The IEP Quality Project:  
A Web-Based Decision Model and Tutorial for IEPs

Jim Shriner  
7th Annual Conference on Best Practices in Nonpublic Special Education Programs  
November 2013  
Oak Lawn, IL

Preparation of this presentation was supported, in part, by grants (R324J060002 and R324A120081) from the U. S. Department of Education, Institute of Education Sciences, National Center on Special Education Research, and from the Illinois State Board of Education (Part B- Discretionary Programs) awarded to the author. Opinions expressed herein do not necessarily reflect those of the U. S. Department of Education, ISBE or Offices within these agencies.
Support provided by the Tutorial will result in the development of higher quality IEPs that:

• Help prioritize annual goals in relation to state standards and the general education curriculum.

• Are used routinely in planning and implementing instruction on general curricular skills.

As a result, IEP goals will be reviewed and met with a higher frequency and there will be an increase in students’ standards-based achievement.
Interested in Registering for Access to the IEP Quality Tutorial?

At this time, only Illinois special education professionals may request access to the site.

If you are interested in using the IEP Quality Tutorial, start the request process here.

Already registered? Log in here:

Username:  Password:  

Log in
Forgot your password?

Find Help Creating Quality IEPs

This help site was created to assist education professionals to improve Individualized Education Programs (IEPs) for students. On this site, you can:

- create goals based on State Standards
- develop more individualized goals for each student
- find answers to your questions about writing quality IEP’s for your students
Find Help Creating Quality IEPs

This help site was created to assist education professionals to improve Individualized Education Programs (IEPs) for students. On this site, you can:

- create goals based on State Standards
- develop more individualized goals for each student
- find answers to your questions about writing quality IEP’s for your students
Common Core State Standards

• Standards define what all students should know and be able to do.

• Standards do not define “intervention methods… or the supports needed for students with special needs”
  (CSSI, 2010, p.9)

• Accommodation policies/practices changes:
  – technology
  – increased emphasis on extended projects (social interaction?)
Common Core State Standards and Special Education

“It is also beyond the scope of the Standards to define a full range of supports appropriate for English Language Learners and for students with special needs.”

- English/Language Arts Standards Introduction (p.6)

It can be assumed that it is still the responsibility of the IEP team to determine these supports and the specially designed instruction that will be needed.
What are the Common Core State Standards?

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO) to develop a set of common learning standards. Currently, the Mathematics and English / Language Arts Common Core Standards have been adopted by 43 states and 3 territories.

Currently, science standards are also being developed by the Next Generation Science Standards collaboration.

What do the Common Core State Standards mean to me as a special education professional?

The adoption of the Common Core State Standards (CCSS) by your state has several direct implications for you and your students:

- Student academic performance will be measured in comparison to CCSS expectations in the new state assessments currently being developed by the Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter-Balanced Consortia.
- With the move to technology-delivered assessment, students will be expected to have basic computer and keyboarding skills. In addition, assessment accommodations may change to reflect this shift in assessment administration.
- Standards-aligned IEP goals will be aligned to CCSS in relevant needs areas.
- Classroom instruction will shift to meet the expectations outlined in the CCSS. Specifically, this may mean:
  - Increased focus on reading in the content areas and comprehension of expository text.
  - Focus on conceptual understanding, particularly in mathematics, leads to expectation that students be able to explain a process or concept in addition to being able to define or identify it.
  - Increased focus on expository writing.
  - Higher complexity of mathematics skills and reasoning being assessed at earlier grade levels.

For printable lists of the standards aligned to academic deficit areas, see our Printable Standards Charts Page.
The Common Core State Standards (CCSS) for English Language Arts (ELA)

The Common Core State Standards for ELA are standards developed by a group led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA) to help ensure that all students are college and career ready in literacy no later than the end of high school.

Structure of the English Language Arts (ELA) CCSS

The CCSS for ELA are structured into sections: (a) K-5 English Language Arts, (b) 6-12 English Language Arts, and (c) 6-12 History, Social Studies, Science and Technical Subjects. Each section has the following components:

- **Reference to CCR Anchor Standard**
- **Standards**
- **Strand**

### Writing Standards K-5

<table>
<thead>
<tr>
<th>Grade 3 students:</th>
<th>Grade 4 students:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text Types and Purposes</td>
<td>Text Types and Purposes</td>
</tr>
<tr>
<td>1. Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.</td>
<td>1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.</td>
</tr>
</tbody>
</table>

This standard would be referenced as: W.3.1.d

- **Standards** define what students should understand and be able to do by the end of each grade. These generally mirror one another and build across grade levels – adding skills or levels of difficulty to those previously described in earlier grade levels. You can see this in the standards example above.

- **College and Career Readiness (CCR) Anchor Standards** define broad skills that encompass the standard-level skills for each strand. (See the Anchor Standards section of the Common Core State Standards Initiative website for more detailed information and listing of the Anchor Standards.)

**Note:** Those standards with a lowercase letter (e.g. W.3.1.d) are still considered stand-alone Standards.
Toolbox

The IEP Tools are intended to help instructors write Academic, Functional and Transition goals that are referenced to Illinois Learning and Social/Emotional Standards.

Tools include reference charts, worksheets for teachers, parents and students, and links to other tools on the web.
Academic information should be gathered from many sources. These may include:

1. Teacher reports - These can be done with a written form or by meeting with past teachers and taking notes. The Teacher Planning Sheet in the Toolbox could also be given to a student’s past special education teacher(s) to gather information about the student.
2. Parent Planning Sheets
3. Student Planning Sheets or interviews
4. Past student report cards, grades and transcript of classes
5. Standardized tests (ISAT reports or evaluation testing, or teacher-administered) NOTE: PLAAFP CANNOT simply be a restatement of the evaluation results. These should simply comprise part of the data used to write the PLAAFP.
6. Curriculum-Based Measurements (or teacher made assessment of deficit area skills (information for parents on Curriculum-Based Measurements is available at http://www.studentprogress.org/families.asp)
7. Collection and review of student work samples. These may then be attached to the IEP as baseline measurements.
8. Informal class tests and quizzes
9. Observations of the child in different school settings

Frequently Asked Questions

Can I attach a work sample to serve as PLAAFP?

| show answer |

ISBE mandates that the PLAAFP must "show a relationship to the Illinois Learning Standards." How do I reference the Illinois Learning Standards in
Present Levels of Functional Performance

Functional Performance is described by ISBE as "related to activities associated with daily living", and includes skills such as:

- social / emotional / behavioral
- independent functioning
- study skills
- motor skills
- speech and language communication

In other words, these are the aspects of a child that may impact school success, both positively or negatively, but are not a result of academic knowledge. Functional Performance areas are often addressed by service providers other than classroom teachers. Be sure to include both STRENGTHS and AREAS NEEDING IMPROVEMENT.

Functional Performance statements must include data specific to the student. For example, this might include the number of times a behavior occurs related to a specific time period.

If you have a student with autism, the Functional Performance statement is where you would reference the Autism Considerations page (See Marcus Examples, Blank Autism Considerations page in the Toolbox, and ISBE Resources on the right side of this page).

Frequently Asked Questions

What are possible functional performance areas to consider for students with mild / high incidence disabilities?

Where is information related to functional performance obtained?

Functional Performance information is often gathered through observation and discussion, though with students where this is an area of concern, formal assessment should be done. The information for this section can be gathered through:

1. Formal assessment (for motor skills, social / emotional skills [i.e., the BASC (Behavior Assessment System for Children) rating scale])
2. Functional Behavior Analysis
Consideration of Standards for Alignment

Once you have examined the PLAAFP, the student’s future career and academic plans, and applicable standardized assessment reports, you can begin the process of examining the Standards that relate to your student’s identified deficit areas.

Before Consideration

- Print off the chart(s) to the right that correlate(s) to your student’s current grade level. These charts contain the Standards for each grade level aligned to specific academic and functional areas of need.

  Note: The State requires that you consider standards for the grade level that your student currently attends and reference these standards on the IEP, not standards for the grade level where he or she is currently functioning. You may, however, print off charts for other grade levels as a later reference when writing IEP annual goals and objectives.

- Examine the standards chart(s) for your student.

Using the charts

You can download abbreviated, printable directions of these steps for reference. Staff directions can also be used to provide the charts to other IEP team members/general education teachers prior to an IEP meeting to gain further insight into how well a student is meeting the state standards.
This toolbox contains goal assistant links, as well as reference charts, IEP planning sheets and many other resources to assist in the writing of and implementation of an IEP. They are organized by IEP section.

### PLAAPP

<table>
<thead>
<tr>
<th>Link</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Planning Sheet</td>
<td>These are questionnaires that can be given to IEP team members prior to the IEP meeting to help gather information about the student. (Word format)</td>
</tr>
<tr>
<td>Student Planning Sheet</td>
<td></td>
</tr>
<tr>
<td>Teacher Planning Sheet</td>
<td></td>
</tr>
<tr>
<td>Blank Autism Considerations IEP page</td>
<td>This is a blank Word document of the Autism Considerations page suggested by ISBE designed to look like the rest of the Illinois IEP page</td>
</tr>
</tbody>
</table>

### Transition

<table>
<thead>
<tr>
<th>Link</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clark Transition Assessments</td>
<td>A list of possible standardized transition assessments that could be used</td>
</tr>
<tr>
<td>Transition Rusch Chart</td>
<td>A list of questions to help guide the IEP team with transition planning and goals</td>
</tr>
<tr>
<td>FACTS Transition Codes</td>
<td>FACTS transition codes with explanation, related agencies and web links</td>
</tr>
<tr>
<td>Transition Services Acronyms</td>
<td>A list of Illinois Disability Support Service agencies that can assist with transition, their functions and website links</td>
</tr>
</tbody>
</table>
### Goals and Objectives / Benchmarks

<table>
<thead>
<tr>
<th>Link</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent Planning Sheet</td>
<td>These are questionnaires that can be given to IEP team members prior to the IEP meeting to help gather information about the student. (Word format)</td>
</tr>
<tr>
<td>Student Planning Sheet</td>
<td></td>
</tr>
<tr>
<td>Teacher Planning Sheet</td>
<td></td>
</tr>
<tr>
<td>Bloom’s Taxonomy of Verbs (PDF)</td>
<td>A list of verbs related to what students can do or produce that may help when writing IEP goals. caution: Some of these are not measurable</td>
</tr>
<tr>
<td>Excel Goals Database</td>
<td>An Excel template that can be used to store goals that have been written by skill area, deficit area, and Illinois Learning Standard for future reference.</td>
</tr>
<tr>
<td>Read Naturally Hasbrouck-Tindal chart of Oral Reading Fluency Norms</td>
<td>A link to a Read Naturally website that lists reading fluency norms for grades 1-8 and document with explanation as to how to use them to write realistically achievable reading fluency goals and objectives.</td>
</tr>
<tr>
<td>Reading Fluency Norms chart link and explanation</td>
<td></td>
</tr>
<tr>
<td>Student Deficit Area Descriptions (PDF)</td>
<td>A chart of Federal student deficit areas and student areas of difficulty that may accompany each one.</td>
</tr>
</tbody>
</table>

### Educational Accommodations

<table>
<thead>
<tr>
<th>Link</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample Student Passport (PDF)</td>
<td>A checklist that can be used to communicate a student’s IEP accommodations / needs to school staff. This could be modified to meet your needs.</td>
</tr>
<tr>
<td>Sample Student Passport (Word)</td>
<td></td>
</tr>
<tr>
<td>Sample Student Information sheet (PDF)</td>
<td>A sample of a narrative / list about a student that could be given to general education staff or future case managers.</td>
</tr>
<tr>
<td>Sample Student Information Sheet (Word)</td>
<td></td>
</tr>
<tr>
<td>Accommodations Monitoring Form (PDF)</td>
<td>A basic form that can be used periodically to review the effectiveness of accommodations being used for a particular student. Designed to be used with gen ed teachers and the student.</td>
</tr>
<tr>
<td>Sample Accommodations &amp; Modifications (PDF)</td>
<td>A list of possible accommodations and modifications. This is not all-inclusive and is designed to serve as examples only.</td>
</tr>
<tr>
<td>Parent Planning Sheet</td>
<td>These are questionnaires that can be given to IEP team members prior to the IEP meeting to help gather information about the student. (Word format)</td>
</tr>
<tr>
<td>Student Planning Sheet</td>
<td></td>
</tr>
<tr>
<td>Teacher Planning Sheet</td>
<td></td>
</tr>
<tr>
<td>Accommodations based on student’s area of difficulty Modifications (Word doc)</td>
<td>A list of checklist of accommodations that can be made, suggested by the behaviors a student exhibits – for example, Student needs help while you are giving instructions, or student has difficulty identifying main ideas or important points.</td>
</tr>
<tr>
<td>Examples of Accommodations based on Student Characteristics</td>
<td>A list of accommodations to consider for instruction or assessment organized by student characteristic, such as “blind, low vision, partial sight, or weak manual dexterity, or difficulty decoding.</td>
</tr>
</tbody>
</table>

### Assessment

<table>
<thead>
<tr>
<th>Link</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodations Monitoring Form (PDF)</td>
<td>A basic form that can be used periodically to review the effectiveness of accommodations being used for a particular student. Designed to be used with gen ed teachers and the student.</td>
</tr>
</tbody>
</table>
Components of a Well-Written Annual Goal

A properly written goal must include (Gibb and Dyches, 2000)[1]:

1. The conditions under which the behavior will occur
2. The desired behavior in a measurable, objective, observable way
3. The criterion for mastery (optional) expected date of achievement if there are no required objectives.

Example: Given a paragraph at the 6th grade reading level with a minimum of 10 multi-syllabic words (The conditions under which the behavior will occur), Curtis will independently and orally decode the paragraph (The desired behavior in a measurable, objective, observable way) with 3 or fewer errors in three consecutive trials (The criterion for mastery).

1. Conditions

The conditions are the most often overlooked or omitted part of a goal or objective, but provide very important information about what the desired behavior of the student is at the achievement level. They allow someone else to read the objective and be able to implement it without having to ask questions.

2. Measurable, Observable Behavior

The measurable, observable behavior in a goal statement is usually related to the skills included in the PIAAF statement. The behavior should be described in a way so that the parent, child, and any staff member of any school can look at the IEP goal and understand what skill the child should be demonstrating or achieving without the need for interpretation. Observable behaviors allow more than one teacher or observer to agree upon the extent to which the behavior has occurred. Measurable behavior can be counted or quantified in a reliable manner. The Illinois State Board of Education states that having non-measurable goals is the number one complaint related to IEP’s that it receives from parents. [2]

3. Criteria for Mastery

Criterion for mastery states how the goal will be measured.

Two problems are commonly found on IEPs related to criteria. First, many annual goals fail to include a criterion statement at all. Second, criteria that are present for both goals and objectives are often not well suited to the behavior being measured. Specifically, the default for criteria tends to be percentages even though percent correct is not always applicable to the goal behavior. For example, handwriting or representing a main idea cannot be measured at 85-90% accuracy unless 100 samples are taken. In addition, some behaviors require 100% accuracy at all times, such as crossing the street. In these cases, other ways of measuring the goals are required.

Try our Goal Assistant at the top of this page to help you write goals that include all three components and are aligned to the standards.
Behavioral Intervention Plan

Quality Guidelines for the Behavior Intervention Plan

- THE BIP focuses on ONE class of behaviors (e.g., aggression, inappropriate language, disruption, etc.).
- The BIP is data based and uses data from the Functional Behavior Assessment.
- The BIP incorporates clear data collection methods for tracking progress.
- The interventions on the BIP focus on teaching new, appropriate options for the student that will replace the target behavior and serve the same, hypothesized function.
- The BIP promotes generalization of skills across environments or situations (different classrooms, hallways, home, extracurriculars, etc.).
- The BIP involves parents, caregivers, and others who are involved with the student outside of the school setting.

Who Needs a Behavior Intervention Plan (BIP)?

The law states: "If a student's behavior negatively affects his or her learning or the learning of others, the IEP team shall consider strategies including positive behavioral interventions, strategies, and supports to address that behavior (IDEA 20 U.S.C. § 1414(d)(3)(B)(v))."

Therefore:

In almost all circumstances, a student with a primary label of EBD (Emotional/Behavioral Disorder) will have a Behavioral Intervention Plan (BIP).

However, any student who has an IEP, regardless of primary disability, could have a BIP if the student demonstrates behavior that interferes with their education or the education of others AND/OR interferes with the provision of services.

Possible Resources

- [Faed.org](http://www.faed.org)
- [CECP Positive Behavior Intervention Plan Planning Form](http://www.cecp.org)
- [CECP Creating Positive Behavior Interventions and Supports main page](http://www.cecp.org)

Functional Annual Goals related to the Behavior Intervention Plan

According to the Illinois State Board of Education, any student with a behavior intervention plan in his or her IEP must have related annual functional goals (see the Functional goals IEP assistant pamplet) that address the target behaviors or teaching replacement behaviors, regardless of primary disability listed his or her eligibility determination.
Hypothesis of Behavioral Function

The hypothesis, or educated guess based on observation, of what the function of the target behavior may be for the student should have been determined during the functional behavioral assessment previously conducted.

Remember that an intervention will only be successful if it is addressing the correct function that the target behavior serves. If an intervention is failing to show change in behavior over time, it is suggested that the hypothesis of the behavioral function be readdressed and that the new intervention plan address the change in what function the behavior serves for the student.

Also, it is very important to share hypothesis of the function of the behavior with school staff, parents and caregivers. If the target behaviors continue to be unknowingly reinforced by some by providing the desired outcome for the student, than it will be very difficult for the replacement behavior to regularly occur and interventions to be effective.

In other words, the hypothesis of behavioral function directs what intervention is implemented in the plan, and both of these may need to change over time.

What are Some Common Behavioral Functions?

Some common behavioral functions are:

1. for assistance
2. to obtain specific objects or activities or privileges
3. to obtain information
4. to escape or avoid painful, uncomfortable, embarrassing, difficult, or fearful situations
5. for sensory feedback
6. to maintain power or control
7. to gain attention from peers or adults
8. to gain acceptance from peers or adults
9. to escape attention from peers or adults
10. self stimulation or gratification
Student Strengths

Student strengths can be grouped into three basic categories:
(a) academic
(b) social/behavioral
(c) extracurricular
Including strengths in each category provides a picture of the student as a whole.

Information about student strengths should come from varied sources such as the student, his or her family, school staff, or extracurricular or work supervisors.

How Could I Assess Student Strengths?
Every student has a number of strengths. To develop a list of strengths, all participants could be interviewed regarding student successes. Additionally, anecdotal records could be used to assess overall development and achievement. It is also important to get information from the family and the student because they have the most insight into the student’s social strengths. Overall, the strength list sets the stage for an effective and appropriate FBA.

Target Behavior

A target behavior is the behavior of concern that the team is seeking to replace with more appropriate behavior(s). It should have been described in the functional behavioral assessment conducted prior to the development of the behavior intervention plan.

There may be fewer target behaviors in the BIP than there were on the FBA since the IEP team may prioritize certain target behaviors for the BIP.

What is an example of a skill deficit versus a performance deficit?

What if there is more than one target behavior and one is a skill deficit and one is a performance deficit? How do I indicate this on the form?

How Do I Develop Appropriate Operational Definitions?
Replacement Behaviors

What Are Replacement Behaviors?

Is it necessary to have a replacement behavior or can rewards/motivation to decrease the target behavior be sufficient for the plan?

Behavioral Intervention Supports and Strategies

How might appropriate interventions and supports be chosen for each behavior that ensure success?

What makes a support a "positive" support? Can there be a negative support?

Motivators and/or Rewards

How Do I Determine Appropriate Motivators and Rewards?

To determine appropriate motivators, it is essential to conduct an interest inventory with the student. The student should be involved in determining the appropriate rewards for his/her behavior. One way to individualize reinforcers is to provide a menu of possible reinforcers and allow the student to choose his/her reinforcement if it is earned.

Motivators and rewards do not necessarily have to be tangible items. Often the reinforcers can be determined from the FBA, so it is difficult to specify what individual students will find rewarding. However, some examples of non-tangible rewards are extended choice time, time with a trusted adult, modified assignments, assignment choice, administrative classroom tasks, group work, individual time, etc.
Resource Library

The Resource Library brings together important sources of information on IEP development, including books, journal articles, web sites, and behavior data collection forms.
<table>
<thead>
<tr>
<th>Web Site Link/ Organization or Source</th>
<th>IEP Section or other purpose</th>
<th>Abstract/Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistive Technology loans and Information in Illinois Illinois Assistive Technology Program</td>
<td>Testing accommodations and supplementary aids</td>
<td>The IATP site provides assistance in selecting and information about available assistive technologies. They offer AT on loan in order to &quot;try out&quot; the assistive technology prior to purchase here.</td>
</tr>
<tr>
<td>Considering Assistive Technology wait – Wisconsin Assistive Technology Initiative</td>
<td>Testing accommodations and supplementary aids</td>
<td>This page of the WATI site contains downloadable guidance, information, forms and checklists that IEP teams could use when considering the need for and selecting assistive technology.</td>
</tr>
<tr>
<td>Present level of performance requirements and checklist LD Online</td>
<td>PLAAP</td>
<td>The checklist at the bottom of the page could be helpful in planning and reviewing a Present Levels statement.</td>
</tr>
<tr>
<td>IDEA 2004 in relation to IEPs Wrightslaw</td>
<td>Overall IEP</td>
<td>Roadmap to IDEA 2004: What You Need to Know About IEPs &amp; IEP Meeting. Highlights changes to IDEA law in 2004 that affect the written IEP and IEP meetings.</td>
</tr>
<tr>
<td>Determining Appropriate Assessment Accommodations for Students with Disabilities National Center On Educational Outcomes</td>
<td>Accommodations information</td>
<td>At the bottom of this page (which contains many reports and data on assessment accommodations) is a pdf document that provides an overview of appropriate accommodations for students with IEPs or 504 Plans, serves as a guide to choosing accommodations and suggests questions to ask when making appropriate accommodation decisions.</td>
</tr>
<tr>
<td>Illinois Transition guidance and resources National Secondary Transition Technical Assistance Center (NSTTAC)</td>
<td>Illinois Transition information from ISBE</td>
<td>This page from NSTTAC is specific to Illinois and provides Illinois transition links from ISBE</td>
</tr>
<tr>
<td>Differences between High School and College for students with disabilities ThinkCollege.net</td>
<td>Transition to college</td>
<td>The ThinkCollege.net site, which is dedicated to providing college options for people with intellectual disabilities, provides this list which may help IEP teams think about how to start preparing students for the transition to college and self-advocacy. The site is easily organized for students, parents, and professionals and is a good overall transition resource.</td>
</tr>
</tbody>
</table>
PARCC Accessibility Accommodations and Fairness

PARCC is committed to providing all students, including but not limited to, students with disabilities, English learners, and underserved populations with equitable access to high-quality, 21st-century PARCC assessments.

By implementing Universal Design principles, leveraging technology, and allowing selected accommodations, PARCC intends to provide opportunities for the widest possible number of students to demonstrate what they know and can do while maintaining high expectations for all students. Driven by what is expected of students in the Common Core State Standards (CCSS) and the claims of the PARCC summative assessments, common policies for accommodations, participation, and assessment accessibility features will increase equitable access, fidelity of implementation, and comparability across PARCC states.

Goals for Promoting Student Access

- Apply principles of Universal Design for accessible assessments throughout every stage of developing assessment components, items, and performance tasks
- Minimize/eliminate features of the assessment that are irrelevant to what is being measured, so that all students can more accurately demonstrate their knowledge and skills
- Measure the full range of complexity of the standards
- Leverage technology for delivering assessment components as widely accessible as possible
- Build accessibility throughout the test itself with no trade-off between accessibility and validity
- Use a combination of 'accessible' authoring and accessible technologies from the inception of items and tasks
- Established Committees on Accessibility, Accommodations, and Fairness comprised of knowledgeable testing officials from member states and national experts on a Public Comment
- Select Draft Accommodations Policies [January 16 - February 4, 2013] Policies in Development
- Accommodations policies for students with disabilities and students with 504 plans
- Accommodations policies for English learners
- Participation policies for students with disabilities
Behavior Data Collection Forms

Below you will find a list of behavior data collection forms organized by category. The files contain a blank chart, a completed sample chart, and brief instructions in pdf file form. Those with a "blank modifiable chart" file following the first file can be modified to fit the specific student and his/her behaviors on which data is being collected. Most blank modifiable charts are in Excel file form.

These charts have been taken from different sources, noted on the bottom of each form, and modified for IEPQ purposes. Directions were written by IEPQ grant staff and, while every attempt was made to make them brief, simple, and clear, they assume some familiarity with functional behavior analysis and data collection methods. Note that some charts are only available in pdf form and cannot be modified.

### Student Self Management Charts

These charts are designed to help a student monitor and rate his or her own behavior. They often have a space for a staff member or other adult to verify the self-rating.

<table>
<thead>
<tr>
<th>Behavior Data Form/Types</th>
<th>Brief Description/Types of behaviors</th>
<th># of behaviors/# of settings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Checklist for Use</td>
<td>A Monday through Friday checklist of self management and class preparation behaviors, with space to tally daily scores and teacher agreement.</td>
<td>Up to 5 behaviors, one setting</td>
</tr>
<tr>
<td>of Managing Time</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blank modifiable</td>
<td>A chart completed by staff member that can be sent home to provide parents with daily data with which they can set up contingent reinforcement in the home setting. Chart is set up for classroom preparedness, but could be modified for many types of behaviors.</td>
<td>Modifiable for any # of behaviors, one setting</td>
</tr>
<tr>
<td>Home-based</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reinforcement chart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavioral Point Card</td>
<td>Student and teacher/staff member rate the intensity or frequency of a behavior on a five point scale over three different time periods, settings or days. Basic form where scale, time periods, and behavior must be defined by the user.</td>
<td>One behavior, up to three settings/time periods</td>
</tr>
<tr>
<td>Blank modifiable chart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Self-Responsibility Chart</td>
<td>A chart that requires students to self-monitor a single behavior (agression, talking out, task completions, etc), record a score on a scale of 1-10, and receive privileges or reinforcers based on the scores. No space for teacher agreement, but could be done easily using a different pen/marking/form.</td>
<td>One behavior, up to three settings across ten days</td>
</tr>
<tr>
<td>Blank modifiable chart</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multiple Behaviors Pre/Post</td>
<td>Contains a modifiable chart on which a student could rate behaviors on a three point frequency scale (Rarely. Occasionally. Most of the time). Could be completed prior to beginning an intervention and then during the intervention for comparison. Could also be used by a teacher/staff member. Note that the 3 point scale is vague, and the setting could be adjusted as needed.</td>
<td>Up to ten behaviors, one setting</td>
</tr>
<tr>
<td>Post Intervention Data Chart (modifiable)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Interval Recording Charts

These charts are designed to allow the observer to record whether or not a target high-frequency, observable and measurable behavior occurs across short intervals of time, thus ultimately giving a percentage of occurrence during a given time frame. They are not designed to provide a tally, or number, of the occurrences of the behavior, but rather a record of whether or not the behavior occurs. They can be used for partial interval recording to get a rate of behavior, or while interval recording to get a duration of the behavior.

<table>
<thead>
<tr>
<th>Behavior Data Form/</th>
<th>Brief Description/Types of behaviors</th>
<th># of behaviors/# of settings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interval Recording Single Behavior</strong></td>
<td>Chart is set up in 10 second intervals up to a five minute time period, but could be changed to fit user's needs (for example to one minute intervals up to thirty minutes).</td>
<td>One behavior, one setting</td>
</tr>
<tr>
<td>Blank modifiable chart</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interval Recording Multiple Behavior</strong></td>
<td>Chart is set up in 10 second intervals up to a five minute time period, but could be changed to fit user's needs (for example to one minute intervals up to thirty minutes).</td>
<td>Up to three behaviors, one setting</td>
</tr>
<tr>
<td>Blank modifiable chart</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interval Recording Single Behavior / Peer Comparison</strong></td>
<td>This chart is designed to compare the rate or duration of a high-frequency behavior to those of up to two of a student's peers. Usually, this is done in a general education environment using general education students for comparison (but this is not a constraint). Chart is set up in 10 second intervals up to a five minute time period, but could be changed to fit user's needs (for example to one minute intervals up to thirty minutes).</td>
<td>One behavior, one setting</td>
</tr>
<tr>
<td>Blank modifiable chart</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interval Recording Single Behavior 2</strong></td>
<td>Chart is set up at 10 second intervals up to a fifteen minute time period.</td>
<td>One behavior, one setting</td>
</tr>
</tbody>
</table>
User Feedback Data / Results
Finding 1:

Increased input / “buy-in” by parents and general education staff in IEP process

- Parent IEP Planning sheet was very helpful. In the past, I feel parents are many times unprepared to discuss concerns about the pupil because they haven’t really given it much thought. It helps parents be prepared better for the IEP.

- I had a couple of parents say that the goals were more clear and easier to understand

- I think it opened the eyes of the [gen. ed.] teachers too, in understanding even though this student is on an IEP, they still need to perform at the grade standard.
Finding 2:

Better-crafted goals and objectives allow for more targeted instruction and assessment

- I think assessment will be easier because my instruction will be more closely related to my goals.

- Instruction will be more focused and organized because my goals are fewer, more clear, and more explicit.

- I think I will see my IEPs more as usable tools rather than paper that sits in a drawer and gets updated once a year.

- Because my goals are more in-depth, my assessments for next year will be more student centered to focus on achieving the individual goals and objectives.
Comments on the Tutorial as a resource

- Overall, there is a goldmine of information! When I’ve attended one day workshops addressing changes in IEPs, I’ve felt overwhelmed by having all of the info thrown at me at once. Having this site available to access at my leisure and when it is needed is wonderful!

- A great reminder of how IEPs are supposed to be written. It has helped me look more professional and write a quality document for the student and team.

- I now have confidence in the IEP and know it is a quality project. Please get this out to my fellow educators as quickly as possible!
Finding 1:

Teaching responsibilities and other demands did not leave time to use the Tutorial.

- Unfortunately, I didn’t feel I had enough time to use the program to complete my IEP with it.

- I was very impressed with this program. I just wish I had more time to use it. I don’t feel I was able to explore it as much as I would have liked to.

- I didn’t explore its full possibilities due to lack of time – not for any other reason.
Finding 2:

Need for additional / follow-up training

- I would of (sic) liked more instruction early enough to feel comfortable in using the Tutorial.

- It would be helpful to host an additional formal or organized training—or roundtable discussions—for those who participated in the training... educators would be able to share their experiences with what they found to be the more useful aspects of the tool.
They Love Us Not

Findings 3:
Conflicts with IEP-generation software

- The ideal situation would be to be able to use the process and have it transfer directly to the IEP program.

- It would be nice if we could just do our IEPs on this site directly and not on our help program.

- We had our own page and exact wording that we had to use for our district.
IEP Improvement and Student Outcomes

Initial Data / Results
IDEIA and the Regulations place increased importance on the substantive aspects of the IEP.

“A determination of whether a child received a free appropriate public education shall be made on substantive grounds based on a review of the IEP [and supporting documentation.]” IDEA, 20 U.S.C. § 1415(f)(3)(E)(I)(i)
### IQUIS – Goals & Objectives

**IEPQ grant GOALS / OBJECTIVES scale (based on IQUIS)**

<table>
<thead>
<tr>
<th>Total # of annual goals on the IEP:</th>
<th># of academic goals:</th>
<th># of functional goals:</th>
</tr>
</thead>
<tbody>
<tr>
<td># of transition-only goals:</td>
<td># of goals being excluded due to being implemented by service providers:</td>
<td></td>
</tr>
</tbody>
</table>

**Reason for exclusion:**

**Total # of annual goals being scored on this form (total # on IEP – goals being excluded):**

---

### B. Measurable annual goals & short-term objectives

**Goals**

<table>
<thead>
<tr>
<th>Number of annual goals being scored (from above):</th>
<th>Percentage</th>
<th>Substantive</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># yes</td>
<td># yes       % yes</td>
</tr>
</tbody>
</table>

**B4.** The annual goal includes (separate from the benchmarks and objectives):

(a) Conditions under which the behavior will occur (e.g., Given a paragraph at the 6th grade reading level with a minimum of 10 multi-syllabic words OR in classroom settings when a teacher asks Diego if he needs assistance or redirects him back on task)

**B5.** The conditions described in the goal statement allow for appropriate demonstration of the behavior.

**B6.** (b) Observable and measurable target behavior (e.g., Curtis will independently and orally read the paragraph OR Diego will use socially acceptable language, such as “yes Ma’am” or “What do you want me to do next?” to respond to teacher)

**B7.** (c) Criterion for acceptable performance. (e.g., with 3 or fewer errors in three consecutive trials OR for 80% of any observed class period)

**B8.** The criterion listed are accurately matched to the behavior stated in the goal (e.g., a fluency goal that states the student will “read aloud” includes a measure for rate of words/minute and not solely percent correct.)

**B9.** There is documentation that the State’s curriculum standards were considered in developing the annual goal

**TOTAL # YES:**

**TOTAL % (total # yes ÷ (# goals being scored x 6)):**

**Comments:**
Three categories of users

Within-group change (pre-post) limited to high use group for **goals**

**Objectives** tended to be better formed than goals; Tutorial influence was more variable.
Comparisons of Quality of Annual Goals and Short-Term Objectives (IQUIS – B) 
For User Groups at Pre and Post Test

<table>
<thead>
<tr>
<th>Specific Criteria Being Rated</th>
<th>Percentage of Items Rated as Acceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-Tutorial</td>
</tr>
<tr>
<td></td>
<td>No. IEPs</td>
</tr>
<tr>
<td></td>
<td>No Use</td>
</tr>
<tr>
<td>Annual Goals</td>
<td></td>
</tr>
<tr>
<td>The annual goal includes conditions under which the behavior will occur.</td>
<td>11</td>
</tr>
<tr>
<td>The conditions described in the goal are appropriate for the behavior.</td>
<td>10</td>
</tr>
<tr>
<td>The goal contains an observable and measurable target behavior.</td>
<td>18</td>
</tr>
<tr>
<td>The goal includes a criterion for acceptable performance.</td>
<td>8</td>
</tr>
<tr>
<td>There is documentation that the State’s curriculum standards were considered in developing the annual goal.</td>
<td>69</td>
</tr>
<tr>
<td>Short-Term Objectives</td>
<td></td>
</tr>
<tr>
<td>Conditions under which the behavior will occur.</td>
<td>24</td>
</tr>
<tr>
<td>Conditions that clearly match the desired goal behavior.</td>
<td>21</td>
</tr>
<tr>
<td>An observable and measurable target behavior.</td>
<td>77</td>
</tr>
<tr>
<td>A clear match between the behaviors stated in the objectives and their corresponding goals</td>
<td>70</td>
</tr>
<tr>
<td>Criteria for acceptable performance.</td>
<td>98</td>
</tr>
<tr>
<td>Criteria that lists accurate ways to measure/evaluate performance.</td>
<td>46</td>
</tr>
</tbody>
</table>

* = p < .05  
** = p < .01  

- Pre-Tutorial use there is no significant difference between user groups  
- Between Groups comparisons - Post-Tutorial:  
  - High use group demonstrated significant gains over the no and low use groups for most items
Indirect Effects - State Assessment

2008-2010 ISAT Scores by Usage Group

YEAR

<table>
<thead>
<tr>
<th>YEAR</th>
<th>High</th>
<th>Low</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>205.11</td>
<td>199.4</td>
<td>199.19</td>
</tr>
<tr>
<td>2009</td>
<td>215.03</td>
<td>209.17</td>
<td>208.69</td>
</tr>
<tr>
<td>2010</td>
<td>235.55</td>
<td>221.9</td>
<td>218.22</td>
</tr>
</tbody>
</table>

The "Promise" of Intervention Effects
Public (and Nonpublic) Version Website

- Available free to public school educators and ISBE-authorized school districts

https://iepq.education.illinois.edu