



<http://dynamiclearningmaps.org>



Individual Education Programs Based on the DLM Essential Elements

The present publication was developed under grant #4372X100001 from the U.S. Department of Education, Office of Special Education Programs. The views expressed herein are solely those of the author(s), and no official endorsement by the U.S. Department should be inferred.




Individuals with Disabilities Education Act (IDEA) states:

“ An IEP means a written statement for each child with a disability that is developed, reviewed and revised in a meeting in accordance with Sec. 300.320 through 300.324...”

34 CFR §300.320(a)

Including “a statement of measurable annual goals both academic and functional designed to meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum.”

34 CFR §300.320(a)(2)(i)(A)




Standards-based Reforms

- IDEA 1997
- No Child Left Behind Act of 2001
- IDEA 2004



Traditional v. EE-linked IEPs

<u>Traditional IEP</u>	<u>EE-Linked IEP</u>
<ul style="list-style-type: none">• Focused on basic academic and/or functional skills• Little relationship to a specific standards or grade-level expectations	<ul style="list-style-type: none">• Directly tied to the DLM Essential Elements• Both the student's present level of academic achievement and functional performance and the annual IEP goals are aligned with and based on the DLM Essential Elements



Components of an IEP linked to the DLM Essential Element are the same as a traditional IEP.



The Benefits of an Essential Elements-linked IEP?

- Ties the IEP to state standards and grade-level expectations
- Provides positive, academic goals for instruction
- Utilizes Essential Elements to identify specific content critical to a student's successful progress in the general education curriculum
- Promotes a single educational system that links to a single set of standards for all students
- Encourages higher expectations for students with significant cognitive disabilities



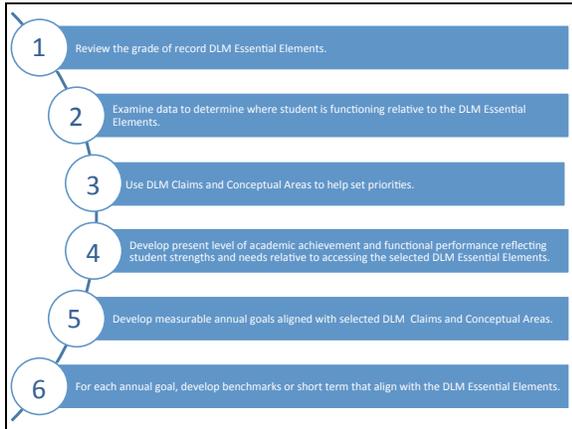

What Does It Mean to Link IEPs to DLM Essential Elements?

- Referring to Essential Elements to determine expectations at the student's grade of record.
- Using the Essential Elements as a guide to determine what is important for the student to learn or be able to do.
- Conducting an analysis to determine the gap between grade-level expectations and student's current skills/knowledge.




Writing IEP Goals and Objectives Linked to the DLM Essential Elements



**Review the grade of record
DLM Essential Elements.**

IDEA
at Work
The National Center on Educational Progress

DYNAMIC
LEARNING MAPS

**Examine data to determine
where student is functioning
relative to the DLM Essential
Elements.**

IDEA
at Work
The National Center on Educational Progress

DYNAMIC
LEARNING MAPS

Possible Data Sources to Develop the Present Level of Performance Statement

- Progress monitoring results (review of achievement of previous IEP goals)
- Review strategies, accommodations or assistive technology that have already shown success
- Classroom observation
- Student work samples
- Formal and informal assessments
- Parent and student input




Use DLM Claims and Conceptual Areas to help set priorities for annual goals.




Conceptual Area 1.1 Determining Critical Elements of Text

	kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	9th-10th	11th-12th
RL1											
RL2											
RL3											
RL5											
RL6											
RL7											
RL9											
RL10											
RI1											
RI2											
RI3											
RI5											
RI6											
RI7											
RI10											




Conceptual Area 1.3 Integrating Ideas and Information from Text

	kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	9th-10th	11th-12th
RL3											
RL5											
RL6											
RL7											
RL9											
RI3											
RI6											
RI7											
RI9											
W9a											
W9b											




Develop present level of academic achievement and functional performance reflecting student strengths and needs relative to accessing the selected DLM Essential Elements.




Present Levels of Academic Achievement and Functional Performance

(1) “. . . a statement of the child’s present levels of **academic and functional** performance, including—

(i) how the child’s disability affects the child’s involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children);....”

34 CFR §300.324(a)(1)




Statement of Present Levels of Academic Achievement and Functional Performance

- A comprehensive statement describing the student’s current performance in relation to grade of record Essential Elements
- Serves as the basis for determining:
 - measurable annual goals
 - accommodations
 - supplementary aids and services
 - program supports




Present Levels of Academic Achievement and Functional Performance

Present levels must be:

- **Observable**—use terms that are measurable, specific, and based on evidence
- **Understandable**—use clear language that can be understood by all members of the IEP team




Components of Present Level of Academic Achievement and Functional Performance

1. **Strengths** specific to the knowledge/skills that are needed to achieve the grade of record Essential Elements.
2. **Needs** related to the skill sets the student requires to access and make progress toward achieving the grade of record Essential Elements.
3. **Impact statement** describing of how the student’s disability affects (impacts) his/her progress toward achieving the grade of record Essential Elements.




Develop measurable annual goals aligned with selected DLM Claims and Conceptual Areas.




IDEA Requirements for Measurable Annual Goals

(a)(2)(i) " A statement of measurable annual goals, including academic and functional goals designed to--
 (A) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and
 (B) Meet each of the child's other educational needs that result from the child's disability;
 (ii) For children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;..."

34 CFR §300.320




Measurable Goals Aligned with Grade-Level Essential Elements

- Goals and objectives should build on current strengths or address specified needs of the student
- Goals and objectives are informed by and linked to grade-level Essential Elements
 - **Not a restatement** of the Essential Element
 - Do not take the place of the curriculum
 - General and life skills may also be targeted




Consideration of the Essential Element

Determine the:

- Claim and Conceptual Area where the Essential Element is situated in order to develop the annual goal;
- Knowledge and skills needed to meet the Essential Element in order to develop the benchmarks or short term objectives; and
- Methods for showing what the student knows and can do relative to the Essential Element.



Prioritizing Annual Goals

The IEP Team play an important role and must:

- Select the need(s) with the greatest impact on skill acquisition for goal development
- Consider impact of goal on the student's need for future progress
- Determine the standard that correlates with each prioritized need



IEP Annual Goals

The characteristics of effective IEP goals can be captured in the SMART acronym

- | | |
|-------------------------|-------------------|
| •Specific | •Specific |
| •Measurable | •Measurable |
| •Action Oriented | •Attainable |
| •Realistic and Relevant | •Results Oriented |
| •Time Bound | •Time Bound |



Parts of a SMART Goal

Specific (Conditions)

- The student (who)
- Description of relevant instruction (under what conditions or context)

Measurable

- Performance level
- Number of demonstrations
- Evaluation schedule
- Criterion




Parts of a SMART Goal

Action Oriented or Attainable

- Observable action verb (student will do what?)
- Student can reasonably accomplish within one year

Relevant, Realistic, or Results Oriented

- Address the child's unique needs which are a result of the child's disability (learner characteristics)

Time Bound

- Monitor student progress at regular intervals
- In what length of time (time frame)




For each annual goal, develop benchmarks or short term objectives that align with the DLM Essential Elements.




**ELA Conceptual Area 1.3:
Integrating Ideas and Information
from Text**

Annual Goal: Given familiar, beginning-level texts, Pat will integrate ideas and information to compare two or more text elements for at least five different texts by the end of this IEP cycle.




ELA Conceptual Area 1.3: Integrating Ideas and Information from Text

- **EE.RL.7.3** Determine how two or more story elements are related.
- **EE.RL.7.5** Compare the structure of two or more texts (e.g., stories, poems, or dramas).
- **EE.RL.7.6** Compare the points of view of two or more characters or narrators in a text.
- **EE.RL.7.7** Compare a text version of a story, drama, or poem with an audio, video, or live version of the same text.
- **EE.RL.7.9** Compare a fictional time, place, or character in one text with the same time, place, or character portrayed in a historical account.




Short-term Objectives

EE.RL.7.3 Determine how two or more story elements are related.

Objective 1. Given familiar beginning level text, Pat will read to compare two characters identifying 2 or more similarities across 5 different texts.

Objective 2. Given familiar beginning level text, Pat will read to compare two settings identifying 2 or more similarities across 5 different texts.

EE.RL.7.6 Compare the points of view of two or more characters or narrators in a text.

Objective 3. Given familiar beginning level texts, Pat will read to compare the point of view of two characters identifying 2 or more similarities across 5 different texts.




Math Conceptual Area 1.3:
Calculate accurately and efficiently using simple arithmetic operations

Annual Goal: Given problems with like denominators, products up to 100, or divisors up to five, Pat will solve a set of 10 or more problems with 80% accuracy by the end of this IEP cycle.




Math Conceptual Area 1.3:
Calculate accurately and efficiently using simple arithmetic operations

- **EE.7.NS.1.** Add fractions with like denominators (halves, thirds, fourths, and tenths) with sums less than or equal to one.
- **EE.7.NS.2.a.** Solve multiplication problems with products to 100.
- **EE.7.NS.2.b.** Solve division problems with divisors up to five and also with a divisor of 10 without remainders.




Short-term Objectives

EE.7.NS.1. Add fractions with like denominators (halves, thirds, fourths, and tenths) with sums less than or equal to one.

Objective 1: *Given 5 or more problems, Pat will add fractions with like denominators with sums less than one with 80% accuracy across 3 of 4 sets of problems.*

EE.7.NS.2.a. Solve multiplication problems with products to 100.

Objective 2: *Given 5 or more problems, Pat will multiply two numbers with products less than or equal to 100 with 80% accuracy across 3 of 4 sets of problems.*

EE.7.NS.2.b. Solve division problems with divisors up to five and also with a divisor of 10 without remainders.

Objective 3: *Given 5 or more problems, Pat will divide two numbers with divisors up to five with 80% accuracy across 3 of 4 sets of problems.*






Contact your state education agency for specific regulations and additional information regarding IEPs.





THANK YOU!

For more information, please go to:
www.dynamiclearningmaps.org





The present publication was developed under grant 84.373X100001 from the U.S. Department of Education, Office of Special Education Programs. The views expressed herein are solely those of the author(s), and no official endorsement by the U.S. Department should be inferred.