



SMART GOALS

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What is a **SMART** Goal?

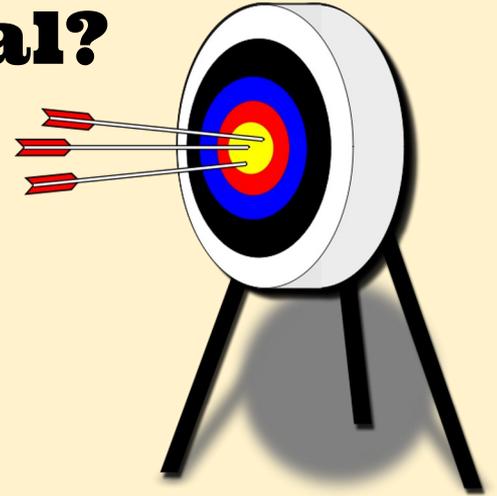
S=Specific

M=Measurable

A=Achievable

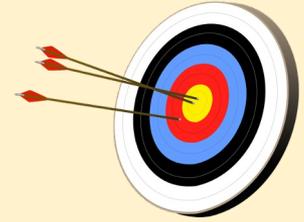
R=Results Oriented or Relevant

T=Time Bound



Goals should not be vague or general

Goals drive instruction



IEP Goal Formula

1. By: Time frame (one year unless stated otherwise)
2. Student will: Be specific about what skill the child should know and be able to do.
3. Setting: Where will the skill be demonstrated/measured?
4. Methods of Measurement: How will progress be measured? By teacher reports? By completed work samples? By assessments? There should be multiple sources of data collection.
5. Accuracy Statement: Be specific. The statement should align with the skill requirements (90 %, 4 out of 5 trials).
6. Supports needed: The “given statement.”

Sample Goal

After listening to a picture story on the student's instructional level and given three answer choices from the same question category (example Who question- provide three people pictures), the student will answer WH questions (Who, What, and Where) with 80% accuracy across three data points per quarter as measured by student work samples, informal classroom assessments, and teacher data collection.

*Date and measurements are underneath the goal





But...

before you can begin to craft **SMART** IEP Goals you **MUST** have well written Present Levels of Performance (PLOP)!

Why are well written Present Levels so important?

- PLOP are the foundation on which the IEP is to be developed.
- PLOP contained detailed information that drive the determination of appropriate goals, services, supports, accommodations, and placement for the child.

The “present level” statements are intended to comprehensively describe a child’s abilities, performance, strengths, and needs.

The PLOP is based on, and arises out of, all the information and data previously collected and known about the child, most especially the full and individual evaluation of the child that must be conducted in accordance with IDEA’s evaluation/eligibility provisions of §§300.301 through 300.311.

A well-written present level will describes:

- the child’s strengths and weaknesses
- what helps the child learn
- what limits or interferes with the child’s learning
- objective data from current evaluations of the child
- how the child’s disability affects their ability to be involved and progress in the general curriculum.

Teacher Reports

Why are they so important?

- Provide information regarding your child's CURRENT present levels of performance- including strengths and areas of need.
- Provide current learning methods that are working and those that are not.

Work Samples

Student work samples can speak VOLUMES about what is happening in the educational setting. Work samples communicate work habits, level of independence, fine motor development, understanding of content, and much more. Looking at student work samples can also help provide clarity of what's going well in the classroom.

BEHAVIORAL Social Emotional/Behavioral

Source(s): Observation, Other (

Teacher report, Observation

)

Level of Performance: below grade level expectations

(Consider multiple sources including: individualized assessment results, classroom based assessments, direct assessments, classroom based observations, parent information, student input and general education teacher input in relevant areas.)

Summary of Assessment Findings (including dates of administration):

April 2023

Observations: [REDACTED] has been continuing to work on Zones of regulation strategies to support her social emotional regulating skills. She continues to choose noise cancelling headphones, walks, putty, and coloring as self regulating strategies. It has often been observed that when [REDACTED] is upset, and she takes 5 minutes to sit with no verbal discussions, she is able to regulate back to a calm and ready to work zone. [REDACTED] will often become upset during competitive situations, by crying, yelling, and being physically "frozen." She will be prompted to take a break, but is unable to move. [REDACTED] has worked lessons including: size of the problem/ appropriate reactions, toolbox/tools for each zone, sensory supports/calming techniques/thinking strategies, and tracking when she uses her tools. She understands the lessons but has a hard time applying strategies and problem solving skills to self regulate independently. It has been observed that [REDACTED] is most seen upset in overstimulating situations, with those that are unstructured, too loud, too hot, and competitions that include winning.

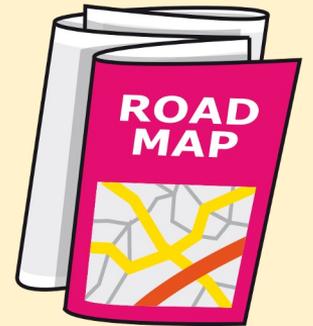
Teacher report: Satisfactory in interactions with staff, interactions with students, and raises hand to be called on. Concerns are in problem solving when stressed. Her teacher notes that when she is stressed, she cannot problem solve and only see things her way. She has tried the zones of regulation with the special education teacher and it has supported some improvement in problem solving. She often is stressed during Kahoot, playing chromebook games, noise level in the classroom, others bothering her. She is often concerned about others instead of herself and asks a lot "why is ---- doing -----?".

Does this area impact the student's academic achievement and/or functional performance? Yes

Backmapping - Summarizing

Summarizing a story requires the ability to retell and sequence events and the ability to determine importance. Where is the student on this continuum of skills?

Before students can make inferences in reading, they need to be able to make inferences in “real life.” Can the student make inferences from pictures, cartoons, commercials, etc.?



Social Interaction Goals:

Given conversation starters, social stories, participation in social groups, and fading adult support, the student will demonstrate conversational skills with peers and adults in structured and unstructured settings by initiating a conversation, waiting until it is their turn to speak/share, and answer appropriately to a question asked in 4 out of 5 opportunities per quarter as measured by teacher observation and student reflection data.



Executive Functioning Goals:

Can address:

- Planning
- Self-monitoring
- Organization (materials, writing, ideas)
- Working Memory
- Multi-step directions (math problem solving)
- Self Control
- Task initiation/completion
- Perseverance
- Adaptable thinking
- Time Management



What are Supplemental Aids and Services?

Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate .

Speaking practically, supplementary aids and services can be accommodations and modifications to the curriculum under study or the manner in which that content is presented or a child's progress is measured. But that's not all they are or can be. Supplementary aids and services can also include:

- direct services and supports to the child, and
- support and training for staff who work with that child.

MUST BE DONE ON AN INDIVIDUAL BASIS

Supplemental Aids and Services (SAS) to support peer interactions

Types of supports:

- provide Circle of Friends,
- use cooperative learning groups,
- Social skills groups
- Social stories
- Conversation starters
- Teacher modeling
- Predetermined peer grouping



Accommodations for Extra-Curricular Activities

IDEA states that schools **must** take steps to give kids with IEPs an “equal opportunity to participate” in extracurricular activities. This means schools **must** give students with IEPs the help they need to take part in extra-curriculars. That includes both supports and services.

What are Extracurricular Activities?

Extracurricular activities are any school-sponsored or -supported activity that is not part of the regular instructional curriculum, including athletics, art clubs, music education, and student government.

What Does the IDEA Say About Extracurricular Activities?

The law requires that children with disabilities be allowed to participate in all services offered by a public school district, including extracurricular activities.

It is unlawful for public schools to exclude students from any of these programs if their parents request that they be included on the basis that they have a disability.

Extracurricular Activities Continued:

An IEP team can determine what type of extracurricular activities a child with disabilities should take part in and how often they participate.

The school district must provide the services that are required by law which may include any equipment or special materials needed for participation.

The school district is required to provide any extracurricular activities that are appropriate for the student's disability and may not require a "fee or charge on behalf of the parents, guardian, or pupil in order to participate therein."

The IDEA also states that the school district has to provide extracurricular activities in general, including contact sports. The law requires that all students have access to the same educational and extracurricular opportunities, regardless of disability status or need for special education services.





Section 300.107 addresses Nonacademic services, including extracurricular activities:

The State must ensure the following:

- (a) Each public agency must take steps, including the provision of supplementary aids and services determined appropriate and necessary by the child's IEP Team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities.
- (b) Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the public agency and assistance in making outside employment available.
- Furthermore, a school district may only use an individualized education program as justification for denying participation in other programs if the IEP specifically states that the student should not participate in these programs.
- The IDEA prohibits school districts from discriminating against a child with disabilities because of their disability and requires provision for reasonable accommodation, including auxiliary aids or services to enable students to access benefits, opportunities, instruction, and extracurricular activities on an equal basis with others.

IEPs cover school-sponsored extracurriculars activities. This includes (but not limited to) band, chorus, sports, and before- and after-care programs.

Extracurriculars are a big part of the school experience for many students. They provide an opportunity to develop skills, be part of a team and make new friends.

In 2004, Congress acted to make sure kids with IEPs would be able to take part. It made changes to IDEA to cover extracurriculars.

IDEA states that schools must take steps to give kids with IEPs an “equal opportunity to participate” in extracurricular activities. This means schools must give students with IEPs the help they need to take part. That includes both supports and services. The activities, along with the services and supports, however, must be in the child’s IEP.

What kinds of services might a child need to participate in an extracurricular? It depends on what the IEP team decides is appropriate. For instance, if a child wants to join the drama club but has speech issues, he could use speech therapy services that are in his IEP.

In addition to getting services and supports through an IEP, kids have other protections. Schools can’t discriminate against kids with disabilities. They can’t have rules that would limit participation in extracurriculars based on stereotypes of kids with disabilities.

For example, an illegal stereotype would be that kids with dyslexia can't act in plays because they can't read scripts. Again, kids with IEPs have the right to reasonable accommodations so they can take part. For a child with dyslexia, that may be audiobook versions of drama club scripts.

Despite these protections, it's important to keep in mind that students don't automatically have a right to participate in any particular sport or activity. Many extracurricular activities, like sports, have tryouts.

Just like other kids, a child with an IEP would have to make the team in order to participate.

However, they do have the right to try out with needed supports. They also have the right to be treated fairly in the judging, and to get supports if chosen to be on the team.

You can meet with your child's IEP team at any time to discuss extracurriculars for your child. Talk about the activities your child wants to join, and the supports or services that should be in the IEP.

The IEP team might invite other school staff, such as coaches or behavior specialists. They can help determine what types of supports your child may need. That might include related services, accommodations or modifications. It's also a good idea to invite the school staff who supervise the extracurricular activity.

In case you're wondering, kids with 504 plans have most of the same rights as those with IEPs when it comes to extracurriculars. Like kids with IEPs, they have the right not to be discriminated against. They

Questions



Reflections

