



Public Schools of North Carolina

Developing Integrated Individualized Education Goals

Derived from:

NCDPI EC Training Modules 10, 11, and 12

<http://www.ncpublicschools.org/ec/policy/presentations/>

Objectives



- Describe essential components of a Present Level of Academic and Functional Performance (PLAFFP) and develop an example
- Describe essential components of an annual goal and develop an example
- Describe integrated goals and their development and develop an example
- Discuss appropriate progress reporting and develop an example



How Confused Are You?

Let's Play

TRUE or FALSE...



Question #1

All IEP goals supported by related services must be integrated.

- True or False?





The Answer Is:

✖ FALSE

A student's IEP goal should be focused on the student's function, not the OT, PT or SLP.

Sometimes an integrated goal is best, sometimes a traditional goal is best, sometimes both!



Question #2

If a related service is required for the student to benefit from special education, an RSSD must be completed.

- True or False?





The Answer Is:

✖ FALSE

A RSSD is not required in any case, it is one more option to document the services a student needs in the IEP.



Question #3

A related service provider must write a progress report for goals in which their service is integrated.

- True or False?





The Answer Is:

➡ TRUE

If you are providing services to help a student achieve a goal, you must report on the student's progress or lack of progress from your disciplines' perspective.



Question #4

Medicaid will not reimburse services provided under integrated goals.

- True or False?





The Answer Is:

✖ FALSE

Medicaid reimburses for discreet, medically necessary intervention sessions, not the entire IEP. The IEP is a part of the plan of care required by Medicaid, but it's not the whole enchilada! How goals are written does not affect reimbursement.



Question #5

A student can have both an RSSD and IEP goals.

- True or False?





The Answer Is:

➡ TRUE

A student's IEP should be individualized and be made to fit their needs.

IEPs should not be made to fit the form or computer program. If it will not fit, write it out!



Question #6

At the IEP meeting, a related service provider should review goals developed by other team members and select which goals to integrate into.

- True or False?





The Answer Is:

✖ FALSE

This is not a shopping opportunity!

If you think an integrated goal will work well, all collaborators should discuss (via email, phone or meeting) what the goal, data collection, and progress reporting may look like and present a draft to the team.



Question #7

Therapy assistants are trained and qualified to develop integrated goals with the IEP team at the meeting.

- True or False?





The Answer Is:

✋ FALSE

Developing and IEP is an intervention planning task and is not within the scope of practice for therapy assistants. Assistants may contribute data for IEP development, but finalization of the IEP with the team must be conducted by a licensed therapist.



Question #8

IEP goals should be written to achieve student activity or participation, not solely skill acquisition.

- True or False?





The Answer Is:

☛ TRUE

The IEP is the student's document and should describe what the student needs to accomplish to learn and participate at school.

Impairment level concerns and therapeutic approaches are critical to achieve functional outcomes but these belong in the therapist's plan of care not in the IEP.



Question #9

Integrated IEP goals are developed after the IEP team decides which services the student requires.

- True or False?





The Answer Is:

✖ FALSE

The need for services is determined by:

- content of the goals
- strengths and needs of team members
- environmental considerations

As such, need for services is determined
AFTER goals are developed.



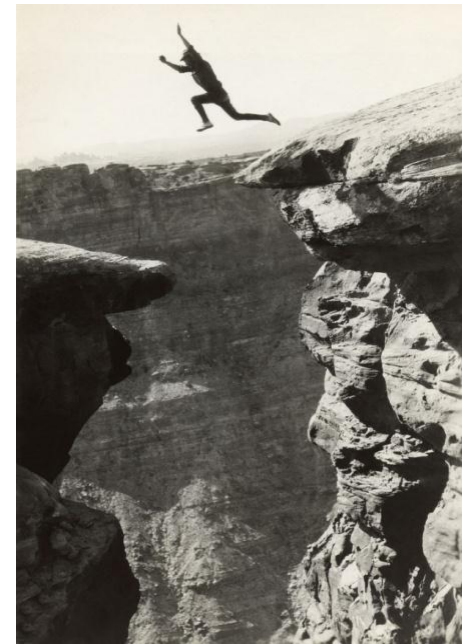
Let's begin at the beginning...



IEP DEVELOPMENT:

Evidence Based Practice

- Formulate educationally relevant questions
- Gather evidence that may questions
- Evaluate evidence to determine which is best
- Communicate evidence during decision-making
- Evaluate outcomes



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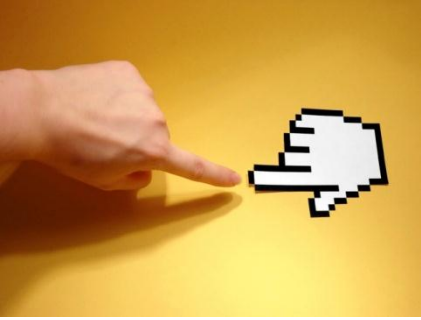


IEP DEVELOPMENT:

The Sequence

- Team members report findings/review existing data
- Team identifies strengths & prioritizes needs
- Team writes prioritized goals student can reasonably achieve by end of IEP
- Team determines least restrictive environment for plan implementation
- Team determines services & supports student will need to benefit from & make progress in program





Tips for Collaborating

- Use email, include the entire IEP team
- Use non-student time during the day (e.g. cleaning up, recess, lunch, walking down the hallway)
- Begin discussing potential goals/goal areas early, at progress report time
- Draft goals prior to the meeting & distribute to IEP team
- Ensure copies are marked as **DRAFT**

Tips for Collaborating

- Think about the big picture, what the student needs to be doing next year,
5 years from now,
when they are 21...
- Ask the student what they want to be able to do
- Write goals that are ‘real-life’ and foster not only independence but self-advocacy

Eligibility for Special Education: Three Prongs

- The student is a ‘student with a **disability**’.
- The disability **adversely affects educational or functional performance** at school.
- The performance deficits related to the disability are such that **the student requires specially designed instruction** in order to ensure access to the general curriculum.



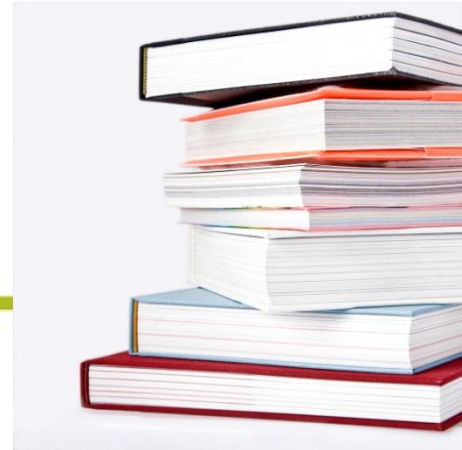
Individuals with Disabilities Education Improvement Act (2004)



Domains of Academic & Functional Performance: Standard Course of Study

<http://www.ncpublicschools.org/curriculum/>

- Art
- Computer/Technology
- Guidance
- Healthful Living
- Information Skills
- English Language Arts
- Math
- Science
- Social Studies



Domains of Academic & Functional Performance: Foundations – Early Learning Standards

http://www.osr.nc.gov/ProfDevandResources/foundationsEarly_learningToDownload.asp

- Approaches to Learning
- Emotional & Social Development
- Health & Physical Development
- Language Development & Communication
- Cognitive Development



The PLAAFP Is...

- Current
- Relevant
- Objective
- Measurable
- Understandable
- Related to one academic or functional domain
- Related to progress in general education



Present Levels of Academic Achievement and Functional Performance

BOTTOM LINE.....

The present level of performance is the cornerstone of the IEP. It drives and links all other IEP components together.

Measurable Annual Goals

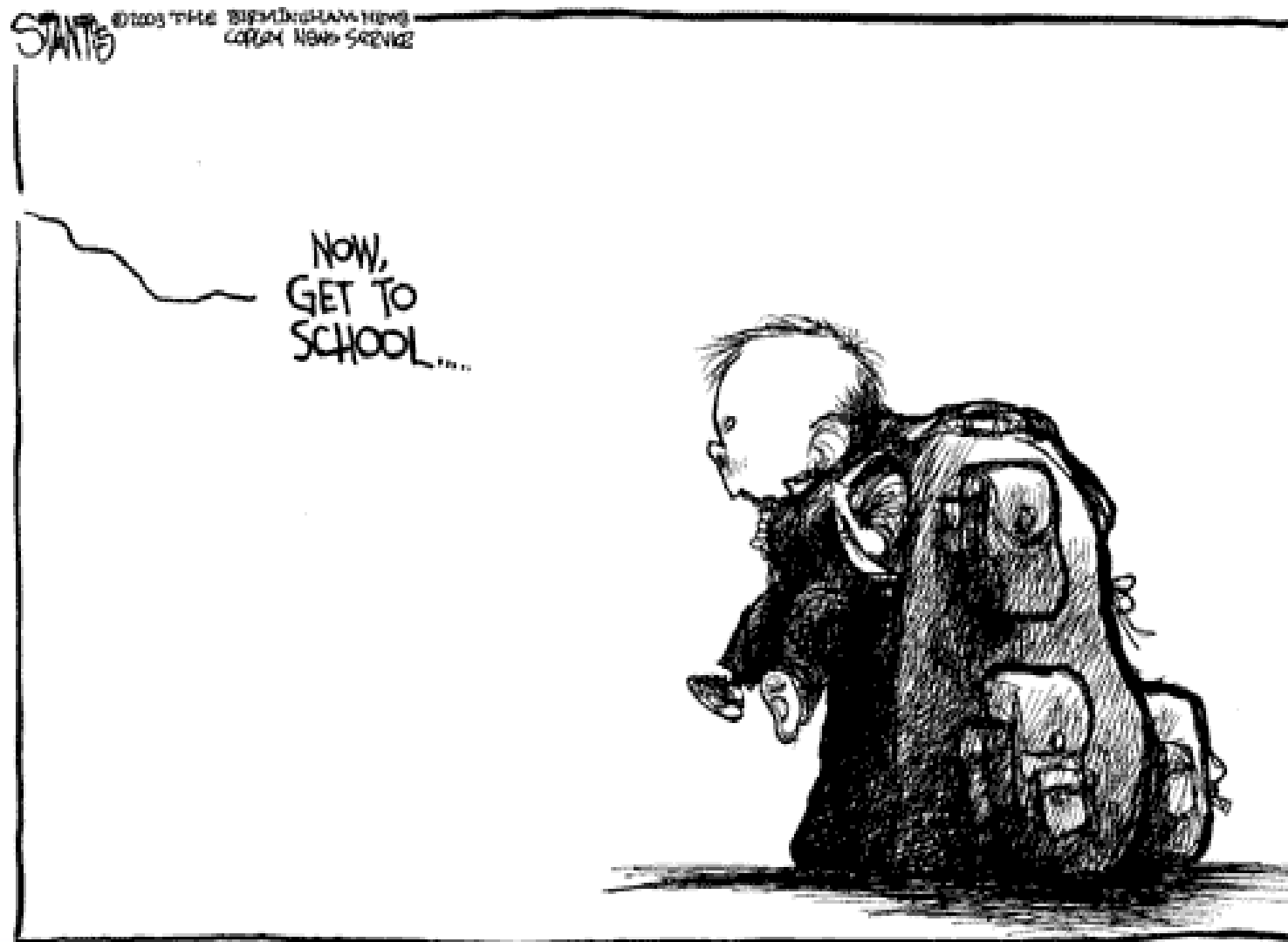
Major Components



- Flows from the PLAAFP
- Includes givens/conditions
- Addresses one skill/domain area
- Describes observable learner performance
- Contains measurable criteria for acceptable level of student performance
- Can be accomplished within duration of IEP



IEP Development



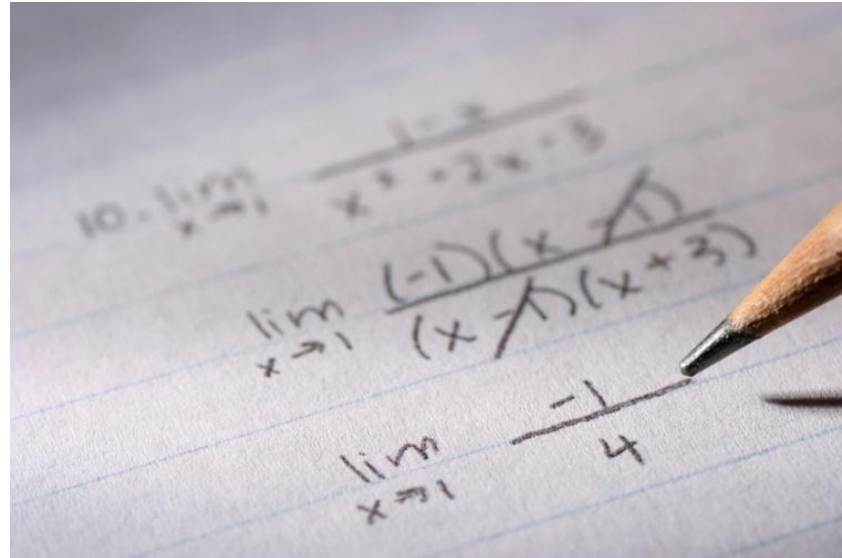
How to Measure Progress on Annual Goals

- Data collection measures the criteria stated in the goals/objectives/benchmarks
- Synthesized data provides clear evidence of progress in the general curriculum
- Report explains extent to which the progress is sufficient to achieve the goals
- Goal is written on progress report
- Written in parent-friendly language
- Parent understands how progress on integrated goals will be provided



Common Data Sources to Measure Progress

- Test results
- Curriculum-based measurements
- Work samples
- Portfolios
- Teacher/Service Provider observation checklists
- Behavior observations



Only one measurement of progress is required; however, it must be sufficient to gather all of the data needed to report progress on each annual goal.



Questions...



NC DPI Related Services Consultant Web Sites

- **Perry Flynn** – UNC-G

<http://www.uncg.edu/csd/faculty/perryflynn.html>

- **Lauren Holahan** – UNC-CH

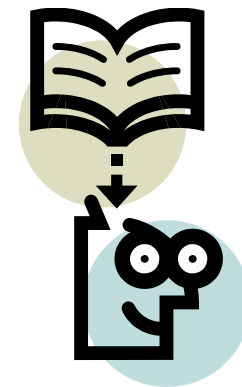
<http://www.med.unc.edu/ahs/ocsci/nc-school-based-ot-site>

- **Laurie Ray** – UNC-CH

www.med.unc.edu/ahs/physical/schoolbasedpt



References/Resources



- Department of Education Federal Register (August 14, 2006) <http://idea.ed.gov>
- North Carolina Policies Governing Services for Children with Disabilities (November 1, 2007) <http://www.ncpublicschools.org/ec/>
- Domains of Academic & Functional Performance: Standard Course of Study
- <http://www.ncpublicschools.org/curriculum/>

References/Resources

- Domains of Academic & Functional Performance: Foundations – Early Learning Standards
http://www.osr.nc.gov/ProfDevandResources/foundationsEarly_learningToDownload.asp
- *Writing Quality Individualized Education Programs.*
Gibb & Dyches, 2007
- *Writing Measurable IEP Goals and Objectives.*
Bateman & Herr, 2006.
- NC DPI Training Modules:
<http://www.ncpublicschools.org/ec/policy/presentations/>

