

Presentation Notes

Related Service Providers

Webinar 1: Aligning IEP Goals to Services

January 17, 2018

State Resources

- Idaho Special Education Manual with resource materials
<http://www.sde.idaho.gov/sped/sped-manual/>
- Idaho Training Clearinghouse <https://idahotc.com/>

IEP Goal Development

Collect Baseline Data

- The targeted skill or behavior
- The circumstances under which the student is currently performing the targeted skill or behavior
- The rate/frequency/accuracy at which the student is currently performing the target skill or behavior

Goal Components

- Condition
- Targeted Skill or Behavior
- Criteria
- Procedure for collecting data
- Schedule for collecting data
- Reference to an Idaho approved general education standard

What is the Role of the Related Service Provider in the development of IEP Goals?

- Related service personnel collect and document baseline data, identify appropriate goals for the student and determine the procedure for monitoring progress on the goals.

Alignment of Baseline Data to the Goal

1. **Baseline:** Given a drawing of 5 shapes, Rany is currently able to copy the shapes with a rubric score of 1 point on a 4-point rubric for angulation, formation, closure and penetration.

Goal: Given a drawing of 5 shapes, Rany will copy the shapes, scoring at least 3 points on a 4-point rubric for angulation, formation, closure and penetration, as measured twice-monthly by 12/03/18.

2. **Baseline:** Given grade-level vocabulary words, Jessica is currently able to determine the meaning of unknown words with 45% accuracy.

Goal: Given grade-level vocabulary words, Jessica will determine the meaning of unknown words and phrases with 90% accuracy on 5 consecutive trials as charted on weekly data probes by 4/6/18.

3. **Baseline:** Given a 10-minute group activity, Parker currently is able to participate by making one topic-related comment, when prompted.

Goal: Given a 10-minute group activity, Parker will participate by making at least three topic-related comments, without prompts, as observed and charted on 8 out of 10 monthly opportunities by 4/17/18.

Guiding Questions

- Are all the student's identified needs addressed in the IEP goals?
- Are the goals meaningful, realistic and achievable within one year?
- Does each goal have only one target skill or behavior?
- Are the goals written in observable and measurable terms?

Related Service Delivery

- Professionals providing related services determine the appropriate services and delivery model connecting to the identified goal.
- Each IEP service addresses the identified areas of student need as outlined in the targeted skill area of the goals.

Regulations

- Students with disabilities need to be educated with students who are nondisabled to the maximum extent appropriate in order to ensure access to, participation and progress in the general curriculum

What is the Role of the Related Service Provider in determining appropriate services for students?

- Related service providers will identify the appropriate related services and delivery model for the student which directly supports the student's ability to meet the IEP Goals.

IEP Services

- IEP teams consider a continuum of services

Early Childhood Services

- Early childhood IEP teams will consider how each area of identified need in the goal can be addressed during the child's participation in appropriate activities

Secondary Services

- Secondary transition IEP teams will also consider transition activities which can be supported through related services

Review the Data

- Consider the effectiveness of the service as aligned to the goal

Related Service Delivery

- Push-In/Inclusive Model
- Pull-Out Model
- Blended Model

Alignment of Goal to Service Delivery

1. **Goal:** Given a drawing of 5 shapes, Rany will copy the shapes, scoring at least 3 points on a 4-point rubric for angulation, formation, closure and penetration, as measured, twice-monthly by 12/03/18.

Service Delivery:

Pull-Out Model: provide 1:1 service to learn how to copy

Push-In/Inclusion Model: generalize copying skills during appropriate preschool activities

Blended Model: part of time in a pull-out model to learn specific skills; part of time during appropriate preschool group activities for generalization

2. **Goal:** Given grade-level vocabulary words, Jessica will determine the meaning of unknown words and phrases with 90% accuracy on 5 consecutive trials as charted on weekly data probes by 4/6/18.

Service Delivery:

Push-In/Inclusion Model: during general education core content classroom activities related to vocabulary development

Blended Model: part of the service time could be a pull-out model to learn specific strategies; part of time could be in the general education classroom to generalize the skill

3. **Goal:** Given a 10-minute group activity, Parker will participate by making at least three topic-related comments, without prompts, as observed and charted on 8 out of 10 monthly opportunities by 4/17/18.

Service Delivery:

Push-In/Inclusion Model: participating in group activities within general education classes

Blended Model: part of time in a pull-out model to role play commenting while participating in group activities; part of time within the general education classes to generalize skill

Guiding Questions

- Are all IEP goals addressed by at least one service?
- Do services directly support goals?
- Are the types of services clearly described?
- Are you using curriculum-based materials when delivering services?
- Are you considering a continuum of services, dependent on the needs of your students?

Thank you for joining us on this webinar.

If you have questions or need clarification, please enter your questions in the "Request Assistance" section on the Idaho SESTA website

<https://idahosesta.org/Request>