

# Understanding IEP Goals



The roadmap from present levels to future growth and performance

# Matrix Parent Network and Resource Center

We **empower** families of children with special needs to successfully understand and access the systems that serve them.

We want **you** to become successful advocates and role models for your children.



# Who are We and Who are You?



# You will leave here knowing:

- ✓ How do needs and PLOP influence goal development?
- ✓ What does CHAMPS mean?
- ✓ How to develop goals for the IEP.
- ✓ What are SMART goals?
- ✓ How to track, monitor and evaluate progress on goals.





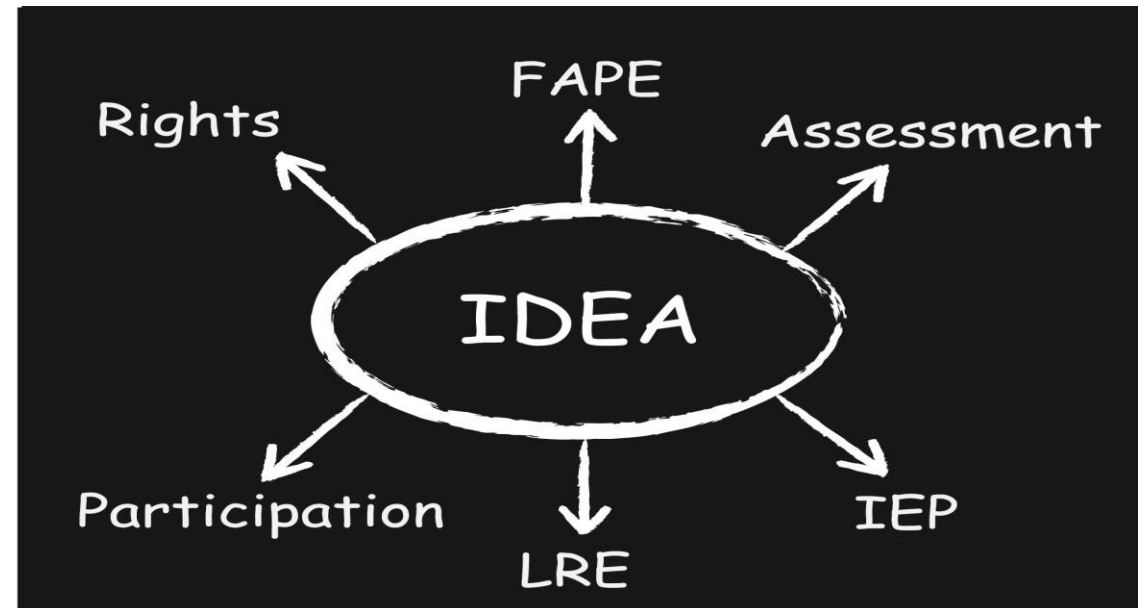
## Sound Familiar?

*We are here to improve our understanding of what goals to have, how to write goals, and how to monitor the progress of goals.*

# Why are Goals Important?

Special Education is based on a federal law: The *Individuals with Disabilities Education Act* or **IDEA**. It has six principles:

1. Assessment
2. IEP
3. **FAPE**
4. LRE
5. Participation
6. Rights



# FAPE

FAPE =  
Free Appropriate  
Public Education

# FAPE

## FAPE Stands for **F**ree **A**ppropriate **P**ublic **E**ducation

- **Free** means that the parent does not pay for it.
- **Appropriate** means that it will, to the extent feasible, given the child's circumstances (abilities), allow them to access the public school curriculum.
- **Public** means that it applies to ALL public school systems, including public charter schools.
- **Education** means that it will involve all aspects of what happens at school, but will not address challenges the child or family has at home.

**FAPE** means IEPs must have **Educational Benefit**.



# Educational Benefit

Educational Benefit =  
Improving educational  
results and functional  
outcomes

# Educational Benefit

## What is Educational Benefit?

It means improving **educational results & functional outcomes**:

- Passing grades
- Advancing from grade to grade
- Making progress toward IEP goals
- Scores on statewide or district-wide assessments
- Graduation

# Fape and Educational Benefit

The landmark case of *Endrew F. v. Douglas County School District* (2017) asked this question:

*“Do schools have to provide a meaningful education in which children with disabilities show significant progress and are given substantially equal opportunities as children without disabilities, or can schools provide an education that results in just some improvement?”*



# Fape and Educational Benefit, cont'd



## Some Key Findings from *Endrew F.*:

- “Education programs must be **appropriately ambitious** in light of (the child’s) circumstances.”
- “Every child should have the chance to meet **challenging objectives**.”
- Schools must be held to a “markedly more demanding” standard than merely “**more than de minimus**” – meaning more than just minimal progress.
- “For a **child fully integrated** in a regular classroom, an IEP typically should be reasonably calculated to enable the child to **achieve passing marks** and advance from grade to grade.”
- School personnel need to have a “responsive explanation for their decisions that shows the IEP is reasonably calculated to enable the child to **make progress appropriate in light of his circumstances**.”
- “School personnel will make decisions that are informed by their own **expertise**, the **progress** of the child, the **child’s potential** for growth, and the **views of the child’s parents**.”

# How do Goals fit into the IEP?

Lets take a look at the IEP process.

**Sonoma County SELPA**  
**INDIVIDUALIZED EDUCATION PROGRAM**

Student Name \_\_\_\_\_  
Original SpEd Entry Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
Last Eval \_\_\_\_/\_\_\_\_/\_\_\_\_  
Date of Birth \_\_\_\_/\_\_\_\_/\_\_\_\_  
Next Annual IEP \_\_\_\_/\_\_\_\_/\_\_\_\_  
Next Eval \_\_\_\_/\_\_\_\_/\_\_\_\_  
IEP Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Purpose of Meeting ☐ Initial ☐ Annual ☐ Triennial ☐ Transition ☐ Pre-Expulsion ☐ Interim ☐ Other \_\_\_\_\_

Age \_\_\_\_\_  
Grade \_\_\_\_\_  
EL ☐ Yes ☐ No  
Student ID \_\_\_\_\_  
Gender \_\_\_\_\_  
Migrant ☐ Yes ☐ No  
Redesignated ☐ Yes ☐ No  
SSID \_\_\_\_\_  
Native Language Interpreter ☐ Yes ☐ No

Residency ☐ Parent/Guardian ☐ Foster ☐ LCI  
☐ Adult Student ☐ Other \_\_\_\_\_

Parent / Guardian Home Address \_\_\_\_\_  
City \_\_\_\_\_  
State, Zip \_\_\_\_\_  
Parent / Guardian Home Address \_\_\_\_\_  
City \_\_\_\_\_  
State, Zip \_\_\_\_\_  
Home Phone \_\_\_\_\_  
Work Phone \_\_\_\_\_  
Cell Phone \_\_\_\_\_  
Email Address \_\_\_\_\_  
Home Phone \_\_\_\_\_  
Work Phone \_\_\_\_\_  
Cell Phone \_\_\_\_\_  
Email Address \_\_\_\_\_  
Residence School \_\_\_\_\_

District of Residence \_\_\_\_\_  
Ethnicity (Select One) ☐ Hispanic or Latino ☐ Not Hispanic or Latino  
Race (Enter Code, must select one or more, regardless of Ethnicity):  
Race 1 \_\_\_\_\_ Race 2 \_\_\_\_\_ Race 3 \_\_\_\_\_

**INDICATE DISABILITY/IES** (P = Primary, S = Secondary) *Note: For Initial and triennial IEPs, assessment must be done and discussed by IEP Team before determining eligibility.*

_____ 210 ID	_____ 220 HH *	_____ 230 Deaf *	_____ 240 SLI	_____ 250 VI *
_____ 260 ED	_____ 270 OI *	_____ 280 OHI	_____ 290 SLD	_____ 300 DB *
_____ 310 MD	_____ 320 AUT	_____ 330 TBI	_____ 281 Est. Med. Dis. (0-5)	

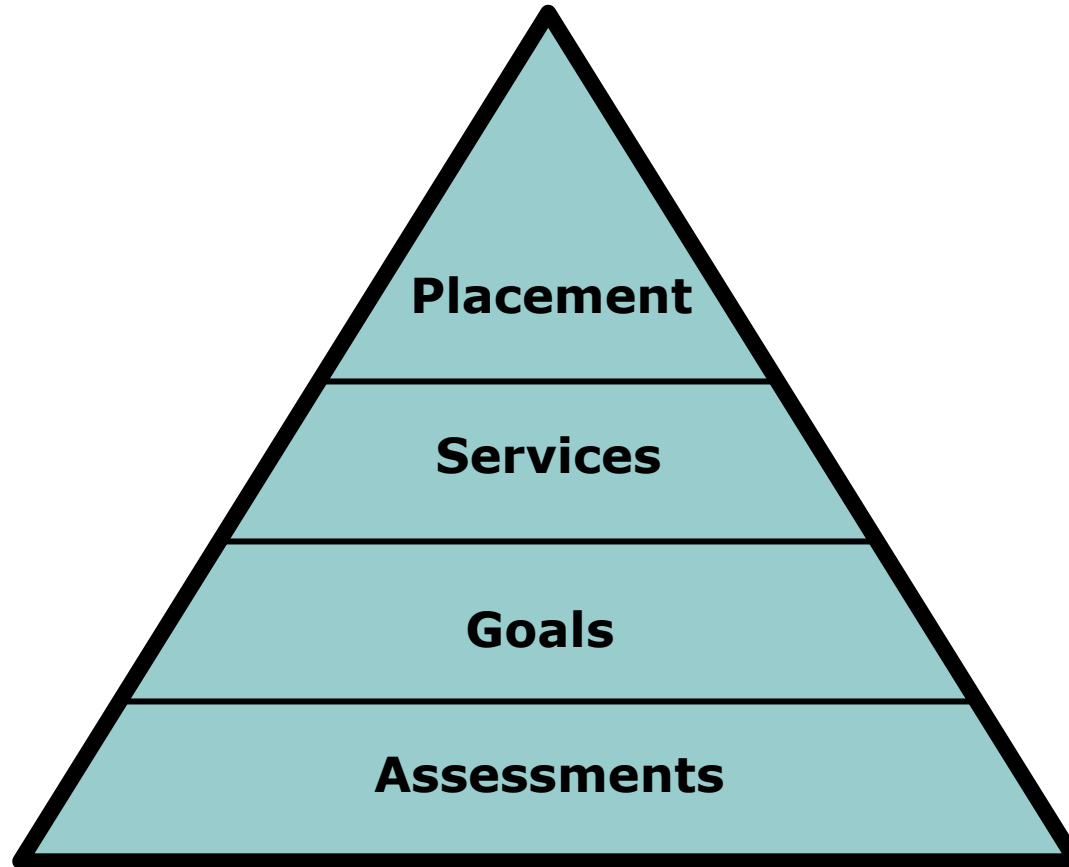
\* Low Incidence Disability  
\_\_\_\_\_ Not Eligible for Special Education  
\_\_\_\_\_ Exiting from Sp. ED. (returned to reg. ed/no longer eligible)

Describe how student's disability affects involvement and progress in the general curriculum (or for preschoolers, participation in appropriate activities) \_\_\_\_\_

**FOR INITIAL PLACEMENTS ONLY**  
Has the student received IDEA Coordinated Early Intervening Services (CEIS) using 15% of IDEA funding in the past two years? ☐ Yes ☐ No  
Date of Initial Referral for Special Education Services \_\_\_\_/\_\_\_\_/\_\_\_\_  
Person Initiating the Referral for Special Education Services \_\_\_\_\_  
Date District Received Parent Consent \_\_\_\_/\_\_\_\_/\_\_\_\_  
Date of Initial Meeting to Determine Eligibility \_\_\_\_/\_\_\_\_/\_\_\_\_

Revised 04/2016  
Form 1

# Special Education Process

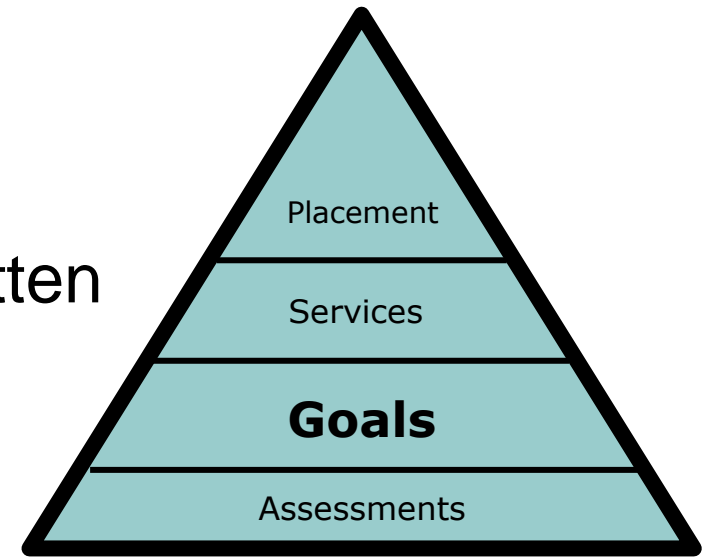


# Special Education Process

There is a **sequence** to follow for an IEP to be written for educational benefit.

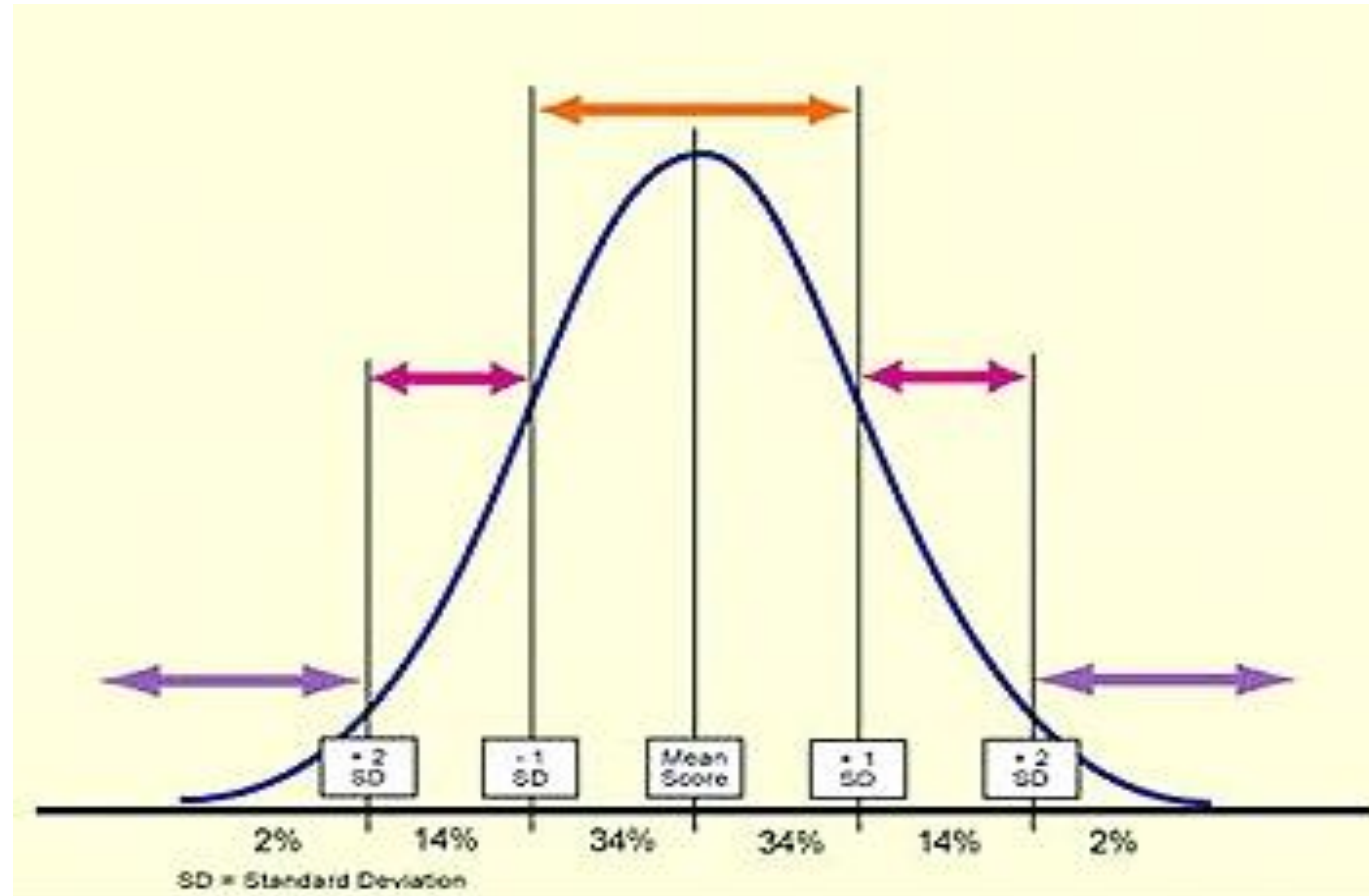
The IEP Sequence:

1. **Assessment** determines needs and describes present levels of academic & functional performance.
2. Annual **Goals** are written to address needs.
3. Special Considerations, **Services, Accommodations/Modifications** are provided so that a student can make progress on his/her goals.
4. **Placement** is the situation in which the required services can best be provided for the student.



**Goals are a critical part of the IEP.**

# Assessments Identify Needs



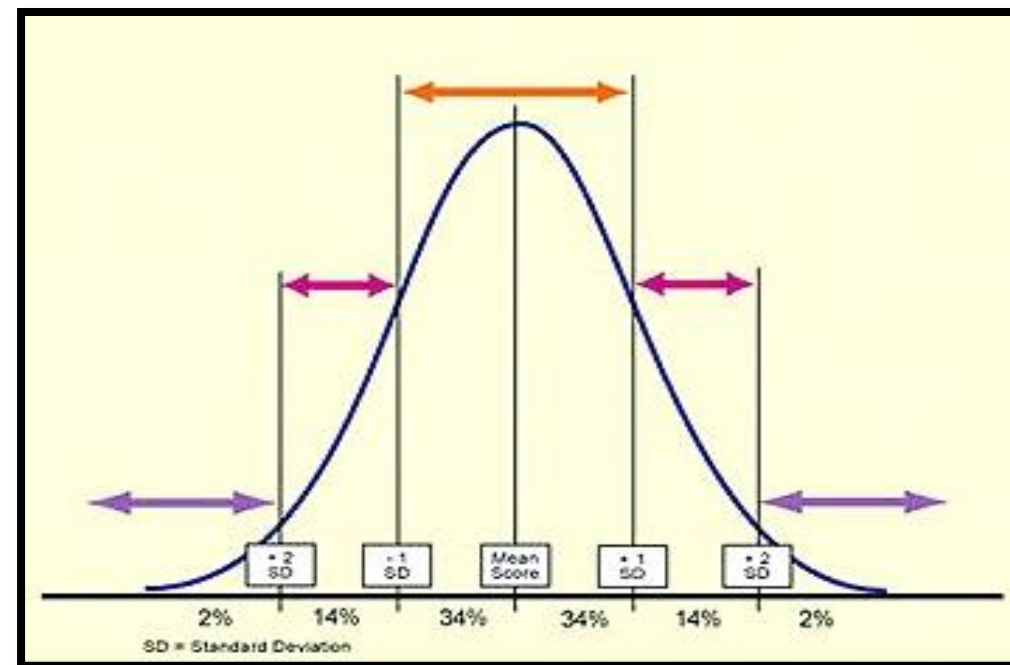


# Assessments Identify Needs

Look at assessments and use these documents to identify skills and needs.

**Parents' concerns and observations are a valuable part of this assessment,** which should gather assessment data from multiple sources:

- Scores from diagnostic tests
- Work samples
- Observations
- Behavior logs
- Attendance records
- Report cards
- Disciplinary records



# Prioritizing Needs

There could be many needs and part of the process is to identify and prioritize these needs



# Assessments Identify Needs



*"To accomplish great things, we must not only act,  
but also dream; not only plan, but also believe."*

—ANATOLE FRANCE

## Educational Benefit Review IEP TOOL KIT

For my child's IEP written on

\_\_\_\_\_  
(date)



A non-profit organization founded in 1983, Matrix serves families of children with disabilities in the North Bay and is one of more than 100 Parent Training and Information Centers (PTIs) nationwide, authorized through the U.S. Dept. of Education's IDEA law. Visit our website for additional resources: <http://www.matrixparents.org>.

Rev.05/27/17

Using the Matrix IEP Toolkit can help you to organize and prioritize needs, and then transfer them into SMART goals.

The toolkit can be found on the Matrix website [here](http://www.matrixparents.org):



[www.matrixparents.org](http://www.matrixparents.org)

# Prioritizing Needs



- Your child may have many needs.
- Every significant need should be addressed in the IEP, by an accommodation or modification or by a goal in the IEP.
- Which are the most important needs? This is a judgement call.
- Before the IEP meeting, think about what you consider most important.
- At the meeting, listen to what other members of the team see.

## Educational Benefit Review IEP TOOL KIT

For my child's IEP written on

\_\_\_\_\_

(date)



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## My Child's Strengths and Needs Worksheet – Part I

Skill Area	Strength	Needs or concerns	What I hope for in 1 year (goals)	1-5 priority
<i>Language</i>				
<i>Receptive</i>				
<i>Expressive</i>				
<i>Self-help such as dressing, toileting, eating</i>				
<i>Motor</i>				
<i>Gross (large)</i>				
<i>Fine (small)</i>				
<i>Social/ emotional and behavioral</i>				
<i>Play</i>				
<i>Pre-academic</i>				

# EXAMPLE WORKSHEET from IEP TOOL KIT

Skill Area	Strength	Needs or concerns	What I hope for in 1 year (goals)	1-5 priority
<b>Language</b> <b>Receptive</b> <b>Expressive</b>	My child is very verbal and can speak up in class	She doesn't understand directions, and therefore can't complete assignments.	Learn to copy homework assignments from Board to planner.	2
<b>Self-help</b> <b>such as</b> <b>dressing,</b> <b>toileting,</b> <b>eating</b>	Enjoys dressing herself and picking out her clothes and shoes.	Looses things and frequently comes home without her coat.	Learns to check whether she has all her belongings and school assignments before coming home	4
<b>Motor</b> <b>Gross (large)</b> <b>Fine (small)</b>	Very creative, loves acting out stories.	She can't write legibly.	That she learn to keyboard and be able to turn in written homework in typed form.	3
<b>Social/</b> <b>emotional</b> <b>and</b> <b>behavioral</b>	Friendly and out going, wants to make friends.	Her exuberance is overwhelming, she scares away other children. Misses social cues.	Learn how to take turns and work well in a group, have a couple of friends in her class.	1

# Present Levels of Performance



# Present Levels of Performance

**C** – Communication

**H** – Health and Adaptive/ Daily Living

**A** – Academic/ Pre-Academic/ Functional Skills

**M** – Motor (gross and fine)

**P** – Psych (Emotional and behavioral)

**S** – Social +

**V** - Vocational





# Present Levels of Performance



PLOPs (Present Levels of Performance):

- Should be well-written and clear,
- Should be provided for each need the IEP team agrees upon and for which a goal already exists, or will be written,
- Are the baseline (starting point) to compare progress towards achieving a new goal,
- Should have something in every CHAMP+V category, not just “N/A”, and
- Are not test scores, but a specific, measurable discussion of present skills.

# Present Levels of Performance

## Things to check

- ✓ **PLOPs should match goals** – each goal should describe the same skill area as the corresponding present level statement.
- ✓ **Measurement Criteria should match:**

Example: if the present level is:

*“writes assignments for all classes in plan book 2 out of 5 days”,*

Then the goal is the same but at a level showing growth:

*“writes assignments for all classes in plan book 4 out of 5 days”*

# Present Levels of Performance

## Things to check

- ✓ Do the Present Levels of Academic Achievement and Functional Performance reflect **all important needs identified** in the assessments?

These **PLOPS** will be the **baseline** for which goals are written.

# Present Levels of Performance

## Things to check

If this is a Transition to adulthood IEP

- ✓ **Transition assessments** should have been completed.
- ✓ Make sure that **vocational needs and information from transition assessments** are included.

# Developing Goals!

STATE SELPA IEP TEMPLATE  
ANNUAL GOALS

Student Name \_\_\_\_\_ Date of Birth \_\_\_\_/\_\_\_\_/\_\_\_\_ IEP Date \_\_\_\_/\_\_\_\_/\_\_\_\_

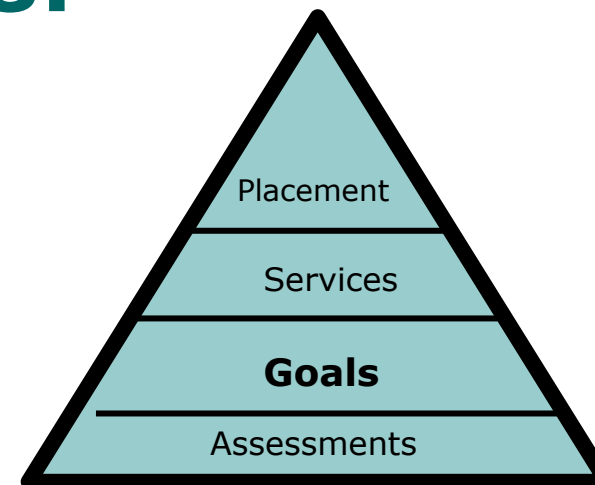
Area of Need	Measurable Annual Goal # _____ Goal: _____ <input type="checkbox"/> enables student to be involved/progress in general curriculum/state standard
Baseline	<input type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living Person(s) Responsible _____

Progress Report 1 Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
Summary of Progress \_\_\_\_\_  
Comments \_\_\_\_\_

Progress Report 2 Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
Summary of Progress \_\_\_\_\_  
Comments \_\_\_\_\_

Progress Report 3 Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
Summary of Progress \_\_\_\_\_  
Comments \_\_\_\_\_

Annual Review Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
Goal Met ☐ Yes ☐ No  
Comments \_\_\_\_\_



**Goals are the center of the IEP and where the educational benefit will really be examined!**

# Developing Goals!

STATE SE  
ANN  
Date

Student Name \_\_\_\_\_

Area of Need	Measurable Annual Goal # _____ Goal: _____ <input type="checkbox"/> enables student to be involved/progre <input type="checkbox"/> Addresses other educational needs res <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training Person(s) Responsible _____
Baseline	

Progress Report 1 Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
Summary of Progress \_\_\_\_\_  
Comments \_\_\_\_\_

Progress Report 2 Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
Summary of Progress \_\_\_\_\_  
Comments \_\_\_\_\_

Progress Report 3 Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
Summary of Progress \_\_\_\_\_  
Comments \_\_\_\_\_

Annual Review Date \_\_\_\_/\_\_\_\_/\_\_\_\_  
Goal Met ☐ Yes ☐ No  
Comments \_\_\_\_\_

Progress Report 1 Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Summary of Progress \_\_\_\_\_

Comments \_\_\_\_\_

Progress Report 2 Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Summary of Progress \_\_\_\_\_

Comments \_\_\_\_\_

Progress Report 3 Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Summary of Progress \_\_\_\_\_

Comments \_\_\_\_\_

Annual Review Date \_\_\_\_/\_\_\_\_/\_\_\_\_

Goal Met ☐ Yes ☐ No

Comments \_\_\_\_\_

This section on progress will be filled in for last year's goals, but will be blank on goals being written for the coming year.

Check to see whether each of last year's goals were met, and what explanation is given if it was not.

# Developing Goals!

STATE SELPA IEP TEMPLATE ANNUAL GOALS	
Student Name _____	
Area of Need _____	
Baseline _____	
Progress Report 1 Summary of Progress _____ Comments _____	
Progress Report 2 Summary of Progress _____ Comments _____	
Progress Report 3 Summary of Progress _____ Comments _____	
Annual Review Goal Met _____ Comments _____	

Area of Need	Measurable Annual Goal # _____
	<b>Goal:</b>
	<input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard
	<input type="checkbox"/> Addresses other educational needs resulting from the disability
	<input type="checkbox"/> Linguistically appropriate
	<input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living
<b>Baseline</b>	<b>Person(s) Responsible</b> _____

# Developing Goals!

- Keep Goal language as simple as possible:

Student will *do* what under what *conditions* and at what level of *proficiency*.

Given\_\_\_\_\_ (condition), Sam  
will\_\_\_\_\_ (do what)  
at\_\_\_\_% (proficiency)

- Short term **objectives or benchmarks** for goals are provided **ONLY** for students **taking alternative State assessments** aligned with alternative standards (CMA).
- **Responsible person** should not be student or parent. These are educational goals and are what school should be working on.
- Goals can be in any area that prevents the student from accessing the curriculum – **academic or functional** performance.



# Developing Goals!

STATE SELPA IEP TEMPLATE

<b>Area of Need</b>  Work Completion	Measurable Annual Goal # _____  <b>Goal:</b>  <b>By May 15, 2021, given 1 teacher prompt, Sam will write each night's homework assignment in his planner correctly 4 out of 5 days.</b>
<b>Baseline</b> Sam writes his homework assignments in his planner once a week with multiple teacher prompts.	<input type="checkbox"/> Enables student to be involved/progress in general curriculum/state standard <input checked="" type="checkbox"/> Addresses other educational needs resulting from the disability <input type="checkbox"/> Linguistically appropriate <input type="checkbox"/> Transition Goal: <input type="checkbox"/> Education/Training <input type="checkbox"/> Employment <input type="checkbox"/> Independent Living <b>Person(s) Responsible</b> <b>Resource Teacher</b>

# Developing Goals!

- How many goals? As many as needs are listed, but each need could have multiple goals.
- Too many goals may cause problems in achieving them. If there are many needs, prioritize the areas that will have the biggest impact on accessing the curriculum.
- Where appropriate, goals are to be aligned with Common Core and State Standards – this helps focus goals around key requirements for each grade.
- Goals may be worked on prior to the IEP, but not formalized until the meeting.

# Developing Goals!

Goals can be in any area that prevents the student from accessing the curriculum – academic or functional performance.

## **Academic:**

- Writing
- Reading
- Math
- Organization /study skills
- Oral expression
- Listening

## **Functional performance:**

- Functional means routine activities of daily living.
- The IEP should address “functioning” in the school world as well as academic skills.

## **Other skill areas that may impact student accessing curriculum:**

- Body posture for desk work
- Blurting out
- Off Task
- Career awareness
- Personal safety
- Behavior
- Social skills self-help skills

# Developing Goals!

Goals should **also build independence** and not dependence:

- To avoid “learned helplessness”, goals should support independence through skill instruction.
- If teacher prompts are used, the goal should be to fade these prompts so the student can do the skill on their own.

# Are your Goals SMART?



# Activity: Evaluating Goals



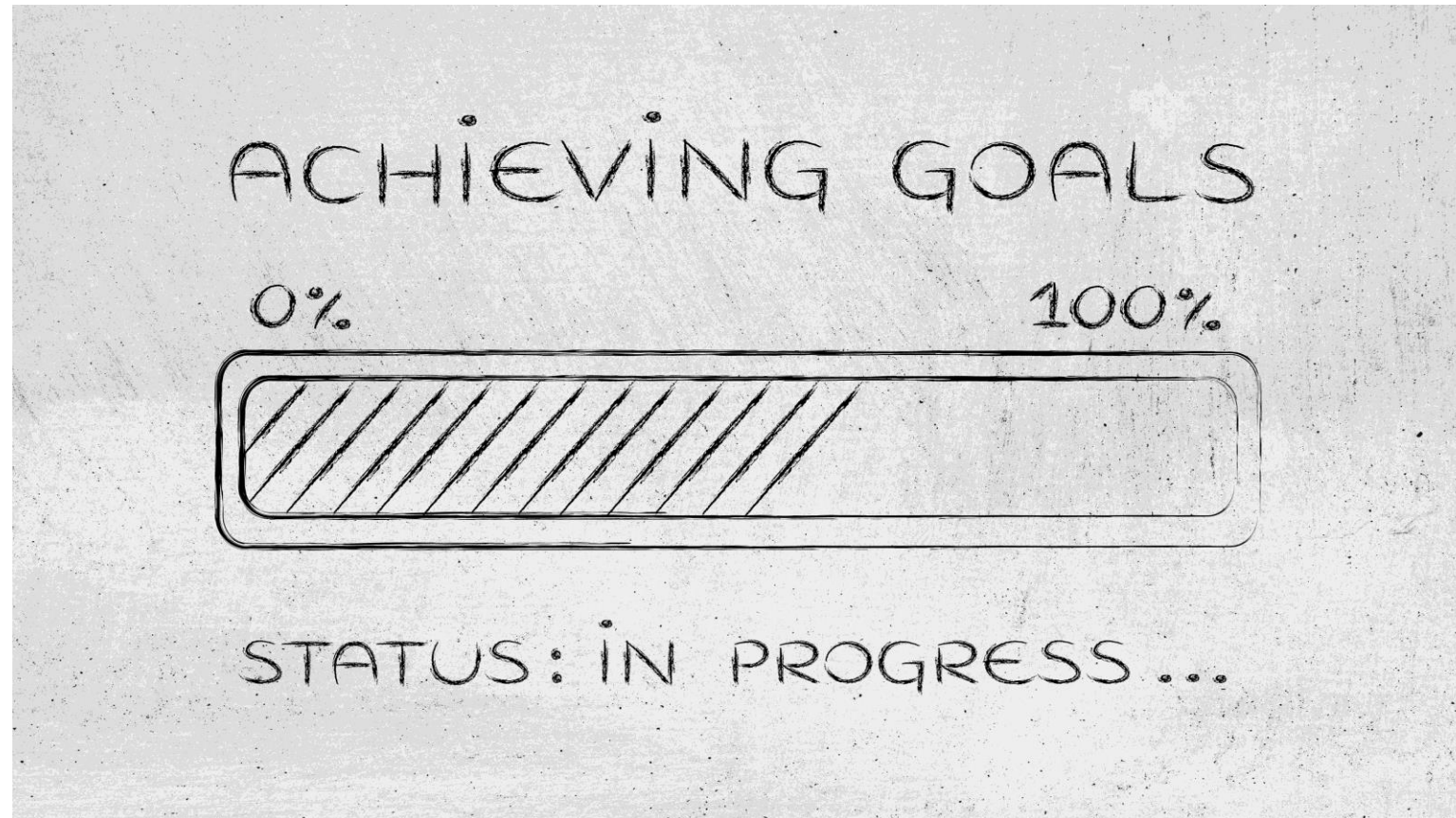
Wow! That's a  
SMART Goal!

Really? Is it  
specific  
enough?

**TURN & TALK**

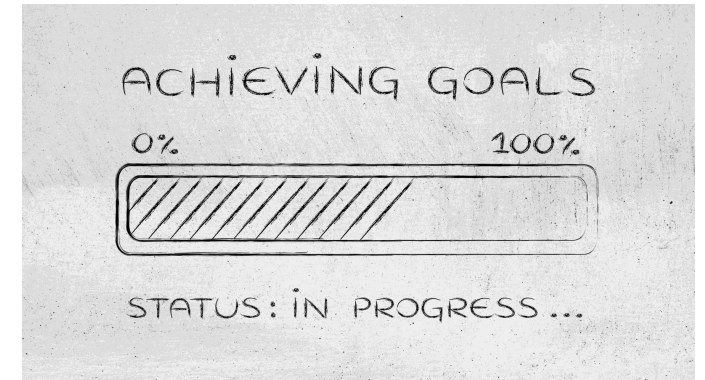


# Track and Measure Progress on Goals



# Track and Measure Progress on Goals

Ideally goals should reflect growth from year to year, often over a span of several years:



*Example:*

**OLD Goal:** With teacher prompts, Sue turns in homework 60% of the time by the due date.

**NEW Goal:** Without teacher prompts, Sue turns in homework 80% of the time by the due

*Example:*

**OLD Goal:** With teacher prompts, Sue turns in homework 60% of time.

Perhaps Susie now turns in homework 80% of the time, but needs teacher prompts to do so.

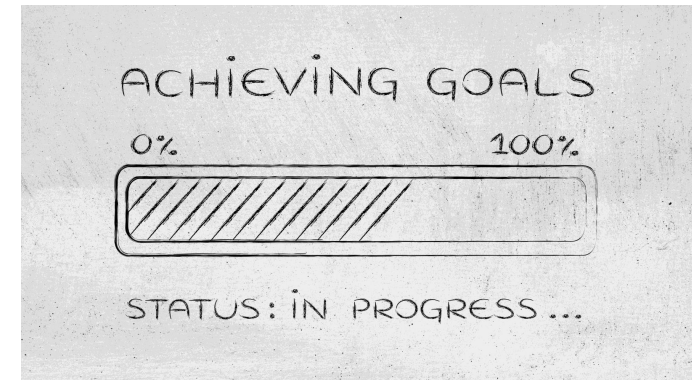
**NEW Goal:** Same as last year (80% without prompts), but now the emphasis is on Sue turning in her homework independently.



# Track and Measure Progress on Goals

**If Goals are not being met, make sure there is discussion of why.**

- Was the goal too ambitious or not realistic (such as progressing 4 grade levels of reading in 1 year)?
- Are the services provided sufficient to meet the child's needs? Do they need additional services?
- Is another strategy or curriculum needed?
- Should more service time be allocated to work on the goal?
- How close did the child come to attaining the goal? If they did not meet it, there should be some indication of whether they progressed 20% towards the goal or 80%, for example.
- Are there other issues that are interfering with the child's progress?



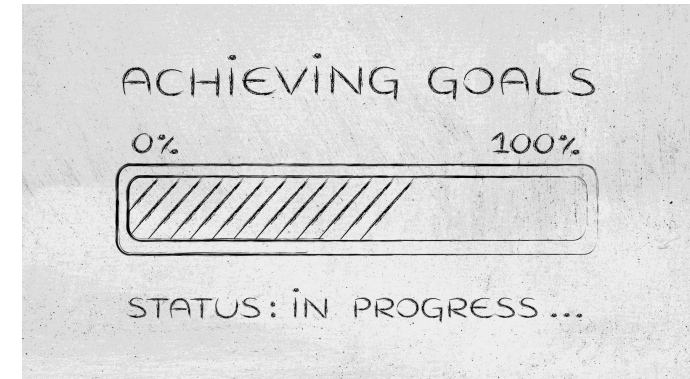
# Track and Measure Progress on Goals

Should an IEP goal that is not met be repeated in the new IEP? Should it be dropped?

While it is possible that either of these actions could be appropriate, they should be thoroughly discussed.

Did the child make partial progress?

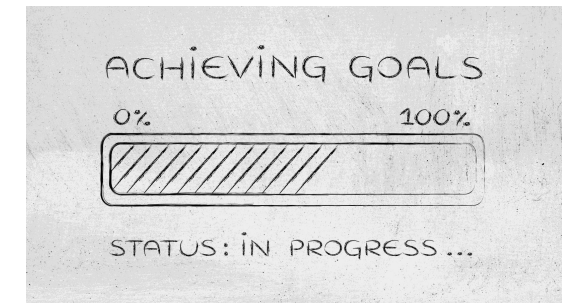
Then the baseline has to be revised to show where they are now. Maybe the end goal is the same, or maybe it is revised a little.



# Track and Measure Progress on Goals

	Area of Need: reading	Subskill: mix of comprehension fluency, decoding	Student:	
	Date written: Nov. 2008 Grade when written: 5th	Date written: Nov. 2009 Grade when written: 6th	Date written: Nov. 2010 Grade when written: 7th	Date written: Grade when written:
Present Level	Sam reads at a beginning 4th gr using alternative instructional materials in a small group setting. 80% on all comprehension tasks	Sam's instructional reading is at 4th grade. He continues to make decoding errors with high frequency words. Fluency continues to be weak. He has made improvements in reading comprehension of identifying main points of grade level passages	Sam's instructional reading at 4th grade. He continues to make decoding errors with high frequency words. Fluency continues to be weak...he has made improvements in reading comprehension of identifying main points of grade level passages	
		Goal due date: Nov. 2009 Grade when due: 6th	Goal due date: Nov. 2010 Grade when due: 7th	Goal due date: Nov. 2011 Grade when due: 8th
Goal		After reading a brief literature passage at beginning 5th grade instructional level, identify main events in plot using prior knowledge to make & confirm inferences & conclusions & support them with textual evidence 80% in 4/5 observations	After reading a brief literature passage at beginning 5th grade instructional level, identify main events in plot using prior knowledge to make & confirm inferences & conclusions & support them with textual evidence 80% in 4/5 observations	After reading a brief literature passage at a beginning 6th gr. instructional level, identify main events in the plot & use prior knowledge to make & confirm inferences & conclusions & support with textual evidence 80% in 4/5 observations

Present level & associated goal in same colored boxes. Oldest present level in far left column with subsequent years to the right.





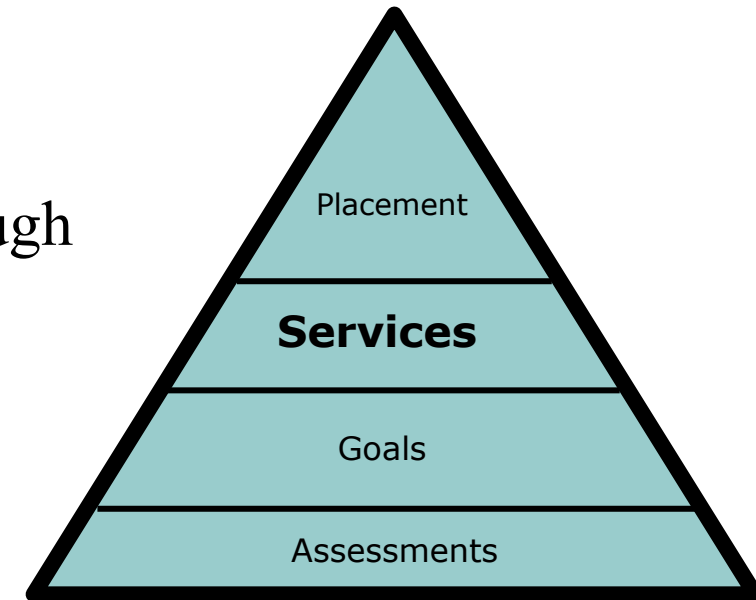
# Goals Lead to Services



# Goals Lead to Services

Goals determine:

- Which services are needed, and
- How much time is needed for a service.
- Time should be “reasonable calculated” to be enough to meet the goal.
- Make sure that services match goals.
- Know who is responsible for meeting the goals.



# Goals Lead to Services

*Example:*

If it is a speech goal, Speech and Language Therapy should be the service, and the Speech and Language Therapist is likely the person responsible for it being met.



*Example:*

If it is an academic goal, Specialized Academic Instruction will be the service, it will be a classroom teacher or resource specialist who is responsible for it being met).

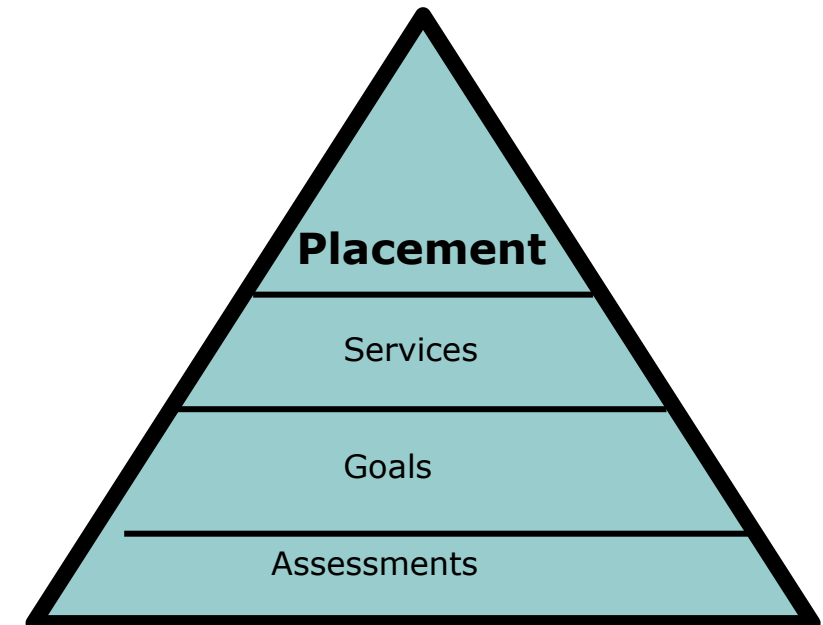
Given the agreed upon goals and services, how much time does the responsible person need to work on these goals?

# Services Lead to Placement

Placement means the situation in which the services can best be provided.

It doesn't necessarily mean a location.

Services may be provided in a general education setting, as a “pull-out” with a therapist, in a specialized classroom setting or at a specialized school.



# Skills Checklist

- What have you learned?
- Do you understand what SMART Goals are?
- Do you need more resources?
- Do you need more support?





# Matrix Parent Network & Resource Center

## **Federal Parent Training & Information Center**

designated by the *Office of Special Education, US Department of Education*

serving families of children birth through 26 in

Alpine, Amador, Butte, Colusa, Glenn, Lake, Lassen, Marin, Mendocino, Modoc, Napa, Shasta, Sonoma,  
Solano, Sutter, Tehama, Yolo and Yuba counties

## **California Family Resource Center**

designated by *CA Department of Developmental Services*,

serving families of infants and toddlers

## **California Family Empowerment Center**

designated by *CA Department of Education*

serving the underserved in Solano and Sonoma Counties



# Matrix Parent Network & Resource Center

This workshop was developed in part under a grant from the US Department of Education, the Office of Special Education and the California Department of Education.

Matrix is grateful for the Federal and State funding it receives, but it's not enough. We rely on other grants and on donations from people like you!



# Matrix Parent Network & Resource Center

Please consider supporting Matrix  
in any way you can!

**Help Us Help You: Donate**

Thank you!!

# Q & A

