Graduates: Are fluent with basic numerical and symbolic facts and algorithms, and are able to select and use appropriate (mental math, paper and pencil, and technology) methods based on an understanding of their efficiency, precision, and transparency

Concepts and skills:

2. Formulate, represent, and use algorithms with multi-digit whole numbers and decimals with flexibility, accuracy, and efficiency

Evidence Outcome: a. Fluently multiply multi-digit whole numbers using standard algorithms. (CCSS: 5.NBT.5)

EEO: III. Solve simple one-step equations (____ +/- a constant up to 5 =) in input/output boxes (e.g. ? + 3 = triangle).

DLM Essential Elements: [EE.5.NBT.5. Multiply whole numbers up to 5 x 5.](#)

Instructional Accommodations:

- Presentation: manipulatives; 1-100 Chart; Multiplication Chart

Dynamic Learning Maps [Essential Elements & Learning Map Resources](#) (Linkage Levels for each Essential Element for ELA and Math)



...AUTISM SPECTRUM DISORDER

Student Profile: David – 8th Grade – Grade Level Academic Achievement Standard Academic Goal for Reading/Writing/Communicating

Using a typed script that incorporates visual icons of the targeted non-verbal communication skill (appropriate gestures, facial expressions, posture, and body language), David will deliver an assigned classroom speech in person or on video, on a preferred topic, using targeted nonverbal communication skills in 3 out of 4 opportunities across 2 semesters.

CAS reference:

Content area: Reading/Writing/Communicating

Grade: 8

Standard: 1.Oral Expression and Listening

Prepared Graduates: Demonstrate skill in inferential and evaluative listening

Concept: 2. A variety of response strategies clarifies meaning or messages

Evidence Outcome: a. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

(CCSS: SL.8.4)

Instructional Accommodations:

- Presentation: visual prompts
- Response: present orally in person or use of self-video; produce script using word processing or other preferred mode of writing; use of tablet/digital video equipment
- Timing: Extended time
- Setting: general education classroom/ designated quiet setting

Possible Support Roles for this goal:

General Education Teacher – presentation of grade-level topic using multimodal approach

Special Education Teacher – provide strategies to identify salient points and organize topic/details; use of graphic organizer

Speech-Language Pathologist: Using completed graphic organizer/ script, teach pragmatic skills and add visual symbols/cues to script; rehearse oral delivery (SLP may elect to go into the classroom during the class presentation to observe the oral language delivery)



....*SPECIFIC LEARNING DISABILITY – READING*

Student Profile: Melita – 8th Grade – Grade-level Academic Achievement Standard Academic Goals for Reading/Writing/Communicating

Data analysis:

Melita’s difficulty with applying close reading strategies, such as making inferences, complex predictions, and utilizing text structures affects her progress in comprehending 8th grade literacy materials. As a result, she is hesitant to engage in a wide range of nonfiction and real-life reading at her independent level. Additionally, due to her working memory weakness, as demonstrated on assessment tasks, administered on 4/8/14, by Mr. Sam, school psychologist, Melita requires a systematic approach to comprehension instruction including the teaching of visualization and explicit reading comprehension strategies. She collaborates with peers and contributes to class discussions. When provided multiple means of input in addition to print, she is better able to gather information, make connections, develop and deliver oral presentations.

On the Woodcock Johnson III Test of Achievement, administered by Ms. Mary on 4/10/14, she scored the following:

- Broad Reading: 10th percentile
- Letter-Word Identification: Average
- Reading Fluency: Below average (below the 16th percentile)
- Passage Comprehension: Significantly below average
- Listening Comprehension: Below Average

Story Recall: Significantly below average

Progress Monitoring Probes administered weekly by Ms. Mary:

AIMSweb Reading Comprehension (MAZE) 8th grade probes

- 3/17/14: 24 correct responses, 2 errors
- 3/25/14: 24 correct responses, 0 errors
- 4/8/14: 28 correct responses, 0 errors
- 4/15/14: 28 correct responses, 3 errors
- 4/22/14: 29 correct responses, 2 errors

TCAP- 7th Grade – Math Partially Proficient; Reading Unsatisfactory; Writing Partially Proficient

Summary Statement:

Melita has strengths in the areas of letter-word identification, conversational language and demonstrates a strong desire to achieve. The focus of her specialized instruction needs to include comprehension strategies. Melita will need support in the general education setting for comprehending grade-level text written for various purposes across content areas.

Possible goals which could link with priority needs identified in Melita’s PLAAFP:

Following explicit instruction on text structures for problem/solution, cause/effect, compare/contrast and description, Melita will select an appropriate graphic organizer to use with grade-level text passages and complete the graphic organizer with the required elements for each text structure on 4/5 trials by the next annual review date.

<u>CAS reference:</u>	<u>Instructional Accommodations</u>
<p>Content Area: Reading/Writing/Communicating 8th Grade Standard: 2 Reading for All Purposes Concept: 2 Quality comprehension and interpretation of informational and persuasive texts demand monitoring and self-assessment</p>	<p>Presentation: Text to Speech/audio/video format of grade-level passage to support independent reading; pre-teach academic vocabulary; support presentation with visuals</p>



<p>Evidence Outcome: b.ii. <i>Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</i> (CCSS: RI.8.5)</p>	<p>Response: use of graphic organizer</p> <p>Setting: Use of headphones and technology for audio format (e.g., computer, eReader, iPod etc.)</p>
<p>Using a completed graphic organizer and framing questions, Melita will create a paragraph summary with 80% accuracy on 4/5 trials by the next annual review date.</p>	
<p>CAS reference:</p> <p>Reading/Writing/Communicating 8th Grade Standard: 3 Writing and Composition Prepared graduates: Apply standard English conventions to effectively communicate with written language Concept & Skills: 3 Editing, writing for grammar usage, mechanics, and clarity is an essential trait of a well-written document Evidence Outcome: d. <i>produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</i> (CCSS W.8.4)</p>	<p>Instructional Accommodations:</p> <p>Presentation: graphic organizer</p> <p>Response: use of word processing</p> <p>Timing: time and ½ to produce product when using technology</p>



...SPECIFIC LEARNING DISABILITY - WRITING

Student Profile: Joe – 9th Grade – Transition – Grade-level Academic Achievement Standard – Academic Goal for Reading/Writing/Communicating

(linked to Postsecondary Goal – Education/Training)

In order to handle the writing demands in a degree program for logistic management, when given academic grade level writing assignments, with a graphic organizer, and the use of assistive technology, Joe will produce and edit a writing sample 4 out of 5 times with 75% accuracy as determined by a grade level writing rubric that includes using a checklist to edit for correct spelling, grammar usage, mechanics and writing with clarity, and proper organization.

<p>Postsecondary Goal Education/Training</p>	<ul style="list-style-type: none"> • After high school, Joe will attend a 2-year college for logistic management.
<p>Postsecondary Goal Career/Employment</p>	<ul style="list-style-type: none"> • After high school, Joe will work full-time in the field of logistic management.
<p>Postsecondary Goal Independent Living</p>	<ul style="list-style-type: none"> • N/A Based on TPI assessment data, Joe has the skills to live independently.

<p>CAS reference: Content area: Reading/Writing/Communicating Grade Level: High school Prepared Graduates: Apply standard English conventions to effectively communicate with written language Concepts and skills: 3. Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions b. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. CCSS.ELA –Literacy.w.9-10.4</p>	<p>Instructional Accommodations:</p> <ul style="list-style-type: none"> • assistive technology as recommended • Presentation: speech-to-text • Response: use adapted keyboard/word prediction software for all writing tasks
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....MULTIPLE DISABILITIES – INTELLECTUAL DISABILITY/AUTISM SPECTRUM DISORDER

Student Profile: Antonio 9th Grade student with a significant cognitive disability receiving instruction under alternate academic achievement standards (EEOs)

Data analysis

Strengths, Preferences, and Interests:

Antonio has good attendance at school. He feeds himself with a spoon and fork. He likes TV, going for rides in the car, interacting with musical devices and the computer, and listening to music. Mom states that on the weekends they go to the park, stores or parties. He enjoys going for walks at school and being in the gym during P.E. classes with peers.

Assessments:

Antonio has been instructed under the alternate academic achievement standards in 6th through 9th grades and continues to meet participation requirements to receive instruction on alternate academic achievement standards. Results from the 8th grade alternate assessment indicated little response to the questions on reading, writing, and math; similar results were seen on the alternate assessment results for 7th grade. He is progress monitored at least 4 times a week on IEP goals with the reduction in levels of prompting as the key indicator of success.

For the 2013 IEP, goals were continued for food prep, physical fitness, hygiene, the communication goal was revised to include a visual schedule, the food preparation goal was met, and a goal was added for pre-vocational skills; completing work boxes w/no more than 3 verbal prompts. Antonio made significant progress with the majority of his IEP goals and requires no more than 2 verbal prompts for task initiation.

Transition:

As indicated on a situational assessment administered by special education teacher, Ms. Smith, M.Ed., on 5/12/2014, Antonio completes a work experience activity daily. The classroom is responsible for the breakfast clean-up for the building. Antonio is accompanied by a staff member as he *picks up totes from outside the classrooms. He has moved from full physical assistance to partial in bringing the totes back to the classroom. He is able to *sustain his attention to this job for 32-42 minutes. He returns totes to the cafeteria and is always accompanied by a staff member or a leadership student. He just started cleaning off the tables in the cafeteria. He is able to move the trash can as he walks but needs guidance as to what table has trash on it. He will throw away all trash with a verbal command. Antonio's weekly job in the classroom is to vacuum the office. When he hears the request to vacuum, he goes to the vacuum cleaner and turns it on. He does need hand-over-hand assistance to *vacuum because he wants to turn the vacuum on and off. He sustains attention to the task. He can roll up the cord with hand-over-hand assistance. There are some days that Antonio does not want to work and would prefer to sit on a mat and sleep. It is important to keep him active.

Per an informal transition parent interview, administered by special education teacher, Ms. Smith, M.Ed., on 5/13/14, Antonio's mother reported that he will receive adult services from Insight after completion of high school, will live at home with family, and will participate in community activities with family or with Insight. For working, Antonio would need sheltered employment with support for continued development of vocational skills. His family will continue providing activities for independent living skills.

Academics

Antonio will take an adult's hand when he wishes to walk or watch TV. He does not indicate any other needs. With his visual schedule, he uses the pictures to obtain his preferred activity and for the most part, maintains interest in the activity. Staff needs to continue to work with him to learn he can obtain preferred items when he completes his work. He returns the completed activity pictures to his binder with one verbal prompt.

Antonio has mastered the directions of "In" and "hand me". He is now sorting 3 colors: green, red, and white and needs explicit instruction in blue, black, and yellow. When working on hand me, he is beginning to distinguish the names of the different items and give the correct one to staff. With number concepts, he continues to need patterning, 1:1 correspondence, and counting items to 5. He is sorting two shapes. During literacy class, he has been introduced to identifying elements of short stories and answering the five whys using content material using visuals and full physical prompting. Antonio is able to listen to preferred content for 10-30 minutes, but requires verbal prompting for maintaining socially acceptable behaviors.

Through explicit instruction with partial physical prompting, he is able to match object to object with 50 % accuracy and match simple black line symbols with 40% accuracy.



His “pencil” is a color coded eye gaze with frames for the letters. He is at the beginning level of using his pencil, but he does make consistent clear choices. He receives instruction in literacy, math, science and social studies using the alternate academic achievement standards in the special education classroom.

Postschool Independent Living Goal: After graduating from District ____, Antonio will live at home with his family and increase his communication and attention skills in order to participate in supported activities within the community and develop social networks that he can be part of as an adult.

(linked to Postsecondary Goal – Independent Living)

In order to participate in community activities as an adult, using his preferred mode of communication, Antonio will listen to a variety of content (stories, nonfiction, videos, music, conversations) for a sustained period of up to 15 minutes per session and participate in a group discussion by contributing a comment 4/5 opportunities over consecutive 2-weeks in each grading period by the next annual review date.

Possible Objectives: (could vary the level of prompt or increase periods of sustained attention...)

Content based access skills:

1. Maintaining attention to a presentation
2. Demonstrating socially acceptable behaviors during a presentation
3. Interpreting meaning of information gained from a presentation

<p>Content Area: Reading, Writing, and Communicating Grade Level Expectation: Ninth Grade Standard: 1. Oral Expression and Listening Prepared Graduates: Demonstrate skill in inferential and evaluative listening Concepts and skills: 2. Listening critically to comprehend a speaker’s message requires mental and physical strategies to direct and maintain attention Students can: a. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1) EEO: II. Identify the topic of a presentation DLM Essential Element: EE.SL.9-10.1 Engage in collaborative discussions.</p>	<p>Instructional Accommodations:</p> <p>Presentation: adapted stories and text using a variety of media; preferential seating to maintain classroom safety and to control distraction</p> <p>Response: Communication device programmed with natural conversational comments (e.g., Oh, I like that! I want to hear that again...)</p> <p>Timing: extended time to allow response</p>
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....*SPECIFIC LEARNING DISABILITY – MATHEMATICS*

Note: The green indicates the inclusion of a transition stem as part of the A-B-C-D method

Student Profile: Ethan – 10th grade - Grade-level Academic Achievement Standard – Academic Goal for Mathematics

(linked to Postsecondary Goal – Education/Training)

In order to be prepared for the academic demands of a welding program at a technical college, when given a math assignment with 15 problems, Ethan will add and subtract fractions with unlike denominators using appropriate terms with 90% accuracy in 2 of 3 trials over 3 months.

CAS Reference:

Content area: Mathematics
Grade Level: High School
Standard: 1. Number Sense, Properties, and Operations
Prepared Graduates: Understand quantity through estimation, precision, order of magnitude, and comparison. The reasonableness of answers relies on the ability to judge appropriateness, compare, estimate, and analyze error
Concepts & Skills: 2. Quantitative reasoning is used to make sense of quantities and their relationships in problem situations
Evidence Outcomes: a. i. Reason quantitatively and use units to solve problems. Use units as a way to understand problems and to guide the solution of multi-step problems. (CCSS: N-Q.1)

*Information for the skills needed for Ethan’s postsecondary goal was obtained from <http://www.onetonline.org/> under the occupation of welder. This was determined to be a priority goal as Ethan has gaps in his mathematics skills.

Instructional Accommodations:

Presentation: Use of visuals and technical graphics
 Response: Use of calculator
 Timing: extended time
 Setting: small group

 **...INTELLECTUAL DISABILITY – TRANSITION 18-21**

Student Profile: Jared - 20 year old Transition Age student who has received instruction based on alternate academic achievement standards and is connecting with a community agency that provides job skills development. Referenced to Career and Technology Education (CTE)

Present Levels of Academic Achievement and Functional Performance Statement:

Data analysis:

Strengths, Preferences, and Interests:

Jared is a polite and friendly young man with good boundaries and conversational skills with peers. He does well identifying money and its value. In school based instruction and community settings, Jared is always willing to lend a helping hand. He shows interest in topics and is engaged with instructors and peers. Jared is a hard worker and shows pride in his work. He has shown leadership qualities at several work experiences which include serving lunches at a senior living center, assisting with organization of recycled home materials at a community agency, working as a courtesy clerk with a local grocer, and working through an adult agency on two restaurant experiences. Jared enjoys spending his free time playing video games, watching movies, riding his bike, and going to the gym. Jared expresses that he has a goal to work in a grocery store or a restaurant.

Transition Assessments:

Within the agency setting that Jared participates in through district based 18-21 services, he has been assessed by staff in the areas of independent living skills and in unpaid work experience settings to address skills required to be successful independently in a paid work environment. In an assessment completed January 10, 2014 and reviewed by Ms. Ima Social-Worker M.Ed., Case Manager, the following strengths were identified:

- Identifies money/numbers: Identifies coins name/value; constructs given amount of money using bills and coins; (this can be inconsistent), and formulates change. Is able to estimate cost of most items, tells time with digital clock; sets alarm
- Socially: Jared demonstrates personal boundaries and carries on appropriate conversations
- Vocationally: Jared is a hard worker once he knows the tasks to perform and is able to remain on task with familiar tasks up to 30 minutes; follows two-step directions with visual supports

Jared needs continued instruction in the following areas:

- Money/Numbers: Filling out deposit slips/checks; correctly read an analog clock.
- Writing: filling out job applications utilizing verbal prompts for information, writing size, spelling and spacing. Support to find information in phone book/electronic device, using a signature stamp for signing documents
- Socially: presenting with confidence and speaking in voice easily heard
- Vocationally: Jared benefits from modeling and frequent feedback accompanied with visual supports as he learns new tasks (ideally from work place provider to fade school district supports
- Transportation: benefits from verbal prompts when scheduling a ride with community supported transit or reading a bus map

Academics:

Jared has transitioned into 18-21 services and employment. He has previously received instruction in a high school setting under alternate academic achievement standards. The focus of his IEP is on the application of skills in the workplace and community settings; goals are referenced to CTE/ACE Standards which align with his Post School



Goals and Transition Assessments.

Communication:

Staff agency and school district staff complete a daily feedback report on each day that Jared is in the work setting in assessing progress toward his goal. They report 61% for previous three months and 85% for current three months for this goal being accomplished. Comments include: Jared requires occasional prompts to ask for help; benefits from the use of “think-aloud” strategy utilized by providers to model asking for help; he shows increased independence in task completion within the restaurant setting; occasionally requires reminders to wash his hands and to make sure his clothing is free of stains; when prompted, Jared is does well at remembering to speak up; repeating tasks help Jared accept new ideas and remember processes for subsequently repeated tasks; Jared occasionally looks to provider for repetitive reassurance that he is doing something correctly.

Workshops/Agency feedback:

Instructor reports the following: Jared is positive and engaging with his peers and staff and most of the time will use an appropriate volume when speaking to others. When asked to be a leader and model for his peers and/or when he sees another peer struggling with a task, Jared has offered his support to them and will step up to meet expectations. During unstructured break times, Jared is at times more focused on his snack and has difficulty engaging with his peers. With a previously set expectation to do so, he does interact with peers and appears to enjoy their conversations and vice versa. Jared has increased his self-advocacy skills in problem solving situations by coming up with some suggested options, as well as asking for feedback from. Additionally, wait time allows him to initiate requests for support and/or provide modeling for him.

In order to work independently, Jared needs instruction to increase his low voice volume and confidence when asking for assistance. As a result, he requires modeling and rehearsal in a variety of work environment to seek support from site staff.

Student Profile: Jared

(linked to Postsecondary Goal – Career/Employment)

To be successful in a supported working environment within the food service industry, Jared will request and accept feedback from supervisors to make positive work skills changes and will “meet expectations” on his work evaluation over two assessments within the IEP timeframe.

<p>Postsecondary Goal Education/Training</p> <p>Postsecondary Goal Career/Employment</p> <p>Postsecondary Independent Living goal</p>	<ul style="list-style-type: none"> • After completion of 18-21 year old transition program, Jared will participate in on the job training to increase independence and learn a variety of job tasks in the food service industry. • After completion of 18-21 year old transition program, Jared will work part-time in supported employment in the food service industry. • After completion of 18-21 year old transition program, Jared will live semi-independently with a roommate on an assisted living environment and utilize public transportation to access his community and work.
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<p>Career and Technology Education (CTE)</p> <p>Employability & Career Development Skills: ESKK.09.01 - Identify and demonstrate positive work behaviors and personal qualities needed to be employable. (based on CTE: ACE Standards)</p>	<p>Accommodations:</p> <ul style="list-style-type: none"> • Visual task chart in work environment • Frequent verbal cueing to stay on and complete task
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 ... *TRAUMATIC BRAIN INJURY***Considerations for Brain Injury**

Brain Injury includes all **congenital** (before birth) and **acquired** brain injury (after birth)

Acquired Brain Injury: Damage to the brain, which occurs after birth and is not related to a congenital or a degenerative disease. These impairments may be temporary or permanent and cause partial or functional disability or psychosocial maladjustment. - World Health Organization (Geneva 1996)

- Traumatic: acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, which impairment adversely affects the child's ability to receive reasonable educational benefit from general education (examples: shaken baby syndrome, falls, external force/blow).
- Non-traumatic: acquired injury to the brain caused by illness, infection, brain tumor, anoxic or vascular injury, poisoning, metabolic disorders, etc. (examples: ischemia/stroke (lack of blood flow), hypoxia/anoxia (lack of oxygen))

Congenital conditions/brain impact = Damage to the brain, which occurs before birth (example: prenatal exposure to drugs and/or alcohol (Fetal Alcohol Spectrum Disorder))

Note: While all brain injuries, as defined above, may impact learning – the only special education category designated in the area of brain injury is Traumatic Brain Injury (TBI). **Meaning, only TBI (an external physical force) may result in TBI special education identification.** Therefore, **other types of brain injury or impact must be designated within a different special education category (e.g., SLD, SLI, OHI, etc.) if criteria are met.**

Typical Impact areas (domains) for brain injury :

- Fundamental Processes: Attention, Processing Speed, Memory, Sensory-Motor Processes
- Intermediate Processes: Visual-Spatial Processes, Learning Processes (new concepts), Language Processes
- Higher Order Processes: Social-Emotional Competency, Executive Functioning

The single hallmark of a brain injury on a child's performance is unevenness in abilities across different settings, over time, and/or across different content areas. Most people are consistent across settings, time, and skill domains, so this extreme variability can be highly confusing to family, teachers, and friends. It is not unusual for a student with a brain injury to have performance on cognitive measures ranging from below the 1st percentile to the 95th percentile. This large variability means that certain types of performance will come easily and automatically for the student, while other areas of performance are labored or highly unsuccessful.

The pattern of strengths and deficits may not be sensible or logical, given what we know about the normal development of academic skills. Thus, a student may be above grade level in some areas (i.e., knowledge of facts) and behave like a child several years younger in other areas (contributing to a class discussion). This unevenness can also be observed in a student being able to perform a task one day but is unable to do the same task on another day. Wide variability among skill domains is particularly true of students injured as adolescents, and therefore these students often are misread as being unmotivated, disinterested, or not working hard enough.

Unevenness in the cognitive and learning profile is often revealed on testing performed by school personnel. Examiners need to consider if there is wide scatter either within subtests or across subtests. Keep in mind that unevenness in performance may also be related to fatigue, medical issues or as a side effect and/or change in medications.

**Note: Standardized assessments may not give an accurate picture of a student's functioning level. It is recommended that functional assessments and observations are included in all data collection efforts to provide a more complete picture of how the student performs in the educational environment.*

For more information and accommodations: [Brain Injury in Children and Youth: A Manual for Educators](#)



... VISUAL IMPAIRMENT, INCLUDING BLINDNESS

Considerations for Visual Impairment, Including Blindness

General Considerations:

For students with visual impairment, including blindness, the expectation for instruction is that the student will engage in grade-level instruction, with accommodations to access the information. An exception would be in the case of a student with the sensory impairment coupled with a significant cognitive disability. In that case, the IEP Team may determine that the student meets participation requirements for instruction based upon alternate standards and participates in alternate assessment.

Best practice to address needs of students who have visual impairment including blindness is for certified teachers of students with visual impairments (TVIs) to work with general and special education staff to follow the district math curriculum to address the Colorado Academic Standards. Students will use adaptive materials such as a talking calculator, braille or large print clocks, real money, etc. to access the standard math.

However, for this example, the element that would require specially designed instruction would be an identified need for the student to learn to use an abacus as a tool for mathematical calculations. (The example could be generalized to include other grade levels). Whenever a student is allowed to use a pencil and paper for working calculations, an abacus should be considered an equivalent substitution for a student with visual impairment, including blindness.

Grade 3 Example: Standard 1: Number Sense, Properties and Operations

1. The whole number system describes place value relationships and forms the foundation for efficient algorithms
 - ii. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. (CCSS: 3.NBT.2)

Given an standard (Cranmer) abacus, Gene will complete mathematical problems by setting up the appropriate format for ____ (see possible choices below) on the abacus (see choices below for criteria)

- a. whole numbers (add, subtract, multiply, divide)
- b. decimals (add, subtract, multiply, divide)
- c. simple fractions
- d. improper fractions
- e. mixed fractions
- f. addition of fractions
- g. subtraction of fractions
- h. multiplication of fractions
- i. division of fractions

Possible degree/criteria formats.....(What is considered acceptable performance?)

- a. at least ___ of ___ trials for ___ session(s)
- b. With no more than ___ errors for ___ sessions over ___ (time period)
- c. At least ___ of ___ trials across ___ settings correctly
- d. At least ___ times in a ___ minute session
- e. At least ___ of ___ minutes
- f. For ___ sessions
- g. At least ___% accuracy in ___ out of ___ trials over a ___ period
- h. In ___ age-appropriate settings



- i. At least ___ % accuracy during _____ (activity) over ___ consecutive weeks
j. On ___ % of opportunities over _____ (timeframe)
k. With ___ % consistency
l. On ___ consecutive trials over ___ consecutive weeks

More possibilities for application of skills for the abacus for primary and middle grade levels may include:

- understand the following terminology
 - set
 - clear
 - separation bar
 - 5 bead
- count using one to one correspondence
- demonstrate the use of the 5 bead in setting and reading numbers
- set and read any number to 1000
- clear the abacus
- demonstrate mastery of number facts to 10
- add and subtract using the abacus

Skills (Grade 4 to 7)

Given a standard (Cranmer) abacus, the student will _____ (see possible skills below) + degree criteria

- show a functional knowledge of the multiplication facts
- use the abacus for the calculation of multiplication and division problems
- use the abacus for the calculation of fraction, percent and decimal problems

For transition, add a stem related to the student's postschool goal: **In order for Gene to work as an inventory clerk in a local company, he will use a standard (Cranmer) abacus to calculate the total number of items in a category on the shelf with 100 % accuracy over two consecutive monthly periods during his internship.**

For some students with Visual Impairment, Including Blindness, orientation and mobility goals are needed. Such functional goals may not have a specific Colorado Academic Standards reference. As an example for Gene:

By the date of the next annual IEP meeting and after receiving services from an Orientation and Mobility instructor for 30 minutes per week, Gene will demonstrate an ability to accurately use sounds to orient to the environment by localizing a moving sound, identifying and labeling the source of environmental sounds and applying spatial concepts (e.g., traffic is on my left/right side).

For more information examples: <http://www.teachingvisuallyimpaired.com/the-cranmer-abacus.html>



High Quality, Participation-Based IEP Goals for Preschool

Sally will participate in snack time, free choice, sensory table and small group routines by picking up a variety of small items including raisins, cereal pieces, fruit bites, beads, playing cards, small toys, stickers, etc. using her thumb and forefinger. We will know she can do this when she independently accesses small objects in the classroom related to eating, playing and learning 5 times per day for 5 days.

Considerations for Preschool IEP goals are that they are participation-based. This means that the IEP goals are connected to promoting the global child outcomes: child’s positive social relationships, acquisition and use of knowledge and skills and use of appropriate actions to meet needs. The Early Childhood Technical Assistance Center (ECTA) used nationally respected sources to identify six key criteria that define IEP Goals as high quality and participation-based (see criteria below).

**Criteria Defining
High Quality, Participation-Based
IEP Goals**



- **The goal is written in plain language and is jargon-free.** This means that the goal is written so that is understandable by the family and the general public, and does not include professional jargon or practitioner “speak.” For example, the goal should describe how the child will move, such as reaching up or down for books, instead of using phrases like “range of motion.” Another example would be wording a goal so that it describes a child’s ability to speak words clearly to make herself understood, rather than using the term “articulation.”
- **The goal emphasizes the positive.** This means that the focus of the whole goal statement is positive, and states what the child will do, rather than what s/he will not do or stop doing. If there are any negative words within the statement, it is not a positively worded goal. For example, the goal should state, “*John will chew and swallow food when eating*” rather than “*John will not spit out food when eating.*”
- **The goal describes the child’s involvement in age-appropriate activities to address academic and functional areas.** This means that goals address developmentally appropriate routines and activities related to promoting the child’s positive social relationships, acquisition and use of knowledge and skills, and use of appropriate actions to meet needs. This includes academic areas that are appropriate for young children (i.e., early literacy and math) as well as activities and skills needed for functional independence. Specific isolated skills (e.g., test items that were missed during evaluation) or rote responses (e.g., memorizing days of the week or colors), are not considered age-appropriate, academic or functional for young children. The goal describes the conditions in which the child will demonstrate progress, and does not name a placement or educational environment.
- **The goal is measurable and observable.** Observable means that there is evidence available through hearing and/or seeing the child say or do the things described in the goal. Measurable means that the evidence is quantifiable (e.g., describes the level of performance that will be needed to achieve the goal and determine if progress has been made) and the evidence can be documented. Measurement criteria must be developmentally and individually appropriate. For example, observable goals include active words such as eat, play, talk, walk, etc. Instead of passive words such as tolerate or receive, increase, decrease, improve or maintain. Statements of measurement include how many times (i.e., 4 of 5 times or “every time”), and length of time (i.e., “for five minutes”). Inadequate goals do not provide indication of measurement, or have progress criteria that aren’t appropriate for the individual child.
- **The goal describes how the child will demonstrate what they know or can do.** This means that the goal describes what the child will do, and includes clear strategies and/or accommodations. An insufficient example is, “*Alice will answer questions.*” This example does not describe when or how Alice will answer questions. A better example of this criteria is, “*Using cards or pictures (this names a strategy), Alice will play games with an adult and child to both ask and answer questions*” (this describes what the child will do).
- **The goal describes the situations in which the child will demonstrate the goal, and does not name a placement or educational environment.** This means that the goal describes the general routine or activity where the child completes the task, without identifying the setting or a specific location. Goals should be written so that the child can accomplish them anywhere. For example, “*Sally will be supported to stand while painting or drawing*” rather than “*Sally will be supported to stand while at the art table.*” Another good example is, “*Julia will hang up her coat when coming in from outdoors*” instead of “*Julia will hang up her coat in her locker when coming in from recess.*”



Summary of the Seven-Step Process for Writing Standards-aligned IEPs

A standards-aligned IEP represents the relationship between the student’s present levels of academic achievement and functional performance in relation to the enrolled grade-level standards and the specialized instruction needed to make meaningful progress in the general education curriculum.

Step	Approach to Writing Standards-aligned IEPs
1. Review Standards	<ul style="list-style-type: none"> All IEP Team members need to be familiar with the Colorado Academic Standards and enrolled grade level content expectations in order to understand what students are expected to know and be able to do at each grade level
2. Gather and Analyze Data	<ul style="list-style-type: none"> Most recent evaluation data (state/ district interim assessments; IEP goals progress monitoring; benchmark assessments; family/home/community data; and for secondary students, transition assessment Characteristics as a learner in relation to accessing and mastering the general curriculum
3. Synthesize data for PLAAFP	<p>Standards-aligned PLAAFP</p> <ul style="list-style-type: none"> Describes the individual strengths, preferences, and interests of the student and includes what the student CAN DO in relation to academic or functional skills called for in the general curriculum Ties areas of greatest need to standards-based goals <p>Impact of Disability statement</p> <ul style="list-style-type: none"> Describes how the student’s disability impacts progress and involvement in the general education curriculum <p>The concerns of the family</p> <ul style="list-style-type: none"> Address global functioning in the educational, home, and community environment Include the family in deciding how the student’s needs are related to accessing the general curriculum and achievement of postsecondary goals (transition) <p>Transition Services</p> <ul style="list-style-type: none"> Addressed beginning with the first IEP developed when the child is age 15, but no later than the end of 9th grade, or earlier if deemed appropriate by the IEP Team Transition assessment informs the identification and development of postsecondary goals. Includes a statement that indicates the student’s postsecondary goals were considered and reviewed, then updated, if appropriate, based on transition assessment information
4. Measurable annual goals	<ul style="list-style-type: none"> Contains the elements of a S.M.A.R.T. goal; Audience, Behavior, Condition and Degree Written to indicate the skills and knowledge most important to overall academic success Develop goals that result in the greatest generalization across content areas



	<ul style="list-style-type: none"> • Develop strategies and structures that support students to access grade-level content • Embed supports for identified skills that enable the student to access the content standard • *Objectives outline reasonable learning progressions toward the goal that are designed to be rigorous enough to close the gap • Consider how goals can be achieved, addressed, and reinforced in multiple learning settings. <p><u>*For students receiving instruction on alternate academic achievement standards (EEOs), objectives are required</u></p>
<p>5. Monitor/report progress</p>	<p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Progress is monitored and instruction adjusted based on the body of evidence • May use vendor products to collect data • May use teacher-designed data collection tools (tip: design tool when the goal is written) • Apply a data analysis to identify concepts that require review, re-teaching or providing adaptations <i>(use item analysis or error pattern analysis to develop strategies needed for increasing depth of knowledge and progression of independence)</i> • Formative assessment <ul style="list-style-type: none"> ○ guides the student to be engaged with monitoring their own learning ○ informs the next steps for instruction • Interim assessment provides benchmarks in comparison with peers to gauge progress toward standards • Summative assessment measures the student’s performance in relation to the standard(s) assessed • Include families in understanding, participating, and decision-making; include data from home
<p>6. Specially designed instruction and accommodations</p>	<ul style="list-style-type: none"> • Specially designed instruction is intended to target and address identified skill gaps in order to obtain the enrolled-grade level knowledge and skills outlined in the grade-level standard or alternate standard • identifies embedded supports, assistive software/devices, curriculum adaptations, and other effective accommodations for presentation, response, timing and setting needed to access the general curriculum • Identify ways instruction can be coordinated and supported at home and in multiple settings
<p>7. Assessment</p>	<ul style="list-style-type: none"> • IEP Team determines academic achievement standard, which in turn determines how the student participates in assessment • IEP Team documents instructional accommodations (Reference: Colorado Instructional Accommodations Manual 2014-15) • IEP Team documents accessibility features and accommodations needed for use during state assessment (See state assessment manuals) • IEP Team reviews previous state assessment results to inform instruction

Part III – Family-School Partnerships

Family and School Partnerships

Purpose

The purpose of this section is to provide resources for families and districts as they collaborate in the process of developing and implementing individualized education programs serve the needs of their children or youth. It is imperative to facilitate both educators’ and families’ understanding that the purpose for Standards and Individualized Education Programs is to ensure students can access, and the opportunity to progress in the general curriculum, as well as to support their active participation in their child’s learning. It is also



Families are integral members of the IEP Team

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have

important for IEP teams to understand the standards-aligned approach to developing IEPs incorporates the best of standards-based education and specially designed instruction. Students with exceptionalities should be challenged to excel within the general curriculum and be prepared for success in their post-school lives. The implementation of the Colorado Academic Standards/Common Core State Standards provides teachers and families with an opportunity to improve collaborative practices and to access challenging academic content for students with disabilities. The resources listed on these pages are intended to support educators and families to better understand how these standards integrate into special education processes and how to actively include families in the process of developing, implementing, and evaluating individual programs to serve the needs of their child or youth. These resources also provide general information on supporting the coordinated learning between home, school, and the community for improved student achievement.

Family – School Partnering can be defined as the collaboration that drives student achievement (Flamboyant Foundation, 2011). According to IDEA 2004, families must be actively and equally involved team members in the special education process, from initial disability evaluation to IEP development and review. In addition to their defined IEP role, families are now seen as having crucial responsibilities in supporting learning at home and in the community. Students spend 70 percent of their time out of school. (Callander & Hansen, 2004). Forty years of research shows that the participation of families in their child’s education, through specific coordinating between home and school, results in improved outcomes (Jeynes, 2012). In standards-aligned IEPs, as in every educational plan and curriculum delivery, families need to be seen as partners in assessment, goal-setting, progress monitoring, learning reinforcement, and data-based decision-making.

Note: Researched-based partnering with families to improve student achievement has been described and integrated into numerous other state initiatives. This includes Colorado’s recent legislation, such as in the READ Act (HB 12-1238) and Educator Effectiveness (SB 10-191). Also, publications from the Exceptional Student Services Unit outline and stress the importance of families actively participating in their student’s learning: *Guidelines for Determining Eligibility for Special Education for Students with Serious Emotional Disability* (CDE, 2013); *Response to Intervention (RtI) Family & Community Partnering: “On the Team and At the Table”* (CDE, 2009); *Guidelines for Identifying Students with Specific Learning Disabilities* (CDE, 2008).



Resources

Partnering with Families for Standards-aligned Individualized Education Programs (IEPs)

The Shift from Parent Involvement to Family-School Partnering (FSP)

PARENT INVOLVEMENT	FAMILY-SCHOOL PARTNERING
"Parent" refers primarily to parents.	"Family" refers to all caretakers and the student.
"Involvement" refers to an objective, highly visible activity by one agent.	"Partnering" refers to an ongoing, joint action among more than one agent.
School is the typical site of involvement, usually with participants engaging in structured volunteering or signing documents or receiving information.	Home, school and community settings are all partnering sites, with a focus on a broad array of opportunities to increase student learning and school success.
Education is viewed primarily as the school's responsibility with families often playing a limited or unclear role in supporting student school success.	Education is explicitly viewed as a shared responsibility between home and school with families playing a critical role in supporting student school success.
School-parent meetings and conferences tend to be formally initiated by the school, with a primary focus on information, program eligibility, and school-administered plans.	Family-school meetings can be initiated by the school or family members, with a primary focus on student school success, joint planning, and progress monitoring; students are included whenever appropriate and possible; much discussion can occur outside of formal meetings
Separate learning opportunities are planned for staff and families.	Joint learning opportunities are often planned so that staff and families can learn together.
Homework is often given with the expectation of independent completion and with consequences for failure to complete.	Homework is given after families understand expectations and purpose; homework is seen as an expansion of learning; if a student is unable to complete, solutions are jointly developed between the school, student, and family.
Communication is often shared one-way from the school to the home, mostly through formal written formats.	Communication is often shared two-way from school to home and from home to school through various means.
Individual student plans, such as IEPs or ALPs, are primarily developed, implemented, and monitored by educators within the school setting; families attend meetings, discuss, and provide input.	In individual student planning, families and school staff actively partner in data sharing, goal-setting, implementation, progress monitoring, and evaluation; learning is explicitly coordinated in multiple settings.
Family data collection is isolated and demographic in nature.	Family data collection is ongoing and relates directly to home-school partnering for student school success.

(Adapted from *Essential RtI Information Slides with Notes*, Colorado Department of Education, 2012)



As IEP teams move to writing standards-aligned Individualized Education Programs, the following resources, for families and educators, may be of benefit. Guiding questions to keep in mind are:

1. How do schools ensure students and families understand what students are expected to learn and how they can partner in coordinating learning at home and in the community, thus reinforcing learning in multiple settings?
2. How can the school ensure students and families know what mastery looks like in all expected concepts and skills?
3. What opportunities are provided for students and families to make connections to prior learning, higher education, and careers?
4. What will be different about aligning an Individualized Education Program to the Colorado Academic Standards?

General Resources

National Parent Teachers Association (2008). *PTA national standards for family-school partnerships: An implementation guide*. Retrieved from <http://www.pta.org/nationalstandards>. These standards and indicators are based on the research which has identified key partnering factors that support positive school outcomes.

Teachers Involving Parents in Schoolwork (TIPS). Retrieved from <http://www.csos.jhu.edu/p2000/tips/index.htm>. This program provides specific information about involving families in learning at home through specific homework assignments with interactive and shared components.

Vatterott, C. (2009). *Rethinking homework: Best practices that support diverse needs*. Alexandria, VA: ASCD. This resource explains how to tie homework explicitly to learning and how to problem solve with student and family feedback related to individual needs.

Family Involvement Network of Educators (FINE)/Harvard Family Research Project
<http://www.hfrp.org/family-involvement/fine-family-involvement-network-of-educators>
This project researches and compiles expert information on early education and care, out-of-school learning, and family and community partnership in K-12 education. Examples of resources are: newsletters, reports, school stories, webinars, planning tools, trainings, and databases.

Flamboyant Foundation
<http://flamboyantfoundation.org/resources-and-publications/>
This website has classroom and school resources. It includes a series of 40 video clips describing various aspects of partnering, from preschool to the secondary level, through short educator vignettes. Some information is in **Spanish**.

National Network of Partnership Schools
<http://www.partnershipschoools.org>
This site reports on research, programs, and policy analyses related to the national network and other initiatives. TIPS (Teachers Involve Parents in Schoolwork) is research-based interactive homework and is one of numerous programs described. There are school-based examples.

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Colorado Department of Education. (2014). *Multi-tiered system of supports (MTSS) family, school, and community partnering fact sheet and video*. Retrieved from <http://www.cde.state.co.us/mtss/resources>.
These two resources summarize partnering actions within a multi-tiered system of supports.

Colorado Department of Education. (2013). *Guidelines for determining eligibility for special education for students with serious emotional disability*. Denver, CO: Author.

Colorado Department of Education (2009). *Response to intervention (Rti): Family & community partnering: "On the team and at the table" toolkit*: Denver, CO: Author.

Colorado Department of Education (2008). *Guidelines for identifying students with specific learning disabilities*. Denver, CO: Author.

These three guiding documents describe the family role in a tiered intervention framework as applied to specific learning and serious emotional disabilities, in conjunction with specific tools and actions.

State Advisory Council for Parent Involvement in Education (SACPIE)

<http://www.cde.state.co.us/sacpie>

This website contains information on the following: legislation, community organizations, Colorado Department of Education resources, member contributions, research, and SACPIE.

Response to Intervention (Rti)/Multi-Tiered System of Supports (MTSS)

<http://www.cde.state.co.us/rti/family>

A tiered instructional framework is required in every Colorado school. One of the essential components of Rti/MTSS is Family, School, and Community Partnering. The Colorado Department of Education offers opportunities at this site including: toolkit, face-to-face trainings, online courses, email network, and archived webinars. Some are in **Spanish**.

IEP and/or Standard Related Resources

Colorado Department of Education (2009). *An Overview of the Special Education Process*. Retrieved from <http://www.cde.state.co.us/cdesped/iepvideoenglish>. This video describes family and educator teaming roles throughout the special education process.

The Exceptional Student Services Unit of the Colorado Department of Education has a webpage explaining resources for parents: <http://www.cde.state.co.us/cdesped/Family.asp>

The National Center for Learning Disabilities published an advocacy brief on Standards-based IEPs and provides an introduction to standards-based IEPs. This brief is located at <http://www.nasdse.org/Portals/0/Standards-BasedIEPExamples.pdf>

Project Forum, collaboration between the National Association of State Directors of Special Education and the U.S. Department of Education, has also written about standards-based IEPs and how they are being implemented nationwide. The link to the seven step process is: <http://www.nasdse.org/Portals/0/SevenStepProcesstoCreatingStandards-basedIEPs.pdf>. Additionally,



Project Forum also created guidance manual for writing standards-based IEPs. The link is <http://www.nasdse.org/Portals/0/Standards-BasedIEPExamples.pdf>

Standards-Based Teaching/Learning Cycle,
https://secure.collegeincolorado.org/Images/CiC/pdfs/standards_based_teaching.pdf

The Regional Resource Center Program offers Standards-Based IEPs <http://www.nclد.org/at-school/your-childs-rights/iep-aamp-504-plan/standards-based-individualized-education-programs>

This resource, from the National Center on Educational Outcomes, provides frequently asked questions and answers on the topic of academic standards and students with disabilities.
<http://www.cehd.umn.edu/nceo/topicareas/Standards/StandardsFAQ.htm>

Educating our Children Together: A Sourcebook for Effective Family- School-Community Partnerships. This document provides practical information for parents and families, educators and administrators, and individuals involved in programs that support partnerships between families, schools and communities. It has been developed to support and promote creative solutions through the sharing of resources and information about family-school-community partnerships.
http://www.directionservice.org/cadre/pdf/educating_our_children.pdf

Acronym Guide

A Parent Primer on Special Education Acronyms, Abbreviations, and Definitions.
http://www.directionservice.org/cadre/pdf/educating_our_children.pdf

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