

Writing Effective IEP Goals

Speech-Language Webinar Series

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VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

State Board of Education Goals

FIVE-YEAR STRATEGIC PLAN FOR 2016-2020

1

All
Students
Proficient
and Showing
Growth in All
Assessed
Areas



2

Every
Student
Graduates
from High
School and
is Ready for
College and
Career



3

Every
Child Has
Access
to a High-
Quality Early
Childhood
Program



4

Every
School Has
Effective
Teachers and
Leaders



5

Every
Community
Effectively
Uses a
World-Class
Data System
to Improve
Student
Outcomes



6

Every
School and
District is
Rated “C” or
Higher



MSHA/MDE Collaborative Webinars

- <https://www.mdek12.org/OSE/Special-Education-Training/Webinars>
 - February, 2018 – Eligibility Determination and Report Writing
 - April, 2018 – EBP and Resources for SLPs
 - October, 2018 – MDE Updates and FAQs

Send topic requests to tlaney@mdek12.org

What's New?

MSHA Conference

- April 2-3, 2019
- Beau Rivage, Biloxi MS
- Preconference, April 1
- Register online at www.mshausa.org
- Ethics session will be provided to help meet the new ASHA requirement for CCC renewal.



Access for All Guide

- Written as a resource for teachers who have struggling students in their classroom.
- Deficit skills are addressed, including speech and language skills.
- SLPs may use this as a pre-referral resource.

Access for All Guide

Access for All Guide Instructional Implementation

17

DEFICIT AREA: ACADEMICS

Reading Comprehension.....	18
Word Recognition/Decoding	20
Auditory or Language Comprehension	21
Fine Motor Control/Spelling.....	23
Writing	24
Dyslexia	25
General Math Strategies.....	27
Recalling Facts or Steps in a Process	28
Word Problems.....	29
More Abstract/Complex Mathematical Operations.....	30
Basic Math Facts/Foundations Skills.....	31

DEFICIT AREA: PHYSICAL

Hearing.....	32
Vision	33
Chronic Health Problems, Congenital Conditions, and Head Injuries.....	34

DEFICIT AREA: SPEECH/LANGUAGE

Speech Impairments.....	35
Language Impairments	36

Access for All Guide

DEFICIT AREA: SPEECH/LANGUAGE

Speech Impairments



Questions that Address Potential Areas of Difficulty for the Learner

1. Articulation
2. Fluency/Stuttering
3. Voice
 - Is the student difficult to understand when speaking?
 - Does the student need more time to communicate his or her wants and needs?
 - Does the student speak at an appropriate rate with appropriate volume, pitch and voice quality?

Access for All Guide

Possible Accommodations and/or Modifications

Articulation

- Alternate means of communication, such as augmentative or alternative communication devices, sign language, or communication boards
- Model good speech production in the classroom
- Reinforce accurate production of speech sounds

Fluency/Stuttering

- Reinforce instances of “easy speech” in the classroom
- Allow longer oral response time
- Avoid telling students to “slow down” when participating in group discussions
- Discuss fluency concerns with speech-language pathologist

Voice

- Encourage appropriate use of voice in the classroom
- Help student reduce instances of yelling or throat clearing
- Reduce the amount of background noise in the classroom
- Provide preferential seating near the teacher or at the front of the class

All

- Modify assignments requiring students to make oral classroom presentations
- Reduce amount of pressure to communicate in the classroom
- Discuss concerns with speech-language pathologist

Access for All Guide

Suggestions for Instruction

- Avoid correcting speech difficulties; model correct speech patterns
- Provide a positive learning environment
- Capitalize on the student's strengths as much as possible
- Be patient when the child is speaking
- Develop a procedure for the student to ask for help
- Speak directly to the student
- Be aware that students may require another form of communication
- Encourage participation in classroom activities and discussions; model acceptance and understanding in classroom
- Anticipate areas of difficulty and involve the student in problem-solving
- Devise alternate procedures for an activity with student
- Consult a speech-language pathologist concerning your assignments and activities
- Connect with the speech-language pathologist to ensure the correct accommodations are in place

Access for All Guide



DEFICIT AREA: SPEECH/LANGUAGE

Language Impairments

Questions that Address Potential Areas of Difficulty for the Learner

- Does the student have difficulty following directions?
- Is the student able to answer questions with an appropriate response? For example, do *where* questions yield *place* answers?
- Does the student seem to understand what is being said?
- Does the student use age-appropriate vocabulary

Access for All Guide

Possible Accommodations and/or Modifications

- Shorten and/or modify oral directions
- Allow longer response time
- Provide visuals to enhance explanation of new material, especially with abstract concepts
- Give written directions or visual cues for verbal directions
- Obtain students' attentions before giving a direction
- Assist student in giving correct responses by accepting his or her answers and expanding, or giving the student an opportunity to explain his or her response
- Simplify question forms by asking basic questions, one at a time
- Modify assignments requiring student to make classroom presentations
- Provide individualized instruction to improve a student's ability to complete activities requiring listening
- Provide varied opportunities for language development through participation in regular classroom activities
- Discuss language concerns with speech-language pathologist

Access for All Guide

Suggestions for Instruction

- Incorporate the student's interests into instruction
- Ensure the student has a way to appropriately express their wants and needs
- Reinforce communication attempts (e.g. their gestures, partial verbalizations, etc.) when the student is non-verbal or emerging verbal
- Provide step-by-step directions, repeating when necessary
- Paraphrase back what the student has said or indicated
- Use storybook sharing in which a story is read to student and responses are elicited (and give praise for appropriate comments about the content)
- Give multiple choice instead of open-ended questions
- Use linguistic scaffolding techniques that involve a series of questions
- Use language for social interaction and to resolve conflicts
- Emphasize goals and tasks that are easy for the student to accomplish
- Work at the student's pace
- Present only one concept at a time

Access for All Trainings

- February 19 – Jackson
- February 21 – Natchez
- March 6 – Cleveland
- March 7 - Oxford
- March 12 – Hattiesburg
- March 13 – Biloxi
- June 11 – Meridian
- June 12 - Starkville

IEP Institute: Roadmap to Success

- Rotating sessions with an all-day option for SLPs, OTs and PTs.
- The day will include hands-on practice in deconstructing and writing the PLAAFP, baseline and goals.

IEP Institute: Roadmap to Success

- Mar. 18 - Jackson, R & D Center
- Mar. 25 - Hattiesburg, USM Cochran Center
- Mar. 26 - Long Beach, USM Gulf Park Hardy Hall
- Apr. 4 - Oxford, Oxford Conference Center
- Apr. 5 - Greenville, Greenville Higher Ed. Center

Hot Topics

Preschool Certification Requirements

- The Office of Educator Licensure will continue to oversee the obtainment of endorsements.
- The Office of Early Childhood will be responsible for any other components of certification.
- Once the changes go into effect, SLPs will not be allowed to be the primary teacher of a preschool class without the 122 certification.

Preschool Certification Requirements

The 122 certification will be required for:

- An SLP who serves as the primary teacher in a special education classroom

The 122 certification will NOT be required for:

- An SLP who only tests preschool children
- An SLP who serves as the primary or related service provider in an individual, small group or inclusion setting

Preschool Certification Requirements

Questions about this process should be addressed to:

Joyce Greer

Early Childhood Instructional Specialist

jgreer@mdek12.org

601-359-2942

ASHA SLP Standards Changes for 2020

- Beginning with the January 1, 2020 – December 31, 2022 certificate maintenance interval
- Ethics: 1 hour of CEU per 30 must address ethics
- Supervision: All clinical supervisors and Clinical Fellow (CF) mentors must complete a minimum of 2 hours of professional development in the area of supervision/clinical instruction AND have 9 months practice experience before serving as such

<https://www.asha.org/Certification/Prof-Dev-for-2020-Certification-Standards/>

SLP Listserv

- Join the MDE [SLP listserv](#) to receive registration links to webinars and conferences and other relevant information.
- MSHA members will receive listserv messages containing regarding MSHA news and information.

Writing Effective Goals

Development of a Comprehensive PLAAFP

Includes:

1. Student's strengths, preferences, and interests
2. Student's needs (educational and/or functional impact of the disability)
3. Measurable and observable data
4. Expectation statement
5. Parent's/student's interests
6. PLAAFP summary (baseline data)

PLAAFP Summary (Baseline Data)

Includes:

1. Identified areas of need to be addressed on the IEP (check the appropriate area that identifies this goal)
2. Data source
3. A baseline statement (starting point) of the student's current function in relation to the annual goal

PLAAFP Summary – Baseline for the Annual Goal

The baseline statement should include:

- a) data source,
- b) a clear description of the observable target skill or behavior,
- c) the condition under which the target skill can be observed, and
- d) the current rate of performance.

Determining the Baseline

1. Based on the PLAAFP, determine **critical, prioritized** areas of need that can be **reasonably** addressed during the school year. These areas will become annual goals.
2. Once these areas are identified, determine the baseline directly related to the annual goal.
3. Use scaffolding documents to unpack Standards and determine which skills are embedded in the Standards.
4. The baseline provides the starting point for progress monitoring.

Example Baseline Statements

- When presented with 10 pictures of initial consonant S words, Alex can produce the S sound in the initial position of words with 30% accuracy spontaneously.
- According to the LAP-3, Alex can identify rough or smooth surfaces by touch with 50% accuracy.

Measurable Annual Goals

Measurable annual goals are academic and/or functional goals that are written to meet the child's needs that result from the child's disability to enable the child to be involved in and progress in the general education curriculum and meet each of the child's other educational needs that result from the child's disability (C.F.R. §300.320(a)(2)).

- *They must be meaningful, understandable, and able to be accomplished within one school year.*
- *If multiple areas of need are identified in the PLAAFP, prioritize goals based on critical needs that have the greatest impact on progress.*

Measurable Annual Goals

- Should address functional and/or behavioral needs addressed in a student's PLAAFP.
- Should focus on deficit skill areas.
- Should identify the knowledge, skills, and/or behaviors a student is expected to demonstrate within a specified time period.
- Should be written in easily understood language.
- Should state an observable behavior of the student (can be seen and/or heard by the observer).

Measurable Annual Goals

- The IEP Committee should determine overall progress from informal and formal assessment data.
- Progress can be measured as written without additional information
- The goal identifies how to measure progress and determine mastery.
- Measurement of progress yields the same outcome by several people.
- Avoid vague, unobservable terms, such as appropriate, improve, increase/decrease, participate, that do not target a specific skill or behavior

Measurable Annual Goals and Objectives

Use Doing Words: (Examples)

- | | |
|-----------|-------------|
| • Write | • Sort |
| • Draw | • Sing |
| • List | • Underline |
| • Perform | • Point to |
| • Circle | • State |
| • Touch | • Smile |
| • Walk | • Add |
| • Sign | • Paint |
| • Pick up | • Type |
| • Removes | • Copies |

Avoid Slippery Words: (Examples)

- | | |
|--------------|---------------------------|
| • Identify | • Communicate |
| • Know | • Grasp/really understand |
| • Understand | • Be able to |
| • Enjoy | • Value |
| • Appreciate | • Solve |
| • Recognize | • Apply |
| | • Tolerate |

Components of Measurable Annual Goals

- **Condition:** Situation, setting, or given material under which behavior will be performed (what is provided to the student)
- **Behavior:** Specific action student will be expected to perform (what the student does)
- **Criteria:** Level of mastery student must demonstrate and/or number of times student must demonstrate the skill or behavior
- **Timeframe:** Start and end date for each goal.

Measurable Annual Goals

Timeframe	Condition	Behavior	Criteria
By the end of the 2019-2020 school year	when given a 5 th grade reading passage,	Alex will read 115 words correctly in one minute by applying grade-level phonics and word analysis skills	on 4 out of 5 assessments. (RL.7.10)

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RL.7.10)

Measurable Annual Goals

Timeframe	Condition	Behavior	Criteria
In 36 weeks,	when given a verbal model,	Jaylin will increase his intelligibility by producing s blends at the beginning of words in sentences	with at least 70% accuracy on 3 consecutive attempts. (SL.2.1)

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (SL.2.1)

Addressing Specific Goals

- What are the student's communicative strengths?
- What are the student's communicative weaknesses?
- What are the skills contributing to the strengths?
- What skills are deficient and therefore contributing to the weaknesses?

Addressing Specific Goals

- Which of the student's skills can be used to compensate for deficiencies?
- What do I want to work on first? And now answer: Why do you want to work on that first? That answer will help you determine if you have made a viable choice.
- What are the tasks you will have the student complete or engage in to work on the skill?
- What supports will you provide for the student?

Writing Specific Goals



The student will increase vocabulary usage through literacy to 80% accuracy, on 2/3 trials, when given verbal, visual, and auditory cues.



The student, when given 10 pictures related to a story, will name the pictures with 80% accuracy, when given visual, auditory, and verbal cues, on 2/3 trials.

Using Data to Develop Goals - STAR



Student Diagnostic Report Skill Set Scores

Printed Tuesday, January 22, 2019 1:27:16 PM

School: _____

Reporting Period: 8/7/2018 - 6/30/2019
(2018-2019 School Year)

Class: _____	Student's Age (yrs): 6.8
Teacher: _____	Grade: K
Test Date: 12/11/2018	ID: _____
SS: 584 (Scaled Score)	

Literacy Classification			
Early Emergent Reader SS 300-487	Late Emergent Reader SS 488-674	Transitional Reader SS 675-774	Probable Reader SS 775-900

Est. ORF is available for tests taken in grades 1-3.

Sub-Domains	Score
Alphabetic Principle	73
Concept of Word	74
Visual Discrimination	82
Phonemic Awareness	49
Phonics	47
Structural Analysis	38
Vocabulary	50
Sentence-Level Comprehension	41
Paragraph-Level Comprehension	38
Early Numeracy	70

Using Data to Develop Goals - STAR

Skill Sets Within Each Sub-Domain

Skill set scores, ranging from 0-100, estimate the student's percent of mastery of skills in each set.

Alphabetic Principle	Skill Set Score
Alphabetic Knowledge	80
→ Alphabetic Sequence	47
→ Letter Sounds	74

Concept of Word	
Print Concepts: Word length	83
→ Print Concepts: Word borders	59
Print Concepts: Letters and Words	83

Visual Discrimination	
Letters	88
→ Identification and Word Matching	68

Phonemic Awareness	
→ Rhyming and Word Families	65
Blending Word Parts	76
→ Blending Phonemes	64
Initial and Final Phonemes	33
→ Consonant Blends (PA)	60
Medial Phoneme Discrimination	22
→ Phoneme Isolation/Manipulation	42
→ Phoneme Segmentation	45

Phonics	
→ Short Vowel Sounds	52
→ Initial Consonant Sounds	69
→ Final Consonant Sounds	51
Long Vowel Sounds	37
→ Variant Vowel Sounds	48
→ Consonant Blends (PH)	49

Phonics	Skill Set Score
→ Consonant Digraphs	47
→ Other Vowel Sounds	44
→ Sound-Symbol Correspondence: Consonants	64
Word Building	39
→ Sound-Symbol Correspondence: Vowels	42
→ Word Families/Rhyming	40

Structural Analysis	
→ Words with Affixes	45
→ Syllabification	46
Compound Words	32

Vocabulary	
→ Word Facility	63
Synonyms	36
→ Antonyms	40

Sentence-Level Comprehension	
→ Comprehension at the Sentence Level	41

Paragraph-Level Comprehension	
Comprehension of Paragraphs	38

Early Numeracy	
→ Number Naming and Number Identification	70
→ Number Object Correspondence	62
→ Sequence Completion	68
Composing and Decomposing	78
→ Measurement	73

→ Next Steps: These are the skill sets the student is ready to learn and practice, based on their Scaled Score. Skill sets with a score below 40 may not have been presented to the student yet or may be too difficult at this time.

This student is enrolled in multiple STAR Early Literacy classes.

Example Goal

- By the end of 36 weeks, when verbally presented with a CVC word, the student will identify the initial, medial, and final phoneme sound, with 80% accuracy, when given tactile, visual, and verbal cues, 2/3 trials. **RF.1.2c**

Using Data to Develop Goals - STAR



Student Diagnostic Report Skill Set Scores

Printed Tuesday, January 22, 2019 1:33:42 PM

School:

Reporting Period: 8/7/2018 - 6/30/2019
(2018-2019 School Year)

Class:	Student's Age (yrs): 4.3
Teacher:	Grade: Pre-K
Test Date: 12/18/2018	ID:
SS: 503 (Scaled Score)	

Literacy Classification			
Early Emergent Reader SS 300-487	Late Emergent Reader SS 488-674	Transitional Reader SS 675-774	Probable Reader SS 775-900

Est. ORF is available for tests taken in grades 1-3.

Sub-Domains	Score
Alphabetic Principle	60
Concept of Word	61
Visual Discrimination	71
Phonemic Awareness	36
Phonics	33
Structural Analysis	25
Vocabulary	37
Sentence-Level Comprehension	28
Paragraph-Level Comprehension	27
Early Numeracy	57

Using Data to Develop Goals - STAR

Skill Sets Within Each Sub-Domain

Skill set scores, ranging from 0-100, estimate the student's percent of mastery of skills in each set.

Alphabetic Principle	Skill Set Score
→ Alphabetic Knowledge	69
Alphabetic Sequence	32
→ Letter Sounds	61

Concept of Word	
→ Print Concepts: Word length	71
→ Print Concepts: Word borders	43
→ Print Concepts: Letters and Words	72

Visual Discrimination	
Letters	79
→ Identification and Word Matching	53

Phonemic Awareness	
→ Rhyming and Word Families	50
→ Blending Word Parts	64
→ Blending Phonemes	49
Initial and Final Phonemes	21
→ Consonant Blends (PA)	44
Medial Phoneme Discrimination	13
Phoneme Isolation/Manipulation	29
Phoneme Segmentation	30

Phonics	
Short Vowel Sounds	38
→ Initial Consonant Sounds	55
Final Consonant Sounds	36
Long Vowel Sounds	24
Variant Vowel Sounds	34
Consonant Blends (PH)	35

Phonics	Skill Set Score
Consonant Digraphs	33
Other Vowel Sounds	30
→ Sound-Symbol Correspondence: Consonants	50
Word Building	26
Sound-Symbol Correspondence: Vowels	28
Word Families/Rhyming	27

Structural Analysis	
Words with Affixes	31
Syllabification	32
Compound Words	20

Vocabulary	
→ Word Facility	49
Synonyms	24
Antonyms	27

Sentence-Level Comprehension	
Comprehension at the Sentence Level	28

Paragraph-Level Comprehension	
Comprehension of Paragraphs	27

Early Numeracy	
→ Number Naming and Number Identification	58
→ Number Object Correspondence	48
→ Sequence Completion	55
→ Composing and Decomposing	65
→ Measurement	60

- Next Steps: These are the skill sets the student is ready to learn and practice, based on their Scaled Score. Skill sets with a score below 40 may not have been presented to the student yet or may be too difficult at this time.

This student is enrolled in multiple STAR Early Literacy classes.

Example Goal

- By the end of the 2019-2020 school year, the student will produce the s sound in initial, medial, and final position of words in sentences with 80% accuracy, when given picture presentation, verbal, auditory, and tactile cues, 2 consecutive sessions. SL.K.6

Using Data to Develop Goals - iReady

Diagnostic Results



Subject Reading
Student [REDACTED]
Student ID 001341928
Student Grade 5
Diagnostic Diagnostic 2 (12/03/18)

Diagnostic 2

Typical Growth

The average annual growth for a student at this grade and placement level.

650

On Grade Level (581 - 640)

Stretch Growth

An ambitious but attainable level of annual growth which puts below-grade level students on a path towards proficiency.

Stretch 603

Typical 589

Overall

● Grade 3 (541)
Standard Error +/- 11

Phonological Awareness*

● Tested Out

Phonics*

● Tested Out

High-Frequency Words*

● Tested Out

Vocabulary

● Grade 4

Comprehension: Literature

● Grade 3

Comprehension: Informational Text

● Grade 3

Using Data to Develop Goals - iReady

Comprehension: Literature

● Grade 3
535

Developmental Analysis

This domain addresses [REDACTED] understanding of literary text. Results indicate that [REDACTED] needs instruction in Grade 3 literary skills and strategies such as analyzing characters and connecting text and visuals. Encourage the student to read a wide variety of literary genres, including fantasy and realistic fiction. [REDACTED] should also be reading fairy tales, fables, folktales, and myths.

Can Do

[REDACTED] is developing proficiency with below-grade level text in skills such as:

- making inferences
- comparing and contrasting
- sequencing events
- recognizing cause-and-effect relationships
- understanding key ideas and details
- determining word meaning
- retelling plot events

Using Data to Develop Goals - iReady

Next Steps & Resources for Instruction

Build understanding of characters.

Build understanding of characters.

Support [REDACTED] in practicing the following skills in Grade 3 text:

- Determine a character's traits or characteristics. Notice clues about the character that are revealed through dialogue, actions, thoughts or feelings, and from what the narrator or other characters say about the character.
- Use a character map as a tool to learn more about a character.
- Analyze how characters respond to events or change during the course of a story.
- Identify how a character's actions drive changes in the story's plot.

Goals

- The iReady results give so much information, you can use it to write multiple goals.
- To link to the Standards, define the deficit skill then choose a Standard that addresses that skill, for reference only. The chosen Standard must be from the student's assigned grade level.

Example Goal

- When given a third grade level text, the student will sequence the events of the story with 70% accuracy on 3 consecutive attempts.

References

- [MS Handbook for Speech-Language Pathologists](#)
- [Access for All Guide](#)
- [Preschool Teacher Credential Pathways](#)
- [MDE Scaffolding Document](#)

Questions?





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