What is Effective Progress Monitoring of IEP Goals?

Transcript

>>Welcome to the second video of a two-part video session discussing how to interpret progress monitoring data. I'm Lisa Kirby.

>> And I'm Michelle Soriano. And we're educational specialists in curriculum and instruction for special education at the Education Service Center at Region 20.

>> The Project Form at the National Association of State Directors of Special Education has developed a seven-step process for creating standards-based IEPs.

>> In this presentation, we will be discussing step five, Assess and Report the Student's Progress Throughout the Year.

>> In addition, the Progress in the General Curriculum, PGC state network has resources to support step five, such as grading and progress monitoring for students with disabilities and specially designed instruction. These resources can be found at www.texaspgc.net.

>> The ARD committee is responsible for continuously reviewing and updating its decisions based on a student's progress, and based on his or her present levels of academic achievement and functional performance, or the PLAAFP.

>> The ARD committee also ensures supports and services are being faded, increased and altered when appropriate to ensure least restrictive environment and providing free, appropriate public education, FAPE.

>> The least restrictive environment is inclusive of supports and services, not simply a location where services are received.

>> So how do you interpret progress monitoring data?

>> Once the IEP is written, it is time to provide the services to the student as it is listed in the IEP.

>> This includes all supplementary aids and services and program modifications that the IEP team has identified as necessary for the student to advance appropriately towards his or her IEP goals, to be involved in and progress in the general curriculum, and participate in other school activities.

>> Who is responsible for services?

>> Every individual involved in providing services to the student should know and understand his or her responsibilities for carrying out the IEP.

>> This will help ensure that the student receives the services that have been planned, including the specific modifications and accommodations the IEP team has identified as necessary.

>> What is the purpose of a progress report?

>> The regular progress reports that the law requires will help parents and schools monitor the child's progress towards his or her annual goals.

>> It is important to note the child is not making the progress expected, or if he or she has progress much faster than expected.

>> Together, parents and school personnel can then address the child's needs as those needs become evident.

>> So where do we start?

>> The PLAAFPs establish the starting points of where the child is currently functioning or performing.

>> Through a systematic approach to progress monitoring, the effectiveness of instructional services can be determined, including progress towards mastery of annual goals, or progress in the general curriculum.

>> Next, establish an annual goal for the student. Connect average initial performance, the PLAAFP data, to the end-of-the-year goal on a graph.

>> This shows the rate of progress the student must maintain across the year in order to meet the goal.

>> This is called the "aimline."

>> Aimlines represent progress towards the long-term goal.

>> They define slope of improvement needed to reach the goal.

>> Assist in evaluation of instruction and effectiveness.

>> And they influence the decisions regarding instruction.

>> What are some of the suggested points to remember when assessing data?

>> When evaluating data, a three-data point decision rule for evaluating progress is suggested. Rule one: If three consecutive points are around the aimline, no changes are needed. Let's look at what that might look like on the next slide.

>> On this graph, you can see that the student is on track by looking at the most recent data collection illustrations within the circle. This data represents rule one, showing three consecutive points are on the aimline, so no changes are needed at this time.

>> Rule two: If three consecutive points are above the aimline, consider adjusting the aimline upward, or change material to a higher level.

>> On this graph, you can see that this student is above the aimline, which is represented by the three points within the circle. This data represents rule two, showing three consecutive points are above the aimline, so the teacher needs to consider adjusting the material and-or goal to a higher level.

>> And rule three: If a student's score falls below the aimline for three consecutive measurements, consider changing the intervention. Example, give them more time, smaller groups, or a different method of teaching.

>> On this graph, you can see this student is below the aimline, which is represented by the three points within the circle. This data represents rule three, showing three consecutive points are below the aimline. So the teacher needs to consider changing the intervention; example, more time, smaller group, or different methodology.

>> In this case study, you can see that the teacher was regularly monitoring the IEP goal on a weekly basis. In the first section, the student was making adequate progress with the goal line; therefore, no changes or adjustments were needed.

>> Between weeks seven and fifteen, the teacher noticed that the student's trend line was lower than the progression of the goal line. During this time, the teacher made instructional changes, which included more specific smaller-group instruction, and increased the amount of time he was receiving direct reading instruction with the use of different learning modalities.

>> These changes help the student get back on track to meet his annual IEP goal by the expected timeframe.

>> What are some examples of instructional changes?

>> Progress monitoring does not, in and of itself, tell how instruction should be adjusted. Exactly how it should change is left to the teacher's professional judgment.

>> Consider intensity, more time allotted to instruction.

>> Redistribute instruction and practice across the different aspects of the content. For example, practice decoding vocabulary and comprehension strategies with math word problems.

>> Chunk the information the student is learning.

>> Revise motivational procedures. Example, rewarding diligence, providing more interesting text for instruction.

>> Redesign the general instruction approach, or consider a different research-based program.

>> One mnemonic to help us remember and recap what we have talked about today is the APPLY strategy.

>> The "A" in apply stands for Analyze curriculum.

>> Identify realistic, measurable, instructional objectives.

>> Ask the question, what do I want the student to learn?

>> The first "P" in APPLY represents Prepare Probes. Probes should align to the objective and curriculum. Probes are structured assessment tools.

>> Use a variety of probes.

>> How will I measure student learning?

>> The next "P" reminds us to Probe frequently.

>> More information is equal to more accurate, instructional decisions.

>> Relatively short assessments.

>> Score and record as soon as possible.

>> The "L" in APPLY stands for Load data.

>> Record and establish a starting point for each student prior to additional instruction.

>> Construct the aimline to judge students' progress.

>> Enter the result of each probe as it is administered and scored.

>> One of the most powerful steps leads us to the "Y" in APPLY. This reminds us to Yield to the results.

>> Look for trends.

>> Make decisions based on recent, consecutive scores, or the trend lines.

>> What is the data telling me?

>> How should instruction change based on the data?

>> Thank you for joining us and discussing how to interpret progress-monitoring data.

If you have any questions, please go to the Progress to General Curriculum website at www.texaspgc.net for contact information