
IEP REFLECTIVE FRAMEWORK MANUAL

A UTAH BOARD OF EDUCATION TECHNICAL ASSISTANCE GUIDE



INDIVIDUALIZED EDUCATION PROGRAM TASK FORCE MEMBERS

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PURPOSE

The purpose of the “Reflective Framework for IEP Development” is equitable access to grade-level content for students with disabilities.

The “Reflective Framework” is designed to engage teams in a process that uses strengths-based data and observations to create Individualized Education Programs (IEP) for students that support access and progress with grade-level content standards. The intentional design of this document promotes the alignment between compliance and best practices. Each member of the IEP team is encouraged to use this document to ensure adherence to the Individuals with Disabilities Education Act (IDEA) and Utah’s Special Education Rules, while designing educational programs to meet individual student needs.

Each member of the team shares responsibility for the design and implementation of the IEP. While different members bring different strengths to the conversation, it is important that all voices are heard and included. True collaboration includes deep discussions about data, student strengths, and important grade-level content that will sustain student learning across years. Consideration for appropriate accommodations and modifications that allow for access to the Least Restrictive Environment (LRE) for each student.

DESIGN

The framework has six key components of the IEP process based on questions asked during an internal file review or an on-site monitoring review. The rule that corresponds to each component is broken down into checklist statements with a corresponding set of reflective questions for teams to consider as they develop each IEP aligned to the key competencies of the grade the student is enrolled. Connections to the implementation of evidence-based practices to ensure students

with disabilities (SWD) are provided with specially designed instruction (SDI) and related services or supports are addressed.

USBE SPECIAL EDUCATION RULES

The purpose of the “Reflective Framework” is aligned with the Utah Board of Education Special Education Rules (USBE SER) as follows:

“I.A. PURPOSES (34 CFR § 300.1)

The primary purposes of these Rules, consistent with Utah Code Annotated (UCA) Title 53E, Chapter 7, Part 2, Special Education Program; and the Individuals with Disabilities Education Improvement Act (IDEA), as amended; are:

1. To ensure that all students with disabilities ages 3 through 21 in Utah, including students with disabilities who have been suspended or expelled from school and students who have not graduated from high school with a regular high school diploma, have available to them a FAPE that emphasizes special education and related services, as specified on an Individualized Education Program (IEP) designed to meet their unique needs and prepare them for further education, employment, and independent living;
2. To ensure that the rights of students with disabilities and their parent(s) are protected;
3. To ensure that State standards are established for the provision of a FAPE to students with disabilities, as defined in these Rules;
4. To assess and ensure the effectiveness of efforts to educate students with disabilities; and

5. To provide a system for State reimbursement for disabilities program costs authorized under Utah school finance laws.”

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT & FUNCTIONAL PERFORMANCE

USBE SPECIAL EDUCATION RULES

The Present Levels of Academic Achievement and Functional Performance component aligns with the following Utah State Board of Education Special Education Rules (USBE SER):

III.I.1.a.

"1. Development, review, and revision of the IEP.

a. In developing each student's IEP, the IEP Team must consider:

- (1) The strengths of the student;
- (2) The concerns of the parent(s) or adult student for enhancing the education of the student;
- (3) The results of the initial or most recent evaluation of the student, and
- (4) The academic, developmental, and functional needs of the student."

III.G.5.a.

"5. The parent(s) of a student with a disability or adult student are participants along with school personnel in developing, reviewing, and revising the IEP for their student. This is an active role in which the parent(s) or adult student:

a. Provide critical information regarding the strengths of the student and express their concerns for enhancing the education of the student;”

III.J.2.a.

“2. The IEP must include:

a. A statement of the student’s present levels of academic achievement and functional performance (PLAAFP), including:

- (1) How the student’s disability affects the student’s involvement and progress in the general education curriculum (i.e., the same grade-level curriculum as for non-disabled students); or
- (2) For preschool students, as appropriate, how the disability affects the student’s participation in appropriate activities; and
- (3) For students who are blind, the results obtained from a braille-related or braille skills assessment”

CHECKLIST AND REFLECTIVE QUESTIONS

The following table presents a checklist that corresponds to the USBE SER for Present Levels of Academic Achievement and Functional Performance as well as a set of reflective questions for teams to consider as they develop each IEP.

Checklist	Reflective Questions
<ul style="list-style-type: none"> ✓ A statement of the student’s present(current) levels of academic achievement and functional performance is included (e.g., data). 	<ul style="list-style-type: none"> ❖ How have the language and communication needs of the student been addressed by the team? ❖ How is data supporting the student’s strengths and guiding the team’s instructional decision-making?

Checklist	Reflective Questions
	<ul style="list-style-type: none"> ❖ Does the present level statement include current academic and functional achievement data as well as data on other areas of need (e.g., transition, social emotional learning, behavior, etc.)? ❖ How can we include information about the student's level of self-advocacy/self-determination to support the student's success in the general education classroom?
<ul style="list-style-type: none"> ✓ A statement of how the student's disability affects the student's involvement and progress in the general curriculum is included (the same curriculum as nondisabled peers). 	<ul style="list-style-type: none"> ❖ What input have we received from the required team members? (For example: parent(s) of the student or adult student, regular education teacher, special education teacher or special education provider, LEA representative, an individual who can interpret evaluation results, the student, when appropriate). ❖ How do the disability-related characteristics (including strengths) affect involvement and progress in the general education curriculum? ❖ How does the impact statement address the student's strengths and needs and provide the specific instructional supports necessary to increase access to grade-level content? ❖ How will the identified related services, accommodations, or modifications support the student's IEP goals?
<ul style="list-style-type: none"> ✓ Multiple data are used to identify the student's current strengths. * Note: This question is not currently monitored during a monitoring visit. 	<ul style="list-style-type: none"> ❖ What multiple data sources were used to identify the student's current strengths (be sure this includes input from parents, the student, and all IEP team members)? ❖ How will we be able to use the student's strengths to support growth in the identified areas of need?

SPECIAL FACTORS

USBE SPECIAL EDUCATION RULES

The Special Factors component aligns with the following Utah State Board of Education Special Education Rules (USBE SER):

III.I.1.b.

“b. The IEP Team, in conducting a meeting to develop, review and, if appropriate, revise a student’s IEP, must consider the following special factors:

- (1) In the case of a student with limited English proficiency (LEP), consider the language needs of the student as those needs relate to the student’s IEP;
- (2) In the case of a student who is blind or visually impaired, provide for instruction in braille and the use of braille unless the IEP Team determines, after an evaluation of the student’s reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student’s future needs for instruction in braille or the use of braille), that instruction in braille or the use of braille is not appropriate for the student;
 - (a) Prior to determining whether a blind student should use braille as the primary reading mode, the student’s IEP Team must be provided (through pertinent literature or discussions with competent braille users and educators, or both) with detailed information about the use and efficiency of braille as a reading medium, in order to make an informed choice as to the student’s primary reading.
- (3) Consider the communication needs of the student and, in the case of a student who is deaf or hard of hearing, consider the student’s language and communication needs, opportunities for direct communication with peers and professional

personnel in the student’s language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student’s language and communication mode;

(4) Consider whether the student needs assistive technology devices and services in school and on a case-by-case basis, in a student’s home or other setting; and (5) In the case of a student whose behavior impedes the student’s learning or that of others, consider the use of positive behavior interventions and supports, and other strategies, to address that behavior.”

CHECKLIST AND REFLECTIVE QUESTIONS

The following table presents a checklist that corresponds to the USBE SER for Special Factors as well as a set of reflective questions for teams to consider as they develop each IEP.

Checklist	Reflective Questions
<ul style="list-style-type: none"> ✓ English Language proficiency has been considered and, if needed, is addressed in the IEP. 	<ul style="list-style-type: none"> ❖ How has the spoken language in the home been addressed and how have barriers been removed? ❖ Was a language screener administered and how were the results used to address interventions? ❖ How has the team used the data from the WIDA assessment to determine if language is a factor? ❖ What input has been provided by the multi-language learner (MLL) specialist regarding language acquisition and the impact on the student’s learning? ❖ What language support is the student receiving to ensure access to learning across the school setting?

Checklist	Reflective Questions
<ul style="list-style-type: none"> ✓ Braille and the use of braille has been considered and, if needed, is addressed in the IEP. 	<ul style="list-style-type: none"> ❖ How is the team considering the student's proficiency in braille, and how will braille be addressed in the IEP? ❖ How can braille be used in the classroom to help the student progress in the curriculum, and how can the braille instructor support the classroom teachers? ❖ How can the Utah Schools for the Deaf and Blind (USDB) support us in evaluations and instruction?
<ul style="list-style-type: none"> ✓ Behavior has been considered and, if needed, is addressed in the IEP. 	<ul style="list-style-type: none"> ❖ How are the social and emotional needs of the student being met? ❖ How has the team considered student behavior and the impact on learning and participation with peers without disabilities? ❖ Have we included behavior data in the IEP, and are the data measurable, objective, and quantitative? ❖ Has the team considered goals and/or accommodations to: ❖ address communication needs as they relate to behavior, and ❖ teach an appropriately selected replacement behavior? Should the team consider a Functional Behavior Assessment (FBA) and/or a Behavior Intervention (BIP) for this student, either because: ❖ we have documented previous behavior interventions that have not resulted in improvement in the behavior as measured by our data, or because ❖ the student's behavior presents a safety risk to themselves or others?

Checklist	Reflective Questions
<ul style="list-style-type: none"> ✓ Communication has been considered and, if needed, is addressed in the IEP. 	<ul style="list-style-type: none"> ❖ How does the student's ability to communicate affect the student's learning (e.g., academic, social and emotional, behavioral)? ❖ How does the student's ability to comprehend spoken language affect the student's ability to learn, participate, and demonstrate knowledge? ❖ Where has the student found success in speaking/writing? ❖ What accommodations have been considered to support access to grade-level instruction and peer groups? ❖ What additional communication (expressive and receptive) supports are needed or have been considered and who will provide them (when, where, and how)?
<ul style="list-style-type: none"> ✓ Assistive technology has been considered and, if needed, is addressed in the IEP. 	<ul style="list-style-type: none"> ❖ How has the team addressed the student's need for assistive technology; has the student had an assistive technology evaluation? ❖ What options for assistive technology has the team presented to parents? Has the team considered the accessibility, feasibility, usefulness, and generalization of assistive technology recommendations? ❖ Have we considered all types (both low-tech and high-tech) of assistive technology devices, including any piece of equipment used to increase, maintain, or improve functional capabilities of a student with disabilities?

INDIVIDUALIZED EDUCATION PROGRAM GOALS

USBE SPECIAL EDUCATION RULES

Individualized Education Program Goals component aligns with the following Utah State Board of Education Special Education Rules (USBE SER):

III.J.2.b.

“2. The IEP must include:

b. A statement of measurable annual goals, including academic and functional goals designed to:

- (1) Meet the student’s needs that result from the student’s disability to enable the student to be involved in and make progress in the grade-level general education curriculum; and
- (2) Meet each of the student’s other educational needs that result from the student’s disability”

III.J.2.c.

“2. The IEP must include:

c. For eligible students with significant cognitive disabilities who will participate in grade-level alternate achievement standards (i.e., Essential Elements):

- (1) Notification to the parent(s) or adult student that the student’s academic achievement will be measured through an assessment of the grade-level Utah alternate achievement standards and how participation in such alternate achievement

assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma; and

(2) A description of benchmarks or short-term objectives for each annual goal”

CHECKLIST AND REFLECTIVE QUESTIONS

The following table presents a checklist that corresponds to the USBE SER for Individualized Education Program Goals as well as a set of reflective questions for teams to consider as they develop each IEP.

Checklist	Reflective Questions
✓ The IEP goals address all areas of educational need outlined in the PLAAFP.	<ul style="list-style-type: none">❖ How does the data from the PLAAFP support the student’s strengths in connection to accessing grade-level content in order to make meaningful progress?❖ How is the input of all stakeholders reflected in the IEP goals?❖ How are the goals aligned to the student’s strengths and needs?❖ How are student voice and choice used in the IEP goal, and how will this promote positive dispositions?

Checklist	Reflective Questions
<ul style="list-style-type: none"> ✓ There is a statement of a specific academic and/or functional skill or behavior needed to achieve the goal. 	<ul style="list-style-type: none"> ❖ What are the specific, prerequisite, and/or discrete skills or practices a student must acquire to demonstrate the key competencies of the grade? ❖ Is the scope of the goal specific to the grade level while also being significant enough to last the year? ❖ How will the student know the identified learning and behavior goals are being met?
<ul style="list-style-type: none"> ✓ There is a statement of what the student will reasonably be expected to accomplish within the year. 	<ul style="list-style-type: none"> ❖ How does the statement include specific measurable skills that lead to the overarching IEP content goals? ❖ How are the goals personalized to meet the needs of this student? ❖ How are the goals appropriately ambitious for meeting long term outcomes with clearly defined learning trajectories?
<ul style="list-style-type: none"> ✓ For eligible students with significant cognitive disabilities who receive instruction and support through grade level alternate achievement standards, there is a description of benchmarks or short-term objectives for each annual goal. 	<ul style="list-style-type: none"> ❖ How are the benchmarks related to the grade-level alternate achievement standards (i.e., Essential Elements)? ❖ How do the short-term objectives support the trajectory of learning to meet the benchmark goals?

SPECIALLY DESIGNED INSTRUCTION & SERVICE TIME

USBE SPECIAL EDUCATION RULES

The Specially Designed Instruction and Service Time component aligns with the following Utah State Board of Education Special Education Rules (USBE SER):

III.J.2.e.

2. The IEP must include:

e. A statement of the special education and related services and supplementary aids and services (including assistive technology), based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student:

(1) To advance appropriately toward attaining the annual goals;

(2) To be involved in and make progress in the grade-level general education curriculum, and to participate in extracurricular and other nonacademic activities; and

(3) To be educated and participate with other similar-aged students with disabilities and nondisabled students in the activities described in this section”

III.J.2.h.

“2. The IEP must include:

h. The projected date for the beginning of the services and modifications, and the anticipated frequency, location, and duration of those services and modifications.”

I.E.43.

“43. *Scientifically-based research* means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs, and includes research that

- a. Employs systematic, empirical methods that draw on observation or experiment;
- b. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- c. Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- d. Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- e. Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
- f. Has been accepted by a peer reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.”

I.E.46.

"46. *Special education* means specially designed instruction, at no cost to the parent(s) or the adult student, to meet the unique needs of a student with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education. The term includes speech language pathology services and may include other related services, travel training, and applied technology education, if they meet the definition of special education. Special education services are services provided to the student, and do not include consultation between teachers or monitoring a student's grades or work completion.

At no cost means that all specially designed instruction is provided without charge but does not preclude incidental fees that are normally charged to nondisabled students or their parent(s) as part of the regular education program.

I.E.47.

"47. *Specially designed instruction (SDI)* means adapting, as appropriate to the needs of an eligible student under these Rules, the content, methodology, or delivery of grade-level core curriculum instruction in order to:

- a. Address the unique needs of the student that result from the student's disability; and
- b. Ensure access of the student to the grade-level core/general curriculum, so that the student can meet the educational standards within the jurisdiction of the LEA that apply to all students.
 - (1) The IEP Team may determine the use of the grade-level alternate core standards (i.e., Essential Elements), for a student with a significant cognitive disability as defined in R277-705-2(8).
 - (2) Other alternate or modified academic achievement standards are prohibited."

CHECKLIST AND REFLECTIVE QUESTIONS

The following table presents a checklist that corresponds to the USBE SER for Specially Designed Instruction and Service Time as well as a set of reflective questions for teams to consider as they develop each IEP.

Checklist	Reflective Questions
<ul style="list-style-type: none"> ✓ List of special education services is provided to align with the goals of the student's IEP. 	<ul style="list-style-type: none"> ❖ How do the services support the student goals in a way that allows the student to access the grade-level material? ❖ What services must be included in order to provide specially designed instruction to meet the student's identified needs and ensure progress in the appropriate educational setting/content?
<ul style="list-style-type: none"> ✓ The IEP states the location of the special education services by type of setting. 	<ul style="list-style-type: none"> ❖ How is the Least Restrictive Environment (LRE) being addressed and implemented in the goals? ❖ How has the team determined what the student needs to be successful in the general education classroom (or other LRE)? ❖ How can this goal be addressed in the general education classroom with additional services and supports?
<ul style="list-style-type: none"> ✓ IEP states the amount of time and frequency of services. 	<ul style="list-style-type: none"> ❖ How is the team looking at data to determine the time for SDI being delivered? Has the learning environment in which the student receives instruction been considered? ❖ How have stakeholders (general ed and special ed) collaborated to identify the target areas and SDI needed to ensure student success with the IEP goals?
<ul style="list-style-type: none"> ✓ IEP addresses the related services provided to the goals of the student's IEP. 	<ul style="list-style-type: none"> ❖ What data or evidence is necessary to ensure the related services support the student's goals? ❖ How are these related services assisting the student to benefit from special education?
<ul style="list-style-type: none"> ✓ IEP addresses the location of related services by type of setting. 	<ul style="list-style-type: none"> ❖ Does the scheduling for related services consider the student's participation with same-aged peers or Tier 1 instruction? ❖ What considerations are being used by the team to determine the location of related services?

Checklist	Reflective Questions
<ul style="list-style-type: none"> ✓ The amount of time and frequency of related services is stated. 	<ul style="list-style-type: none"> ❖ How does the service time reflect what the student needs in order to make meaningful progress vs. what the master calendar allows? ❖ Has the general education teacher provided input on the amount of time the student needs services to make progress? ❖ What has the team discussed to determine the appropriate time for the student to receive related services in order to minimize the impact of the student missing core content classroom lessons?

ACCOMMODATIONS & MODIFICATIONS

USBE SPECIAL EDUCATION RULES

The Accommodations and Modifications component aligns with the following Utah State Board of Education Special Education Rules (USBE SER):

III.J.2.e.

“2. The IEP must include:

e. A statement of the special education and related services and supplementary aids and services (including assistive technology), based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student:

(1) To advance appropriately toward attaining the annual goals;

(2) To be involved in and make progress in the grade-level general education curriculum, and to participate in extracurricular and other nonacademic activities; and

(3) To be educated and participate with other similar-aged students with disabilities and non-disabled students in the activities described in this section”

III.J.2.g

“g. A statement of:

- (1) Any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on all grade-level State- and LEA-wide assessments; and
- (2) If the IEP Team determines that the student must take an alternate assessment instead of a particular regular State- or LEA-wide assessment of student achievement, a statement of why:
 - (a) The student cannot participate in the regular assessment; and
 - (b) The particular alternate assessment selected is appropriate for the Student"

CHECKLIST AND REFLECTIVE QUESTIONS

The following table presents a checklist that corresponds to the USBE SER for Accommodations and Modifications as well as a set of reflective questions for teams to consider as they develop each IEP.

Checklist	Reflective Questions
<ul style="list-style-type: none"> ✓ IEP addresses supplementary aids, services, program modifications, or supports provided to align with the student's IEP. 	<ul style="list-style-type: none"> ❖ What accommodations could be provided, tapping into a student's strengths, that would allow involvement in the general education class? ❖ What input has the general education teacher provided about the interventions and support available for the student in the general education setting? ❖ What input has the team, including the parent and student, discussed about accommodations and modifications that have worked for the student in making progress toward the annual goals? How is the team explicitly defining accommodations or modifications, and how and when they will be used (e.g.,

Checklist	Reflective Questions
	<p>accommodations for assessment align to what is being used in daily instruction)?</p> <ul style="list-style-type: none"> ❖ How will the team communicate to students, parents, and teachers when a modification has been made and how it will impact access to grade-level content?
<ul style="list-style-type: none"> ✓ IEP lists the supplementary aids, services, program modifications, or supports provided to enable the student to be involved and make progress in the general curriculum. 	<ul style="list-style-type: none"> ❖ What input from the student is being considered in program design? ❖ How is data on implementation and use of supplementary aids, services, and program modifications being analyzed and adjusted to ensure appropriateness and impact on outcomes? ❖ How are the supplementary aids, services, and program modifications being addressed across settings to ensure student access and involvement?
<ul style="list-style-type: none"> ✓ IEP states the frequency of supplementary aids, services, program modifications, and/or supports. 	<ul style="list-style-type: none"> ❖ What data supports the frequency of supplementary aids, services, and program modifications across settings (how, when, and why)? ❖ How has “as needed” under frequency been documented, how will it be determined, and how will it be communicated to service providers?
<ul style="list-style-type: none"> ✓ IEP states how the student will participate in the statewide assessment. 	<ul style="list-style-type: none"> ❖ How is the team utilizing the Utah Participation and Accommodations Policy to determine which accommodations are allowed on specific statewide assessments? ❖ What data supports the decision whether “standard administration-SA”, “participate with accommodations-PA”, etc. is most appropriate for the student on statewide assessments? ❖ What input from the student is being considered? ❖ If the student is participating in the alternate assessment what data is utilized to support this determination?

Checklist	Reflective Questions
<ul style="list-style-type: none">✓ The IEP explains a) why the student cannot✓ participate in the regular assessment and✓ b) why the particular alternate assessment✓ selected is appropriate.	<ul style="list-style-type: none">❖ What data has the team considered to determine that the student has a significant cognitive❖ disability?❖ What are the regular assessments and what data supports that they would not be appropriate for❖ the student?❖ In what ways are the alternate standards and alternate assessment appropriate for the student?

TRANSITION

USBE SPECIAL EDUCATION RULES

The Transition component aligns with the following Utah State Board of Education Special Education Rules (USBE SER):

VII.A.1.

“1. At the beginning of each school year, each local education agency (LEA) must have an individualized education program (IEP) in effect for each student with a disability, ages 3 through 5, within its jurisdiction.”

VII.A.2.b.

“b. By the eligible student’s third birthday, an IEP has been developed and is being implemented for the student”

VII.A.2.c.

“c. If a student’s third birthday occurs after the end of the school year, the student’s IEP Team shall determine the date in the next school year when services under the IEP will begin, except that the IEP Team may determine that extended school year services are needed outside the school year”

VII.A.3-4.

“3. In developing the IEP for a student with a disability ages 3 through 5 (or at the discretion of the LEA, a two-year-old student with a disability who will turn age three during the school year), the IEP Team must consider the contents of an Individualized family Service Plan (IFSP) that contains the natural environments statement and an educational component that promotes school readiness and incorporates pre-literacy, language, and numeracy skills (34 CFR § 300.323).

4. In the case of a student who was previously served under Part C of the IDEA, an invitation to the initial IEP meeting must, at the request of the parent, be sent to the Part C service coordinator or other representatives of the Part C system to assist with the smooth transition of services (34 CFR § 300.321)."

III.J.2.i

The IEP must include:

"i. A statement of school to post-school transition services.

For a student with a disability, ages 14 and older, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include:

- (1) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training or education, employment, and, where appropriate, independent living skills; and
- (2) The transition services (including courses of study) needed to assist the student in reaching those goals."

VII.B.

"1. Purpose (34 CFR § 300.1).

To ensure that all students with disabilities have available to them a FAPE that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living."

VII.B.3.

"3. Parent or adult student participation (34 CFR § 300.322).

For a student with a disability age 14 and older, or younger if determined appropriate by the IEP Team, the notice of meeting must indicate:

- a. That a purpose of the meeting will be the consideration of the postsecondary goals and transition services for the student;
- b. That the LEA will invite the student; and c. Identify any other agency that will be invited, with the consent of the parent(s) or adult student, to send a representative.”

VII.B.4.

“4. IEP Team (34 CFR § 300.321).

For an IEP Team meeting that includes as a purpose the development of a transition plan:

- a. The LEA must invite the student with a disability to attend the student’s IEP meeting if a purpose of the meeting will be the consideration of the post- VII. Transitions 127 secondary goals for the student and the transition services needed to assist the student in reaching those goals.
- b. If the student does not attend the IEP meeting, the LEA must take other steps to ensure that the student’s preferences and interests are considered.
- c. To the extent appropriate, with the consent of the parent(s) or adult student, the LEA must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

VII.B.5.

5. Definition of IEP (34 CFR § 300.320(b)).

- a. Transition services.

For a student with a disability, ages 14 and older, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP must include:

- (1) Realistic and reasonable measurable postsecondary goals based upon annual age-appropriate transition assessments related to training or education, employment, and, where appropriate, independent living skills;
- (2) Transition services, including multi-year courses of study, that will reasonably enable the student to reach the post-secondary goals identified on the IEP;
- (3) Evidence that the student was invited to the IEP Team meeting where transition services are to be discussed. If the student does not attend the IEP meeting, the IEP Team must take other steps to ensure the student's preferences and interests are considered;
- (4) If appropriate, evidence that a representative of any participating agency that might be providing or paying for any transition services was invited to the IEP Team meeting with written consent of the parent or adult student prior to the meeting; and
- (5) Any modifications to graduation requirements, as permitted under R277- 700.

b. Students with disabilities must have access to school counselors for the purpose of planning and must be actively invited and included (when appropriate) in school activities which address course planning (including online courses), graduation, and post-secondary education and employment (i.e., college week, scholarship opportunities, ACT, and concurrent enrollment)."

IV.U.1.

"1. When a student with a disability reaches the age of majority under State law (i.e., age 18) that applies to all students, except for a student with a disability who has been determined to be incompetent under State law, or the student with a disability marries or becomes emancipated:

- a. The LEA must provide any notice required by Part B of the IDEA to both the individual and the parent(s); and
- b. All other rights accorded to parents under Part B of the IDEA transfer to the student;

c. All rights accorded to parents under Part B of the IDEA transfer to students who are incarcerated in an adult or juvenile State or local correctional institution; and

d. Whenever a state transfers rights, the LEA must notify the individual and the parent(s) of the transfer of rights within a reasonable time frame.

CHECKLIST AND REFLECTIVE QUESTIONS

The following table presents a checklist that corresponds to the USBE SER for Transition as well as a set of reflective questions for teams to consider as they develop each IEP.

Checklist	Reflective Questions
<ul style="list-style-type: none"> ✓ A transition assessment is complete (for all students 14 or older) and used to develop postsecondary goals. 	<ul style="list-style-type: none"> ❖ How did the team consider using assessments from different domains (e.g., self-determination, college readiness, career interests, adult living skills)? ❖ How are teachers, school counselors, families and the student collaborating to conduct transition assessments related to specific content areas and college/career readiness? ❖ How are transition assessments summarized in the PLAAFP?
<ul style="list-style-type: none"> ✓ The student was invited to the IEP meeting to consider postsecondary goals and transition services. 	<ul style="list-style-type: none"> ❖ How does our LEA prepare students to understand and participate in the IEP process? How are students actively participating in or leading their transition IEP meetings?
<ul style="list-style-type: none"> ✓ IEP goals are related to transition service needs. 	<ul style="list-style-type: none"> ❖ How do the annual IEP goals align with the areas of need resulting from the transition assessment? ❖ How are the annual IEP goals related to the transition service needs?

Checklist	Reflective Questions
<ul style="list-style-type: none"> ✓ There is a measurable postsecondary goal for education/training. 	<ul style="list-style-type: none"> ❖ How are the assessment results used in generating the postsecondary goal in education and training with student input (based on preferences and interests)? ❖ In what ways is the student supported through high expectations and choices for the postsecondary goal in education and training? ❖ How often does our team coordinate with general education teachers, school counselors, and CTE to make sure the student has access to the general curriculum and is adequately prepared for postsecondary education and training?
<ul style="list-style-type: none"> ✓ There is a measurable postsecondary goal in employment. 	<ul style="list-style-type: none"> ❖ How are the assessment results used in generating the postsecondary goal in employment with student input (based on preferences and interests)? ❖ In what ways is the student supported through high expectations and choices for the postsecondary goal in employment? ❖ How often does our team coordinate with general education teachers, school counselors, and CTE to make sure the student has access to the general curriculum and is adequately prepared for postsecondary employment?
<ul style="list-style-type: none"> ✓ A measurable postsecondary goal for independent living is considered. 	<ul style="list-style-type: none"> ❖ How are the assessment results used in generating the postsecondary goal for independent living with student and family input (based on preferences and interests)? ❖ In what ways is the student supported through high expectations and choices for the postsecondary goal in independent living? ❖ How often does our team coordinate with general education teachers, school counselors, and CTE to make sure the student has access to the general curriculum and is adequately prepared for postsecondary independent living?

Checklist	Reflective Questions
<ul style="list-style-type: none"> ✓ Education/training transition service(s) is(are) listed to reasonably enable the student to reach the postsecondary goal(s). 	<ul style="list-style-type: none"> ❖ What evidence-based transition predictors are being implemented for the student to improve post school outcomes for education and training? ❖ How is the team using the Pre-ETS activity guide and USBE Transition Services Examples document when considering transition services for the student? ❖ How are we providing instruction in the differences between IDEA, Section 504, and ADA?
<ul style="list-style-type: none"> ✓ Employment transition service(s) is(are) listed to reasonably enable the student to reach the postsecondary goal(s). 	<ul style="list-style-type: none"> ❖ What evidence-based transition predictors are being implemented for the student to improve post school outcomes in employment? ❖ How is the team using the Pre-ETS activity guide and USBE Transition Services Examples document when considering transition services for the student? ❖ How are we ensuring students have work-based learning experience before leaving high school (i.e., Career Development Credential)?
<ul style="list-style-type: none"> ✓ Independent living transition service(s) is(are) considered/listed to reasonably enable the student to reach the postsecondary goal(s). 	<ul style="list-style-type: none"> ❖ What evidence-based transition predictors are being implemented for the student to improve post school outcomes for independent living? ❖ How are independent living assessments used as the foundation to determine whether the student will need independent living postsecondary goals (PSGs) or services? ❖ How is our team considering independent living services in the areas of self-advocacy, self-determination, adult living skills, and executive functioning?

Checklist	Reflective Questions
<ul style="list-style-type: none"> ✓ The IEP states if the transition services are likely to be provided or paid for by any other agency. 	<ul style="list-style-type: none"> ❖ How does our LEA collaborate to braid services with adult agencies and community partners for the student?
<ul style="list-style-type: none"> ✓ The parent or adult student's consent was obtained prior to inviting an agency representative to the meeting. 	<ul style="list-style-type: none"> ❖ How are parents informed of the services available and the eligibility processes of the various adult agencies?
<ul style="list-style-type: none"> ✓ The agency representative was invited to the IEP meeting. 	<ul style="list-style-type: none"> ❖ How is our LEA collaborating with outside agencies that could provide support or services to transition-age students? (Utah Statewide Resources)

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE



PLAAFP

The Reflective Framework for Present Levels of Academic Achievement and Functional Performance (PLAAFP) depicted in the image above, has the central purpose of providing equitable access to grade-level content for students with disabilities. This purpose is supported by six surrounding components:

1. Present Levels of Academic Achievement and Functional Performance
2. Special Factors
3. Individualized Education Program Goals
4. Specially Designed Instruction and Service Time
5. Accommodations and Modifications
6. Transition

The purpose of this document is to review the requirements for PLAAFP, as well as to give specific examples of how to implement these requirements.

REQUIREMENTS

Requirements for Specially Designed Instruction (SDI) and Service Time are outlined in the Utah State Board of Education's [Special Education Rules \(USBE SER\)](#).

According to section III.I.1.a.:

"In developing, reviewing, and revising individualized education programs (IEPs), the IEP team must consider:

- (1) The strengths of the student;
- (2) The concerns of the parent(s) or adult student for enhancing the education of the student;
- (3) The results of the initial or most recent evaluation of the student, and
- (4) The academic, developmental, and functional needs of the student."

Additionally, as per section III.J.2.a., each IEP must contain:

"A statement of the student's present levels of academic achievement and functional performance (PLAAFP), including:

- (1) How the student's disability affects the student's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled students); or
- (2) For preschool students, as appropriate, how the disability affects the student's participation in appropriate activities."

IMPORTANCE OF PLAAFP

A well-written PLAAFP is the first component of the IEP. It is central to ensuring a comprehensive approach in identifying student needs, and to ensuring access to grade-level standards while addressing procedural compliance. A PLAAFP is the first piece of information an IEP team may develop on a student with a disability. This information describes the students' strengths, concerns of the parent, results of evaluations, and the student's academic developmental, and functional needs. Effective practices, accommodations, modifications, and learning strategies are stated in the PLAAFP to help the student be successful. If the PLAAFP is insufficient or incomplete, it is difficult for the student to receive a free appropriate public education (FAPE).

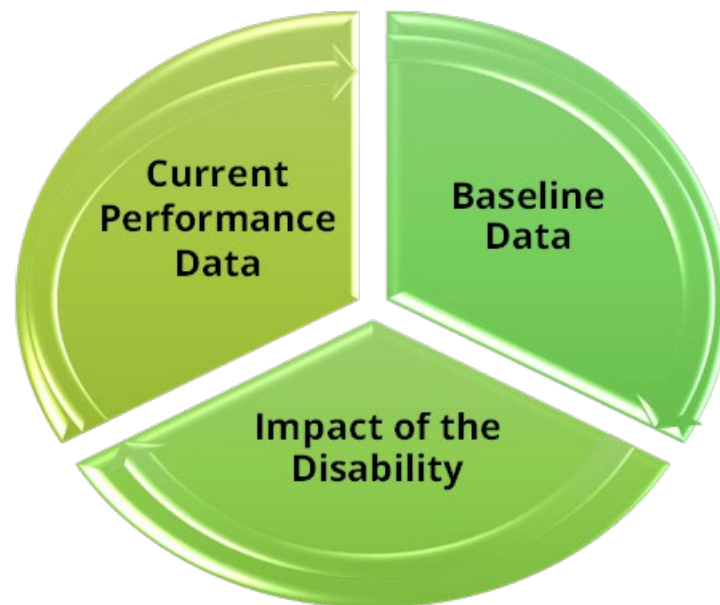
When developing the PLAAFP, the IEP team must consider the unique strengths and needs of the student. If the student were to transfer to another school, does the PLAAFP contain enough detailed information to describe what the student needs?

There should be sufficient data in the PLAAFP to create challenging, measurable goals, and to determine which special education, related services, accommodations, and modifications are necessary for a student to progress in the general education curriculum. If an IEP team fails to provide clear identification of the student's present levels, to establish a baseline for IEP goals, and to ensure parent participation, it could result in a denial of FAPE.

COMPONENTS

To effectively demonstrate how the disability impacts the student's involvement and progress in the general education curriculum, the PLAAFP should contain the following:

- Student's current performance
- Baseline data
- Impact of the disability on the student's progress in the general education curriculum



CURRENT AND BASELINE PERFORMANCE DATA

Baseline and current performance data are the starting point for writing measurable goals. Data should be current, specific, measurable, and correspond directly to the annual goals. Consider data that will most accurately and specifically reflect the student's current level of functioning in each area. Teams should use data that is already being gathered regularly and align with grade-level standards to reflect where the student performs in relation to grade-level peers.

Types of data teams may consider:

- Parent and teacher input
- Student strengths and weaknesses
- Generalized student observations

- Student interests and learning styles
- Report cards
- Statewide assessments
- Standardized assessments
- Universal screenings
- Social/behavioral/adaptive checklists
- Progress monitoring
- Achievement tests
- Curriculum-based measurements
- Any information that helps the team understand how the student's disability affects involvement and progress in the general education curriculum
- Transition assessments
- Transition observations

Data includes information not only for academics but also social/behavior, functional/adaptive skills, speech/language, motor, and any other area(s) where the student has an educational need. Past data that is no longer applicable should be excluded.

IMPACT OF THE DISABILITY

The impact of the disability explains how the student's disability affects the student's involvement and progress in the general education curriculum ([see Rules III.J](#)). When IEP teams can identify the impact of the student's disability, they can better determine the type and amount of specialized instruction that will enable the student to progress. It is not sufficient to state that the student has a disability.

For example, "Barry has a disability in reading" offers no information on how Barry's disability affects his progress in the general curriculum; it only states that he has a disability. Two students with the same disability can look very different in the general education classroom. The impact statement sets them apart. What is unique about each student, and how do these specific characteristics inhibit each student's progression?

QUESTIONS TO CONSIDER WHEN DETERMINING IMPACT

Some questions teams may want to consider when determining the impact are:

1. Why is this student not making sufficient progress in meeting grade-level standards?
 - a. Is the student unable to read grade-level material such as written instructions or textbooks? Does the student need audiobooks or material read aloud to access the curriculum?
2. What does the disability look like in the general education classroom?
 - a. Is the student acting out, looking around for help, sitting alone, off-task, or interrupting the class?
3. How is this student different from their same-aged peers?
 - a. Is the student able to keep pace with the rest of the class and understand instructions given by the teacher?
4. How is the student's disability interfering with their ability to access the general curriculum?
 - a. Can the student comprehend the material being read or taught? Can they complete assignments independently?

EXAMPLES OF IMPACT STATEMENTS

Reading: Devin's disability in reading comprehension causes him to have difficulty reading grade-level material, including instructions and questions on assignments, textbooks, stories, and word problems in math. Devin needs all grade-level material read aloud either through audiobooks, a peer reader, or the teacher. Devin's disability impacts his ability to independently read, comprehend, follow along at the same pace as his peers, and complete grade-level classroom assignments.

Behavior: Jesse has difficulty focusing, staying on task, and following teacher instructions. He often keeps his head down or stares out the window. Jesse's disability impedes his ability to follow along with the class, learn grade-level material, and complete assigned tasks in all classes.

Written Expression: Tina's disability in written expression negatively impacts her ability to complete written tasks independently. Tina often sits quietly, not working, and will not ask for help when given an assignment that requires writing more than

one to two short sentences. This impacts her academic success in all instructional settings requiring written work.

Math Calculations: Audrey lacks foundational math skills, limiting her ability to participate in and comprehend grade-level math instruction. She is unable to complete grade-level assignments without significant support and reteaching of skills.

Social Skills: Kylie struggles with respecting personal boundaries with her general education peers, which negatively impacts her ability to create and keep friends, find peers to work on projects with, and complete group assignments. Kylie's social skills deficits impede her progress in both academic and social settings.

EXAMPLES OF PLAAF

4TH GRADE STUDENT: SPECIFIC LEARNING DISABILITY

CURRENT PERFORMANCE & BASELINE DATA: 4TH GRADE STUDENT

Jill is a 4th grade student who has a specific learning disability in reading fluency. Jill has a strength in listening comprehension. She is able to process oral information, which allows her to comprehend teacher instructions, retain information she hears, understand material read aloud, and contribute to class discussions. Jill struggles with decoding grade-level words and reading with sufficient accuracy and fluency to support her comprehension. Her parents point out that she struggles to read independently and is easily frustrated when given homework assignments that require reading grade-level texts. She enjoys it when her parents read a variety of books out loud with her. When read to, she makes predictions and adds thoughtful comments about the events and information from the story.

According to oral reading fluency assessments given over four weeks, Jill's currently reading independently at a 1st grade level: she can read 52 correct words per minute (CWPM) with 92% accuracy with a retell score of 20. At a 4th grade level, she reads an average of 24 CWPM with 65% accuracy with a retell score of 10. The spring benchmark for 4th grade is 115 CWPM with 98% accuracy, with a score of 33

for retell. Jill completed the LEA-wide reading benchmark assessment and scored in the "well below benchmark" range. Jill's lack of fluency due to her word-level reading difficulty makes it hard for her to retell what she reads. A possible relationship has been identified between her word level reading accuracy and oral reading fluency in observing Jill's reading patterns. Jill would benefit from additional phonemic awareness practice and instruction to increase her reading fluency to support her comprehension.

IMPACT OF THE DISABILITY: 4TH GRADE STUDENT

Jill's disability impedes her progress in the general curriculum. At this time, she does not read fluently and accurately and is unable to read and comprehend grade-level material in all academic areas independently. As a result, Jill has difficulty reading grade-level texts, and directions in a timely manner. Jill prefers using text-to-speech accommodations rather than having the teacher read material aloud as it draws less attention to her disability.

7TH GRADE STUDENT: SIGNIFICANT COGNITIVE DISABILITY

CURRENT PERFORMANCE & BASELINE DATA: 7TH GRADE STUDENT

Sophie is a 7th grade student with a significant cognitive disability and approximately 85% of her math instruction is provided through small groups with three to four other students. Sophie's parents indicate that Sophie uses eye gaze at home as her primary mode of communication and would love to see Sophie increasing her use of eye gaze during instruction. Sophie has been receiving explicit instruction with number sense vocabulary and demonstrates that she can use eye gaze or gestures to match or identify groups of up to five tangible objects representing "more" and "less" in 8/20 (40%) opportunities. Sophie non-verbally matches or identifies the meaning of "same" or "equal" with 98% accuracy when provided with visual or tactile groups of objects or items. Sophie has also been working on geometry vocabulary and demonstrates the ability to identify basic geometrical shapes (i.e., square, triangle, circle) with 95% accuracy when using picture representations of those shapes. She has also been working on generalizing

her ability to recognize shapes to items in her environment. Sophie is currently able to generalize shapes to real objects in 12/25 opportunities when the real item is paired with the visual item.

Although Sophie identifies “more” and “less” with approximately 40% accuracy, she still needs to build that academic language to a point where she can be proficient with that terminology. Sophie really benefits from integrating math concepts with vocabulary. Vocabulary like “more” and “less” is also used to integrate Sophie’s number sense and knowledge of geometric shapes. Sophie currently identifies through pointing and gesturing to numbers up to 10 with 78% accuracy but identifies numbers 1–5 with 100% accuracy. During instruction, we are often using numbers (1–5) or shapes (square, circle, or triangle) that we know she is proficient with to practice or teach the concepts of “more” and “less.” Once Sophie identifies “more” and “less” with more accuracy, she will then need to be able to classify, group, or pair items together based on whether the characteristics are “same/equal” or “more/less.”

Based on the Personal Preference Indicators assessment completed with Sophie’s parents on 3/20/22, Sophie enjoys being around people and lively activities. She enjoys being outside, swimming, listening to music, playing with her dog, and watching videos of animals. She does not like being left alone and will gesture when she wants attention. Sophie makes food choices by pointing but does not currently make choices about what she wears or watches on her iPad. Life Skills Assessment: Self Reliance, completed with her parents on 3/15/22, indicates that Sophie can recognize pictures of items she wants to play with but is not consistently making choices in her environment. She is flexible and can move from one activity to the next easily. She is currently not using a switch or communication device for communication or choice-making at school or home. For Sophie to be more self-determined, she needs to be able to make consistent choices and indicate her wants and needs.

IMPACT OF THE DISABILITY: 7TH GRADE STUDENT

Sophie’s disability impacts her ability to demonstrate a functional understanding of how we use math in the real world, and her ability to access the general education curriculum. Numbers, shapes, and visual/tangible manipulatives used in math are

simply a representation of something else. For math concepts to be meaningful for Sophie, she needs to be able to develop the language skills with math so she can group, categorize, and compare numbers, shapes, and manipulatives in a functional way.

10TH GRADE STUDENT: OTHER HEALTH IMPAIRMENT

CURRENT PERFORMANCE & BASELINE DATA: 10TH GRADE STUDENT

Matthew is a 10th grade student who has been diagnosed with anxiety and ADHD. Matthew does well in math, science, engineering, and art. His reading scores indicate he reads at a 12th grade level, and he is able to learn new concepts quickly. Matthew likes working with his hands and building things. Matthew has a disability that impacts his Executive Functioning and written expression skills.

In written expression, Matthew is anxious, struggles with producing clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. Matthew's mother notes that he can sit at the kitchen counter at home for over an hour and not write anything. In his English class, Matthew was given three argumentative writing assignments. He was expected to write a multi-paragraph essay in which he introduces a claim; develops claims and counterclaims with supporting evidence for each; uses words, phrases, and clauses to link the major sections; and provide a concluding statement that supports the argument presented. On the first assignment, he demonstrated severe anxious behavior and was unable to write anything independently. On the second and third attempts, he was given a graphic organizer and support from the teacher to help him get started. On both assignments, he wrote two short paragraphs and scored 3/12 and 5/12 on a writing rubric. His arguments were disjointed and difficult to follow. He was able to produce a claim with no evidence but did not write a counterclaim. He did not use transitional linking words and lacked a concluding statement that supported his argument.

As noted above, Matthew's Executive Functioning deficits affect him in other content areas. Based on classroom observations in History, Biology, and Language Arts, when initially given a complex task, Matthew appeared to be overwhelmed by

the task 90% of the time (e.g., saying “I don’t know what to do”) and putting his head in his jacket. He appeared distressed/worried and was able to ask for help with the task (e.g., saying “Can you help me”) only 20% of the time. Matthew’s teachers noted that, when offered support to break down a large task into written steps with due dates his stress typically seems to decrease immediately, and he can complete the steps with minimal help. He would benefit from instruction in building his awareness of when he needs this support and learning to break complex tasks into manageable steps.

Matthew is currently employed part-time at his uncle’s law firm. Based on information from a 2/5/21 workplace interview with Matthew and his uncle, Matthew has demonstrated strengths in the workplace in answering the telephone and filing various legal documents. Based on the Your Future Interest Profiler Inventory from 12/16/20 and an Informal Student Interview, Matthew demonstrates a strong interest in becoming a high school teacher. Based on results from the 1/23/21 Self-Determination Checklist, Matthew can participate in his IEP meetings and express his interests and preferences. Based on student work samples and opportunities for classroom presentations, Matthew can access the computer by logging in and typing terms in the search bar for research with 100% accuracy. Matthew can determine which links to access when a list is generated by the search 20% of the time independently. This difficulty with accessing research impacts Matthew’s ability to obtain information on employment opportunities and colleges. It will affect his ability to conduct research information for college coursework when Matthew attends college. Matthew needs to be able to access research with 90% accuracy independently.

IMPACT OF THE DISABILITY: 10TH GRADE STUDENT

Matthew's disability inhibits his progress in the general curriculum. In reviewing Matthew’s academic patterns, a cyclical connection has been made between his anxiety, executive functioning skills and multi-step tasks. When given a complex task, Matthew exhibits an increase in anxiety and an inability to begin the task and demonstrate proficiency in grade-level standards.

SPECIAL FACTORS



SPECIAL FACTORS

The Reflective Framework for Individualized Education Program, depicted in the image above, has the central purpose of providing equitable access to grade-level content for students with disabilities. This purpose is supported by six surrounding components:

1. Present Levels of Academic Achievement and Functional Performance
2. Special Factors
3. Individualized Education Program Goals
4. Specially Designed Instruction and Service Time
5. Accommodations and Modifications
6. Transition

The purpose of this document is to review the requirements for special factors, as well as to give specific examples of how to implement these requirements.

REQUIREMENTS

Requirements for special factors are outlined in [the Utah State Board of Education's Special Education Rules](#). According to section III.I.1.b the IEP must include:

“b. The individualized education program (IEP) team, in conducting a meeting to develop, review and, if appropriate, revise a student’s IEP, must consider the following special factors:

- (1) In the case of a student with limited English proficiency (LEP), consider the language needs of the student as those needs relate to the student’s IEP;
- (2) In the case of a student who is blind or visually impaired, provide for instruction in braille and the use of braille unless the IEP Team determines, after an evaluation of the student’s reading and writing skills, needs, and appropriate reading and writing media (including an

evaluation of the student's future needs for instruction in braille or the use of braille), that instruction in braille or the use of braille is not appropriate for the student;

(a) Prior to determining whether a blind student should use braille as the primary reading mode, the student's IEP Team must be provided (through pertinent literature or discussions with competent braille users and educators, or both) with detailed information about the use and efficiency of braille as a reading medium, in order to make an informed choice as to the student's primary reading.

(3) Consider the communication needs of the student and, in the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communication with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode;

(4) Consider whether the student needs assistive technology devices and services in school and on a case-by-case basis, in a student's home or other setting; and

(5) In the case of a student whose behavior impedes the student's learning or that of others, consider the use of positive behavior interventions and supports, and other strategies, to address that behavior.

(a) When making decisions on behavior interventions, the IEP Team must refer to the USBE Technical Assistance (TA) manual that outlines the Least Restrictive Behavior Interventions (LRBI) for information on research-based intervention procedures.

(i) Emergency safety interventions may only be included in an IEP as a planned intervention when the IEP Team agrees that less restrictive means which meet circumstances in R277-609 have been attempted, an FBA has been conducted, and a BIP

based on data analysis has been developed and implemented (R277609).

(b) The purpose of the LRBI related to the use of positive behavior supports and behavior interventions in schools is to:

- (i) Protect the safety and well-being of all students;
- (ii) Provide protection for students, teachers, other school personnel, and LEAs; and
- (ii) Ensure that parent(s) or adult students are involved in the consideration and selection of behavior interventions to be used.

(c) When an emergency situation occurs that requires the immediate use of an emergency safety intervention to protect the student or others from harm, the staff shall comply with requirements in R277-609 with regards to time limitations and parental or adult student notification.

(d) As appropriate, the student should receive an FBA and behavior intervention services and modifications that are designed to address the behavior (34 CFR § 300.530(d)(1)(ii)).

c. If, in considering the special factors described above, the IEP Team determines that a student needs a particular device or services for educational purposes (including an intervention, accommodation, or other program modification) in order for the student to receive a FAPE, the IEP Team must include a statement to that effect in the student's IEP."¹

IMPORTANCE OF SPECIAL FACTORS

¹ Dickson, S. and Voorhies, L. (August 2020). Section III.I.1.B. In *Special Education Rules*. Utah State Board of Education. Retrieved from: <https://www.schools.utah.gov/file/0b19d648-9986-4629-8dd6-ba695707921c>

The IEP team must annually consider the student's individual needs for five special factors: English language proficiency, braille and the use of braille, behavior, communication, and assistive technology. While the special factors portion of the IEP is brief and limited to a checkbox for each special factor, it is still critical for the team to prepare for this portion of the IEP. Depending on the special factor(s) that may apply to the student, the team may need to refer to assessment data, observation data, or other information to inform the discussion. In addition, the team should prepare for a reflective and complete discussion about how the relevant special factor(s) has been considered and addressed, if needed, in the IEP. It is recommended for teams to include notes about this discussion in their meeting minutes.

Each of these special factors, if not considered and addressed when needed in the IEP, has the potential to limit the student's progress in their IEP goals overall and may also limit the student's access to a free and appropriate public education (FAPE) in their least restrictive environment (LRE).

CONSIDERATIONS

ENGLISH LANGUAGE PROFICIENCY

In considering the student's English language needs, the IEP team will first determine how proficient the student is in the English language. This is done by testing the student (e.g., WIDA). Review the student's English language testing and consider the language spoken in the home. After that, determine if the student needs language support to access the school curriculum. If the team decides supports are needed, it must be addressed in the IEP in the present levels of academic achievement and functional performance (PLAAFP), goals, and/or services section. Special education teachers do not provide English language services.

BRAILLE

When considering the use of braille for a student who is visually impaired, think about how braille is going to be addressed in the IEP. If the student uses braille in the classroom, how will braille help that student progress in the curriculum? Ensure the braille instructor and the classroom teacher have good communication. When the braille instructor knows what is going to be taught, the materials needed for the student can be available so the student can be more successful in the classroom. If your Local Education Agency (LEA) does not have the resources to conduct vision assessments or has a low percentage of visually impaired students, reach out to the Utah Schools for the Deaf and Blind (USDB) for support with evaluations and instruction.

BEHAVIOR

To evaluate behavior as a special factor, consider the impact of the student's behavior needs on their learning and ability to participate in their LRE. Behavior is multifaceted and may relate to needs in various areas, including social and emotional skills, communication, physical and mental health, and academic learning. Keep in mind that a student with a communication-related disability may have learned to express their wants/needs through behavior. If this is the case, the team should determine whether communication needs relating to behavior have been addressed in the IEP.

COMMUNICATION

For students being considered for the categories of Deafblind, Developmental Delay, or Hard of Hearing/Deafness, their language growth and development (signed, spoken, or written) must be evaluated by qualified personnel. If the student's ability to communicate affects their learning, determine what supports can be put into place that will help the student be more successful in the classroom.

Functional communication is important to consider for all students, especially those with an intellectual disability, emotional disturbance, autism, and/or other behavioral concerns. Teams are advised not to overlook communication needs for

students who can communicate verbally; if the student's ability to communicate significantly decreases when they are stressed, communication needs should be considered part of this process. Teams should also consider whether the student's communication is functional across a wide variety of communication partners (including unfamiliar ones) or limited to familiar adults who may be able to intuit/infer what the student needs.

ASSISTIVE TECHNOLOGY (AT)

When considering whether a student needs assistive technology (AT) devices and services in school, at home, or in other settings, the team should determine whether AT is necessary for a student's provision of FAPE. The IEP team may need to evaluate the student's specific needs. An AT evaluation should provide sufficient information to permit the IEP team to determine whether the student requires technology devices or services to receive FAPE. AT devices and services must be included to the extent necessary for the student to make appropriate progress when considering the child's circumstances. The IEP team should consider using the [USBE AT Flow Chart and Considerations Document](#) to help determine if AT is a necessary special factor for the student. IEP teams should work with their LEA's [AT Team](#) if a referral for evaluation is needed for a student. AT devices and services can include low tech solutions such as providing the student a pencil grip or calculator.

Determination of AT devices/services must be driven by identified concerns and areas of need, and should be considered at each initial placement, annual review, and three-year reevaluation.

EXAMPLES OF SPECIAL FACTORS

Teams must consider each special factor and ensure that it has been addressed when needed in the IEP. To accomplish this, the team may use the questions provided in the Reflective Framework for IEP Development. Case study examples have been provided below. Please note that these examples are intended to illustrate possible discussion topics across a variety of situations. It is not the

responsibility of the IEP team to answer each question; discussions should be individualized based on the student's strengths and needs.

ENGLISH LANGUAGE PROFICIENCY: 1ST GRADE STUDENT

Levi is a 1st-grade student whose first home language is Spanish. English is also spoken in the home, and both languages are spoken equally. Levi's parents are proficient in both Spanish and English. Since Levi's home language is listed as Spanish, Levi took the WIDA assessment in kindergarten.

QUESTIONS TO CONSIDER

In considering English language proficiency as a special factor in his IEP, Levi's team discussed the following:

1. How has the spoken language in the home been addressed, and how have barriers been removed?
 - a. Currently, Levi's teachers use visuals (e.g., pictures) paired with words around the entire classroom. They repeated instructions to ensure all students understood what was being asked of them. Levi's teachers checked in with him consistently and were not waiting for him to ask for help.
2. Was a language screener administered and how were the results used to address interventions?
 - a. A language screener was administered, and the results from the screener determined what types of interventions needed to be addressed. It was also determined the screener would continue to be used for progress monitoring.
3. How has the team used the data from the WIDA assessment to determine if language is a factor?
 - a. Yes, the team referred to the guidance document.
4. What input has been provided by the multi-language learner (MLL) specialist regarding language acquisition and the impact on the student's learning?

- a. The specialist has worked with Levi's teachers and has helped them create an environment that was supportive for Levi in school as well as for his family. They included Levi's parents in his education.
5. What language support is the student receiving to ensure access to learning across the school setting?
- a. Levi received supplemental interventions to help support oral language development through his classroom lessons. Activities were scaffolded, and they gave Levi time to process directions. His teachers paired him with peers who were more proficient in language and allowed him to use technology to help in language development.

BRAILLE: 4TH GRADE STUDENT

Allie is a 4th-grade student with a degenerative eye condition. By the time Allie graduates from high school, she may be completely blind. Her school team has reviewed all evaluations given to Allie by qualified personnel.

QUESTIONS TO CONSIDER

In considering braille as a special factor in her IEP, Allie's team discussed the following:

1. How is the team considering the student's proficiency in braille, and how will braille be addressed in the IEP?
 - a. Allie's eyesight will worsen as time goes on. Even though she may not need to read braille at this time, she will need it in the future. Braille instruction should begin so Allie is proficient when the time comes for her to use it.
2. How can braille be used in the classroom to help the student progress in the curriculum, and how can the braille instructor support the classroom teachers?
 - a. Braille was used in the classroom in conjunction with printed materials. The braille instructor and classroom teachers met weekly to discuss what materials Allie needs.

3. How can the Utah Schools for the Deaf and Blind (USDB) support evaluations and instruction?
 - a. USDB provided materials in braille for Allie to use in conjunction with her printed materials. Since the school does not have qualified personnel to do the evaluations and provide instruction, USDB provided both.

BEHAVIOR: 2ND GRADE STUDENT

Cameron is a 2nd grade student qualifying for special education under other health impairment (OHI). She has a medical diagnosis of Attention Deficit Hyperactivity Disorder (ADHD) (combined type). Cameron's school team has collected observation data indicating that she has difficulty transitioning from preferred activities, especially recess. Her behaviors during these transitions are disruptive to the whole class, and it may take up to an hour for her to calm down from her escalated state.

QUESTIONS TO CONSIDER

In considering behavior as a special factor in her IEP, Cameron's team discussed the following:

1. How are Cameron's social and emotional needs being met?
 - a. Cameron's teacher shared that he provided social and emotional learning instruction and raised a concern that recess might be a little chaotic and overwhelming to Cameron. He suggested creating a sign for the playground listing the expectations for students at recess.
 - b. Based on this discussion, Cameron's team decided to include two accommodations in the IEP: pre-teaching expectations at the start of activities and giving time reminders 1-2 minutes before the end.
2. How has the team considered Cameron's behavior and the impact on learning and participation with peers without disabilities?
 - a. The team discussed that Cameron currently misses 30-60 minutes of instructional time after a behavior incident. Her social learning and relationships may also be negatively affected since these behaviors

occur when she is with her peers. Cameron's teacher's time addressing her behavior takes him away from the rest of the class. Cameron's team decided to include an IEP goal about practicing positive coping strategies at key times of the day (e.g., recess) and when she is upset, and agreed to discuss service time for the special education teacher to provide specially designed instruction for that goal.

3. Has the team included measurable and observable behavior data in the IEP? Has the team considered goals and/or accommodations to address communication needs related to behavior, and/or teach an appropriate replacement behavior?
 - a. Cameron's team included frequency data about her behaviors in the PLAAFP and used that to create a goal for teaching Cameron to communicate her needs appropriately when she is upset.
4. Should the team consider a Functional Behavior Assessment (FBA) and/or a Behavior Intervention Plan (BIP) for Cameron, either because 1) we have documented previous behavior interventions that have not resulted in improvement in the behavior as measured by our data, or because 2) her behavior presents a safety risk to herself or others?
 - a. Cameron's team discussed whether or not an FBA and a BIP were the best options at this time. They agreed that they would first support her behavior needs using goals and accommodations to be developed in the IEP meeting and continue collecting frequency data on her behavior like they did to write her PLAAFP. They agreed to review her behavior data each month and evaluate whether she was making sufficient progress; if not, they would move forward with requesting consent to complete an FBA and develop a BIP based on that assessment.

COMMUNICATION: 12TH GRADE STUDENT

Miguel is a 12th grade student who has autism and a significant cognitive impairment. He uses single words and short scripted phrases to communicate and has several echolalic phrases that have a particular meaning for him (e.g., saying

“snowy day” signifies that he is upset). He may also communicate by physically guiding an adult to what he wants or needs. Miguel has not yet been taught to use picture symbols or other assistive technology to communicate. He enjoys greeting others with scripted phrases that relate to facts he knows about them but does have limited social engagement outside of that. Miguel strongly prefers when his day does not deviate from his expected routine and may become upset when unexpected things happen. He also has sensory sensitivities which can cause distress and may lead to behavioral outbursts.

QUESTIONS TO CONSIDER

In considering communication as a special factor in his IEP, Miguel’s team discussed the following:

1. How does Miguel’s ability to communicate affect his learning (e.g., academic, social and emotional, behavioral)?
 - a. The team discussed supporting Miguel’s communication to increase his learning and participation throughout the school day. Currently, Miguel has difficulty expressing his feelings using words or other communication aids. Miguel’s teacher observed that frustration about schedule changes seemed to be a consistent predictor of his outbursts. Based on this, the IEP team determined that it would be important to include a goal for Miguel to learn to express his feelings and ask for help using words or picture symbols.
2. How does Miguel’s ability to comprehend spoken language affect his ability to learn, participate, and demonstrate knowledge?
 - a. Miguel can complete one-step verbal directions and follow the posted classroom schedule (which includes both text and picture symbols). The IEP team discussed whether multi-step directions would be easier for Miguel to follow if a picture schedule was utilized for routine tasks. They decided to include an accommodation for Miguel to receive step-by-step text/picture instructions for academic tasks.
3. Where has Miguel found success in speaking/writing?
 - a. Miguel is most able to communicate with language when he is relaxed and engaged. It is more difficult for him to communicate when he is

stressed. Based on this consideration, Miguel’s team decided to provide Miguel with a menu of calming activities that he already enjoys and can use at any time. They decided to revise Miguel’s IEP goal (expressing feelings and asking for help) so that he can use the menu both to ask for help and to select a calming activity.

4. What accommodations have been considered to support access to grade-level instruction and peer groups?
 - a. Miguel’s team agreed to discuss assigning him a peer tutor, with strategic scheduling to ensure the peer tutor’s safety in the event of a behavioral outburst. They discussed the possibility of pairing the peer tutor with Miguel during times that he is also supported in the general education setting with a paraeducator, so that the peer tutor can still support Miguel socially and academically without concerns about managing his behavior.
5. What additional communication (expressive and receptive) supports are needed or have been considered, and who will provide them (when, where, and how)?
 - a. Miguel’s team drafted language goals in joint attention and the use of picture symbols to communicate and included push-in service time from the speech-language pathologist to provide specially designed instruction related to this goal. Miguel’s special education teacher also discussed coordinating additional professional learning for her paraeducators to improve their skills in modeling and prompting communication in using both verbal language and picture symbols.

ASSISTIVE TECHNOLOGY: 7TH GRADE STUDENT

Maria is a 7th grade student with a specific learning disability in reading and written language. She has difficulty with the level and volume of reading and writing required in her junior high classes. The IEP team must determine if Maria needs assistive technology (AT) to benefit from her education.

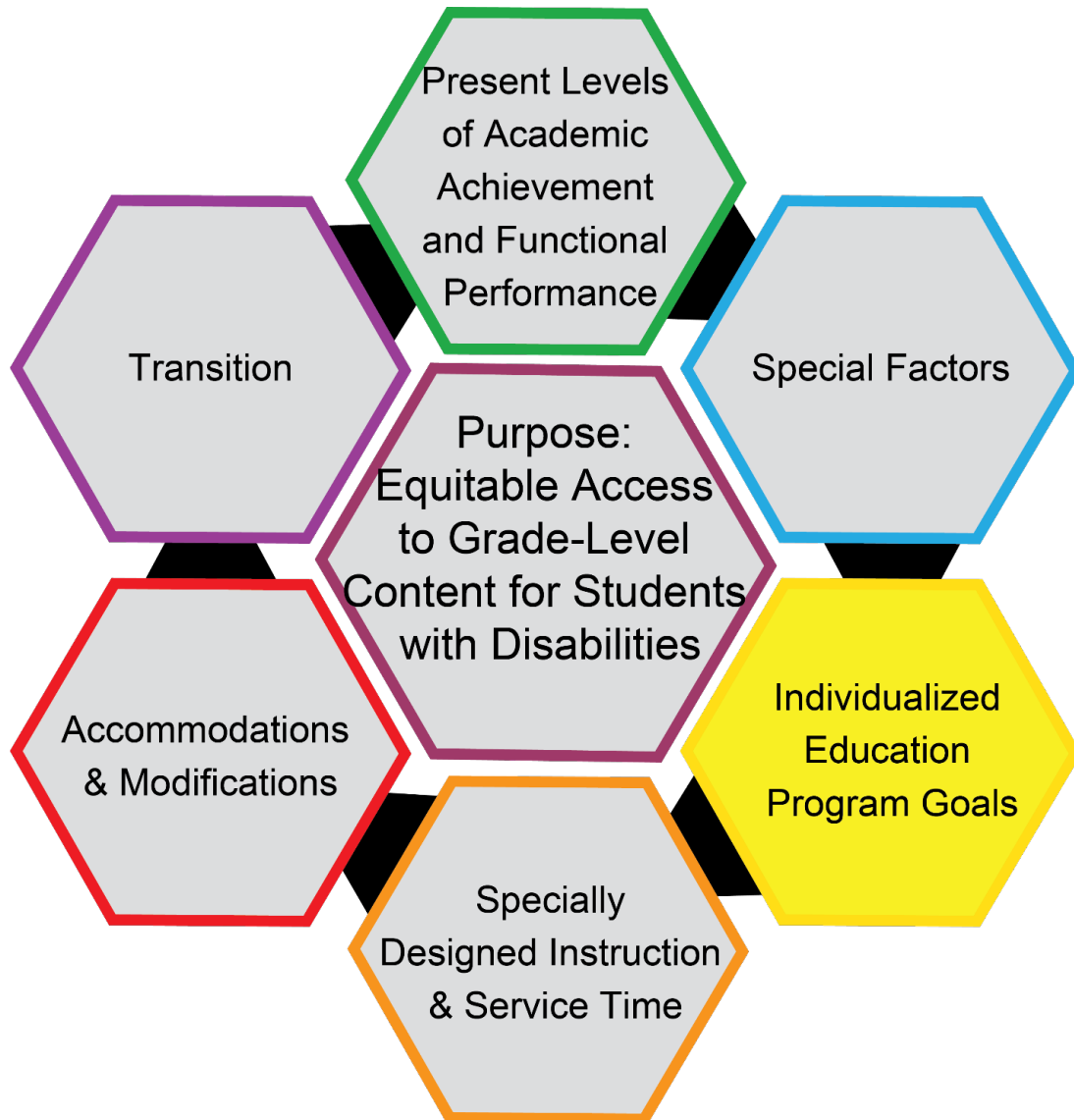
QUESTIONS TO CONSIDER

In considering AT as a special factor in her IEP, Maria 's team discussed the following:

1. How has the team addressed the student's need for assistive technology; has the student had an assistive technology evaluation?
 - a. After developing Maria's IEP goals, the team used the AT Considerations document to determine whether Maria needs assistive technology tools (devices and services) to accomplish the task needed to "increase, maintain, or improve the functional capabilities of a student with a disability" across environments.
2. What options for assistive technology has the team presented to parents? Has the team considered the accessibility, feasibility, usefulness, and generalization of assistive technology recommendations?
 - a. Yes, the team used the AT Considerations document to determine that Maria needs AT for her disability in reading and written expression. The team determined that Maria needed electronic books for English and Social Studies as well as text-to-speech on her laptop for other subjects where the reading level is above her independent reading level.
 - b. The team also determined that Maria needs word prediction, spell check and speech to text for writing assignments in English, Social Studies and Science.
 - c. Based on this discussion, the team decided that Maria would also need this technology at home to complete homework assignments. The LEA's AT team agreed to provide Maria with a laptop to take home and train Maria and her parents in how to use the technology.
3. Have we considered all types (both low-tech and high-tech) of assistive technology devices, including any piece of equipment used to increase, maintain, or improve functional capabilities of a student with disabilities?
 - a. Yes, the IEP team considered a variety of low-tech AT options (e.g. the use of picture symbols and graphic organizers) and determined that a graphic organizer would be a useful tool for notetaking in certain classes. In addition, considering the level and volume of writing and reading necessary in junior high, the team discussed the technology

available on the laptop and determined that it would meet Maria's needs and provide her with access to a FAPE.

INDIVIDUALIZED EDUCATION PROGRAM GOALS



INDIVIDUALIZED EDUCATION PROGRAM GOALS

The Reflective Framework for Individualized Education Program (IEP), depicted in the image above, has the central purpose of providing equitable access to grade-level content for students with disabilities. This purpose is supported by six surrounding components:

1. Present Levels of Academic Achievement and Functional Performance
2. Special Factors
3. Individualized Education Program Goals
4. Specially Designed Instruction and Service Time
5. Accommodations and Modifications
6. Transition

The purpose of this document is to review the requirements for IEP Goals, as well as to give specific examples of how to implement these requirements.

REQUIREMENTS OF GOALS

When developing, reviewing, and revising the individualized education program (IEP), the IEP must include a statement of measurable annual goals. According to the [Utah State Board of Education's Special Education Rules](#), this statement must include academic and functional goals designed to:

- (1) Meet the student's needs that result from the student's disability to enable the student to be involved in and make progress in the grade-level general education curriculum; and
- (2) Meet each of the student's other educational needs that result from the student's disability.²

Additionally, the USBE Rules requires that "For eligible students with significant cognitive disabilities who will participate in grade-level alternate achievement

² Dickson, S. and Voorhies, L. (August 2020). Section III.J.2.b. In *Special Education Rules*. Utah State Board of Education. <https://www.schools.utah.gov/file/0b19d648-9986-4629-8dd6-ba695707921c>

standards (i.e., Essential Elements)” that there must be a “description of benchmarks or short-term objectives for each annual goal.”³ And that “For a student with a disability age 14 and older, or younger if determined appropriate by the IEP team, an annual IEP goal connected to a transition plan prepares students for further education, employment, and independent living.”⁴

IMPORTANCE OF GOALS

Measurable annual IEP goals are developed through a team process to meet the needs of a student with disabilities. The IEP ensures students with disabilities are provided support to make progress in the general education curriculum and are involved with other education-related areas to the greatest degree possible. IEP team members must include the parent, general education teacher, special education teacher, local education agency (LEA) representative, the student when appropriate, and other individuals who have special knowledge or expertise regarding the student.

The Supreme Court has established that, “To meet its substantive obligation under the Individuals with Disabilities Education Act (IDEA), a school must offer an IEP that is reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances. And that “Every child should have the chance to meet challenging objectives.”⁵⁶

This means that it is important to create ambitious and challenging goals that will provide an opportunity for students with disabilities “to meet challenging objectives.” Moreover, it is important to monitor a student’s progress toward those goals and objectives. Monitoring enables IEPs to do the important work of making

³ Ibid, III.J.2.c.

⁴ Ibid, VII.B.3. and VII.B.5.

⁵ Endrew, F. v., Douglas County School District RE-1, 580 U.S. ____ (2017). Retrieved from: https://www.supremecourt.gov/opinions/16pdf/15-827_0pm1.pdf

⁶ United States Department of Education (2019). *Questions and Answers (Q&A) on U. S. Supreme Court Case Decision Endrew F. v. Douglas County School District Re-1*. Individuals With Disabilities Education Act. Retrieved from: <https://sites.ed.gov/idea/questions-and-answers-qa-on-u-s-supreme-court-case-decision-endrew-f-v-douglas-county-school-district-re-1/>

changes as needed, including providing valid, reliable methods of frequent, ongoing assessment of a student's performance.

Measurable annual IEP goals describe what the student is reasonably expected to accomplish in a 12-month period when special education services are implemented. IEP Goals help team members measure if a student is making educational progress, if adjustments are needed, and if the special education program is providing meaningful educational benefit.⁷

COMPONENTS OF IEP GOALS



Each annual IEP goal must include three components 1) condition, 2) target skill or behavior, and 3) criterion. IEP goals use language understandable to all team members and mention the student by name. Anyone who reads the goals should be able to identify the skill or behavior the student needs to achieve and how progress will be measured.

CONDITION

⁷ See Bailey, T. R., Weingarten, Z., & National Center on Intensive Intervention (NCII) at American Institutes for Research. (2019). *Strategies for Setting High-Quality Academic Individualized Education Program Goals*. National Center on Intensive Intervention. <https://files.eric.ed.gov/fulltext/ED599697.pdf>

The condition is the context or environment in which the goal will be performed. Everyone on the IEP team should clearly understand the scenario in which the student will demonstrate the target skill or behavior. Behavior goals could include routines, activities, situations, and/or times of day when the behavior at issue is likely to occur and/or the desired skill is likely to be needed.

Examples of phrases to include in the IEP that identify the specific conditions in which the goal is to be performed are:

- During English Language Arts (ELA) class . . .
- When presented with proportional relationship problems . . .
- When participating in small group instruction student will be given a list of 30 first-grade sight words . . .
- When provided a grade level topic . . .
- During transitions from class . . .
- During unexpected schedule changes . . .
- During independent work time . . .

TARGET SKILL OR BEHAVIOR

The target skill or behavior specifies what is needed to achieve the goal based on the prerequisite and/or discrete skill or practice a student must acquire to demonstrate the key competencies of the grade. It should be written in active language and be specific to the student's grade level, while also significant enough to last the year. The IEP team should establish ahead of time how the student's progress on the target skill or behavior will be measured based on regularly used tools (e.g., Acadience progress monitoring, checklists, curriculum-based measurements, rubrics, behavior charts, etc.). For goals addressing behavior, this should be a replacement behavior matching the function of the behavior at issue.

Examples of phrases to include in the IEP that identify the target skill or behavior in active language are:

- While the [Student] is reading aloud . . .
- [Student] will demonstrate proficiency and conceptual understanding by solving problems . . .

- When writing three paragraphs . . .
- [Student] will read the list of words aloud . . .
- When given a direction, student will begin to comply . . .
- [Student] will choose a calming strategy AND refrain from engaging in physical aggression to others . . .

CRITERION

The criterion is the standard for defining progress or mastery of the goal, and it should be realistic but also ambitious. The criterion of the goal should be determined based on data and information the IEP team has gathered, with current data being stated in the present levels of academic achievement and functional performance (PLAAFP) and provide an appropriate measurement of what the student should be able to reach throughout the next IEP year. The IEP team, including the student, should be able to easily identify when academic, social, behavioral, and transition goals have been met. This should be done based on data collection, observations, assessments, etc.

Examples of criterion phrases to include in the IEP are:

- . . . 90 words per minute (wpm) with 98% accuracy by the end of year assessment.
- . . . at 70% or better on two formative assessments and one summative assessment per trimester.
- . . . across 80% of unexpected schedule changes within a 6-week period.

BENCHMARKS OR SHORT-TERM OBJECTIVES

For students with significant cognitive disabilities, who participate in grade-level alternate achievement standards (i.e., Essential Elements), **there must be benchmarks or short-term objectives for each annual goal.**

Benchmarks or short-term objectives are methods of breaking down the annual goal into steps teachers can use to measure student progress. Both goals and benchmarks or short-term objectives must be related to the grade-level alternate

achievement standards. However, benchmarks or short-term objectives are not limited to students with significant cognitive disabilities and can be used for students with any disability type.

ANNUAL IEP GOAL CONSIDERATIONS & EXAMPLES

The following outlines some considerations specific to the curriculum as well as examples of appropriate annual IEP grade-level goals. Although these examples are specific to a particular curriculum; the entire IEP team should be involved in these considerations.

ENGLISH LANGUAGE ARTS

Considerations for the entire IEP team when writing English Language Arts goals:

- Identify the seven essential skills in English Language Arts (ELA) (phonemic awareness, phonics, fluency, vocabulary, comprehension, oral language, and writing).
 - Select an area(s) of focus for the individual student based on the student's PLAAFP.
- Use the [ELA Core Standards and Anchor Standards](#) (or use the [ELA Essential Elements](#) for students with significant cognitive disabilities) to determine the vertical alignment across the grade levels to understand the progression of complexity.
 - Focus on the complexity of the text when determining the comprehension level of your student. Select an area of focus based on the individual student.
- Write the goal using 1) condition, 2) target skills or behavior, and 3) criterion.
- Incorporate student agency (voice and choice) into the goal.
 - Identify student's personal needs for accessing curriculum or core standards or the actions and expressions that will be used to show progress and growth.

- Ensure student strengths are identified in the PLAAFP and use these strengths to create student agency statements, then add where appropriate to the goal.

GRADES 1 – 2

- [Student] will express ideas, verbally or in written format, using complete sentences after reading a short passage on a fictional piece of their choice or when given a topic, using a rubric with no more than one error on five passages.
- By the end of the IEP period, (student's name) will verbally summarize the sequence of events, with 80% accuracy after reading a narrative text on four different attempts recorded by the teacher.
- Upon receiving an oral prompt for consonant vowel consonant (CVC) words, (student) will write words, on paper or on a whiteboard, using lower case letters of the alphabet with no more than one error on three attempts, measured using a teacher-made assessment or student's work samples.

GRADES 3 – 5

- When given a grade-level nonfiction passage, (student) will identify the main idea and provide at least three details verbally to a peer or on a paper outline, related to the main idea with no more than one error on three passages.
- (Student) will write a summary of a grade-level passage using text to speech or their computer using evidence from the text to support conclusions drawn from the text and linking words and phrases to connect ideas. The student will earn a score of 4 on a 5-point rubric as recorded by the teacher on three writing assignments.

GRADES 6 – 8

- (Student) will cite three pieces of text-based evidence to support their inferences when given a grade-level text, with 70% accuracy on two out of three assessments per quarter.

- When given a menu of content choices in the general curriculum, (Student) will write and edit three five-sentence paragraphs; each paragraph will include a topic sentence, at least four details and a conclusion. (Student) will earn a score of (desired score) or higher using a writing rubric on four writing assignments per quarter.

GRADES 9 – 12

- While reading a passage, (student) will use a variety of different strategies such as rereading, monitoring, cross-checking, predicting, confirming, searching, and self-correction to increase their comprehension of printed materials resulting in correct responses with 90% accuracy using performance assessments over a grading period.
- When given a writing assignment, (student) will choose between an outline or graphic organizer to create a written composition that contains an introduction, three paragraphs with at least three sentences each, and a conclusion. (Student) will earn a score of (desired score) or higher using a writing rubric on at least three writing assignments per quarter.

GRADES 9 – 10: ESSENTIAL ELEMENTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Refer to the considerations listed above as well as the [section on ELA.EE.W.9-10.3](#) in the ELA Essential Elements guidance document.

- When given a topic, [Student] will write in their preferred mode of communication a 4-sentence narrative about a situation that includes at least one character, three details, and clearly sequenced events with no more than three capitalization, punctuation, and grammar errors on 10 pieces of writing.
 - **Short-term objective:** When given a topic, [Student] will write a 2-sentence narrative that introduces a character and includes one detail with no more than five capitalization, punctuation, and grammar errors on four pieces of writing.

- **Short-term objective:** When given a topic, [Student] will write a 3-sentence narrative that introduces a character and includes two details with no more than four capitalizations, punctuations, and grammar errors on six pieces of writing.

MATH

Considerations for the entire IEP team when writing mathematics goals:

- Identify the three to five major areas of focus for the grade using [the Major Work of the Grade](#) document to understand how these concepts are developed vertically across the grade band.
 - Select an area of focus for the individual student based on their PLAAFP.
- Use the [Major Work of the Grade](#), the [Utah Core Standards](#), and the [Utah Core Guides](#) to identify the standards that address the chosen area of focus.
 - For students with significant cognitive disabilities refer to the alternate achievement standards (i.e., [Essential Elements for Mathematics](#)).
 - Consider claims and conceptual areas, linkage level (initial precursor, maps, etc.).
- Write the GOAL using 1) condition, 2) target skills or behavior, and 3) criterion.
- Incorporate student agency (voice and choice) into the goal.
 - Identify student's personal needs for accessing curriculum or core standards or the actions and expressions that will be used to show progress and growth.
 - Ensure student strengths are identified in the PLAAFP and use these strengths to create student agency statements, then add where appropriate to the goal.
- Identify skills to master.
 - Using the Core Guides and strategies from the goal, create a list (using words, pictures, manipulatives, etc.) of strategies, representations, and procedures that the student will master during the IEP year.

Major focus of grad bands 3 – 5:

- Represent and Understand Multiplication and Division (see [Utah's Major Work of the Grade](#); [Utah Core Guides](#); [Utah Core Standards](#)).

GRADE 3

Standards addressed:

- All Standards for Mathematical Practices (3.MP.1 – 3.MP.8)
- 3.OA.1
- 3.OA.3
- 3.OA.5
- 3.OA.7
- 3.MD.7

Goal:

- When given a multiplication situation (with the answer being within 100), [student] will use strategies such as the properties of operations, the relationship between multiplication and division, and visuals such as arrays, groups, and measurement quantities to solve problems. [Student] will choose how to show conceptual understanding using the above strategies and will solve at least 80% of multiplication problems with the answer being within 100 on at least six out of ten trials.

GRADE 5

Standards addressed:

- All Standards for Mathematical Practices (5.MP.1 – 5.MP.8)
- 5.OA.1
- 5.OA.3
- 5.NBT.2
- 5.NBT.5

- 5.NBT.6
- 5.NBT.7
- 5.NF.4
- 5.NF.5
- 5.NF.6
- 5.NF.7

Goal:

- When given a multi-digit multiplication or division situation, (student) will use two or more strategies such as the properties of operations, the relationship between multiplication and division, and visuals such as arrays, groups, and measurement quantities to solve problems. (Student) will show conceptual understanding using at least two or more of the above strategies when solving multi-digit multiplication and division problems with (desired accuracy) based on grade-level assessments each month.

GRADES 3 – 5: ESSENTIAL ELEMENTS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Major focus of grade band 3 – 5:

- Represent and Understand Multiplication and Division (see [Utah's Major Work of the Grade](#); [Utah Core Guides](#); [Utah Core Standards](#); [Essential Elements Dynamic Learning Maps \(DLM\)](#); [Essential Elements Unpacking](#)).

GRADE 3

Essential Elements standards:

- M.EE.3.OA.1-2.

Goal:

- When given a multiplication situation with the product less than 20, (Student) will use repeated addition to find the total number of objects and determine the sum using models, such as mathematical equations (e.g., $5 + 5 + 5 + 5 =$

15), sets of manipulatives, or number line diagrams to represent a repeated addition problems with 85% accuracy across 16 out of 20 trials.

Short-term objective:

- When presented with a set of manipulatives or a number line, [Student] will count by 2's and 5's up 20 with 85% accuracy across 8 out of 10 trials.

Short-term objective:

- When given a set of 20 objects, [Student] will sort objects into equal groups with 85% accuracy across 8 of 10 trials.

GRADE 5

Essential Elements Standards:

- M.EE.5.NBT.1.

Goal:

- When provided instruction in using manipulatives, [Student] will compare numbers up to 99 using models such as objects, base ten blocks, or money with 75% accuracy on 8 of 10 trials by the end of the IEP year.
 - **Benchmark 1:** When provided instruction in using manipulatives, [Student] will compare numbers up to 50 using models such as objects, base ten blocks, or money with 75% accuracy on 4 of 5 trials.
 - **Benchmark 2:** When given instruction in using manipulatives, [Student] will compare numbers up to 25 using models such as objects, base ten blocks, or money with 75% accuracy on 4 of 5 trials.

GRADES 6 – 8

Major focus of grade band 6 – 8:

- Understand ratio concepts and apply proportional reasoning (see [Utah's Major Work of the Grade](#); [Utah Core Guides](#); [Utah Core Standards](#)).

GRADE 7

Standards addressed:

- All Standards for Mathematical Practices (7.MP.1–7.MP.8)
- 7.RP.1
- 7.RP.2 (a, b, c, d)
- 7.RP.3
- 7.G.1

Goal:

- [Student] will recognize, represent, and solve proportional relationship problems. [Student] will choose strategies and representations (i.e., table, graph, equation, pictorial, or geometric model) to demonstrate proficiency and conceptual understanding and receive a 70% or better on two formative assessments and one summative assessment per trimester.

GRADES 9 – 11

Major focus of grade band 9 – 11:

- Understand, compare, and represent functions (defined by rates of change, multiple representations and building functions) (see [Utah's Major Work of the Grade](#); [Utah Core Guides](#); [Utah Core Standards](#)).

SECONDARY MATH I

Standards addressed:

- All Standards for Mathematical Practices (SI.MP.1 – SI.MP.8)
- SI.F.BF.1
- SI.F.BF.2
- SI.F.BF.3
- SI.F.LE.1
- SI.F.LE.2
- SI.F.IF.6
- SI.F.IF.7
- SI.F.IF.9

- SI.A.REI.10
- SI.A.REI.11
- SI.A.REI.12
- SI.S.ID.7.

Goal:

- When provided a representation of a linear or exponential function (including an arithmetic or geometric sequence), [student] will identify the function type and generate other equivalent representations (table, graph, geometric model, equation). [Student] will use generated representations of choice to solve problems with at least 90% accuracy on seven or more formative or summative assessments by the end of the IEP year.

SOCIAL/EMOTIONAL, BEHAVIOR, EXECUTIVE FUNCTIONING

Considerations for the IEP team when writing social/emotional, behavior, and executive functioning goals:

- If the goal is addressing behavior:
 - Ensure that the PLAAFP includes a baseline measurement of this behavior.
 - Determine when the behavior typically occurs and what the function might be.
 - Data sources might include results of a Functional Behavior Assessment (FBA, a review of past records, and/or student observation data.)
 - Identify the replacement behavior to teach the student to engage in instead of the behavior at issue.
 - This should match the function of the behavior at issue.
 - The goal should focus on teaching replacement behavior but can acknowledge reduction of a behavior problem as a secondary outcome.

- Determine what skill will be taught and identify sufficient opportunities to teach the skill in the least restrictive environment (LRE) where the behavior will naturally be used.
- Meaningful goals pass the “potato test” by not focusing on things a potato could do.
 - Instead of writing a goal for “sitting quietly with hands to self,” a team might consider “attending to instruction by orienting face and body towards the teacher, using learning materials as directed, and following classroom rules.”
- The criterion should allow for routine, rather than sporadic, data collection.
 - Behavioral data collection involves small reliable measurements of a given behavior, graphed to show progress over time.
 - It’s best to collect behavior data every day to facilitate meaningful problem-solving.
 - It is not appropriate to conduct data collection on an “as needed” basis or allow for informal changes to how often data are collected, as these practices can produce serious errors in data interpretation.
- Measures might include frequency (tally marks), duration (stopwatch/timer), percentage of successful opportunities, or a rating scale.
 - Percent-based measures should not be used if occurrence/nonoccurrence of the behavior is open-ended.
 - For examples, a goal for a student to “raise his hand 80% of the time” is not measurable.
- Write the goal using 1) condition, 2) target skills or behavior, and 3) criterion.

Goal Examples:

- During transitions from recess to the classroom, (student) will comply with 80% of teacher directions immediately (within 30 seconds), with zero instances of running away or physical aggression to objects, for 4 consecutive weeks as measured by percent of opportunities data on a daily tracker.
- During independent work, student will use a pre-identified coping strategy (such as positive self-talk, deep breathing, or taking a break) when reaching frustration levels, then resume their work within 2 minutes, across 8 out of 10 instances as measured by classroom observations.

- At 60-minute intervals across the school day and given a prompt to check in with an adult, (student) will use a five-point scale to self-rate and identify her feelings and select a corresponding coping strategy.
 - (Student's) self-rating will accurately correspond to the adult's rating across 90% of opportunities in a week, with fewer than 3 check-ins missed due to refusal.
- Given instruction and positive reinforcement in expected classroom behavior, and a shaping plan, (student) will increase the length of time they actively participate (with no unsafe behaviors) in the general education setting to at least three hours per day, as measured by duration data on a daily tracker.
- Given a multi-step class assignment, (student) will write a list of 3-5 sequenced steps he will need to take to complete the assignment and will complete this task within 10 minutes independently or with indirect verbal prompts in 4 out of 5 opportunities.
- Given instruction in use of a planner, (student) will use his planner daily to keep track of assignments, multi-step projects, and extracurricular activities with a check-in at the end of each week for 5 consecutive weeks, as measured by a planner checklist.
- When given a class assignment, (student) will begin the task within 30 seconds of receiving it on 8 out of 10 opportunities as measured by classroom observations.

TRANSITION

Developing annual Transition IEP goals will help the student work on areas of skills needed and measure progress towards achieving their postsecondary goals (PSGs), which are based on age-appropriate Transition assessments that identify the strengths, preferences, interests and needs of the student with disabilities. The annual Transition IEP goals are written in the same part of the IEP that includes all the other annual IEP goals.

Considerations for the entire IEP team when writing annual transition goals:

- To write annual Transition IEP goals, these things must be in place:

- There must be at least one annual Transition IEP goal that reasonably links to the PSGs and Transition services (see the [Transition section in the IEP Reflective Framework](#)).
- The annual IEP goal(s) must be individualized, based on the specific student needs, and based on Transition assessments.
- The annual IEP goal(s) must be observable and measurable.
- Consider these effective practices in writing annual IEP goals:
 - There is a direct, specific, and genuine alignment between the annual IEP goal and the PSGs and is supported by a specific Transition service.
 - Behavioral (including social skills), self-advocacy, or communication goals can readily link to any of the PSGs.
 - The student should drive the development of the IEP goals (student agency).
- Ensure IEP goals that state what the student will do or learn within the next year to move the student toward achieving their PSGs and link to the student's transition services are compliant.

Goal Examples:

Given direct instruction on researching careers, [student] will independently choose and report on three potential careers, in the presentation mode of her choice (e.g., verbal, written, slide deck) and based on the results of her job shadows by the end of 3rd quarter, with 90% proficiency, as measured by a teacher-generated career reporting rubric.

Given modeling from a peer tutor and a task completion list, [student] will complete each assigned work task with 90% proficiency on the job over three consecutive weeks, as measured by a teacher-created task observation checklist.

SIGNIFICANT COGNITIVE DISABILITY TRANSITION EXAMPLE

- Transition Annual IEP Goal, Employment: Given instruction in customer payment transactions, [student] will complete each cash and card payment transaction with 75% accuracy over the IEP year, as measured by teacher-created Payment Transaction Observation checklists.

- **Objective 1:** Given a \$20.00 bill for an item priced under that amount, [student] will return the change owed by counting it out with 75% accuracy in each transaction by the end of the second quarter, as measured by a teacher-created Cash Transaction Observation Checklist.
- **Objective 2:** Given a debit or credit card from someone to pay for an item that is being purchased, [student] will independently follow the steps on a teacher-created Card Transaction List, with 75% accuracy, by the end of the fourth quarter.

EXAMPLES OF IEP GOALS

The following are some case study examples of IEP goals aligned with the PLAAFP. These examples are intended to illustrate possible discussion topics across a variety of situations.

4TH GRADE STUDENT: SPECIFIC LEARNING DISABILITY

CURRENT PERFORMANCE & BASELINE DATA: 4TH GRADE STUDENT

Jill is a 4th grade student who has a specific learning disability in reading fluency. Jill has a strength in listening comprehension. She is able to process oral information, which allows her to comprehend teacher instructions, retain information she hears, understand material read aloud, and contribute to class discussions. Jill struggles with decoding grade-level words and reading with sufficient accuracy and fluency to support her comprehension. Her parents point out that she struggles to read independently and is easily frustrated when given homework assignments that require reading grade-level texts. She enjoys it when her parents read a variety of books out loud with her. When read to, she makes predictions and adds thoughtful comments about the events and information from the story.

According to oral reading fluency assessments given over four weeks, Jill's currently reading independently at a 1st grade level: she can read 52 correct words per minute (CWPM) with 92% accuracy with a retell score of 20. At a 4th grade level, she

reads an average of 24 CWPM with 65% accuracy with a retell score of 10. The spring benchmark for 4th grade is 115 CWPM with 98% accuracy, with a score of 33 for retell. Jill completed the LEA-wide reading benchmark assessment and scored in the "well below benchmark" range. Jill's lack of fluency due to her word-level reading difficulty makes it hard for her to retell what she reads. A possible relationship has been identified between her word level reading accuracy and oral reading fluency in observing Jill's reading patterns. Jill would benefit from additional phonemic awareness practice and instruction to increase her reading fluency to support her comprehension.

IMPACT OF THE DISABILITY: 4TH GRADE STUDENT

Jill's disability impedes her progress in the general curriculum. At this time, she does not read fluently and accurately and is unable to read and comprehend grade-level material in all academic areas independently. As a result, Jill has difficulty reading directions, worksheets, and completing assignments in a timely manner.

ANNUAL IEP GOAL EXAMPLE

Goals:

- When given a 4th grade list of spoken words, Jill will pronounce, count, blend and segment single syllable words and add or substitute sounds to make new words, with no more than one error on three trials over a grading period.
- When given a list of twelve decodable words from one of the six syllable types (closed, vowel-consonant -e, open, vowel digraph, consonant -le, and r-controlled) Jill will read a word list of twelve words with no more than one error on four consecutive assessments.
- When given a 4th grade level oral reading fluency assessment, Jill will read with sufficient accuracy and fluency to support comprehension by reading 58 CWPM with 90% accuracy and a retell score of 20 by the end of the IEP year.

7TH GRADE STUDENT: SIGNIFICANT COGNITIVE DISABILITY

Sophie is a 7th grade student with a significant cognitive disability and approximately 85% of her math instruction is provided through small groups with three to four other students. Sophie's parents indicate that Sophie uses eye gaze at home as her primary mode of communication and would love to see Sophie increasing her use of eye gaze during instruction. Sophie has been receiving explicit instruction with number sense vocabulary and demonstrates that she can use eye gaze or gestures to match or identify groups of up to five tangible objects representing "more" and "less" in 8/20 (40%) opportunities. Sophie non-verbally matches or identifies the meaning of "same" or "equal" with 98% accuracy when provided with visual or tactile groups of objects or items. Sophie has also been working on geometry vocabulary and demonstrates the ability to identify basic geometric shapes (i.e., square, triangle, circle) with 95% accuracy when using picture representations of those shapes. She has also been working on generalizing her ability to recognize shapes to items in her environment. Sophie is currently able to generalize shapes to real objects in 12/25 opportunities when the real item is paired with the visual item.

Although Sophie identifies "more" and "less" with approximately 40% accuracy, she still needs to build that academic language to a point where she can be proficient with that terminology. Sophie really benefits from integrating math concepts with vocabulary. Vocabulary like "more" and "less" is also used to integrate Sophie's number sense and knowledge of geometric shapes. Sophie currently identifies through pointing and gesturing to numbers up to 10 with 78% accuracy but identifies numbers 1-5 with 100% accuracy. During instruction, we are often using numbers (1 -5) or shapes (square, circle, or triangle) that we know she is proficient with to practice or teach the concepts of "more" and "less." Once Sophie identifies "more" and "less" with more accuracy, she will then need to be able to classify, group, or pair items together based on whether the characteristics are "same/equal" or "more/less."

Based on the Personal Preference Indicators assessment completed with Sophie's parents on 3/20/22, Sophie enjoys being around people and lively activities. She enjoys being outside, swimming, listening to music, playing with her dog, and

watching videos of animals. She does not like being left alone and will gesture when she wants attention. Sophie makes food choices by pointing but does not currently make choices about what she wears or watches on her iPad. Life Skills Assessment: Self Reliance, completed with her parents on 3/15/22, indicates that Sophie can recognize pictures of items she wants to play with but is not consistently making choices in her environment. She is flexible and can move from one activity to the next easily. She is currently not using a switch or communication device for communication or choice-making at school or home. For Sophie to be more self-determined, she needs to be able to make consistent choices and indicate her wants and needs.

IMPACT OF THE DISABILITY: 7TH GRADE STUDENT

Sophie's disability impacts her ability to demonstrate a functional understanding of how we use math in the real world, and her ability to access the general education curriculum. Numbers, shapes, and visual/tangible manipulatives used in math are simply a representation of something else. For math concepts to be meaningful for Sophie, she needs to be able to develop language skills with math so she can group, categorize, and compare numbers, shapes, and manipulatives in a functional way.

ANNUAL IEP GOAL EXAMPLE

When given real objects and corresponding shapes, Sophie will be able to match the object and the attribute of a shape by pointing to or looking at it (e.g., match a clock with an attribute of a circle, or a book with an attribute of a square) in 15 out of 15 opportunities.

Benchmarks:

- When given real objects and corresponding shapes, Sophie will be able to match the object and the attribute of a shape by pointing to or looking at it (e.g., match a clock with a circle, or a book with a square) in 8 out of 15 opportunities.
- When given real objects and corresponding shapes, Sophie will be able to match the object and the attribute of a shape by pointing to or looking at it

(e.g., match a clock with a circle, or a book with a square) in 12 out of 15 opportunities.

10TH GRADE STUDENT: OTHER HEALTH IMPAIRMENT

CURRENT PERFORMANCE & BASELINE DATA: 10TH GRADE STUDENT

Matthew is a 10th grade student who has been diagnosed with anxiety and attention deficit disorder. Matthew does well in math, science, engineering, and art. Matthew likes working with his hands and building things. He can write one to two short paragraphs with simple sentences with no introduction or conclusion.

According to the Behavior Assessment System for Children Third Edition (BASC 3) checklist completed by his mother and English teacher last month, Matthew scores in the clinically significant range for Internalizing Behaviors, such as anxiety. His teacher observes that when Matthew is anxious, he will fidget with something on his desk, look around the room, or scribble on his paper. Matthew's mother notes that he can sit at the kitchen counter for over an hour and not write anything.

Matthew's average test score in English is 67%. His reading scores show he reads at an 11th grade level. Over the last four weeks, Matthew was given three curriculum-based writing assessments. He was asked to read a two-page text and then write a five-paragraph opinion essay. According to the writing rubric, his overall score was 65% on the first assessment, 72% on the second, and 55% on the third. Matthew has difficulty generating ideas, writing complex sentences, relating his sentences back to the text, and using correct grammar. When given a complex writing task, Matthew exhibits behaviors that may suggest an increase in anxiety.

In reviewing Matthew's academic patterns, a cyclical connection has been made between anxiety and executive function. Difficulty with executive functioning increases his anxiety, which results in an inability to begin or complete task demands. Matthew currently responds well to breaking large tasks into smaller, more manageable pieces. He could benefit from using a graphic organizer to guide his writing process.

Matthew is currently employed part-time at his uncle's law firm. Based on information from a 2/5/21 workplace interview with Matthew and his uncle, Matthew has demonstrated strengths in the workplace in answering the telephone and filing various legal documents. Based on the Your Future Interest Profiler Inventory from 12/16/20 and an Informal Student Interview, Matthew demonstrates a strong interest in becoming a high school teacher. Based on results from the 1/23/21 Self-Determination Checklist, Matthew can participate in his IEP meetings and express his interests and preferences. Based on student work samples and opportunities for classroom presentations, Matthew can access the computer by logging in and typing terms in the search bar for research with 100% accuracy. Matthew can determine which links to access when a list is generated by the search 20% of the time independently. This difficulty with accessing research impacts Matthew's ability to obtain information on employment opportunities and colleges. It will affect his ability to conduct research information for college coursework when Matthew attends college. Matthew needs to be able to access research with 90% accuracy independently.

IMPACT OF THE DISABILITY: 10TH GRADE STUDENT

Matthew's disability inhibits his progress in the general curriculum. He has difficulty with written expression and completing his English assignments. Matthew often does not turn in his writing assignments because he either has not started them or they are incomplete. When given prompts and encouragement, he can write simple, short sentences, but he does not expand his writing to multiple paragraphs as required for 10th grade standards.

ANNUAL IEP GOAL EXAMPLES

Language Arts: Matthew will write at least three paragraphs in which he introduces a claim; develops claims and counterclaims with supporting evidence for each claim; uses words, phrases, and clauses to link the major sections; provides a concluding statement that supports the argument presented. He will score at least 9/12 using a writing rubric on three writing assignments per semester.

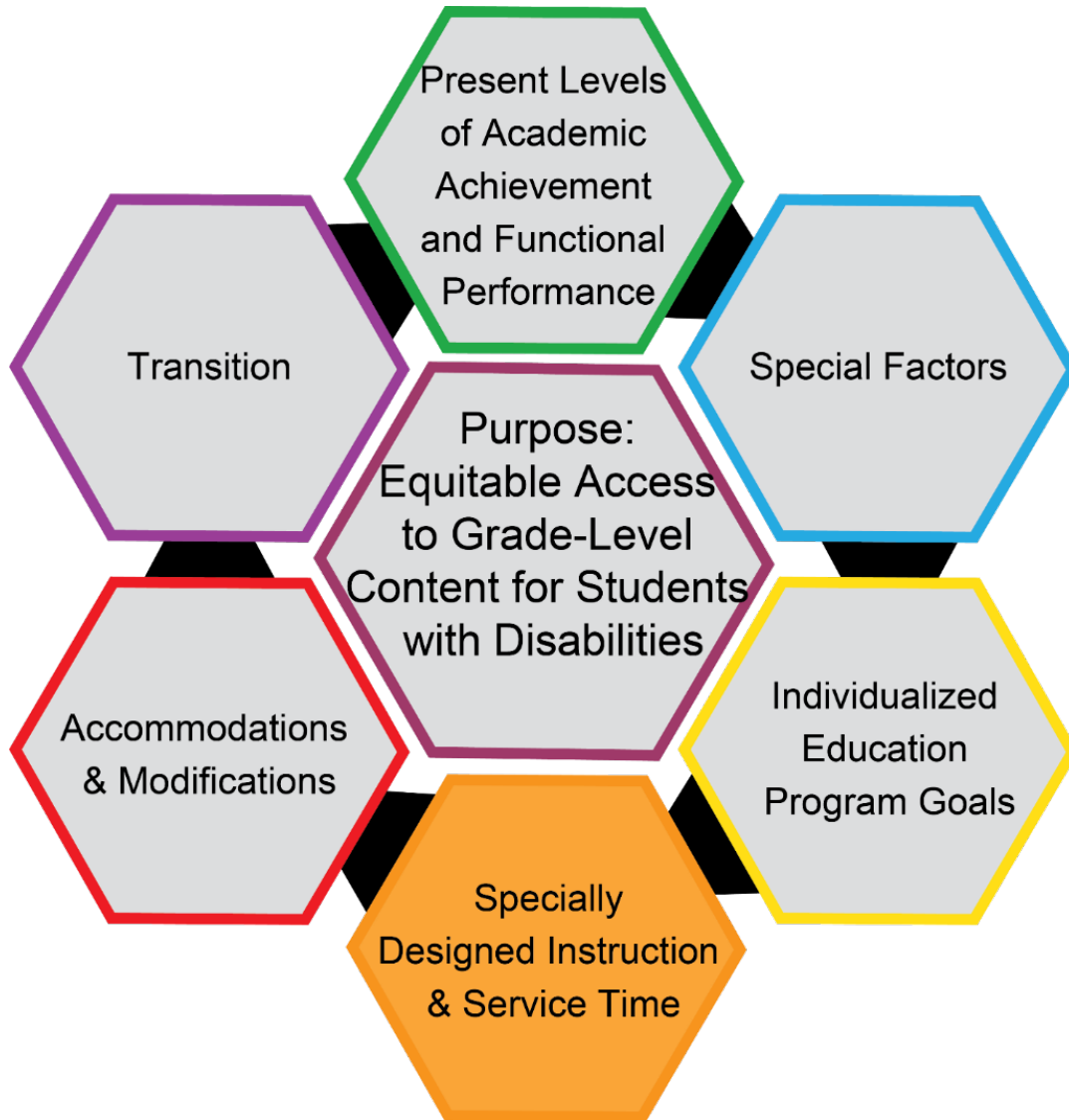
Executive Functioning: Given a complex task with multiple steps, Matthew will begin the process of planning out the task, by independently requesting help from

the teacher, writing down the steps to complete the task, and identifying time frames for each task with modeling/and or direct verbal prompts across 70% of opportunities over the course of two semesters.

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SPECIALLY DESIGNED INSTRUCTION AND SERVICE TIME



SPECIALLY DESIGNED INSTRUCTION & SERVICE TIME

The Reflective Framework for Individualized Education Program, depicted in the image above, has the central purpose of providing equitable access to grade-level content for students with disabilities. This purpose is supported by six surrounding components:

1. Present Levels of Academic Achievement and Functional Performance
2. Special Factors
3. Individualized Education Program Goals
4. Specially Designed Instruction and Service Time
5. Accommodations and Modifications
6. Transition

The purpose of this document is to review the requirements for specially designed instruction and service time, as well as to give specific examples of how to implement these requirements.

REQUIREMENTS

Requirements for Specially Designed Instruction (SDI) and Service Time are outlined in the Utah State Board of Education's [Special Education Rules \(USBE SER\)](#). According to section III.J.2.e.2. the individualized education program (IEP) must include:

"A statement of the special education and related services and supplementary aids and services (including assistive technology), based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student:

- (1) To advance appropriately toward attaining the annual goals;

(2) To be involved in and make progress in the grade-level general education curriculum, and to participate in extracurricular and other nonacademic activities; and

(3) To be educated and participate with other similar-aged students with disabilities and non-disabled students in the activities described in this section;”⁸

And according to section III.J.2.h., the IEP must include, “The projected date for the beginning of the services and modifications, and the anticipated frequency, location, and duration of those services and modifications.”⁹

DEFINITIONS

Additionally, the Utah State Board of Education, Special Education Rules (USBE SER) provides the following definitions related to specially designed instruction and service time that further outline requirements and considerations for IEP teams.

RELATED SERVICES

The USBE SER defines **related services** as:

“transportation and such developmental, corrective, and other supportive services as are required to assist a student with a disability to benefit from special education, and include speech language pathology and audiology services; interpreting services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early identification and assessment of disabilities in students; counseling services, including rehabilitation counseling; orientation and mobility services; and medical services for diagnostic or evaluation purposes. Related services also include school health services, school nurse services, social work services in schools, and parent counseling and training.”¹⁰

⁸ Dickson, S. and Voorhies, L. (August 2020). Section III.J.2.e.2. In Special Education Rules. Utah State Board of Education. <https://www.schools.utah.gov/file/0b19d648-9986-4629-8dd6-ba695707921c>

⁹ Ibid, III.J.2.h.

¹⁰ Ibid, I.E.42.

It also defines the exceptions to related services as “services that apply to students with surgically implanted devices, including cochlear implants.” Specifically, that “Related services do not include a medical device that is surgically implanted, the optimization of that device's functioning (e.g., mapping), maintenance of that device, or the replacement of that device.”¹¹

However, USB SER goes on to note that:

“b. Nothing in this section:

(1) Limits the right of a student with a surgically implanted device (e.g., cochlear implant) to receive related services that are determined by the IEP Team to be necessary for the student to receive a FAPE.

(2) Limits the responsibility of a public agency to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the student, including breathing, nutrition, or operation of other bodily functions, while the student is transported to and from school or is at school; or

(3) Prevents the routine checking of an external component of a surgically implanted device to make sure it is functioning properly.”¹²

SCIENTIFICALLY-BASED RESEARCH

The USBE SER defines **scientifically-based research** as research:

“that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs, and includes research that

a. Employs systematic, empirical methods that draw on observation or experiment;

¹¹ Ibid.

¹² Ibid.

- b. Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;
- c. Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;
- d. Is evaluated using experimental or quasi- experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;
- e. Ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and
- f. Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.”¹³

SPECIAL EDUCATION

The USBE SER defines **special education** as:

“specially designed instruction, at no cost to the parent(s) or the adult student, to meet the unique needs of a student with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education. The term includes speech language pathology services and may include other related services, travel training, and applied technology education, if they meet the definition of special education. Special education services are

¹³ Ibid, I.E.43.

services provided to the student, and do not include consultation between teachers or monitoring a student's grades or work completion."¹⁴

It also defines the phrase "at no cost" from the above definition as meaning "that all specially designed instruction is provided without charge but does not preclude incidental fees that are normally charged to nondisabled students or their parent(s) as part of the regular education program."¹⁵

SPECIALY DESIGNED INSTRUCTION

Finally, the USBE SER defines **specially designed instruction (SDI)** as:

"adapting, as appropriate to the needs of an eligible student under these Rules, the content, methodology, or delivery of grade-level core curriculum instruction in order to:

- a. Address the unique needs of the student that result from the student's disability; and
- b. Ensure access of the student to the grade-level core/general curriculum, so that the student can meet the educational standards within the jurisdiction of the LEA that apply to all students.

(1) The IEP Team may determine the use of the grade-level alternate core standards (i.e., Essential Elements), for a student with a significant cognitive disability as defined in R277-705-2(8).

(2) Other alternate or modified academic achievement standards are prohibited."¹⁶

PROVISION OF SPECIAL EDUCATION SERVICES

Special education is instruction provided to the student by a licensed special educator or related service provider. A general education teacher, in collaboration

¹⁴ Ibid, I.E.46.

¹⁵ Ibid.

¹⁶ Ibid, I.E.47.

with the special education teacher, can provide services. In addition, a paraeducator, under the direct supervision and training by a licensed special educator or provider who has prepared the programming for the paraeducator, can assist in providing special education services to a student.¹⁷

SPECIAL EDUCATION & SDI

Special education requires specially designed instruction (SDI) to meet the unique needs of a student with a disability. SDI allows a student with disabilities to progress not only in the age-appropriate general education content standards and curriculum, but also to develop requisite skills and acquire missing knowledge that they would have attained earlier, if not for the disability. SDI is responsive, individualized instruction aligned to a student's needs (e.g., academic, behavioral, executive functioning, social and emotional) that arise from a disability. Special education services are services provided to a student with a disability. Consultation between teachers and students or monitoring of students' grades or work completion would not be considered SDI.

SDI, delivered through an effective IEP, narrows or eliminates the gap in the performance of students with disabilities compared with their age-appropriate peers without disabilities by accelerating a student's rate of learning and changing the trajectory of their growth in the general curriculum. SDI is connected to the grade-level standards, aligned with curriculum the general educator uses, and a student's IEP goal(s) and service time. SDI connects the goals in the student's IEP with teaching strategies that meet the student's needs and is provided in addition to, not in place of, high-quality grade-level core instruction. Accommodations (e.g., extended time, alternate location, or reduction of problems on an assignment) are adaptations or changes to the environment and not SDI.

SDI is intentionally designed instruction: it is proactive, pre-planned, responsive to the student's needs, and linked to the goals and service time in the student's IEP. A teacher may be using effective teaching strategies, such as differentiating instruction for the entire class; however, this is not considered SDI unless at least

¹⁷ Utah Admin Code R277-324 and USBE Special Education Rule VIII.K.4

part of the instruction is aligned to the student’s IEP goal(s). For examples of what SDI is and is not, see the section below.

SDI: WHAT IT IS & WHAT IT IS NOT

The two lists below outline what specially designed instruction is and is not.¹⁸

Specially Designed Instruction *is*:

- In addition to core instruction (supplemental)
- A service
- What a teacher does
- Based on teaching specific skills a student does NOT have in order to access and make progress in the general curriculum
- Pre-planned and effective instruction that is proactively designed to support the IEP goal
- Unique instruction written into the IEP that is provided to the student to allow them to progress toward annual goal(s)
- Specific to the student (individualized)
- Instruction that allows a student to make progress in the general education curriculum and close the gap in academic performance as compared to the student’s general education peers

Specially Designed Instruction *is NOT*:

In place of core instruction (supplant)

- A place
- What a student does
- A restatement of the academic content standards being taught
- Helping a student complete assignments or homework
- A commercial program
- A schedule

¹⁸ For further information, see the [USBE SDI Manual \(2019\)](#).

- An excuse for setting low expectations or teaching below grade level (not making grade level content available/accessible to students with disabilities)

When developing an IEP, teams should include the best strategies that have previously worked for an individual student to help service providers guide their instruction. An appropriate place for this to be documented would be in the present levels of academic achievement and functional performance (PLAAFP) in the IEP.

For example, a student with a specific learning disability in mathematics is a visual learner with proficient reading skills. The team should include that information in the PLAAFP so that the teacher can incorporate strategies that address the student's strengths and needs when planning mathematical instruction. By doing this it allows for the IEP team to immediately start implementing strategies for the student with a disability, instead of trying to figure out what the student needs to make progress.

CONSIDERATIONS FOR CURRICULUM & PROGRAMS

As teachers consider what curriculum/programs to use with students, it is important to keep in mind that curriculum/programs are not written for an individual student, but for groups or classes of students. The curriculum/program is a tool that can help meet the needs of students, but it cannot be the only thing that is used as SDI to meet their individual needs. Only the teacher can provide additional specific strategies that address the individual student's needs.

The best practice for students with disabilities is to use the same curriculum/program used in the general education classroom. Most curriculum/programs have a tiered system of support that can be used with the students receiving special education services. It is much harder for a student to learn from a different curriculum/program during their special education services, and then go back to a general education class and try to transfer what the student has learned easily in the general education setting.

It is important to note that a computer program is not considered SDI. A computer program is based on an if/then algorithm, meaning that when a student hits a key,

it then sends them to a pre-determined place in the program. So, while the program may have “tutorials” built inside it, the computer program is not made to understand the students’ misconceptions and listen to the students’ reasoning as to why they picked the answer they did. Only the teacher can do this through their classroom instruction with the student. A computer program is a tool (or support) in the classroom; however, it can never take the place of the teacher’s professional insight and instruction. A computer program alone is not SDI. Only person-to-person instruction is specially designed to meet the individual student’s needs.

DETERMINING SPECIAL EDUCATION SERVICES

Special education services, including related services and supports, are intended to allow access to academic and non-academic general education programming by addressing a student’s individual needs to ensure a free appropriate public education (FAPE). When determining special education services, teams must consider the skills the student needs to access the grade-level general curriculum identified in the PLAAFP and IEP goals.

Examples of special education services include but are not limited to:

- Reading
- Writing
- Mathematics
- Social Skills
- Behavior Skills
- Executive Functioning Skills

Special education services are not a class and do not include consultation between teachers or monitoring students’ grades or work completion. Listing services such as Core Classes, Study Skills, Art, Music, and Science are not compliant because they are the names of classes and do not indicate the type of skill-based instruction a student will receive through SDI. Students may receive SDI on skills such as reading, writing, or social skills during science, or any other class; and in that case, the special education service listed on the IEP must align with the SDI provided to the student, not the name of the class where it is being provided. However, if the

student is receiving services in a class, such as science, it is important that it is documented in the PLAAFP statement, so the team is aware of where the student is receiving such services.

When more than one service is needed during a class, such as mathematics and social skills, the IEP should document each service separately, identifying the appropriate amount of time for each service, and again ensuring this information is stated in the students' PLAAFP so team members are aware of all services needed during each class.

The IEP team will also want to mark the appropriate boxes as to where the service is being provided, be it either general education classroom, special education classroom, or other. Combining them into one line would be non-compliant because it would not specify the SDI amount for mathematics and social skills needed for that class. If social skills are needed in multiple classes, the IEP team would put all the social skills time needed (unless in different settings) on one line, but then would address where those services are to be provided in the PLAAFP.

One of the important things to remember when documenting services and SDI is if another IEP team were to pick up the student's current IEP, they should be able to know what services this student needs and have a strong understanding on how to implement the current IEP. If an IEP cannot pass the stranger test, then the current IEP team should be more specific in creating and documenting the IEP.

AMOUNT OF SPECIAL EDUCATION SERVICES

The amount of time a student is receiving SDI is based on how much time the student is receiving instruction in a skill deficit such as regulating emotions, academic skills aligned to the IEP, or social skills. Service time on an IEP would not be equal to the number of minutes a service provider is in a classroom nor is it equal to the number of minutes in a class period and must not be driven by the school's master calendar, (i.e., number of minutes during a school's period). If a student needs a paraeducator to help stay on task or answer questions on assignments, that is not SDI. However, if a student is receiving instruction in a skill deficit such as regulating emotions, or academic skills aligned to the goals, then it

would be considered SDI and should be indicated on the IEP under special education services.

Although a classroom may have many students with disabilities and be referred to as “self-contained” or a “special class,” the class itself does not determine the service time outlined on the IEP. In a class period, you need to consider the amount of SDI that the teacher gives to the student. The intentionality of instruction and alignment to the IEP are what sets SDI apart from the rest of the time in the classroom. Special education services must be individualized to ensure the student is able to make adequate progress toward their annual IEP goals.

QUESTIONS TO CONSIDER WHEN DETERMINING SERVICE AMOUNTS

1. What services must be included in order to provide specially designed instruction to meet the student’s identified needs and ensure progress in the appropriate educational setting/content?
 - a. Based on the intervention, how much time per session and how often should a service be provided to ensure a high likelihood that the student will make meaningful progress?
2. How is the team looking at data to determine the time for SDI being delivered? Has the learning environment in which the student receives instruction been considered?
 - a. How much improvement over time has the student shown when provided an intervention in the target skill area for a specific duration and frequency?
3. How has the team determined what the student needs to be successful in the general education classroom (or other LRE)?
 - a. What effect might the amount of special education services proposed have on the student’s access to the general education curriculum and non-disabled peers?

LOCATION OF SPECIAL EDUCATION SERVICES

When determining the location of special education services, IEP teams must determine the least restrictive environment (LRE) the student needs to make

meaningful progress in the general education curriculum. The amount of service time a student needs, or the student's disability type, should not drive the location decision of the special education services. A student with a significant cognitive disability, for example, may be able to make meaningful progress in the general education classroom with their peers rather than in a special class. Each student's unique needs must be considered when determining the appropriate location.

When considering services for a student with a disability it is important to start the student in the LRE, not in the setting the team "thinks" the student will be most successful. The IEP team must allow for the data and progress of the student to determine if the student is in the correct LRE or if the student needs a more restrictive environment. There should always be data that supports the environment of a student, and it must be reviewed on an annual basis. As the student develops and progresses over time, it is important to review the data.

Opportunities for students to participate in environments that are less restrictive should always be considered as potential options. The LRE should never be a one-time determination but should be an annual discussion during the IEP where data is reviewed to determine LRE decisions based on the most current information.

RELATED SERVICES AND SUPPORTS

Related services are the supports provided through the IEP that enable the student to access and benefit from special education. They must support the student in making progress towards their IEP goals and the general education curriculum, being involved in extracurricular and other nonacademic activities, and participating with peers with and without disabilities.

Examples of related services include the following:

- Speech-language pathology
- Audiology services
- Interpreting services
- Psychological services
- Physical and occupational therapy
- Recreation, including therapeutic recreation

- Counseling services
- Orientation and mobility services
- School health services and school nurse services
- Social Work Services
- Parent counseling and training

Related services and supports are defined in the student's IEP and align with IEP goals and desired outcomes. They are embedded throughout the student's learning experiences and across placements as outlined in the IEP. They are not intended to be isolated services, and students receiving these services should not be accessing them in place of instruction in the general education curriculum. Teams should schedule the provision and location of related services to honor the student's right to be educated in their LRE.

Some related services will include measurable annual goals such as speech language therapy and occupational therapy. Other related services, such as transportation, or audiology services may not include a goal because there is no instruction being provided to the student. Rather, the service is provided to assist the student in benefiting from special education.

EXAMPLES OF SDI & SERVICE TIME

The following are some case study examples of SDI aligned with the PLAAFP and with IEP Annual Goals. These examples are intended to illustrate possible discussion topics across a variety of situations.

4TH GRADE STUDENT: SPECIFIC LEARNING DISABILITY

CURRENT PERFORMANCE & BASELINE DATA: 4TH GRADE STUDENT

Jill is a 4th grade student who has a specific learning disability in reading fluency. Jill has a strength in listening comprehension. She is able to process oral information, which allows her to comprehend teacher instructions, retain information she hears, understand material read aloud, and contribute to class discussions. Jill struggles with decoding grade-level words and reading with sufficient accuracy and fluency to support her comprehension. Her parents point out that she struggles to read independently and is easily frustrated when given homework assignments that require reading grade-level texts. She enjoys it when her parents read a variety of books out loud with her. When read to, she makes predictions and adds thoughtful comments about the events and information from the story.

According to oral reading fluency assessments given over four weeks, Jill's currently reading independently at a 1st grade level: she can read 52 correct words per minute (CWPM) with 92% accuracy with a retell score of 20. At a 4th grade level, she reads an average of 24 CWPM with 65% accuracy with a retell score of 10. The spring benchmark for 4th grade is 115 CWPM with 98% accuracy, with a score of 33 for retell. Jill completed the LEA-wide reading benchmark assessment and scored in the "well below benchmark" range. Jill's lack of fluency due to her word-level reading difficulty makes it hard for her to retell what she reads. A possible relationship has been identified between her word level reading accuracy and oral reading fluency in observing Jill's reading patterns. Jill would benefit from additional phonemic awareness practice and instruction to increase her reading fluency to support her comprehension.

IMPACT OF THE DISABILITY: 4TH GRADE STUDENT

Jill's disability impedes her progress in the general curriculum. At this time, she does not read fluently and accurately and is unable to read and comprehend grade-level material in all academic areas independently. As a result, Jill has difficulty reading directions, worksheets, and completing assignments in a timely manner.

ANNUAL IEP GOAL EXAMPLES: 4TH GRADE STUDENT

- When given a 4th grade list of spoken words, Jill will pronounce, count, blend and segment single syllable words and add or substitute sounds to make new words, with no more than one error on three trials over a grading period.
- When given a list of twelve decodable words from one of the six syllable types (closed, vowel-consonant -e, open, vowel digraph, consonant -le, and r-controlled) Jill will read a word list of twelve words with no more than one error on four consecutive assessments.
- When given a 4th grade level oral reading fluency assessment, Jill will read with sufficient accuracy and fluency to support comprehension by reading 58 CWPM with 90% accuracy and a retell score of 20 by the end of the IEP year.

EXAMPLE OF SERVICE TYPE, LOCATION, & FREQUENCY

Special Education Service	Location	Frequency
Reading	General Education	120 minutes per week

EXAMPLES OF SDI STRATEGIES: 4TH GRADE STUDENT

Instructional Strategy	SDI that Supports the IEP Goal
<p>Explicit Instruction provides a series of engaging instructional supports or scaffolds-first through the logical selection and sequencing of content, and then by breaking down that content into manageable instructional units based on students' cognitive capabilities (Archer & Hughes, 2011).</p>	<p>When working with Jill on decoding skills, the teacher will teach Jill to tap out the individual sounds in words with four to five sounds, including digraphs and blends, and blend sounds to read whole words. The teacher will provide immediate error correction to ensure the student is practicing correct letter sounds and pronunciation.</p>
<p>The Dyad Reading strategy consists of two students, or a student and a teacher that share one text, sit side-by-side, and read together aloud. They follow the word smoothly with their fingers, keeping their eyes on the words and talk about the unknown words.</p>	<p>To increase Jill's fluency skills, the teacher will implement the dyad reading strategy with Jill by pairing her with a paraeducator who can provide a model of correct reading intonation, pronunciation, tone, and expression of the reading selection.</p>
<p>The Choral Reading strategy is where a group or a whole class of students are reading aloud in unison. Choral reading helps build a student's fluency, self-confidence, and motivation.</p>	<p>When working with Jill and other students during reading practice, the teacher and students will read in unison to model correct intonation, pronunciation, tone, and expression of the reading selection to increase Jill's vocabulary and confidence.</p>

7TH GRADE STUDENT: SIGNIFICANT COGNITIVE DISABILITY

CURRENT PERFORMANCE & BASELINE DATA: 7TH GRADE STUDENT

Sophie is a 7th grade student with a significant cognitive disability and approximately 85% of her math instruction is provided through small groups with three to four other students. Sophie's parents indicate that Sophie uses eye gaze at home as her primary mode of communication and would love to see Sophie

increasing her use of eye gaze during instruction. Sophie has been receiving explicit instruction with number sense vocabulary and demonstrates that she can use eye gaze or gestures to match or identify groups of up to five tangible objects representing “more” and “less” in 8/20 (40%) opportunities. Sophie non-verbally matches or identifies the meaning of “same” or “equal” with 98% accuracy when provided with visual or tactile groups of objects or items. Sophie has also been working on geometry vocabulary and demonstrates the ability to identify basic geometrical shapes (i.e., square, triangle, circle) with 95% accuracy when using picture representations of those shapes. She has also been working on generalizing her ability to recognize shapes to items in her environment. Sophie is currently able to generalize shapes to real objects in 12/25 opportunities when the real item is paired with the visual item.

Although Sophie identifies “more” and “less” with approximately 40% accuracy, she still needs to build that academic language to a point where she can be proficient with that terminology. Sophie really benefits from integrating math concepts with vocabulary. Vocabulary like “more” and “less” is also used to integrate Sophie’s number sense and knowledge of geometric shapes. Sophie currently identifies through pointing and gesturing to numbers up to 10 with 78% accuracy but identifies numbers 1–5 with 100% accuracy. During instruction, we are often using numbers (1–5) or shapes (square, circle, or triangle) that we know she is proficient with to practice or teach the concepts of “more” and “less.” Once Sophie identifies “more” and “less” with more accuracy, she will then need to be able to classify, group, or pair items together based on whether the characteristics are “same/equal” or “more/less.”

Based on the Personal Preference Indicators assessment completed with Sophie’s parents on 3/20/22, Sophie enjoys being around people and lively activities. She enjoys being outside, swimming, listening to music, playing with her dog, and watching videos of animals. She does not like being left alone and will gesture when she wants attention. Sophie makes food choices by pointing but does not currently make choices about what she wears or watches on her iPad. Life Skills Assessment: Self Reliance, completed with her parents on 3/15/22, indicates that Sophie can recognize pictures of items she wants to play with but is not consistently making choices in her environment. She is flexible and can move from one activity to the

next easily. She is currently not using a switch or communication device for communication or choice-making at school or home. For Sophie to be more self-determined, she needs to be able to make consistent choices and indicate her wants and needs.

IMPACT OF THE DISABILITY: 7TH GRADE STUDENT

Sophie's disability impacts her ability to demonstrate a functional understanding of how we use math in the real world, and her ability to access the general education curriculum. Numbers, shapes, and visual/tangible manipulatives used in math are simply a representation of something else. For math concepts to be meaningful for Sophie, she needs to be able to develop language skills with math so she can group, categorize, and compare numbers, shapes, and manipulatives in a functional way.

ANNUAL IEP GOAL EXAMPLE: 7TH GRADE STUDENT

When given real objects and corresponding shapes, Sophie will be able to match the object and the attribute of a shape by pointing to or looking at it (e.g., match a clock with an attribute of a circle, or a book with an attribute of a square) in 15 out of 15 opportunities.

Benchmarks:

- When given real objects and corresponding shapes, Sophie will be able to match the object and the attribute of a shape by pointing to or looking at it (e.g., match a clock with a circle, or a book with a square) in 8 out of 15 opportunities.
- When given real objects and corresponding shapes, Sophie will be able to match the object and the attribute of a shape by pointing to or looking at it (e.g., match a clock with a circle, or a book with a square) in 12 out of 15 opportunities.

EXAMPLES OF SERVICE TYPE, LOCATION, & FREQUENCY

Special Education Service	Location	Frequency
Math	Special Education	45 minutes daily

EXAMPLES OF SDI STRATEGIES: 7TH GRADE STUDENT

Instructional Strategy	SDI that Supports the IEP Goal
The Prompt Hierarchy strategy involves establishing a sequence of instructional prompts ordered by the level of intrusiveness of the prompt (from least-to-most intrusive, or most-to-least intrusive).	The teacher will develop a prompt hierarchy, sequenced from least intrusive to most intrusive, to support Sophie in matching shapes. When given the opportunity to match, Sophie will first be given a few seconds to do so independently, followed by the next prompt in the hierarchy (e.g., gesture, modeling, partial physical guidance) until she is able to complete the task.
The Naturalistic Teaching strategy involves embedding opportunities to practice the skill in daily routines and interest-based activities.	The teacher will incorporate opportunities to match a shape cutout with a real object during a variety of natural opportunities in routines across the day. For example, at lunch, Sophie's teacher will add shape cutouts to a cafeteria tray so Sophie can place the cookie on the circle, the juice box on the rectangle, and so forth.

10TH GRADE STUDENT: OTHER HEALTH IMPAIRMENT

CURRENT PERFORMANCE & BASELINE DATA: 10TH GRADE STUDENT

Matthew is a 10th grade student who has been diagnosed with anxiety and attention deficit disorder. Matthew does well in math, science, engineering, and art. Matthew likes working with his hands and building things. He can write one to two short paragraphs with simple sentences with no introduction or conclusion.

According to the BASC 3 checklist completed by his mother and English teacher last month, Matthew scores in the clinically significant range for Internalizing Behaviors, such as anxiety. His teacher observes that when Matthew is anxious, he will fidget with something on his desk, look around the room, or scribble on his paper. Matthew's mother notes that he can sit at the kitchen counter for over an hour and not write anything.

Matthew's average test score in English is 67%. His reading scores show he reads at an 11th grade level. Over the last four weeks, Matthew was given three curriculum-based writing assessments. He was asked to read a two-page text and then write a five-paragraph opinion essay. According to the writing rubric, his overall score was 65% on the first assessment, 72% on the second, and 55% on the third. Matthew has difficulty generating ideas, writing complex sentences, relating his sentences back to the text, and using correct grammar. When given a complex writing task, Matthew exhibits behaviors that may suggest an increase in anxiety.

In reviewing Matthew's academic patterns, a cyclical connection has been made between anxiety and executive function. Difficulty with executive functioning increases his anxiety, which results in an inability to begin or complete task demands. Matthew currently responds well to breaking large tasks into smaller, more manageable pieces. He could benefit from using a graphic organizer to guide his writing process.

Matthew is currently employed part-time at his uncle's law firm. Based on information from a 2/5/21 workplace interview with Matthew and his uncle, Matthew has demonstrated strengths in the workplace in answering the telephone and filing various legal documents. Based on the Your Future Interest Profiler

Inventory from 12/16/20 and an Informal Student Interview, Matthew demonstrates a strong interest in becoming a high school teacher. Based on results from the 1/23/21 Self-Determination Checklist, Matthew can participate in his IEP meetings and express his interests and preferences. Based on student work samples and opportunities for classroom presentations, Matthew can access the computer by logging in and typing terms in the search bar for research with 100% accuracy. Matthew can determine which links to access when a list is generated by the search 20% of the time independently. This difficulty with accessing research impacts Matthew's ability to obtain information on employment opportunities and colleges. It will affect his ability to conduct research information for college coursework when Matthew attends college. Matthew needs to be able to access research with 90% accuracy independently.

IMPACT OF THE DISABILITY: 10TH GRADE STUDENT

Matthew's disability inhibits his progress in the general curriculum. He has difficulty with written expression and completing his English assignments. Matthew often does not turn in his writing assignments because he either has not started them or they are incomplete. When given prompts and encouragement, he can write simple, short sentences, but he does not expand his writing to multiple paragraphs as required for 10th grade standards.

ANNUAL IEP GOAL EXAMPLES: 10TH GRADE STUDENT

Language Arts:

- After reading a two-page text, Matthew will write or use text to speech to produce a five-paragraph essay using complex sentences, text evidence, and correct grammar and score a three or higher on a four-point grade-level writing rubric on three trials quarterly recorded by the teacher.

Executive Functioning:

- Given instruction in task organization, Matthew will organize a complex task, including the materials needed, the steps to accomplish the task, and a time

frame in which to complete the task, using a student picked Task Organizing Tool, with 90% proficiency by the end of the IEP year.

EXAMPLES OF SERVICE TYPE, LOCATION, & FREQUENCY

Special Education Service	Location	Frequency
Language Arts	General Education	60 minutes per week
Executive Functioning Skills	Special Education	60 minutes monthly

EXAMPLES OF SDI STRATEGIES: 10TH GRADE STUDENT

Instructional Strategy	SDI that Supports the IEP Goal
The Think-Pair-Share strategy requires students to think individually about a topic or answer to a question and share answers with classmates.	After receiving the assignment and reading the text, Matthew will formulate ideas about his writing assignment. The teacher will facilitate a discussion with Matthew and a peer to help develop ideas, draw conclusions, and receive feedback.
The Direct Instruction approach is structured, sequenced, and led by the teacher.	The teacher will provide Matthew with direct instruction in using a graphic organizer, writing a claim, referencing a text, and revising his work.
With the Multiple Opportunities with Content approach, students will be provided with structures to varied approaches and strategies to develop and demonstrate their knowledge over time.	Matthew will receive multiple opportunities to practice and demonstrate his knowledge through writing an argumentative essay that includes a claim and counter claims with supporting evidence, transition words, and a conclusion with teacher support.

Instructional Strategy	SDI that Supports the IEP Goal
The Chunking Content strategy involves taking the content and breaking it down into smaller, more manageable pieces.	When Matthew is given a complex assignment, the teacher will teach him how to break the task into manageable steps and create a time frame to complete the assignment.

RESOURCES

The following is a list of resources previously mentioned that support the development of service time and specially designed instruction.

[The USBE SES SDI Manual](#)

[The USBE Special Education Services and Time Manual](#)

ACCOMMODATIONS AND MODIFICATIONS



ACCOMMODATIONS & MODIFICATIONS

The Reflective Framework for Individualized Education Program, depicted in the image above, has the central purpose of providing equitable access to grade-level content for students with disabilities. This purpose is supported by six surrounding components:

1. Present Levels of Academic Achievement and Functional Performance
2. Special Factors
3. Individualized Education Program Goals
4. Specially Designed Instruction and Service Time
5. Accommodations and Modifications
6. Transition

The purpose of this document is to review the requirements for accommodations and modifications, as well as to give specific examples of how to implement these requirements.

REQUIREMENTS

Requirements for accommodations and modifications are outlined in [the Utah State Board of Education's Special Education Rules](#). According to section III.J.2.e. the IEP must include:

“e. A statement of the special education and related services and supplementary aids and services (including assistive technology), based on peer-reviewed research to the extent practicable, to be provided to the student, or on behalf of the student, and a statement of the program modifications or supports for school personnel that will be provided to enable the student:

- (1) To advance appropriately toward attaining the annual goals;

(2) To be involved in and make progress in the grade-level general education curriculum, and to participate in extracurricular and other nonacademic activities; and

(3) To be educated and participate with other similar-aged students with disabilities and nondisabled students in the activities described in this section;”¹⁹

And, according to section III.J.2.g, the IEP must include a statement of:

“(1) Any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the student on all grade-level State- and LEA-wide assessments; and

(2) If the IEP Team determines that the student must take an alternate assessment instead of a particular regular State- or LEA-wide assessment of student achievement, a statement of why:

(a) The student cannot participate in the regular assessment; and

(b) The particular alternate assessment selected is appropriate for the student”²⁰

DEFINITIONS & PURPOSE

ACCOMMODATIONS

Accommodations are practices and procedures that provide equitable access during instruction and assessments for students with disabilities. Accommodations are intended to reduce or even eliminate the effects of a student’s disability without reducing learning expectations. Supports and accommodations should enable a student to advance appropriately toward attaining their annual IEP goals. This

¹⁹ Dickson, S. and Voorhies, L. (August 2020). Section III.J.2.e. In *Special Education Rules*. Utah State Board of Education. Retrieved from: <https://www.schools.utah.gov/file/0b19d648-9986-4629-8dd6-ba695707921c>

²⁰ Ibid III.J.2.g.

should include the student making progress in their grade-level general education curriculum, participating in extra-curricular activities, and being educated and participating in activities with other similar-aged non-disabled peers.

The most appropriate approach to determining accommodations is to focus on the students' identified needs to access their grade level instruction and curriculum. Typically, accommodations do not begin and end in school. Students who use accommodations may also need them at home, in the community, and, as they get older, in post-secondary education and at work. Accommodations for instruction and assessment are integrally intertwined. In the area of accommodations, more is not necessarily better, and providing students with accommodations that are not truly needed may have a negative impact on access to instruction and performance.

Accommodations provided for a student align with classroom instruction, classroom assessments, and local education agency (LEA) and state assessments. It is critical to note that although some accommodations may be appropriate for instructional use, they may not be appropriate for use on a standardized assessment because they may invalidate the construct of what is being assessed.

Instructional accommodations are generally grouped into four categories:²¹

- The **presentation** of materials or instruction (e.g., providing access to class reading materials through audiobooks, supplying a student with an enlarged print book, etc.).
- Different student **response** modes for completing assignments or activities (e.g., providing access to a pencil grip for writing, student writes a reading comprehension assignment through a speech to text app, communication board, etc.).
- Adjustments for **time and schedule** expectations (e.g., giving a student extended time on assignments, allowing student to come in to take a test at a different time, etc.).

²¹ U.S. Department of Education. (n.d.). *Standards and Assessment*. Retrieved June 23, 2022, from the U.S. Department of Education website: <https://www2.ed.gov/policy/speced/guid/nclb/standassguidance03.pdf>

- An alternate instructional **setting** or location is provided to meet individual needs (e.g., allowing a student to complete an assignment in a separate location).

MODIFICATIONS

Modifications are changes in instruction and assessment conditions that fundamentally alter learning expectations and test score interpretation and comparability. Modifications or alterations refer to practices that change, lower, or reduce learning expectations and can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level.

Providing modifications to students can be appropriate and necessary to help students gain access to grade level instruction and curriculum. Some modifications may have the unintended consequence of reducing a student's opportunity to learn critical content and can interfere with the curriculum sequencing strategy. This could later result in students having even greater gaps in prior knowledge that could adversely affect students throughout their educational career.

Examples of modifications include:

- Requiring a student to learn less material (e.g., fewer objectives, shorter units, or lessons).
- Altering the depth, breadth, and complexity of assignments or assessments (e.g., crossing out half of the response choices on a multiple-choice test so that a student only has to pick from two options instead of four, or changing the expectation of content for the student).
- Giving a student hints or clues to correct responses on assignments and tests.
- Providing a student with a tool/accommodation (e.g., spell-checker, calculator) for an instructional activity or assessment item when this tool changes the underlying skill or concept being taught or assessed.
- Allowing the use of an accommodation on an assessment that is not approved.

Below is a table of differences between accommodations and modifications:

ACCOMMODATION (Changes how the student learns)	MODIFICATION (Changes what the student learns)
Enlarged print book	Below grade-level book
Math manipulatives used during appropriate age and grade level assignment	Different math assignments with below grade-level and grade-level problems
Extra time to learn to play an instrument in music	May not require student to read music
Extra time to run laps in P.E.	Alternate cardiovascular activity from non-disabled peers

IMPLEMENTATION

INSTRUCTION

Recent and ongoing advances in technology are changing the ways in which a lot of accommodations may be provided instructionally. Some resources that once were available only as accommodations are now Universal Design for Learning (UDL) practices and tools available to all students. Teachers deliver effective instruction for all students through UDL and differentiated instruction. These teaching strategies provide different avenues for teaching and learning. Presentation of information, materials used, and learning activities are adjusted to meet students' strengths and needs. How students acquire content, make sense of ideas, and demonstrate knowledge are flexible so that all students within a classroom can learn regardless of differences in ability. A student with a disability should not be

removed from regular classrooms that are appropriate age and grade level solely because of needed modifications in the general education curriculum.²²

Accommodations and modifications are not based on the student's disability category. The student's IEP team selects individualized supports through information provided by teachers, parents, the student, and related service providers. The best place to document how and where accommodations and modifications need to occur would be in the PLAAFP. It is important to document what has been successful for the student with a disability, how accommodations and modifications have been implemented, along with any information that would help others successfully support this student. When instructional supports are outlined in the IEP, educators are required to provide them as defined. If a teacher, student, parent, or another member of the IEP were to determine if or when a student may use a modification or accommodation, it may be considered a unilateral decision and could lead to the denial of FAPE. For some students, accommodations and modifications are recommended for just one or two classes, subjects, or activities; for others, they are needed for all. It is federally mandated that educators do not withhold students with disabilities from participating in any curricular or extra-curricular events due to the accommodations and supports needed for them to actively participate.

CONSIDERATIONS

Individualized and effective supplementary aids, services, program modifications, or supports should align with the student's IEP and must be data-driven with a sound rationale. When considering accommodations and modifications it is important to ensure the following components all align and support the reasoning of the student's accommodations and modifications. The alignment should be clearly identified in the following sections of the IEP:

- Documentation in the students' PLAAFP section must include students' strengths and needs and where they will need the support provided

²² Dickson, S. and Voorhies, L. (August 2020). Section III. Q. In *Special Education Rules*. Utah State Board of Education. Retrieved from: <https://www.schools.utah.gov/file/0b19d648-9986-4629-8dd6-ba695707921c>

- IEP goals and specially designed instruction (SDI) needed to achieve grade-level content standards
- Academic, behavior and social barriers that interfere in learning
- Modalities (e.g., visual, auditory) that work best for the student
- Previous or current accommodations that have been successful or unsuccessful
- Challenges presented using the accommodation or modification
- Student recommendations, acceptance, and use of the accommodation or modification for program design
- Accommodations or modifications used in the home

FREQUENCY

When determining the frequency for accommodations and modifications as an IEP team, consider the following:

- What data supports the frequency of supplementary aids, services, and program modifications across settings (how, when, and why)?
- In what circumstances the student will need the accommodation(s) or modification(s)?
- Use caution when selecting “as needed.”
 - This opens the possibility for individual team members to decide whether a particular support is needed, thus making a unilateral decision.
 - If using “as needed,” specify which situations the support would be provided.
 - For example: “Access to speech-to-text when writing more than 1 paragraph—As Needed.”
- Consider using frequencies that are less open to interpretation, such as “daily.”

Accommodations and modifications should be evaluated on a regular basis and should not be an automatic continuation from year to year. At a minimum, these supports should be reconsidered annually during the IEP meeting. Teams should consider the continued need for the accommodation or modification, the effectiveness of the accommodation or modification, and the student’s input

regarding the accommodation or modification. Implementing accommodations and modifications that are no longer necessary can hinder a student's progress and success in their education and post-secondary life.

SUPPLEMENTARY AIDS & SERVICES IN NONACADEMIC & EXTRACURRICULAR ACTIVITIES

As a team, consider how your LEA/school supports students with disabilities to enable them to participate with their non-disabled peers in non-academic and extra-curricular activities to the maximum extent appropriate. Some considerations may include:

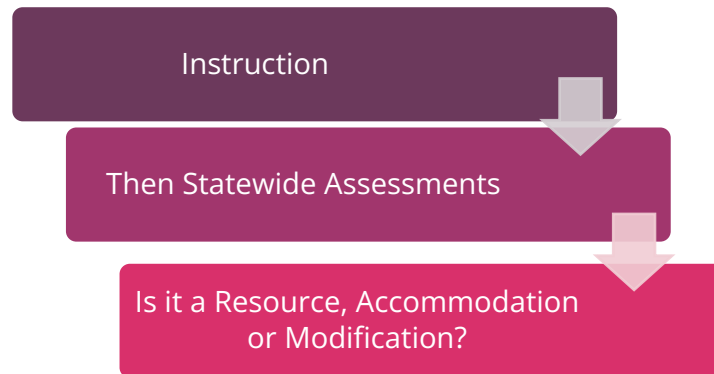
- Student's interests
- If accommodations provided in academic settings are needed in nonacademic and extracurricular activities
- Assistive technology in nonacademic and extracurricular activities
- Supports and scaffolding to students in nonacademic and extracurricular activities
- Support to classroom teachers on field trips
- Transportation to access nonacademic and extracurricular activities
- How to provide accommodations and modifications in nonacademic and extracurricular activities
- How to ensure that those implementing the IEP in nonacademic and extracurricular activities are aware of their duties
- How to include the student in all general education classroom activities with accommodations and modifications as appropriate

ASSESSMENTS

Necessary instructional accommodations are the first consideration for determining assessment accommodations. IEP teams need to identify the required accommodations that the student needs in the following order:

1. Instruction
2. Statewide assessment

3. Resource, accommodation, or modification



Federal and State laws require that all students enrolled in public schools are included in all general State and district-wide assessments with appropriate accommodations and alternate assessments, if necessary, as indicated in their respective IEP. “A State (or, in the case of a district-wide assessment, an LEA) must provide guidelines for the provision of appropriate accommodations. The State (or, in the case of a district-wide assessment, the LEAs) must have guidelines that identify only those accommodations for each assessment that do not invalidate the score; and instruct IEP teams to select, for each assessment, only those accommodations that do not invalidate the score.”²³

IEP teams must actively engage in a planning process that addresses:

- The need for accommodations to provide access to grade-level instruction and statewide assessments, and
- The use of alternate assessments for students with significant cognitive disabilities that require measurement of instructional achievement to be based on the alternate achievement standards, Essential Elements (EEs).

It is the responsibility of IEP teams to be familiar with the allowable and non-allowable accommodations for each LEA and statewide assessment. When a student’s instructional accommodation is not an allowable accommodation in a statewide assessment, it becomes a modification to the assessment and will alter

²³ 34 CFR § 300.160 and UCA 53E-5-202

the construct and validity of the student's score. If a student is administered a modified assessment, the student's score will not be compared to scores of like peers and will be counted as a non-participant and non-proficient test taker for state and federal reporting.

IEP teams should only use allowable accommodations on statewide assessments for the student's score to be comparable to their grade level peers' performance. However, the IEP team does have autonomy to determine that a student could participate with modifications, knowing that students' scores can now only be compared to their own performance.

IEP teams must determine if a student will participate in statewide and district assessments through standard administration, with accommodations, with modifications, or with an alternate assessment, which is documented in the IEP through the Assessment Addendum.

IEP teams can find specific information regarding all statewide assessments and their allowable accommodations in [the Utah's Participation and Accommodations Policy](#).

ALTERNATE ASSESSMENT PARTICIPATION

Alternate assessments are for students with the most significant cognitive disabilities who cannot participate in regular assessments, even with accommodations, as indicated in their IEPs. IEP teams must inform parents and provide a clear explanation of the differences between regular assessments based on grade-level academic achievement standards (Utah's Core Standards) and alternate assessments based on alternate academic achievement standards (Essential Elements). The information shared must include any effects of State and local policies on a student's education resulting from taking an alternate assessment, such as how participation in such assessments may delay or otherwise affect the student from completing the requirements for a regular high school diploma. Participating in an alternate assessment does not preclude a student with the most significant cognitive disabilities who takes an alternate assessment from attempting to complete the requirements for a regular high school diploma. The

criteria for participation in alternate assessments can be found in [the Alternate Assessment Participation Guidelines](#).

ASSESSMENT ADDENDUM

The assessment addendum outlines accommodations from the services, accommodations, program modifications, and support page to include what the student is using for instruction, LEA/school assessments, and statewide assessments. The IEP team will then determine if the student is participating in statewide assessment through the following options:

- Standard Administration (SA) embedded accessibility resources
- Participate with Accommodations (PA) accommodations vary for each assessment
- Participate with Modifications (PM) using non-allowable accommodation(s) which does not count toward participation and proficiency
- Participate in the Alternate Assessment (AA) based on Alternate Achievement Standards the Essential Elements

This is documented for each assessment the student is required to participate in based on their enrolled grade level.

If the student has a significant cognitive disability and will participate in alternate assessment(s), the IEP team must also answer each of the following questions with a yes, then the student may participate in the alternate assessment as determined by the IEP team.

- Does the student have a significant cognitive disability that significantly impacts their intellectual functioning and adaptive behavior?
- Does the student require extensive individualized, modified instruction and supports to achieve measurable gains?
- Is the student receiving the student's grade level instruction in the Utah Core Standards through the support of Utah's alternate achievement standards (i.e., The Essential Elements)?

After considering the questions above, the IEP team MUST provide a statement explaining why the student cannot participate in the regular assessment AND why

the alternate assessment is appropriate for the student (statement must contain both parts).

An example of such a statement is as follows:

[Student name] cannot participate in the regular assessment RISE because they have a significant cognitive disability that requires instructional support using the alternate achievement standards, therefore it is more appropriate for them to participate in the alternate assessment DLM (Dynamic Learning Maps).

For further guidance, see the [USBE Model Forms for Assessment Addendum - 6f](#).

EXAMPLES OF ACCOMMODATIONS & MODIFICATIONS

Teams must consider accommodations and modifications that are necessary to ensure that a student can appropriately advance towards their IEP goals and be involved and make progress in grade level curriculum. To accomplish this, the team may use the questions provided in the [Reflective Framework for IEP Development](#).

Case study examples using this framework have been provided below. Please note that these examples are intended to illustrate possible discussion topics across a variety of situations; discussions should be individualized based on the student's strengths and needs.

4TH GRADE STUDENT: SPECIFIC LEARNING DISABILITY

CURRENT PERFORMANCE & BASELINE DATA: 4TH GRADE STUDENT

Jill is a 4th grade student who has a specific learning disability in reading fluency. Jill has a strength in listening comprehension. She is able to process oral information, which allows her to comprehend teacher instructions, retain information she hears, understand material read aloud, and contribute to class discussions. Jill struggles with decoding grade-level words and reading with sufficient accuracy and fluency to support her comprehension. Her parents point out that she struggles to read

independently and is easily frustrated when given homework assignments that require reading grade-level texts. She enjoys it when her parents read a variety of books out loud with her. When read to, she makes predictions and adds thoughtful comments about the events and information from the story.

According to oral reading fluency assessments given over four weeks, Jill's currently reading independently at a 1st grade level: she can read 52 correct words per minute (CWPM) with 92% accuracy with a retell score of 20. At a 4th grade level, she reads an average of 24 CWPM with 65% accuracy with a retell score of 10. The spring benchmark for 4th grade is 115 CWPM with 98% accuracy, with a score of 33 for retell. Jill completed the LEA-wide reading benchmark assessment and scored in the "well below benchmark" range. Jill's lack of fluency due to her word-level reading difficulty makes it hard for her to retell what she reads. A possible relationship has been identified between her word level reading accuracy and oral reading fluency in observing Jill's reading patterns. Jill would benefit from additional phonemic awareness practice and instruction to increase her reading fluency to support her comprehension.

IMPACT OF THE DISABILITY: 4TH GRADE STUDENT

Jill's disability impedes her progress in the general curriculum. At this time, she does not read fluently and accurately and is unable to read and comprehend grade-level material in all academic areas independently. As a result, Jill has difficulty reading directions, worksheets, and completing assignments in a timely manner.

ANNUAL IEP GOAL EXAMPLE

- When given a 4th grade list of spoken words, Jill will pronounce, count, blend and segment single syllable words and add or substitute sounds to make new words, with no more than one error on three trials over a grading period.
- When given a list of twelve decodable words from one of the six syllable types (closed, vowel-consonant -e, open, vowel digraph, consonant -le, and r-controlled) Jill will read a word list of twelve words with no more than one error on four consecutive assessments.

- When given a 4th grade level oral reading fluency assessment, Jill will read with sufficient accuracy and fluency to support comprehension by reading 58 CWPM with 90% accuracy and a retell score of 20 by the end of the IEP year.

EXAMPLE OF SERVICE TYPE, LOCATION, & FREQUENCY

Special Education Service	Location	Frequency
Reading	General Education	120 minutes per week

EXAMPLES OF SDI STRATEGIES: 4TH GRADE STUDENT

Instructional Strategy	SDI – Instruction that Supports the IEP Goal
<p>Explicit Instruction provides a series of engaging instructional supports or scaffolds-first through the logical selection and sequencing of content, and then by breaking down that content into manageable instructional units based on students’ cognitive capabilities (Archer & Hughes, 2011).</p>	<p>When working with Jill on decoding skills, the teacher will teach Jill to tap out the individual sounds in words with four to five sounds, including digraphs and blends, and blend sounds to read whole words. The teacher will provide immediate error correction to ensure the student is practicing correct letter sounds and pronunciation.</p>
<p>The Dyad Reading strategy consists of two students, or a student and a teacher that share one text, sit side-by-side, and read together aloud. They follow the word smoothly with their fingers, keeping their eyes on the words and talk about the unknown words.</p>	<p>To increase Jill’s fluency skills, the teacher will implement the dyad reading strategy with Jill by pairing her with a paraeducator who can provide a model of correct reading intonation, pronunciation, tone, and expression of the reading selection.</p>

Instructional Strategy	SDI – Instruction that Supports the IEP Goal
The Choral Reading strategy is where a group or a whole class of students are reading aloud in unison. Choral reading helps build a student's fluency, self-confidence, and motivation.	When working with Jill and other students during reading practice, the teacher and students will read in unison to model correct intonation, pronunciation, tone, and expression of the reading selection to increase Jill's vocabulary and confidence.

IEP TEAM ACCOMMODATION DISCUSSION

The following are questions that the IEP discussed to determine appropriate accommodations for Jill and how often they would need to be utilized in order to meet the IEP goals.

- **What accommodations could be provided, tapping into a student's strengths, that would allow involvement in the general education class?**
 - What accommodations and modifications does Jill currently use?
 - Jill has been utilizing text-to-speech accommodation when class work and assignments are on a digital platform.
 - She uses human read aloud for class work and assignments that are not on a digital platform.
- **What data supports the frequency of supplementary aids, services, and program modifications across settings (how, when, and why)?**
 - Was assistive technology considered as a special factor by Jill's IEP team?
 - Yes, Jill's IEP team considered assistive technology as a special factor.
 - They determined that Jill requires text-to-speech accommodation in all academic areas.
 - They also determined she would need this technology at home to complete homework assignments.
 - The LEA's AT team agreed to provide Jill with a laptop to take home and train Jill and her parents in how to use the technology.

- **What input has the general education teacher provided about the interventions and support available for the student in the general education setting?**
 - The team discussed adding the use of extended time as an accommodation due to Jill’s difficulty reading directions, worksheets and completing assignments in a timely manner.
 - Jill’s general education teacher brought up that the use of the text-to-speech and read aloud accommodation may result in needing more time to complete assignments and possibly assessments, the team agreed.
- **How has “as needed” under frequency been documented, how will it be determined, and how will it be communicated to service providers?**
 - Is there times Jill should not be able to utilize an accommodation?
 - The team discussed whether extended time is needed on in-class assignments, group work, homework, assessments, and how much extended time is appropriate.
 - They also discussed how this accommodation would be communicated to each of her content teachers.
 - If Jill is working on an assignment or assessment that is measuring her reading fluency, extended time should not be allowed.

DETERMINATION OF APPROPRIATE ACCOMMODATIONS

After discussing Jill’s present levels and her strengths and needs, the IEP team determined which accommodations are appropriate, and when and how often they would be needed to support Jill in progressing towards her goals.

These accommodations are listed in the table below:

Accommodation, Modification, Support, Supplementary Aid, or Service	Frequency
Text-to-speech	Daily

Accommodation, Modification, Support, Supplementary Aid, or Service	Frequency
Read aloud (when text-to-speech is not available)	Daily
Extended time for assignments	Daily
Extended time for assessments (double the amount of time)	Daily

DETERMINATION OF ASSESSMENT ACCOMMODATIONS

Based on the accommodations Jill will be utilizing in academic, non-academic, and extra-curricular settings, the team then determined that the following accommodations would need to be available for Jill on standardized assessments:

- **LEA Selected Assessments**
 - Acadience Reading—Standard Administration (SA)
 - Acadience Math—Standard Administration (SA)
 - Extended time and text-to-speech are not allowable accommodations for Acadience Reading and Math.
 - If used on these assessments, the assessment becomes modified, and the score cannot be reported.
 - Note: Acadience Reading and Math assessments in grade 4 are not required by the State; that is why this is listed under the LEA selected assessments section.
- **Statewide Assessments**
 - RISE—Standard Administration (SA)
 - The test is not timed, all students are allowed the amount of time they individually need to complete the test.
 - Text-to-speech is an embedded resource in the test for all students where applicable.
 - Where text-to-speech is not available, it is not allowed.

7TH GRADE STUDENT: SIGNIFICANT COGNITIVE DISABILITY

Sophie is a 7th grade student with a significant cognitive disability and approximately 85% of her math instruction is provided through small groups with three to four other students. Sophie's parents indicate that Sophie uses eye gaze at home as her primary mode of communication and would love to see Sophie increasing her use of eye gaze during instruction. Sophie has been receiving explicit instruction with number sense vocabulary and demonstrates that she can use eye gaze or gestures to match or identify groups of up to five tangible objects representing "more" and "less" in 8/20 (40%) opportunities. Sophie non-verbally matches or identifies the meaning of "same" or "equal" with 98% accuracy when provided with visual or tactile groups of objects or items. Sophie has also been working on geometry vocabulary and demonstrates the ability to identify basic geometrical shapes (i.e., square, triangle, circle) with 95% accuracy when using picture representations of those shapes. She has also been working on generalizing her ability to recognize shapes to items in her environment. Sophie is currently able to generalize shapes to real objects in 12/25 opportunities when the real item is paired with the visual item.

Although Sophie identifies "more" and "less" with approximately 40% accuracy, she still needs to build that academic language to a point where she can be proficient with that terminology. Sophie really benefits from integrating math concepts with vocabulary. Vocabulary like "more" and "less" is also used to integrate Sophie's number sense and knowledge of geometric shapes. Sophie currently identifies through pointing and gesturing to numbers up to 10 with 78% accuracy but identifies numbers 1-5 with 100% accuracy. During instruction, numbers (1-5) or shapes (square, circle, or triangle) that she is known to be proficient in are often used to practice or teach the concepts of "more" and "less." Once Sophie identifies "more" and "less" with more accuracy, she will then need to be able to classify, group, or pair items together based on whether the characteristics are "same/equal" or "more/less."

Based on the Personal Preference Indicators assessment completed with Sophie's parents on 3/20/22, Sophie enjoys being around people and lively activities. She enjoys being outside, swimming, listening to music, playing with her dog, and

watching videos of animals. She does not like being left alone and will gesture when she wants attention. Sophie makes food choices by pointing but does not currently make choices about what she wears or watches on her iPad. Life Skills Assessment: Self Reliance, completed with her parents on 3/15/22, indicates that Sophie can recognize pictures of items she wants to play with but is not consistently making choices in her environment. She is flexible and can move from one activity to the next easily. She is currently not using a switch or communication device for communication or choice-making at school or home. For Sophie to be more self-determined, she needs to be able to make consistent choices and indicate her wants and needs.

IMPACT OF THE DISABILITY: 7TH GRADE STUDENT

Sophie's disability impacts her ability to demonstrate a functional understanding of how math is used in the real world, and her ability to access the general education curriculum. Numbers, shapes, and visual/tangible manipulatives used in math are simply a representation of something else. For math concepts to be meaningful for Sophie, she needs to be able to develop language skills with math so she can group, categorize, and compare numbers, shapes, and manipulatives in a functional way.

ANNUAL IEP GOAL EXAMPLE

When given real objects and corresponding shapes, Sophie will be able to match the object and the attribute of a shape by pointing to or looking at it (e.g., match a clock with an attribute of a circle, or a book with an attribute of a square) in 15 out of 15 opportunities.

Benchmarks:

- When given real objects and corresponding shapes, Sophie will be able to match the object and the attribute of a shape by pointing to or looking at it (e.g., match a clock with a circle, or a book with a square) in 8 out of 15 opportunities.
- When given real objects and corresponding shapes, Sophie will be able to match the object and the attribute of a shape by pointing to or looking at it (e.g., match a clock with a circle, or a book with a square) in 12 out of 15 opportunities.

EXAMPLE OF SERVICE TYPE, LOCATION, & FREQUENCY

Special Education Service	Location	Frequency
Math	Special Education	45 minutes daily

EXAMPLES OF SDI STRATEGIES: 7TH GRADE STUDENT

Instructional Strategy	SDI – Instruction that Supports the IEP Goal
The Discrete Trial Teaching strategy is a one-to-one instructional approach used to teach skills in a planned, controlled, and systematic manner.	In a one-on-one session, Sophie’s teacher will present Sophie with a series of structured trials to practice matching two-dimensional shapes with three-dimensional objects.
The Prompt Hierarchy strategy involves establishing a sequence of instructional prompts ordered by the level of intrusiveness of the prompt (from least-to-most intrusive, or most-to-least intrusive).	The teacher will develop a prompt hierarchy, sequenced from least intrusive to most intrusive, to support Sophie in matching shapes. When given the opportunity to match, Sophie will first be given a few seconds to do so independently, followed by the next prompt in the hierarchy (e.g., gesture, modeling, partial physical guidance) until she is able to complete the task.
The Naturalistic Teaching strategy involves embedding opportunities to practice the skill in daily routines and interest-based activities.	The teacher will incorporate opportunities to match a shape cutout with a real object during a variety of natural opportunities in routines across the day. For example, at lunch, Sophie’s teacher will add shape cutouts to a cafeteria tray so Sophie can place the cookie on the circle, the juice box on the rectangle, and so forth.

IEP TEAM ACCOMMODATION DISCUSSION

The following are questions that the IEP discussed to determine appropriate accommodations for Sophie and how often they would need to be utilized in order to meet the IEP goals.

- **What input has the team, including the parent and student, discussed about accommodations and modifications that have worked for the student in making progress toward the annual goals?**
 - How is the team explicitly defining accommodations or modifications, and how and when they will be used (e.g., accommodations for assessment align to what is being used in daily instruction)?
 - Sophie’s team discussed her current use of eye gaze, pointing and gestures for communication and alternate response.
 - The team also reviewed that she is a student with a significant cognitive disability and will continue to be instructed through the support of the alternate academic achievement standards.
 - Sophie’s IEP team considered assistive technology as a special factor.
 - They determined that Sophie requires a picture communication system.
 - They also determined she would need this technology at home.
 - Parents will be provided with training in the picture exchange communication system.
- **What input about the student is being considered in program design?**
 - Sophie’s IEP team reviewed current data and shared that due to her communication methods she should be given:
 - Extended time on assignments and assessments,
 - Two to three choices for indicating answers so she can look at or point to the correct item, and
 - A picture communication system to make selections.
 - Sophie also needs text-to-speech or read aloud by a peer or an adult for relevant text (i.e., math word problems, instructions.)
- **What data supports the frequency of supplementary aids, services, and program modifications across settings (how, when, and why)?**
 - The team discussed if wait time for responses is needed during instruction and assessments for Sophie.

- They also discussed how this accommodation would be communicated to each of her teachers.

DETERMINATION OF APPROPRIATE ACCOMMODATIONS

After discussing Sophie’s present levels and her strengths and needs, the IEP team determined which accommodations are appropriate, and when and how often they would be needed to support Sophie in progressing towards her goals.

These accommodations are listed in the table below:

Accommodation, Modification, Support, Supplementary Aid, or Service	Frequency
Alternate response (e.g., eye gaze, gestures, pointing)	Daily
2 - 3 choice options	Daily
Text-to-speech or read aloud by peer or adult for relevant text	Daily
Wait time for responses	Daily
Picture communication system	Daily

DETERMINATION OF ASSESSMENT ACCOMMODATION

The IEP team discussed the following questions before determining that Sophie would better demonstrate her grade level knowledge and measure her academic achievement by participating in the Alternate Assessment.

- Does the student have a significant cognitive disability that significantly impacts their intellectual functioning and adaptive behavior?
 - Yes
- Does the student require extensive individualized, modified instruction and supports to achieve measurable gains?
 - Yes

- Is the student receiving the student’s grade level instruction in the Utah Core Standards through the support of Utah’s alternate achievement standards (i.e., The Essential Elements)?
 - Yes

Since the answers to these questions were all “yes,” Sophie can participate in the alternate assessment and the IEP team determined that would be most appropriate.

The IEP team then provided a statement explaining why Sophie cannot participate in the regular assessment AND why the alternate assessment is appropriate for Sophie:

- Sophie cannot participate in the regular assessment, RISE, because she has a significant cognitive disability that requires instructional support using the alternate achievement standards, Essential Elements, therefore, it is more appropriate for Sophie to participate in the alternate assessment, DLM.

Based on the accommodations Sophie will be utilizing in academic, non-academic, and extra-curricular settings, the team then determined that the following accommodations would need to be available for Sophie on standardized assessments:

- **Statewide Assessment**
 - Dynamic Learning Maps (DLM): Participate in the Alternate Assessment (PAA) based on Alternate Achievement Standards the Essential Elements
 - DLM allows for a great deal of flexibility in allowed accessibility supports.
 - All of Sophie’s accommodations outlined are considered accessibility supports not accommodations for DLM.

10TH GRADE STUDENT: OTHER HEALTH IMPAIRMENT

CURRENT PERFORMANCE & BASELINE DATA: 10TH GRADE STUDENT

Matthew is a 10th grade student who has been diagnosed with anxiety and attention deficit disorder. Matthew does well in math, science, engineering, and art. Matthew likes working with his hands and building things. He can write one to two short paragraphs with simple sentences with no introduction or conclusion.

According to the BASC 3 checklist completed by his mother and English teacher last month, Matthew scores in the clinically significant range for Internalizing Behaviors, such as anxiety. His teacher observes that when Matthew is anxious, he will fidget with something on his desk, look around the room, or scribble on his paper. Matthew's mother notes that he can sit at the kitchen counter for over an hour and not write anything.

Matthew's average test score in English is 67%. His reading scores show he reads at an 11th grade level. Over the last four weeks, Matthew was given three curriculum-based writing assessments. He was asked to read a two-page text and then write a five-paragraph opinion essay. According to the writing rubric, his overall score was 65% on the first assessment, 72% on the second, and 55% on the third. Matthew has difficulty generating ideas, writing complex sentences, relating his sentences back to the text, and using correct grammar. When given a complex writing task, Matthew exhibits behaviors that may suggest an increase in anxiety.

In reviewing Matthew's academic patterns, a cyclical connection has been made between anxiety and executive function. Difficulty with executive functioning increases his anxiety, which results in an inability to begin or complete task demands. Matthew currently responds well to breaking large tasks into smaller, more manageable pieces. He could benefit from using a graphic organizer to guide his writing process.

Matthew is currently employed part-time at his uncle's law firm. Based on information from a 2/5/21 workplace interview with Matthew and his uncle, Matthew has demonstrated strengths in the workplace in answering the telephone and filing various legal documents. Based on the Your Future Interest Profiler Inventory from 12/16/20 and an Informal Student Interview, Matthew demonstrates a strong interest in becoming a high school teacher. Based on results from the 1/23/21 Self-Determination Checklist, Matthew can participate in his IEP meetings and express his interests and preferences. Based on student work samples and

opportunities for classroom presentations, Matthew can access the computer by logging in and typing terms in the search bar for research with 100% accuracy. Matthew can determine which links to access when a list is generated by the search 20% of the time independently. This difficulty with accessing research impacts Matthew's ability to obtain information on employment opportunities and colleges. It will affect his ability to conduct research information for college coursework when Matthew attends college. Matthew needs to be able to access research with 90% accuracy independently.

IMPACT OF THE DISABILITY: 10TH GRADE STUDENT

Matthew's disability inhibits his progress in the general curriculum. He has difficulty with written expression and completing his English assignments. Matthew often does not turn in his writing assignments because he either has not started them or they are incomplete. When given prompts and encouragement, he can write simple, short sentences, but he does not expand his writing to multiple paragraphs as required for 10th grade standards.

ANNUAL IEP GOAL EXAMPLE

Language Arts:

- After reading a two-page text, Matthew will write or use text to speech to produce a five-paragraph essay using complex sentences, text evidence, and correct grammar and score a three or higher on a four-point grade-level writing rubric on three trials quarterly recorded by the teacher.

Executive Functioning:

- Given instruction in task organization, Matthew will organize a complex task, including the materials needed, the steps to accomplish the task, and a time frame in which to complete the task, using a student picked Task Organizing Tool, with 90% proficiency by the end of the IEP year.

EXAMPLE OF SERVICE TYPE, LOCATION, & FREQUENCY

Special Education Service	Location	Frequency
Language Arts	General Education	60 minutes per week
Executive Functioning Skills	Special Education	60 minutes monthly

EXAMPLES OF SDI STRATEGIES: 10TH GRADE STUDENT

Instructional Strategy	SDI – Instruction that Supports the IEP Goal
The Think-Pair-Share strategy requires students to think individually about a topic or answer to a question and share answers with classmates.	After receiving the assignment and reading the text, Matthew will formulate ideas about his writing assignment. The teacher will facilitate a discussion with Matthew and a peer to help develop ideas, draw conclusions, and receive feedback.
The Direct Instruction approach is structured, sequenced, and led by the teacher.	The teacher will provide Matthew with direct instruction in using a graphic organizer, writing complex sentences, referencing a text, and revising his work.
With the Multiple Opportunities with Content approach, students will be provided with structures to varied approaches and strategies to develop and demonstrate their knowledge over time.	Matthew will receive multiple opportunities to practice and demonstrate his knowledge through writing two, three, and four paragraph essays that include an introduction, complex sentences, transition words, and a conclusion with teacher support.
The Chunking Content strategy involves taking the content and breaking it down into smaller, more manageable pieces.	When Matthew is given a five-paragraph essay to compose, the teacher will teach him how to break the task into manageable steps and create a time frame to complete the assignment.

IEP TEAM ACCOMMODATION DISCUSSION

The following are questions that the IEP discussed to determine appropriate accommodations for Matthew and how often they would need to be utilized in order to meet the IEP goals.

- **What input from the student is being considered in program design?**
 - Matthew discussed with his IEP team that he responds well to breaking large tasks into more manageable pieces.
 - Matthew fidgets with things on his desk when experiencing anxiety, giving him a socially appropriate fidget was also discussed with the IEP team.
- **What accommodations could be provided, tapping into the students' strengths, that would allow involvement in the general education class?**
 - Matthew's IEP team discussed that he could benefit from using a graphic organizer to guide his writing process.
 - Alternate modes (other than writing) for demonstrating knowledge will help reduce anxiety while giving him the opportunity to participate in instruction and assessment.
 - The team discussed access to a school counselor to help with anxiety.
 - The team also discussed that because of Matthew's Attention Deficit Disorder he would benefit from extended time for assignments and assessments.
 - They determined that Mathew requires a speech-to-text and word prediction accommodation for complex writing assignments.
 - They also determined he would need this technology at home to complete homework assignments.
 - The LEA's AT team agreed to provide Matthew with a laptop and access to speech-to-text and word prediction software.
- **How are the supplementary aids, services, and program modifications being addressed across settings to ensure student access and involvement?**
 - When Matthew is participating in a standardized assessment, he will be limited in using various methods of demonstrating knowledge.

After discussing Matthew’s present levels and his strengths and needs, the IEP team determined what accommodations are appropriate, and when and how often they would be needed to support Matthew in progressing towards his goals.

These accommodations are listed in the table below:

Accommodation, Modification, Support, Supplementary Aid, or Service	Frequency
Extended time for assignments	Daily
Extended time for assessments (one and half time)	Daily
Use of Graphic Organizers	Daily
Fidgets (small non-distracting item)	Daily
Alternate methods for completing complex writing assignments (e.g., speech-to-text, predictive text, and verbal responses)	Daily
Access to the school counselor	Weekly

DETERMINATION OF ASSESSMENT ACCOMMODATION

Based on the accommodations Matthew will be utilizing in academic, non-academic, and extra-curricular settings, the team then determined that the following accommodations would need to be available for Matthew on standardized assessments:

- **Statewide Assessment**
 - Utah Aspire Plus: Participate with Accommodations (PA)
 - Extended time is an allowable accommodation but will need to be set at 1.5-time, double-time, or triple time.
 - This should match what was outlined for extended instructional time.
 - Graphic organizers are not allowed for assessment.

- Matthew can replicate a graphic organizer on a blank sheet of paper.
- Fidgets are allowed if they are not distracting to other students.
- Utah Aspire Plus does not assess writing.
 - Matthew could use scribe/speech to text if necessary.

RESOURCES

The following is a list of resources previously mentioned that support the development and determination of accommodations and modifications.

[Utah's Participation and Accommodations Policy](#)

[Alternate Assessment Participation Guidelines](#)

[USBE Model Forms Assessment Addendum - 6f](#)

PRESCHOOL TO POSTSECONDARY TRANSITION



TRANSITION

The Reflective Framework for Individualized Education Program, depicted in the image above, has the central purpose of providing equitable access to grade-level content for students with disabilities. This purpose is supported by six surrounding components:

1. Present Levels of Academic Achievement and Functional Performance
2. Special Factors
3. Individualized Education Program Goals
4. Specially Designed Instruction and Service Time
5. Accommodations and Modifications
6. Transition

The purpose of this document is to review the requirements for transition between preschool to kindergarten and postsecondary, as well as to give specific examples of how to implement these requirements.

IMPORTANCE OF TRANSITION FOR ALL STUDENTS WITH DISABILITIES

Within the Individuals with Disabilities Education Act (IDEA) there are regulations set forth for two formal transitions that may occur in a student's educational career. Preschool transition refers to the transition between early intervention services (see IDEA Part C) and special education preschool services (see IDEA Part B). Postsecondary transition refers to the transition between secondary schools and postschool success with an emphasis on education and training, employment and, when appropriate, independent living. Both types of transitions are critical to the educational success of students with disabilities.

The first purpose of the IDEA is to ensure that students have access to a free appropriate public education (FAPE) that emphasizes special education and related services, "as specified on an individualized education program (IEP) designed to meet their unique needs and prepare them for further education, employment, and independent living." Therefore, transition is not just one point in time but is a

pathway to “further education, employment, and independent living.” A smooth transition from early intervention is the beginning of an ongoing process of assessing strengths and needs that will eventually lead to successful postsecondary transition. Every IEP that is developed and service that is provided has the potential to determine future successes for students with disabilities by furthering their education, having the student become competitively employed and ultimately increase their independent living skills.

Transitions for students with disabilities is a process that focuses on all aspects of special education. This section of the framework outlines how transition IEPs are developed to support a student’s plan for future education and training, employment, and when appropriate, independent living.

Figure 1, below, visualizes the relationship among Early Intervention Services and the Individualized Family Service Plan (IFSP), Preschool Services and the Individualized Education Program (IEP), and Postsecondary Transition and the IEP and Transition Plan.

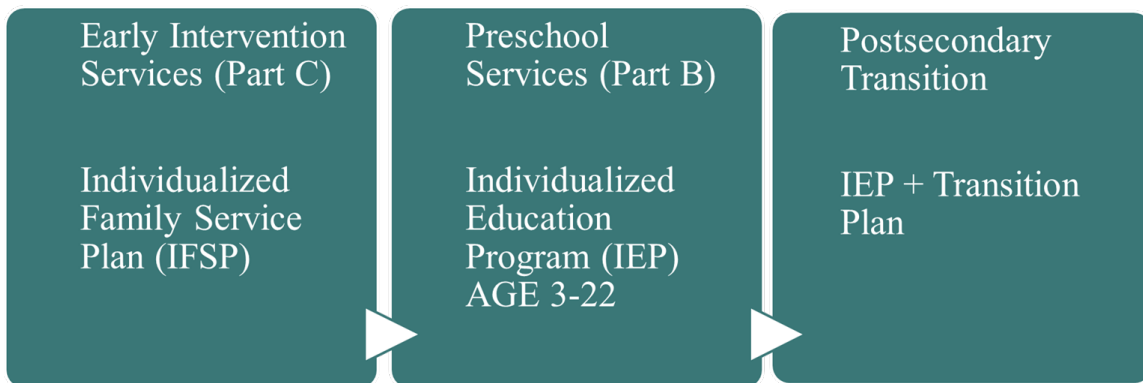


Figure 1: Relationship Among Transition Services

REQUIREMENTS OF PRESCHOOL & POSTSECONDARY TRANSITION

Transition requirements effect two stages of special education: preschool and post-secondary.

Requirements for transition from early intervention to special education preschool (see also Parts C and B of the IDEA) are outlined the Utah State Board of Education Special Education Rules. According to section VII.A, “At the beginning of each school year, each local education agency (LEA) must have an individualized education program (IEP) in effect for each student with a disability, ages 3 through 5, within its jurisdiction.”²⁴

This means that:

“b. By the eligible student’s third birthday, an IEP has been developed and is being implemented for the student;

c. If a student’s third birthday occurs after the end of the school year, the student’s IEP Team shall determine the date in the next school year when services under the IEP will begin, except that the IEP Team may determine that extended school year services are needed outside the school year;”²⁵

Additionally, when “developing the IEP for a student with a disability age 3 through 5 (or at the discretion of the LEA, a two-year-old student with a disability who will turn age three during the school year), the IEP Team must consider the contents of an Individualized family Service Plan (IFSP) that contains the natural environments statement and an educational component that promotes school readiness and incorporates pre-literacy, language, and numeracy skills.”²⁶

Section VII.A also states, that “In the case of a student who was previously served under Part C of the IDEA, an invitation to the initial IEP meeting must, at the request of the parent, be sent to the Part C service coordinator or other representatives of the Part C system to assist with the smooth transition of services.”²⁷

²⁴ Dickson, S. and Voorhies, L. (August 2020). Section VII.A. In *Special Education Rules*. Utah State Board of Education. Retrieved from: <https://www.schools.utah.gov/file/0b19d648-9986-4629-8dd6-ba695707921c>

²⁵ Ibid.

²⁶ Ibid.

²⁷ Ibid.

Postsecondary transition is outlined in USBE Rules III.J. and VII.B. These requirements can be summarized as follows:²⁸

1. A student must be invited to the IEP meeting when transition is a purpose of the meeting
2. Transition Assessments must be conducted
3. Postsecondary goals must be developed based on the transition assessments for education and training, employment, and when appropriate, independent living.
4. Transition services must be identified that will reasonably enable the student to reach their postsecondary goals.
5. A transition plan must include an “annual IEP goal related to the student’s transition services needs” (see [Annual Performance Report \(APR\) Measurement Table](#)).
6. If appropriate, obtain written consent from the parent and invite participating agencies who may be paying for or providing transition services.
7. A multi-year course of study must be developed to assist the student in reaching their postsecondary goals.

IMPLEMENTATION

PRESCHOOL TRANSITION

As stated above, Part C of the IDEA outlines the rules and requirements for identifying and serving children with disabilities ages birth to age 2. In Utah, Part C is administered by the Baby Watch Early Intervention Program (BWEIP), within the Utah Department of Health and Human Services (DHHS). Part C services are provided by contracted early intervention agencies and are often referred to as early intervention services. These services are outlined in the child’s IFSP.

EARLY INTERVENTION TO PRESCHOOL TRANSITION: OVERVIEW

²⁸ Ibid. Sections III.J. and VII.B.

Transitioning from early intervention to special education preschool services is the process of transitioning from an IFSP to an IEP. An IFSP focuses on the child and family. Services are typically provided in the home or community. An IEP focuses on special education and related services provided in a school environment.

The school district where the child resides has the Child Find responsibility for completing the transition process for a child receiving Part C early intervention services residing within district boundaries. The process begins with a transition planning conference scheduled by the Part C early intervention agency at least three months before the child’s third birthday. A representative from the school district where the child resides attends the transition planning conference. At this planning conference, the representative will meet the family, discuss the Part B special education eligibility process, and identify potential areas to assess for special education eligibility.

Prior to this initial evaluation for special education, parent consent for assessment is obtained. The evaluation is completed within 45 school days of receiving parent consent or prior to the child’s third birthday, whichever is first. If the child is found eligible for Part B special education services, an IEP is developed and implemented by the child’s third birthday. When developing the IEP, the team must consider the contents of the IFSP. Documenting contents of the IFSP in the present levels of academic achievement and functional performance (PLAAFP) section on the IEP ensures continuity in transition.

Table 1: Comparison between ISFP and IEP

Individualized Family Service Plan (IFSP)	Individualized Education Program (IEP)
Focuses on child and family	Focuses on special education and related services
Generally provided in the home or community setting	Provided in the school setting

Individualized Family Service Plan (IFSP)	Individualized Education Program (IEP)
Child and family outcomes are based on family routines	Student needs based on ability to access general education curriculum
Families play an active role in the provision of services	Families are active and critical members of the team, but the school is responsible for providing the services

COMPARISON BETWEEN AN IFSP & AN IEP

Table 1 above provides a comparison between the IFSP and the IEP. The IFSP and the IEP differ in a few significant ways.

The IFSP:

- Focuses on child and family
- Generally, provides services in the home or community setting
- Child and family outcomes are based on family routines
- Families play an active role in the provision of services

Whereas the IEP:

- Focuses on special education and related services
- Provides services in the school setting
- Student needs based on ability to access general education curriculum
- Families are active and critical members of the team, but the school is responsible for providing the services

Because IFSP outcomes focus on child and family needs that are based in family routines, this means the IFSP can include both child and family goals. In contrast, the IEP contains measurable annual goals that are specific to an individual student’s identified educational needs. This means the IEP only contains student goals. However, the IFSP can assist teams in determining areas to assess for Part B eligibility as well as possible IEP goals.

Although the IEP focuses on the individual student's needs, rather than the needs of the family, including the family in the development of the IEP can assist in the transition process from Part C and improve the family's experience in the IEP process. For example, by utilizing parent interviews as part of the Part B eligibility and IEP process, IEP teams can engage families and generate better IEP goals for students.

Table 2: Examples of IFSP Outcomes and IEP Goals

IFSP Outcomes Examples	IEP Goal Examples (Based on the IFSP Outcome Examples)
Lily will hold her own fishing pole for 5 minutes when she goes fishing with her family for two trips in a row.	When presented with a model of three writing strokes (vertical line, horizontal line, and circle), Lily will write on the provided model, copying the writing strokes and staying on the model lines, in four out of five trials.
Walker will greet his friends with a gesture or word while attending story time at the library for 3 story time trips in a row.	When entering the preschool classroom, Walker will independently greet friends with a greeting (hi, hello) and the friend's first name in 8 out of 10 opportunities for 4 consecutive weeks as measured by classroom observations.

POSTSECONDARY TRANSITION PLAN

As part of the IEP, during the student's 14th year, a transition plan must be put in place for all students with disabilities. This plan will then be updated annually until the student exits the special education program. Below are requirements and ways of implementation to build a transition plan.

REQUIRED COMPONENTS OF POSTSECONDARY TRANSITION PLANS

There are many components of a post-secondary transition plan. Each component aligns with requirements from the USBE Rules.

Transition plans are to be developed along with the IEP at the latest, during the student's 14th year. Below is a list the required components for all transition plans:

- Transition Assessment
- Inviting the student to the IEP
- Measurable postsecondary goals in education/training, employment, and independent living
- Transition Services
- Courses of Study
- Agency participation
- Annual IEP Goals

The following sections outline and describe each of these components.

TRANSITION ASSESSMENT

The transition assessment is the foundation of a quality transition plan. The Division on Career Development and Transition (DCDT) defines transition assessment as "the ongoing process of collecting data on the individual's strengths, needs, preferences, and interests as they relate to the demands of current and future working, educational, living, personal, and social environments. Assessment data serves as the common thread in the transition process and forms the basis for defining goals and services to be included in the Individualized Education Program (IEP)."²⁹ Assessment helps identify gaps in student skills and needs for individualized transition services. For this reason, quality transition assessment should be aligned to the PLAAFP (see Annual IEP Goal section for further guidance).

Transition assessments are important to developing a quality transition plan because they:

²⁹ See pages 70-71 of P.L. Sitlington, D. A. Neubert, & P.J. Leconte, (1997), Transition assessment: The position of the Division on Career Development and Transition, *Career Development for Exceptional Individuals*, 20(1), 69-79.

- Help the student and their IEP team identify postsecondary goals (PSG) in education/training, employment, and independent living
- Inform the development of the student’s transition services
- Support the student’s choice in the development of courses of study
- Help the team set annual IEP goal(s) related to transition
- Offer insight on the need for involvement of other agencies
- Provide information regarding graduation and post-high options
- Help students make a connection between their IEP and their post-school ambitions

Choosing appropriate assessments, therefore, is a critical component of the transition plan (see [USBE SES Age Appropriate Transition Assessments](#)). As such, the process of choosing the appropriate assessment should be one that is student-centered, ongoing, and comprehensive. Selecting the right assessment for each student involves getting to know the student and becoming familiar with transition assessments more broadly. Additionally, to better support the foundational components of a quality transition assessment, it is recommended that an assessment of self-determination/self-advocacy skills be included as part of the overall assessment process.

As teams work to choose appropriate assessments, they will want to discuss the student’s unique talents and interests with them as well as what they want for their future. According to Morgan and Riesen, although it is critical that “the student should drive the process and decision-making” around their future goals, including “the perspectives of several stakeholders” who know and interact with the student can still be useful when trying to select the appropriate assessment.³⁰ That said, ultimately assessments should be selected based on the student’s vision of what they will accomplish in adult life. If the student is yet to develop a vision for life after school, an assessment can be chosen to help the student create it.

Choosing the best assessment can be done, first by identifying and collecting the information that will best help the student develop their transition plan. And

³⁰ Morgan, R. L., & Riesen, T., (2016), *Promoting Successful Transition to Adulthood for Students with Disabilities*, New York: Guilford Publications, p. 84.

second, by becoming familiar with the different types of transition assessments and their characteristics using the four transition assessment domains:

- Employment/Career Interests
- College Readiness/Postsecondary Training
- Self-Determination/Self-Advocacy
- Independent Living/Adult Living Skills

The student will want to have a variety of people providing input as they familiarize themselves with the assessment domains including their parents, special education teacher, school counselor, Vocational Rehabilitation Counselor, English Teacher, Career and Technical Education (CTE) teacher, and the Pre-Employment Transition Services Provider that works with them.

Regular and effective communication is critical to this process, so it is best practice to put a clearly defined system of communication in place before it begins. Clear communication means that the IEP team members and other stakeholders should not only understand the purpose of transition assessment, but what they are being asked to contribute as well as when and how. For example, providing multiple formats (e.g., interviews, google forms, email) for team members to offer input, and to share and to collect information will ensure all stakeholders are heard.

As teams assess the strengths, skills, needs, and preferences of the student, the team should be aware of the options that exist in the student's community for further education, training, and employment. When conducting assessments, the team should determine whether the student would require both short-term and long-term support in achieving their postsecondary goals. Once these skills have been identified, team members can also observe where and what skills the student is already most successful at and give insight into what resources the student may access to help enable their success.

Finally, to ensure alignment between transition assessment and PLAAFP goals, a clear transition PLAAFP could be included in the IEP. A quality transition PLAAFP should highlight the student's strengths, preferences, interests, and needs as they relate to the student's future employment, further education/training, and independent living. The PLAAFP should indicate the student's functional

performance and gaps in functional skills needed to successfully reach their postsecondary goals. The functional skills to address in the PLAAFP could include the following:

- Self-determination skills
- Disability awareness
- Executive functioning
- Social and communication skills
- Adult living skills,
- Technology skills
- Mobility
- Time management
- Task completion
- Self-helps skills.

Once a Transition PLAAFP has been developed, it should include an annually updated summary of the student's transition assessment findings, including data and an impact statement.

STUDENT INVITATION

The invitation of the student to attend their IEP meeting provides the opportunity for them to fully participate in the process of developing their transition plan by leading their own IEP and creating their own postsecondary goals (PSGs). If the student is invited but does not attend the meeting, the LEA must take other steps to ensure that the student's preferences and interests are considered.

The process of including students in their IEP meeting should begin as early as possible so that students can learn to be their own advocates, and to understand and articulate their strengths, preferences, interests, and needs. Students should be provided multiple opportunities to develop presentations and practice delivering them before they are asked to guide their IEP meeting. Collaborating with general education teachers and counselors to help students engage and practice these skills can help build confidence and increase motivation. Having the student start with selected portions of the IEP meeting is a strategy used to help them actively

participate in their meeting, with the goal being that as they get older, they can lead their entire IEP meeting.

Opportunities for students to self-advocate can be provided by instructing students to practice in the use of a template of slides that provides structure to lead their IEP meeting. Students should also be given the opportunity to use the [Transition Elevated App](#), which is designed to help Utah students, families, and educators participate in and enhance the transition planning process. Students create a transition plan from the app that can be printed or downloaded and used during their IEP meeting.

POSTSECONDARY GOALS

Beginning at age 14, the student's IEP must have PSGs in the areas of Education/Training and Employment. Independent living should be considered for the student if the IEP team determines it to be appropriate. PSGs are goals that are:

- Based on the results of transition assessments
- Written for the future (after exiting school)
- Contain active language
- Measurable
- Include the interests and vision of the student

PSGs are broader with a younger student and become more focused as the student gets closer to exiting school.

One of the most important things the IEP team can do is to help teach the student how to become a self-advocate and help them develop their own PSGs. Having the student be involved in analyzing their transition assessment results can help them learn more about themselves and provide an opportunity for them to take a more active role in planning for their post-secondary education, employment, and independent living skills. By teaching the student to advocate for themselves and to have a clearer picture of who and what they want to be as they exit the program can help them become a more independent adult.

As Brandt, Valent, and Danielson state:

“Students with disabilities should be held to high expectations while acknowledging the aspirations, interests, talents, and desires of each student as well as the necessary learning supports needed for each student to succeed. All adults in the school—principals, teachers, counselors, and aides—need to embrace a culture and belief system that students with disabilities are capable of high-level work and can complete a high school diploma, succeed in postsecondary education, and establish meaningful careers and independent lives. Furthermore, school staff and families must work to help students set goals based on their “personal bests,” goals that reflect the realities of students’ disabilities without constraining them through the limitations of lowered expectations. Goals should be personalized to include student strengths, abilities, and aspirations while pushing them to maximize achievement based on these abilities.”³¹

The use of a rubric or checklist is a helpful tool to ensure compliance, best practice, and quality when writing PSGs with students. Students should be involved in the practice of evaluating and tracking their progress toward goals and transition services. The IEP team should review what factors or data is used to mark items “considered, not needed” and evaluate the evidence substantiating why a student does not need an independent living goal. Also tracking the progress of the implementation of student-led IEPs and using the data to assess where more support is needed to build these opportunities for students.

TRANSITION SERVICES

When determining appropriate transition services for a student first consider what the areas of need are for the student based on their transition assessment information. For example, some questions to consider are:

- What gaps in skills or experiences does the student have that they will need to successfully reach their postsecondary goals?

³¹ From page 7 of Brand, B., Valent, A., & Danielson, L. (2013). *Improving College and Career Readiness for Students with Disabilities*. College and Career Readiness and Success Center. Retrieved from: <https://files.eric.ed.gov/fulltext/ED555694.pdf>

- What instruction, experiences, or action steps do they need this IEP year to move them closer to reaching their goals after high school?

After determining the transition areas of need for the student consider the evidence-based transition predictors for post school success. For example, work experience and self-determination skills are among the strongest predictors of post school success for SWD. The IEP team may also consider the [Career Development Credential](#) for a student, which includes a CTE pathways concentration, work-based learning internship, and transition curriculum. School counselors have a comprehensive understanding of the CTE pathways and additional resources or courses which may be available to students. It is critical to include the school counselor in the designing of the transition services and the courses of study in the transition plan

When the IEP team is determining appropriate transition services for a student, consider using the [USBE Transition Services Examples](#) document for guidance. The examples document is organized in a timeline format and suggests transition services for a student based on grade level and transition service needs that align and support the student with further education, employment, and independent living goals.

The Utah State Office of Rehabilitation (USOR) has developed a [Pre-ETS Activity Guide](#) to help IEP teams determine needed transition services for students ages 14-22. Pre-ETS can be delivered to a student through their LEA, a Pre-ETS instructor in their area, or through a contracted Pre-ETS provider in their county. IEP teams can learn about available Pre-ETS and connect with a provider by using this [Pre-Employment Transition Services brochure](#).

Independent living postsecondary goals and transition services should be considered for all students based on transition assessment data. Using transition assessments that identify gaps and needs in independent living skills should be used to determine whether a student needs services to support their goals after high school.

Transition services that support a student's independent living goals may include the following:

- Self-advocacy
- Self-determination
- Adult living skills
- Community safety
- Executive functioning
- Goal setting
- Instruction in the differences between IDEA, Section 504, and ADA laws
- Use of assistive technology
- Managing health care needs

COURSES OF STUDY

The courses of study section of the transition IEP must include a multi-year description of the student’s course work including the current year through the student’s year of exit from school.

The courses of study should also include courses that align and support the student’s post-secondary goals. The IEP team should hold high expectations for all students and encourage CTE pathways, concurrent enrollment and AP courses that may help prepare the student for further education/training, and employment. Furthermore, the courses of study should be clear and stand up to the “stranger test” if a student were to transfer to another school.

The courses of study on the student’s transition IEP should align with the student’s plan for college and career readiness (PCCR) they develop with their school counselor. Access to a school counselor is required for the purpose of planning school activities, including post-secondary education and employment. It is in the best interest of the student if the school counselor is involved in the transition IEP to ensure the student’s course plan is appropriate in preparing them for transition from high school to postsecondary settings.

AGENCY PARTICIPATION

Connecting students with other agencies that serve youth and adults with disabilities helps "create a bridge" between high school and adult life, allowing the student to build community relationships before leaving high school.

Agencies that may be involved include, but are not limited to:

- [Vocational Rehabilitation \(VR\)](#)
- [Division of Services for People with Disabilities \(DSPD\)](#)
- [Department of Workforce Services \(DWS\)](#)
- Community mental health agencies
- Community rehabilitation providers (CRPs)
- College disability resource centers

Students who are potentially eligible for VR can be referred for Pre-Employment Transition Services (Pre-ETS). Pre-ETS providers contract with VR to provide training and experiences designed to help youth get ready to participate in the workforce. These services include:

- Workplace readiness training
- Job exploration
- Work-based learning opportunities
- Counseling on postsecondary education
- Instruction in self-advocacy

Youth who have an IEP or 504 plan are eligible to receive these services beginning at age 14.

Learning about and developing relationships with other agencies that could support student transition is a critical task for educators working in transition. Special educators usually develop relationships with disability agencies, but general educators and school counselors often have relationships with other education and employment agencies that may benefit students with disabilities as well. It is critical for education professionals to collaborate around a student's needs and interests to identify which agencies would be relevant to the student's goals and ensure they have invited them to the student's IEP meeting. With proper release of information in place, educators and other agencies can share student progress information to ensure services, both in school and out, meet the student's needs and support the student's interests without duplicating services.

Starting the conversation with families and students about relevant agencies should begin early in the transition process. Putting systems in place to share resources

and giving them an avenue to ask questions about other agencies will make this process more efficient.

ANNUAL IEP GOAL

Annual IEP goals represent your LEAs offer of a Free Appropriate Public Education (FAPE). Some students cannot access a FAPE without a transition specific goal and other students may be okay connecting other goals, such as math and behavior, to their postsecondary needs.

- Annual IEP goals may be written specifically for the area of transition if the team has also written a transition PLAAFP (including data and an impact statement) and annual service time to support that annual IEP goal.
- Annual IEP goals must connect to the transition service needs, which means a student may have goals for math and behavior that connect to their transition plan without a specific annual IEP goal for the area of transition.

An effective practice is to make a genuine connection between each annual IEP goal and the postsecondary goal or service it is supporting. When writing a PLAAFP there is always an impact statement regarding how the student's disability is impacting their access to the general education curriculum for a specific content area (e.g., math). An effective practice would be to add an impact statement for how the student's disability is impacting their access to their postsecondary goals or services.

Consider the skills a student will need to achieve their postsecondary goals. For example, if a student goes on to higher education, then math and language arts skills are a pre-requisite to admittance into those programs. Think about how the skills being taught to the student through their annual IEP goals might impact that student in achieving their postsecondary goals in education/training, employment, or independent living. For example, students may be receiving instruction in the development of behavioral skills, including self-regulation, which is vital for successful employment. Remember to consider the mental health, behavior, communication, self-advocacy, and self-determination needs of students when considering the relationship between annual IEP goals and transition service needs.

TRANSFER OF RIGHTS

Supporting adult students can be a challenging and emotional process for families. It is important to connect families with a network of support and resources for understanding what options might be available to them. Some families may indicate that their student does not have the skills to make adult decisions. It is important that parents understand that when a student turns 18, the rights of the parent will transfer to the student unless there is a legalized court document awarding guardianship to someone other than the adult student. If a family is seeking guardianship of their student, it can take time to complete the process, contributing to high levels of stress for families. [The Utah Parent Center](#) is a resource that employs parents or caregivers of students with disabilities which means they can be a great resource for walking through the processes and options as well as provide some emotional support many families need.

It is important for IEP team members to establish consistent procedures for keeping track of when students will turn 17 so parents and students can be notified about the age of majority before the student's 17th birthday. If a student is 16 already, it is possible that their 17th birthday will occur before their next annual IEP review and teams should plan accordingly.

Preparing students to understand what it means to have their rights transferred to them when they turn 18 requires more effort than simply sending them a form notifying them that the rights have been transferred. The IEP team's role is to support students in developing skills to self-advocate. Students should be encouraged to make age-appropriate decisions which are supported by participation in their IEP. Teams should engage students and families in discussions and instruction about the age of majority and what it means to take on the responsibilities of an adult in all areas of independent living. Teams also provide information to students and families on disability laws and their rights under those laws.

CONCLUSION

Research has shown that experiences during school lead to positive outcomes for students with disabilities in employment, further education, and independent living after leaving school.

This is why it is important that transition services be student-centered. It is also why transition services look different for each student—services are based on individual strengths, preferences, interests, and needs (SPINs). For example, career exploration and work-based learning experiences may inform one student’s course-taking patterns and career development. While another student may learn and practice self-determination skills by leading their own IEP or advocating for their accommodations.

Regardless of the specific goals, the components of a quality transition plan are firmly rooted in transition assessment and are designed to support the student in developing their unique vision of life post-high school.

EXAMPLES OF TRANSITION

7TH GRADE STUDENT: SIGNIFICANT COGNITIVE DISABILITY

CURRENT PERFORMANCE & BASELINE DATA: 7TH GRADE STUDENT

Sophie is a 7th grade student with a significant cognitive disability and approximately 85% of her math instruction is provided through small groups with three to four other students. Sophie’s parents indicate that Sophie uses eye gaze at home as her primary mode of communication and would love to see Sophie increasing her use of eye gaze during instruction. Sophie has been receiving explicit instruction with number sense vocabulary and demonstrates that she can use eye gaze or gestures to match or identify groups of up to five tangible objects representing “more” and “less” in 8/20 (40%) opportunities. Sophie non-verbally matches or identifies the meaning of “same” or “equal” with 98% accuracy when provided with visual or tactile groups of objects or items. Sophie has also been working on geometry vocabulary and demonstrates the ability to identify basic geometrical shapes (i.e., square, triangle, circle) with 95% accuracy when using

picture representations of those shapes. She has also been working on generalizing her ability to recognize shapes to items in her environment. Sophie is currently able to generalize shapes to real objects in 12/25 opportunities when the real item is paired with the visual item.

Although Sophie identifies “more” and “less” with approximately 40% accuracy, she still needs to build that academic language to a point where she can be proficient with that terminology. Sophie really benefits from integrating math concepts with vocabulary. Vocabulary like “more” and “less” is also used to integrate Sophie’s number sense and knowledge of geometric shapes. Sophie currently identifies through pointing and gesturing to numbers up to 10 with 78% accuracy but identifies numbers 1–5 with 100% accuracy. During instruction, we are often using numbers (1–5) or shapes (square, circle, or triangle) that we know she is proficient with to practice or teach the concepts of “more” and “less.” Once Sophie identifies “more” and “less” with more accuracy, she will then need to be able to classify, group, or pair items together based on whether the characteristics are “same/equal” or “more/less.”

Based on the Personal Preference Indicators assessment completed with Sophie’s parents on 3/20/22, Sophie enjoys being around people and lively activity. She enjoys being outside, swimming, listening to music, playing with her dog, and watching videos of animals. She does not like being left alone and will gesture when she wants attention. Sophie makes food choices by pointing but does not currently make choices about what she wears or watches on her iPad. Life Skills Assessment: Self Reliance, completed with her parents on 3/15/22 indicates that Sophie is able to recognize pictures of items that she wants to play with but is not consistently making choices in her environment. She is flexible and can move from one activity to the next easily. She is currently not using a switch or communication device for communication or choice making at school or at home. For Sophie to be more self-determined she needs to be able to make consistent choices and indicate her wants and needs.

IMPACT OF THE DISABILITY: 7TH GRADE STUDENT

Sophie’s disability impacts her ability to demonstrate a functional understanding of how we use math in the real world, and her ability to access the general education

curriculum. Numbers, shapes, and visual/tangible manipulatives used in math are simply a representation of something else. For math concepts to be meaningful for Sophie, she needs to be able to develop language skills with math so she can group, categorize, and compare numbers, shapes, and manipulatives in a functional way.

ANNUAL IEP GOAL EXAMPLE

When given real objects and corresponding shapes, Sophie will be able to match the object and the attribute of a shape by pointing to or looking at it (e.g., match a clock with an attribute of a circle, or a book with an attribute of a square) in 15 out of 15 opportunities.

Benchmarks:

- When given real objects and corresponding shapes, Sophie will be able to match the object and the attribute of a shape by pointing to or looking at it (e.g., match a clock with a circle, or a book with a square) in 8 out of 15 opportunities.
- When given real objects and corresponding shapes, Sophie will be able to match the object and the attribute of a shape by pointing to or looking at it (e.g., match a clock with a circle, or a book with a square) in 12 out of 15 opportunities.

EXAMPLE OF SERVICE TYPE, LOCATION, & FREQUENCY

Special Education Service	Location	Frequency
Math	Special Education	45 minutes daily

EXAMPLES OF SDI STRATEGIES: 7TH GRADE STUDENT

Instructional Strategy	SDI – Instruction that Supports the IEP Goal
<p>The Discrete Trial Teaching is a one-to-one instructional approach used to teach skills in a planned, controlled, and systematic manner.</p>	<p>In a one-on-one session, Sophie’s teacher will present Sophie with a series of structured trials to practice matching two-dimensional shapes with three-dimensional objects.</p>
<p>The Prompt Hierarchy strategy involves establishing a sequence of instructional prompts ordered by the level of intrusiveness of the prompt (from least-to-most intrusive, or most-to-least intrusive).</p>	<p>The teacher will develop a prompt hierarchy, sequenced from least intrusive to most intrusive, to support Sophie in matching shapes. When given the opportunity to match, Sophie will first be given a few seconds to do so independently, followed by the next prompt in the hierarchy (e.g., gesture, modeling, partial physical guidance) until she is able to complete the task.</p>
<p>The Naturalistic Teaching strategy involves embedding opportunities to practice the skill in daily routines and interest-based activities.</p>	<p>The teacher will incorporate opportunities to match a shape cutout with a real object during a variety of natural opportunities in routines across the day. For example, at lunch, Sophie’s teacher will add shape cutouts to a cafeteria tray so Sophie can place the cookie on the circle, the juice box on the rectangle, and so forth.</p>

IEP TEAM ACCOMMODATION DISCUSSION

The following are questions that the IEP discussed to determine appropriate accommodations for Sophie and how often they would need to be utilized in order to meet the IEP goals.

- **What input has the team, including the parent and student, discussed about accommodations and modifications that have worked for the student in making progress toward the annual goals?**

- How is the team explicitly defining accommodations or modifications, and how and when they will be used (e.g., accommodations for assessment align to what is being used in daily instruction)?
 - Sophie’s team discussed her current use of eye gaze, pointing and gestures for communication and alternate response.
 - The team also reviewed that she is a student with a significant cognitive disability and will continue to be instructed through the support of the alternate academic achievement standards.
 - Sophie’s IEP team considered assistive technology as a special factor.
 - They determined that Sophie requires a picture communication system.
 - They also determined she would need this technology at home.
 - Parents will be provided with training in the picture exchange communication system.
- **What input about the student is being considered in program design?**
 - Sophie’s IEP team reviewed current data and shared that due to her communication methods she should be given:
 - Extended time on assignments and assessments
 - Two to three choices for indicating answers so she can look at or point to the correct item
 - A picture communication system to make selections
 - Sophie also needs text-to-speech or read aloud by a peer or an adult for relevant text (i.e., math word problems, instructions)
- **What data supports the frequency of supplementary aids, services, and program modifications across settings (how, when, and why)?**
 - The team discussed if wait time for responses is needed during instruction and assessments for Sophie.
 - They also discussed how this accommodation would be communicated to each of her teachers.

DETERMINATION OF APPROPRIATE ACCOMMODATIONS

After discussing Sophie’s present levels and her strengths and needs, the IEP team determined the following accommodations are appropriate, and when and how often they would be needed to support Jill in progressing towards her goals.

These accommodations are listed in the table below:

Accommodation, Modification, Support, Supplementary Aid, or Service	Frequency
Alternate response (e.g., eye gaze, gestures, pointing)	Daily
2 - 3 choice options	Daily
Text-to-speech or read aloud by peer or adult for relevant text	Daily
Wait time for responses	Daily
Picture communication system	Daily

DETERMINATION OF ASSESSMENT ACCOMMODATION

The IEP team discussed the following questions before determining that Sophie would better demonstrate her grade level knowledge and measure her academic achievement by participating in the Alternate Assessment.

- Does the student have a significant cognitive disability that significantly impacts their intellectual functioning and adaptive behavior?
 - Yes
- Does the student require extensive individualized, modified instruction and supports to achieve measurable gains?
 - Yes
- Is the student receiving the student’s grade level instruction in the Utah Core Standards through the support of Utah’s alternate achievement standards (i.e., The Essential Elements)?

- Yes

Since the answers to these questions were all “yes,” Sophie can participate in the alternate assessment and the IEP team determined that would be most appropriate.

The IEP team then provided a statement explaining why Sophie cannot participate in the regular assessment AND why the alternate assessment is appropriate for Sophie:

- Sophie cannot participate in the regular assessment, RISE, because she has a significant cognitive disability that requires instructional support using the alternate achievement standards, Essential Elements, therefore, it is more appropriate for Sophie to participate in the alternate assessment, DLM.

Based on the accommodations Sophie will be utilizing in academic, non-academic, and extra-curricular settings, the team then determined that the following accommodations would need to be available for Sophie on standardized assessments:

- **Statewide Assessment**
 - Dynamic Learning Maps (DLM): Participate in the Alternate Assessment (PAA) based on Alternate Achievement Standards the Essential Elements
 - DLM allows for a great deal of flexibility in allowed accessibility supports.
 - All of Sophie’s accommodations outlined are considered accessibility supports not accommodations for DLM

TRANSITION PLAN EXAMPLE: 7TH GRADE STUDENT

PSG Area	Post-secondary Goal (PSG)	Services	Multi-Year Course of Study	Annual IEP Goal(s) (only one is required)	Other Agencies
Employment	After Sophie ages out of school she will be employed with the support of a job coach working around animals.	Support in job shadowing at an animal shelter.	All courses to fulfill the Alternate diploma requirements and courses in CTE that align with her interest in animals and being outside.	Given a picture task list, Sophie will accurately complete the steps in a picture task analysis for gathering supplies needed to feed and groom an animal with 100% accuracy over 10 trials.	Pre-ETS services in career exploration and work-based learning when she turns 14.
Education/ Training	After Sophie ages out of school she will receive on-the-	Instruction on how to feed and groom animals.	All courses to fulfill the Alternate diploma	Given a picture task list, Sophie will accurately complete the	Pre-ETS services in work-based

PSG Area	Post-secondary Services Goal (PSG)	Services	Multi-Year Course of Study	Annual IEP Goal(s) (only one is required)	Other Agencies
	job training working with animals.		requirements and courses in CTE that align with her interest in animals and being outside.	steps in a picture task analysis for gathering supplies needed to feed and groom an animal with 100% accuracy over 10 trials.	learning when she turns 14.
Independent Living	After Sophie ages out of school she will make choices in her daily schedule including what she wants to eat, wear, and where she	Instruction in using a communication device to make choices.	All courses to fulfil the Alternate diploma requirements and a transition class including community-based	Given pictures of various daily activities, Sophie will independently choose 4 activities to place on her daily schedule for 3	Apply for DSPD services for living, employment, and community-based support.

PSG Area	Post-secondary Goal (PSG)	Services	Multi-Year Course of Study	Annual IEP Goal(s) (only one is required)	Other Agencies
	wants to go in the community.		instruction and choice making.	consecutive weeks.	

10TH GRADE STUDENT: OTHER HEALTH IMPAIRMENT

CURRENT PERFORMANCE & BASELINE DATA: 10TH GRADE STUDENT

Matthew is a 10th grade student who has been diagnosed with anxiety and attention deficit disorder. Matthew does well in math, science, engineering, and art. Matthew likes working with his hands and building things. He can write one to two short paragraphs with simple sentences with no introduction or conclusion.

According to the BASC 3 checklist completed by his mother and English teacher last month, Matthew scores in the clinically significant range for Internalizing Behaviors, such as anxiety. His teacher observes that when Matthew is anxious, he will fidget with something on his desk, look around the room, or scribble on his paper. Matthew's mother notes that he can sit at the kitchen counter for over an hour and not write anything.

Matthew's average test score in English is 67%. His reading scores show he reads at an 11th grade level. Over the last four weeks, Matthew was given three curriculum-based writing assessments. He was asked to read a two-page text and then write a five-paragraph opinion essay. According to the writing rubric, his overall score was 65% on the first assessment, 72% on the second, and 55% on the third. Matthew has difficulty generating ideas, writing complex sentences, relating his sentences back to the text, and using correct grammar. When given a complex writing task, Matthew exhibits behaviors that may suggest an increase in anxiety.

In reviewing Matthew's academic patterns, a cyclical connection has been made between anxiety and executive function. Difficulty with executive functioning increases his anxiety, which results in an inability to begin or complete task demands. Matthew currently responds well to breaking large tasks into smaller, more manageable pieces. He could benefit from using a graphic organizer to guide his writing process.

Matthew is currently employed part time at his uncle's law firm. Based on information from a 2/5/21 workplace interview with Matthew and his uncle, Matthew has demonstrated strengths in the workplace in the areas of answering

the telephone and filing various legal documents. Based on the Your Future Interest Profiler Inventory from 12/16/20 and an Informal Student Interview, Matthew demonstrates a strong interest in becoming a high school teacher. Based on results from the 1/23/21 Self-Determination Checklist, Matthew can participate in his IEP meetings and express his interests and preferences. Based on student work samples and opportunities for classroom presentations, Matthew can access the computer by logging in and typing terms in the search bar for research with 100% accuracy. Matthew is only able to determine which links to access when a list is generated by the search 20% of the time independently. This difficulty with accessing research impacts Matthew's ability to obtain information on employment opportunities and colleges and will impact his ability to conduct research information for college course work when Matthew attends college. Matthew needs to be able to access research with 90% accuracy independently.

IMPACT OF THE DISABILITY: 10TH GRADE STUDENT

Matthew's disability inhibits his progress in the general curriculum. He has difficulty with written expression and completing his English assignments. Matthew often does not turn in his writing assignments because he either has not started them or they are incomplete. When given prompts and encouragement, he can write simple, short sentences, but he does not expand his writing to multiple paragraphs as required for 10th grade standards.

ANNUAL IEP GOAL EXAMPLE

Language Arts:

- After reading a two-page text, Matthew will write or use text to speech to produce a five-paragraph essay using complex sentences, text evidence, and correct grammar and score a three or higher on a four-point grade-level writing rubric on three trials quarterly recorded by the teacher.

Executive Functioning:

- Given instruction in task organization, Matthew will organize a complex task, including the materials needed, the steps to accomplish the task, and a time

frame in which to complete the task, using a student picked Task Organizing Tool, with 90% proficiency by the end of the IEP year.

EXAMPLES OF SERVICE TYPE, LOCATION & FREQUENCY

Special Education Service	Location	Frequency
Language Arts	General Education	60 minutes per week
Executive Functioning Skills	Special Education	60 minutes monthly

EXAMPLES OF SDI STRATEGIES: 10TH GRADE STUDENT

Instructional Strategy	SDI - Instruction that Supports the IEP Goal
The Think-Pair-Share strategy requires students to think individually about a topic or answer to a question; and share answers with classmates.	After receiving the assignment and reading the text, Matthew will formulate ideas about his writing assignment. The teacher will facilitate a discussion with Matthew and a peer to help develop ideas, draw conclusions, and receive feedback.
The Direct Instruction approach is structured, sequenced, and led by the teacher.	The teacher will provide Matthew with direct instruction in using a graphic organizer, writing complex sentences, referencing a text, and revising his work.

Instructional Strategy	SDI – Instruction that Supports the IEP Goal
<p>With the Multiple Opportunities with Content approach, students will be provided with structures to varied approaches and strategies to develop and demonstrate their knowledge over time.</p>	<p>Matthew will receive multiple opportunities to practice and demonstrate his knowledge through writing two, three, and four paragraph essays that include an introduction, complex sentences, transition words, and a conclusion with teacher support.</p>
<p>The Chunking Content strategy involves taking the content and breaking it down into smaller, more manageable pieces.</p>	<p>When Matthew is given a five-paragraph essay to compose, the teacher will teach him how to break the task into manageable steps and create a time frame to complete the assignment.</p>

IEP TEAM ACCOMMODATION DISCUSSION

The following are questions that the IEP discussed to determine appropriate accommodations for Matthew and how often they would need to be utilized in order to meet the IEP goals.

- **What input from the student is being considered in program design?**
 - Matthew discussed with his IEP team that he responds well to breaking large tasks into more manageable pieces.
 - Matthew fidgets with things on his desk when experiencing anxiety, giving him a socially appropriate fidget was also discussed with the IEP team.
- **What accommodations could be provided, tapping into the students' strengths, that would allow involvement in the general education class?**
 - Matthew's IEP team discussed that he could benefit from using a graphic organizer to guide his writing process.

- Alternate modes (other than writing) for demonstrating knowledge will help reduce anxiety while giving him the opportunity to participate in instruction and assessment.
- The team discussed access to a school counselor to help with anxiety.
- The team also discussed that because of Matthew’s Attention Deficit Disorder he would benefit from extended time for assignments and assessments.
- They determined that Mathew requires a speech-to-text and word prediction accommodation for complex writing assignments.
- They also determined he would need this technology at home to complete homework assignments.
- The LEA’s AT team agreed to provide Matthew with a laptop and access to speech-to-text and word prediction software.
- **How are the supplementary aids, services, and program modifications being addressed across settings to ensure student access and involvement?**
 - When Matthew is participating in a standardized assessment, he will be limited in using various methods of demonstrating knowledge.

DETERMINATION OF APPROPRIATE ACCOMMODATION

After discussing Matthew’s present levels and his strengths and needs, the IEP team determined the following accommodations are appropriate, and when and how often they would be needed to support Matthew in progressing towards his goals

These accommodations are listed in the table below:

Accommodation, Modification, Support, Supplementary Aid, or Service	Frequency
Extended time for assignments	Daily
Extended time for assessments (one and half time)	Daily
Use of Graphic Organizers	Daily
Fidgets (small non-distracting item)	Daily

Accommodation, Modification, Support, Supplementary Aid, or Service	Frequency
Alternate methods for completing complex writing assignments (e.g., speech-to-text, predictive text, and verbal responses)	Daily
Access to the school counselor	Weekly

DETERMINATION OF ASSESSMENT ACCOMMODATION

Based on the accommodations Matthew will be utilizing in academic, non-academic, and extra-curricular settings, the team then determined that the following accommodations would need to be available for Matthew on standardized assessments:

- **Statewide Assessment**
 - Utah Aspire Plus: Participate with Accommodations (PA)
 - Extended time is an allowable accommodation but will need to be set at 1.5-time, double-time, or triple time).
 - This should match what was outlined for extended instructional time.
 - Graphic organizers are not allowed for assessment.
 - Matthew can replicate a graphic organizer on a blank sheet of paper.
 - Fidgets are allowed if they are not distracting to other students.
 - Utah Aspire Plus does not assess writing.
 - Matthew could use scribe/speech to text if necessary.

TRANSITION PLAN EXAMPLE: 10TH GRADE STUDENT

PSG Areas	Postsecondary Goal (PSG)	Services	Multi-year Course of Study	Annual IEP Goal(s) (Only one is required)	Other Agencies
Employment	After graduating from college, Matthew will be employed as a teacher.	Support in researching requirements for employment as a high school teacher.	All courses to meet the High School graduation requirements including Teaching as a Profession 1 (CTE Pathway Teaching as a Profession)	Given direct instruction on researching opportunities in the teaching field and job shadowing experiences, Matthew will independently choose and report on three areas of interest in the presentation mode of his choice (e.g., verbal, written,	Pre-ETS and VR

PSG Areas	Postsecondary Goal (PSG)	Services	Multi-year Course of Study	Annual IEP Goal(s) (Only one is required)	Other Agencies
				slide deck) by the end of 3rd quarter, with 90% proficiency, as measured by a teacher-generated career reporting rubric.	
Education/ Training	After graduating from high school, Matthew	Support in completing	All courses to meet the High School	Given research on three colleges,	VR

PSG Areas	Postsecondary Goal (PSG)	Services	Multi-year Course of Study	Annual IEP Goal(s) (Only one is required)	Other Agencies
	will enroll in a four-year college and major in a teacher education program.	college application.	graduation requirements including Spanish 2 and 3.	Matthew will independently complete and submit applications for each by the end of the IEP year, as measured by a teacher generated college application checklist.	
Independent Living	After graduating from high school, Matthew will meet independently with the college	Support in goal setting. Instruction and support in Self-Advocacy/Self-Determination.	All courses to meet the High School graduation requirements	Given instruction and opportunities to role play, Matthew will communicate his	VR and College Disability Resource Center

PSG Areas	Postsecondary Goal (PSG)	Services	Multi-year Course of Study	Annual IEP Goal(s) (Only one is required)	Other Agencies
	office of student support and discuss his need for classroom accommodations before the semester begins.		including Communication.	accommodations with his general education teachers at least twice during his IEP year, as measured by a teacher generated self-advocacy observation checklist.	

ADDITIONAL RESOURCES

The following is a list of additional resources on transition, including ones previously referenced in the above content:

- [Annual Performance Report \(APR\) Measurement Table](#)
- [Career Development Credential](#)
- [Department of Workforce Services \(DWS\)](#)
- [Division of Services for People with Disabilities \(DSPD\)](#)
- [Pre-ETS Activity Guide](#)
- [Pre-Employment Transition Services Brochure](#)
- [Transition Elevated App](#)
- [USBE SES Tips for Writing a Compliant Transition Plan](#)
- [USBE Age Appropriate Transition Assessments](#)
- [USBE Transition Services Examples](#)
- [The Utah Parent Center](#)
- [Vocational Rehabilitation \(VR\)](#)