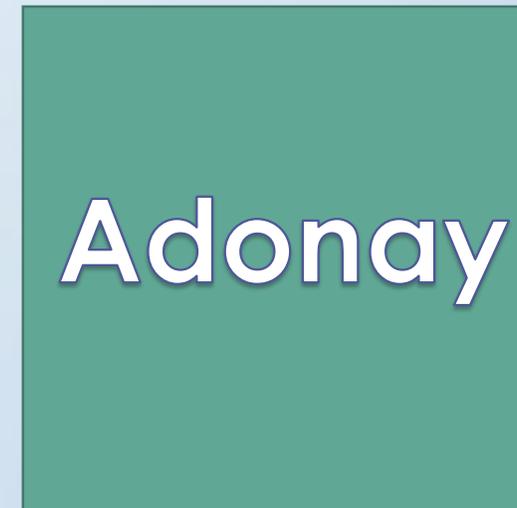




Thank You!



Sensory Friendly Movies



- Feb. 9th at 10am
- Cinemark in College Station
- Lights on, sound reduced, no previews
- Open to all families

Upcoming FREE Events

- Able, Active & Adaptive Conference
 - March 1, 2019
 - Keynotes
 - Breakouts
 - Demonstrations
 - Dance lessons
 - DANCE PARTY!!
- Register at ableactiveadaptive.net
- 2019 Success Conference
 - March 2, 2019
 - Keynote (Anthony Ianni)
 - Breakouts (2 in Spanish)
 - Resource Fair
 - Free childcare (ages 2 and up)
 - Transportation available
- Register at cdd.tamu.edu

Next Session- March 7 , 2019

**Love is Friendship on Fire-
How Will You Teach Your
Child to Stay Safe In The
Flames?**

Speaker: Lucinda Thelen, M.Ed

Housekeeping

- Restrooms
- Got Questions?
 - purposefullifebcs@gmail.com
- Children in Fellowship Room
- We Value Your Input! Surveys



What and How Will They Learn? IEP Goals Lead The Way

Robin Miller, CSISD Specialized Programs Coord.

Purposeful Life

February 2019

Why do IEP goals matter?

Because they set a student's educational priorities and ensure that no critical skills are overlooked.

In other words, they make sure school is meaningful and productive for your child.



Goal Areas to Consider:

- Core academic subjects (reading, writing, math, science, and social studies)
- Communication
- Social skills and adaptive behavior
- Functional skills

Depending on the student, functional skills could include:

- Self-care
- Fine motor or gross motor skills
- Organization and planning
- Independent living skills
- Community use
- Ability to use adaptive equipment or assistive technology
- Vocational skills

All goals should be based on data. Some data sources include:

- Full Individual Evaluation
- Outside Evaluations
- [State Testing](#) and District Benchmarks
- Progress on Prior Goals
- Curriculum-based Measures
- Teacher Input
- Classroom Observations
- Transition Assessment and Transition Plan
- Input from Therapists
- Student
- Parent

After gathering the data, the team writes a PLAAFP (Present Levels of Academic and Functional Performance)

- The PLAAFP should describe the student's skills and needs in all relevant areas, and should be jargon-free.
- It should include a statement about how the student's disability affects his/her ability to access and master the curriculum.
- It should clearly state the student's performance level, including any accommodations or supports necessary for the student to succeed. For example, it might say, "Robin is able to use tally marks to independently add one-digit numbers. With a 100's chart, she can add two digit numbers without regrouping. When given a 10-function calculator, Robin can add columns of up to 10 2-digit numbers with 80% accuracy."

PLAAFP, cont'd

- The PLAAFP does not have to address every grade level TEK. It should instead focus on the key skills that are most important for the student's success. This might be the key foundational skills for the subject area, or it could be important skill gaps that are impeding the student's progress.
- After reading the PLAAFP, you should have a clear picture of the student's priorities for the new IEP.
- When you move on to the goals, you should see a clear connection between the PLAAFP and the goals.

Next, the team writes goals.

- There should be at least one goal in each area where the PLAAFP has identified a skill gap.
- There should not be an endless list of goals. The team should consider long-term outcomes and set priorities to develop a reasonable number of goals.
- Parent and student concerns should be considered when setting priorities and developing goals.
- If the student is working on precursor skills, each goal should have at least two short-term objectives.

What does a good goal look like?

- **Timeframe** (“Within 36 instructional weeks,” “By the end of the 2019-2020 school year”)
- **Condition** (“given a multiplication chart,” “when given a graphic organizer and sentence starters,” “given visual cues and pre-teaching of social expectations”)
- **Observable Behavior** (“Robin will multiply numbers up to 20,” “Robin will write a five-sentence paragraph,” “Robin will play a cooperative game with a peer for five minutes”)
- **Mastery Criteria** (“with 80% accuracy,” “earning a score of at least 15 on the attached rubric,” “on 4 out of 5 observed opportunities”)

Sample Goals

- By the end of his 12-week training program, when given a task list and labeled shelves, Julian will stock the nurse's supply closet with 90% accuracy.
- Within 36 instructional weeks, given a voice-output communication system, Sara will independently request 3 items or activities in a 30 minute timed observation.
 1. By the end of the second reporting period, given a voice-output communication system and two gesture prompts, Sara will request an item or activity when asked "what do you want?" on 3 out of 4 charted trials.
 2. By the end of the fourth reporting period, given a voice-output communication system and two gesture prompts, Sara will request two items or activities in a 30 minute timed observation.

How do you know if your child is making progress?

- IEP progress reports and report cards
- Parent-teacher conferences
- Doing homework together or reviewing your child's homework
- Performance on state testing
- Observing functional use of the IEP skills (If Robin's learning to add with a calculator, can she use that to add the cost of groceries on a shopping list? If she's learning to subtract, can she subtract to see whether she's been given the correct change?)

Reading an IEP Progress Report:

- If the teacher has just entered a letter code, that's not good enough. Contact the school and ask for details.
- You won't see immediate mastery. Your child won't make 80's and 90's each six weeks like they would on a report card.
- There should be a steady increase in your child's mastery of the skill.

Examples:

- The first report says Robin can sit for 3 minutes during circle time. The next says she can sit for 5, then 6 minutes and 30 seconds, and then she masters the goal of sitting for 10 minutes. On the final progress report, she has maintained the skill.
- Sam's first progress report says he can identify one two-dimensional shape (circle). The next says he can identify circles and squares, then he can identify circles, squares, and triangles, etc.
- Juan's first progress report says he can identify 5 grade-level sight words. The next three all say he can identify 6 grade-level sight words. **We need to go back to ARD. Juan is not going to master this goal.**

Homework:

Read your child's last ARD. Do the PLAAFP and goals make sense? Do they describe your child? If not, ask for a parent-teacher conference to discuss your concerns.

Before your child's next ARD, contact the teacher(s) to talk about the PLAAFP and goals, and to discuss your child's educational priorities.





Resources

Texas Project First's PLAAFP Guide:
<https://texasprojectfirst.org/node/199>

TEA's Guide to Understanding STAAR Reports:
<https://texasassessment.com/families/understanding-the-test-score/>