



Addressing the Top 3 Troublesome Areas to Ensure a High-Quality IEP and Avoid Corrective Actions

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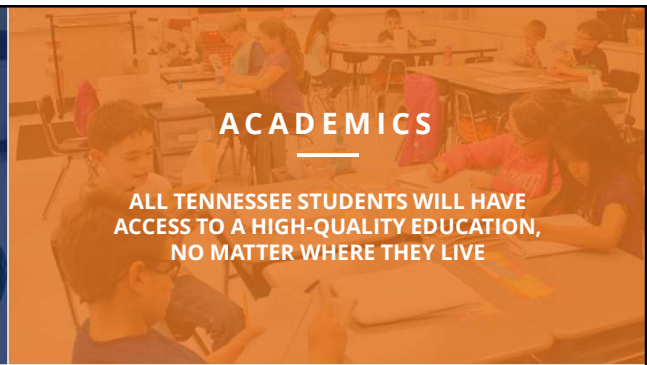
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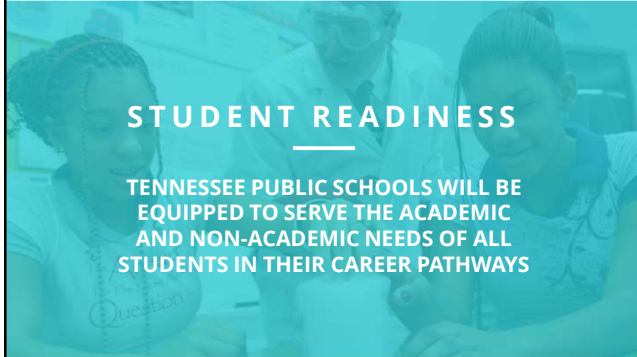
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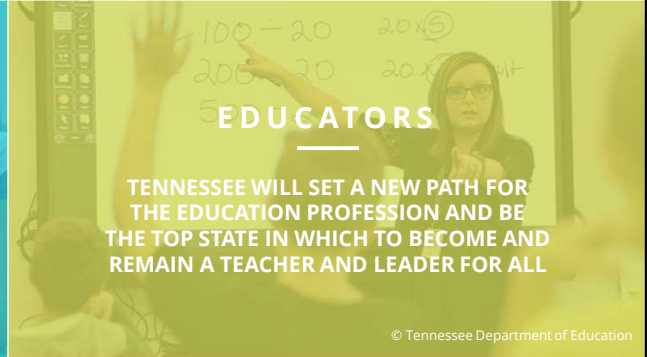
BEST FOR ALL
We will set all students on a path to success.



ACADEMICS
ALL TENNESSEE STUDENTS WILL HAVE ACCESS TO A HIGH-QUALITY EDUCATION, NO MATTER WHERE THEY LIVE



STUDENT READINESS
TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS



EDUCATORS
TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE IN WHICH TO BECOME AND REMAIN A TEACHER AND LEADER FOR ALL

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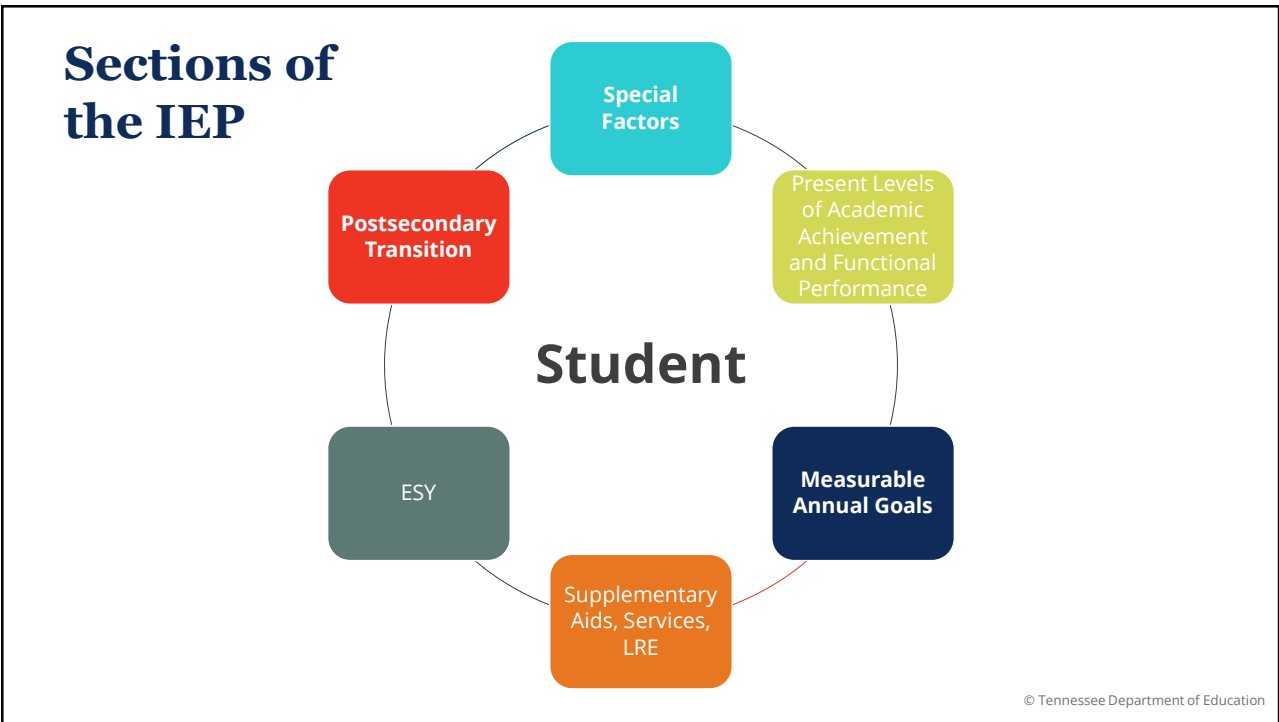


Agenda

- Adverse Impact
- Measurable Annual Goals
- Transition Planning



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Adverse Impact Statement

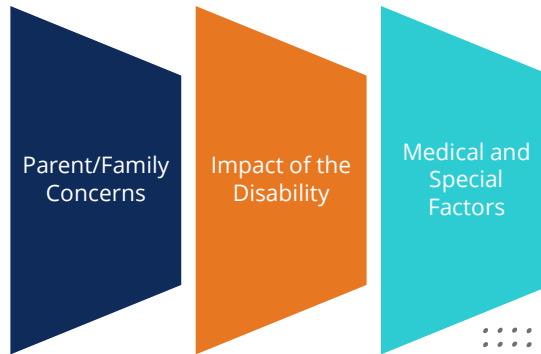


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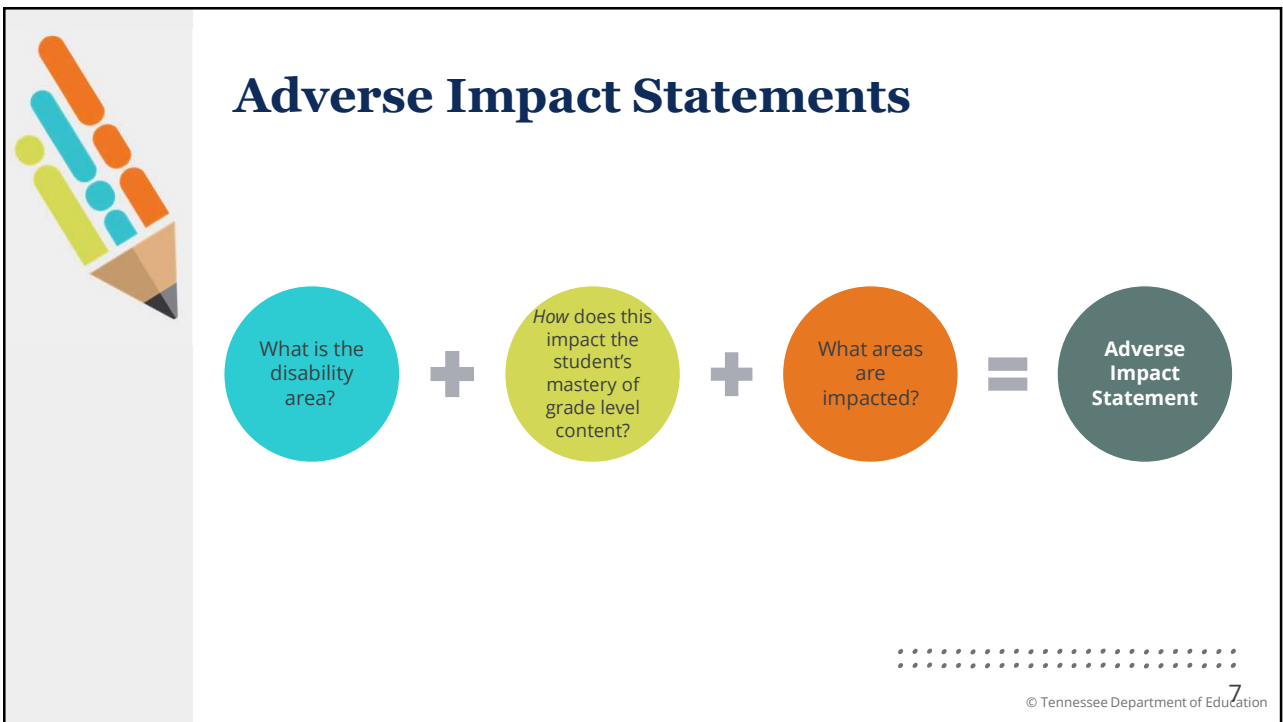


Location of the Adverse Impact Statement

- The adverse impact statement is found in the Consideration of Special Factors section.
- The Consideration of Special Factors allows the IEP team to review:



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Adverse Educational Impact



Academic

- Is academic performance affected by the disability?
- Have there been any change in grades, performance in subject areas, testing, etc. due to the disability?



Social-emotional and Behavior

- Is the student struggling with social performance, peer relationships?
- Does the student exhibit internalizing and externalizing behaviors?
- Are there signs of anxiety or depression that may be interfering with their education?



Vocational

- Does the student demonstrate appropriate pre-vocational and vocational skills?
- Is the student able to manage materials, complete assignments, attend to instruction, demonstrate job-readiness skills and problem-solving, etc.?

Adverse impact statements should be:



ACTUAL, NOT SPECULATIVE

Statements should not include predictions of how the disability *may* impact the student.



DESCRIPTIVE AND SPECIFIC

Provide details about how the disability is interfering with the student's ability to perform at the same level as peers.



SPECIFIC TO EDUCATION

A medical condition or diagnosis alone does not imply educational impact.



CURRENT

The impact of a disability may change over time, so be sure what is written is representative of the child's difficulties.



BASED ON DATA

There should be current data sources evidencing the adverse impact. If there are no data, does the student continue to have a disability?



FOCUSED ON THE HOW, NOT WHAT

The impact statement should not include decisions about placement or needed interventions; those are programming decision to be determined by the IEP team.

Learner Characteristics

- Consider how the student's learner characteristics associated with the area of exceptionality affect progress toward the standard.
- Examples of learner characteristics:
 - Difficulty blending words
 - Difficulty organizing time
 - Difficulty extracting important information from a word problem

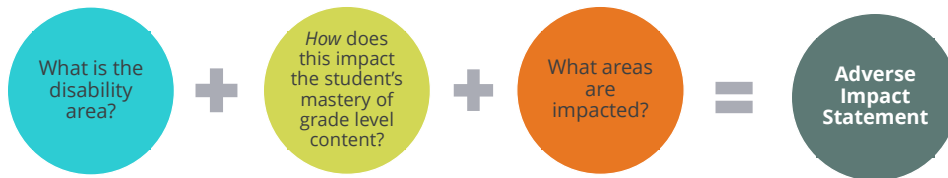


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Example Adverse Impact Statements

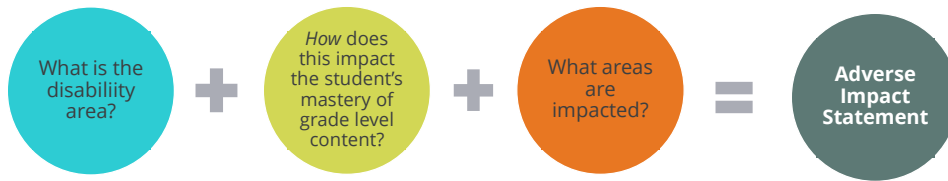
Alexander's deficits in reading comprehension make it difficult for him to extract inferential meanings from texts he reads, including word problems. This inhibits his progress in all academic areas, requiring lengthy text.





Example Adverse Impact Statements

William's speech sound disorder makes it difficult for him to produce several sounds correctly, reducing his ability to be understood by others when speaking with peers and adults in all areas.



Common Misstep

- Being too vague

- Brandon's disability in math calculation impacts his ability to meet grade level standards.

Brandon's disability in math calculation leads to difficulties with organizing numerals and signs in math problems. This impacts his ability to accurately and efficiently solve problems in math and science.



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Collecting Information

- Gathered from multiple sources:
 - Assessment data
 - Observations
 - Student work samples
 - Testing
 - Interviews (student, teacher, parent)



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Quality Adverse Impact Statement

- Based on **current** data, not predictive
- Outlines **specific** details about **how** the disability impacts the student's access to and participation in both academic and non-academic activities
- Supports the case for why specialized instruction is necessary to meet the student's educational needs
- Is **not** a place to make statements about modifications, placement, or services
- Considered at least annually because educational impact may change

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Measurable Annual Goals (MAGs)



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Identify the Vision

- Goals provide the vision of where the student is headed in a quality IEP.
 - IEP MAGs
 - Intervention Plan Goals
 - Postsecondary Goals
- Understanding the vision allows the team to create a more informed plan for the journey.



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Which image best represents the purpose of a goal?



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Building Towards Mastery



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Goals Start with Present Levels

- A well written PLAAFP provides the details to best determine the goal a student needs to achieve.
 - Identifies the deficit, the gap that needs to be closed
 - Gives the baseline for the student’s performance

- Non-example:
 - John scored a 15% on the reading screener. He struggles to follow along in class. His reading is slow and he often doesn’t try.



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What Does the Teacher Know?

- Oftentimes the special education teacher may not know what every score means without being given context.
- Teachers need to understand the numbers to better clarify their meaning.
- Teachers may need training in identifying deficits in areas that are not their specialty.



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Goal Writing

- Goals need to consider the following:
 - The areas found to be exceptional
 - Address the deficit identified within the PLAAFP
 - Meant to close the gap to access grade-level standards and expectations
 - Address needs of the student beyond general education opportunities
 - Use measurements and opportunities to achieve the goal

Measurable Annual Goal Writing Template



A	Given... (condition/materials/setting/ accommodation)	
B	student name	
C	will do what	
D	to what extent/at what mastery	
E	in this many chances	
F	with chances repeated this often	
G	as measured by	

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Sample Goal

Given 10 single, closed syllable nonsense words, Jill will read with 80 percent accuracy in four of five opportunities per quarter as measured by data collection.



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Measurable Annual Goal Writing



A	Given... (condition/materials/setting/ accommodation)	
B	student name	
C	will do what	
D	to what extent/at what mastery	
E	in this many chances	
F	with chances repeated this often	
G	as measured by	

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What is the purpose of the “given”?

Imagine if I gave the student single syllable real words and you gave the student three-syllable nonsense words.

Would we get the same data from the student?



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What is the difference?

What is the difference between “80 percent”, “four of five opportunities”, and “per quarter”? Why are all three necessary?

- Eighty percent means that the student will get 8 of the 10 presented words correct.
- Four out of five opportunities means that if we monitored this goal five times and the student’s scores were 80 percent, 85 percent, 90 percent, 75 percent, 85 percent, they would have met the goal.
- Per quarter tells how often the previous process will be repeated, so in this case the student will have five opportunities each quarter to demonstrate the skill measured in the goal.

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Measurable Annual Goal vs. Short-term Objectives

- Measurable annual goals define the skills needed for increased access, engagement, and/or independence in learning.
- Short-term objectives are the smaller, prerequisite skills needed to master to successfully achieve the larger, annual goal.

Example:

Measurable annual goal

- Given a daily visual schedule, Alison will transition to the next activity with no more than 2 verbal prompts within 5 minutes on 8 of 10 consecutive school days.

Short-term objectives

- Given visual symbols of 20 daily activities, Alison will match the symbol to the activity with 90% accuracy over four consecutive weekly probes.
- Given a 5-minute timer, Alison will put stop the activity she is doing and prepare for the next activity with no more than 2 verbal prompts in 8 of 10 activities on 5 consecutive school days.



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Short Term Objective Requirements

Required for students with significant cognitive disabilities assessed on an alternate assessment for accountability.

Short-term Objectives Are:	Short-term Objectives Are Not:
Skills that need to be directly taught	Accommodations
Separate skills required to meet the goal	Interventions or programs of curriculum
Student behaviors that demonstrate understanding and application of skills	Projected timelines of mastery aligned to progress reporting
Skills and behaviors that a student must master to achieve independence	Skills specific to the classroom or school setting only

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Tips for Writing Quality Goals

- Be specific enough that it will pass the stranger test and reflect the student's individual needs.
- Align goals to strong assessment data from the PLAAFP.
- Consider previous progress, including the rate of progress.
- Consider input from all IEP team members including the parent(s).



Transition Planning



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IDEA: Transition Planning



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IDEA defines transition services as a "coordinated set of activities for a child with a disability that is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities."

See 34 C.F.R. § 300.43(a)

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What Is A Postsecondary Plan?



High School
Diploma



Independent
Living



Employment



College or TCAT



Friends and
Social Groups



Personal Health
and Fitness

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High School
Diploma



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Transition (Postsecondary) Planning

The following are required components of the transition plan by **age 14**, (*IEPs occurring when the student is 13 years 1 day or older*):

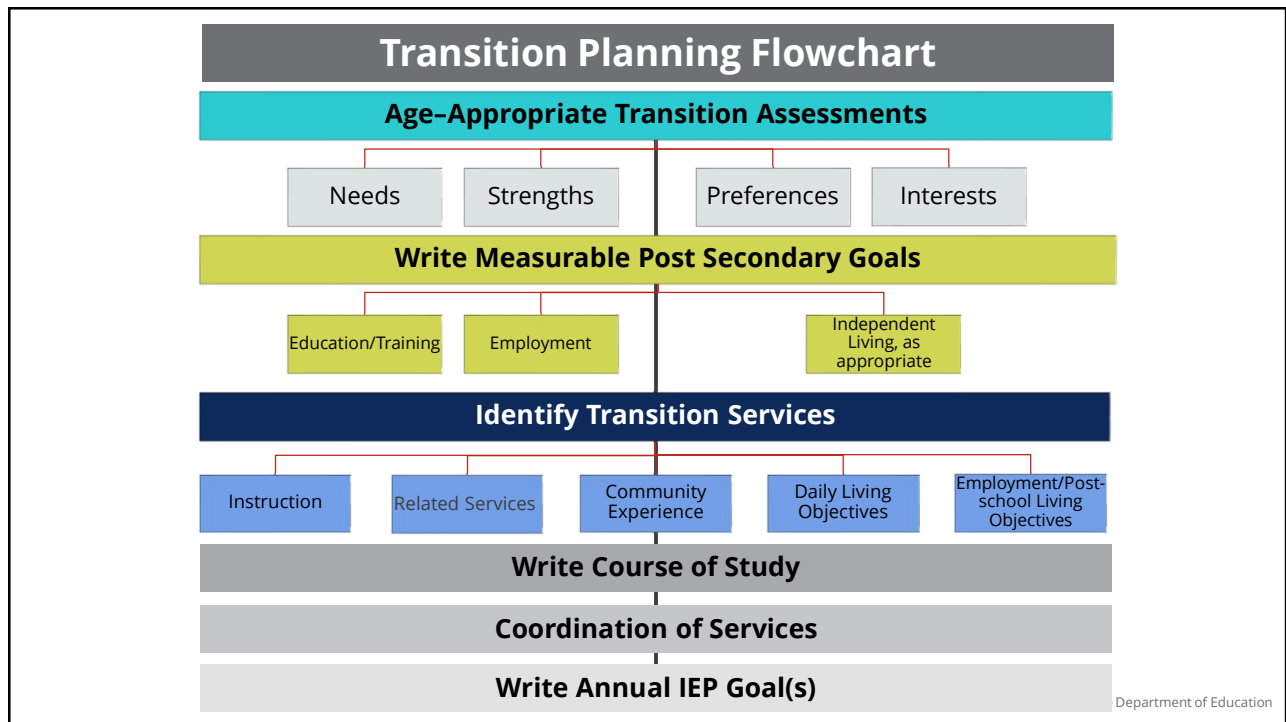
- **Measurable postsecondary goals (MPSGs)** for employment and education/training.
 - Community involvement and independent living are required if the student is working towards an alternate academic diploma (AAD)
 - MPSGs should be based on *transition assessment(s) data*.
- **Course of study**
 - Sufficiently detailed to guide scheduling of courses.
 - Only part of the IEP that is a **plan, not a promise** and is update annually.

16

Transition (Postsecondary) Planning

The following are required components of the transition plan by **age 16**, (IEPs occurring when the student is 13 years 1 day or older):

- **Measurable postsecondary goals (MPSGs)**
- **Course of study**
- **Transition Services**
 - At least one transition service should be identified.
 - Transition services are activities or event that support the student in meeting their MPSGs, not intervention.
- **PLAAFP and MAG**
 - The PLAAFP and MAG are located on the postsecondary transition plan in TN PULSE.
 - The annual goal(s) should focus on a targeted skill aligned to one or more MPSGs and requires intervention.



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Measurable Postsecondary Goals (MPSGs)

- Required MPSGs: Employment and Education/Training
 - Independent living and community involvement are required for students earning the AAD. The transition assessment(s), as evidenced by the four MPSGs replace the ACT for students earning the AAD
- MPSGs are goals for after the student has left the school system
- Updated annually—goals may change over time
- Outcome-oriented
- Individualized and based on transition assessment data

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Quality MPSGs Case Study Example:

Employment: :

Chris will work as an auto mechanic.

Post Secondary Education/Training:

Chris will attend TCAT auto mechanic program.

Independent/Supported Living:

Chris will live in an apartment while attending school.

Community Involvement:

Chris will participate in the community kickball league and flag football league.

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Course of Study

- Detailed plan of courses selected to support achievement of MSPGs and most appropriate diploma
- Developed prior to age 14
- Individualized, and aligned to interests
- Plan, not a promise—can be revised annually based on course completed and anticipated courses

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Course of Study Activity

In small groups, develop a course of study for our case study, Chris.

- **Employment:** Chris will work as an auto mechanic.
- **Post Secondary Education/Training:** Chris will attend TCAT auto mechanic program.
- **Independent/Supported Living:** Chris will live in an apartment while attending school.
- **Community Involvement:** Chris will participate in the community kickball league and flag football league.



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Course of Study Activity Debrief

Would the following be appropriate courses for Chris?

- auto mechanics
- welding
- graphic design
- creative writing
- physical education as an elective
- teaching as a profession
- agricultural science



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Transition Services

- Designed to support one or more MPSGs
- Developed prior to age 16
- Individualized, and aligned to needs beyond intervention services (the service delivery plan)
- Includes events, opportunities, or experiences not offered to all student and that will support the student in achieving their individualized goals

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Transition Services Activity

1. Once assigned a group, line up behind one of the chart papers.
2. Once the timer begins, the first person in line will write one potential transition service for Chris on the chart paper.
3. The person will then go to the end of the line as the next person writes a service on the chart paper.
4. Continue until the time ends.

We will share the ideas as a group and teams will be awarded one point for each **uniquely identified** transition service.



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Transition PLAAFP and MAG

- Moved to Postsecondary Transition Plan in TN PULSE to prevent the need to identify as “exceptional” and streamline planning
- Developed prior to age 16
- Individualized MAG focused on skill(s) needed by the student to support one or more MSPGs
- MAG will be linked to service(s)
- Developed following the same format as all MAGs

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Postsecondary Transition Summary

- The postsecondary transition plan is focused on what the student will do after leaving the school system.
- The components of the postsecondary transition plan should be aligned, supporting the individual goals of the student.
- The focus is on what is provided specifically for the student based on their goals, interests, and needs.

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Questions and Discussion

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TN-TAN Overview

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The slide features a dark blue background with a white dotted line at the top. The title "TN-TAN Overview" is centered in white. In the bottom left corner is the Tennessee Department of Education logo, which consists of a red square with "TN" in white, followed by the text "Department of Education". In the bottom right corner is a stylized graphic of a pencil with a grey eraser and a brown body, containing several colorful shapes (green, blue, orange) inside. A copyright notice "© Tennessee Department of Education" is located in the bottom right corner.



Tennessee Technical Assistance Network (TN-TAN)

provides school districts, administrators, educators, and families access to high-quality training, resources, and supports designed to improve outcomes for students with disabilities, ages 3-22.

Intensive Behavior

TRIAD at Vanderbilt University Medical Center provides technical assistance for complex behavior support needs and associated training. Supports include direct instruction for staff on behavior assessment and intervention implementation, as well as ongoing coaching to help students engage within their least restrictive environments.

Preschool

AnLar assists in building capacity and systems to support meaningful access to preschool for students with disabilities. Supports include strategic action planning, professional development, leadership coaching, preschool program evaluation and support implementing evidence-based practices in inclusive settings.

RTI²-A+RTI²-B

Tennessee Tiered Supports Center assists districts and schools as they build and implement an aligned student support system. The center provides training, coaching, and resources for building an aligned framework for tiered academic and behavioral supports.

Autism

TRIAD at Vanderbilt University Medical Center provides training, consultation, and coaching services designed to support educators in their classrooms and develop school and system-wide supports to address needs specific to students with autism spectrum disorder (ASD).

Assistive Technology

The Assistive Technology Project (ATP) assists districts and staff in building capacity to provide assistive technology supports for students with disabilities. Supports include strategic action planning, professional development, direct coaching for staff, and access to AT equipment-lending libraries for assessment trials.

Secondary Transition

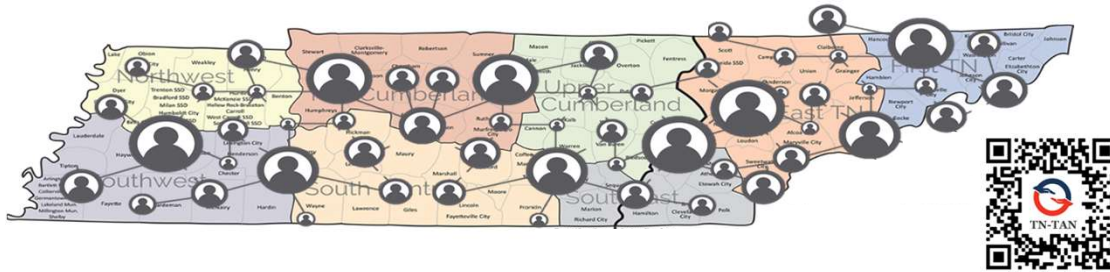
Transition Tennessee provides a range of services to transition stakeholders to improve in-school and post-school outcomes for transition-aged students (14-22) with disabilities. Supports include tiered technical assistance for in-school transition stakeholders and resources and services specific to educator and family needs.

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TN-TAN: The Vision

tn-tan.tnedu.gov

A coordinated network that implements strategic supports to school districts, administrators, educators, and families through high-quality training, resources, and supports designed to improve outcomes for students with disabilities, ages 3-22.

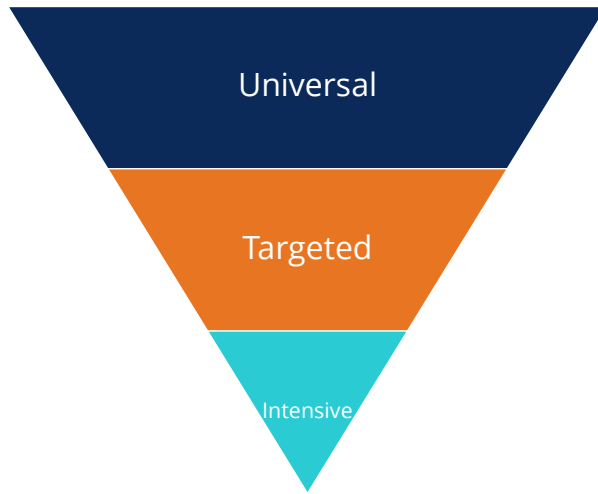


Autism • Inclusive Preschool • Intensive Behavior • RTI²-A+RTI²-B • Family Engagement
• Assistive Technology • Secondary Transition

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TN-TAN: The Vision



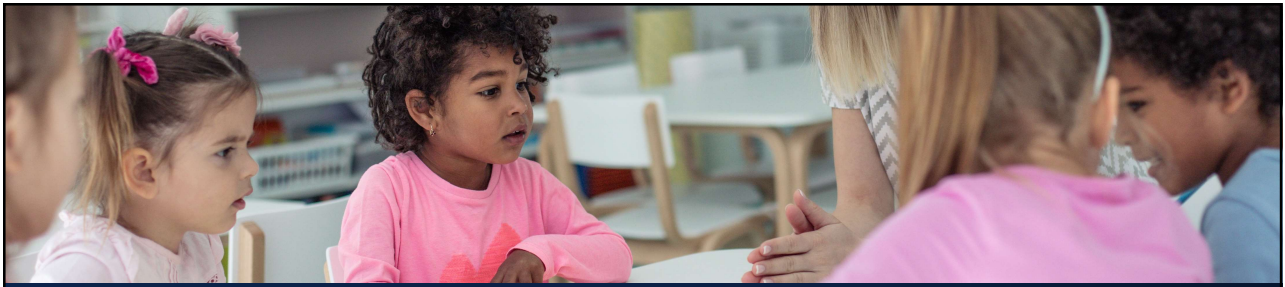
- TN-TAN Website
- Online Modules
 - Materials and Resources
 - CoPs

- Referrals
- Requests via TN-TAN Website
 - Priority assignments by the Department

- Intensive District Support
- Support/Partnerships that extend over months/years

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Thank You!

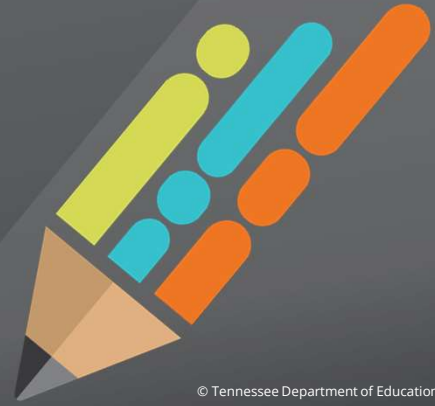
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