Individual Education Program (IEP) Annual Goal Development Question and Answer Document

Guiding Questions and Processing Activities

Developed by:
Lorna Salgado  |  Consultant, Progress in the General Curriculum Education Service Center, Region 10
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Guiding Questions to ask after reading the document:

1. What is one thing you read that validated what you already knew?
2. What is still challenging or confusing for you?
3. Was there something that you saw that was new information for you? What was it?
4. If you were to “tweet” or write a newspaper headline about the most important thing you read, what would you write?
5. Were any of the documents mentioned (such as Vertical Alignment Documents, PreK Guidelines, or Infant/Toddler Guidelines) new to you? If so, which ones? Do you know where to go to find them?

Activity Title: Kahoot Quiz

<table>
<thead>
<tr>
<th>Purpose of Activity</th>
<th>Staff use the Individual Education Program Annual Goal Development Q and A document to answer questions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested Time</td>
<td>30 minutes for game, but could be up to 2 hours for extension activity</td>
</tr>
<tr>
<td>Materials</td>
<td>A device with internet access (phone, tablet, computer, etc.)</td>
</tr>
</tbody>
</table>
| Steps               | 1. The person leading the activity logs in to the game at https://play.kahoot.it/#/k/f9c5545c-5563-4223-9878-6893ed296d11  
                      2. After logging in, the person leading the activity will receive a PIN number that will be given to the participants.  
                      3. Participants go to https://kahoot.it (or can play on the app on their phone/tablet if they have it).  
                      4. Participants use the PIN number to access the Kahoot Quiz.                                      |
|                     | **Extension activity (optional)**- Small groups can pick one or more of the questions that they missed and look up the answers in the IEP Goal Development Q and A document. They will then pick one or two of the ones they missed to share with the group (including their initial answer- why they missed it- and their new answer based upon their further investigation). |
### Activity Title: Jigsaw

<table>
<thead>
<tr>
<th>Purpose of Activity</th>
<th>Participants will review and synthesize the information in the IEP Q and A document in order to develop several “big idea” statements.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested Time</td>
<td>20-40 minutes</td>
</tr>
<tr>
<td>Materials</td>
<td>1 or more copies of the IEP Goal Development Document, chart paper, markers</td>
</tr>
</tbody>
</table>
| Steps               | 1. Arrange for participants to be in small groups of 3-4 per table.  
2. Write each section title below on a separate piece of chart paper.  
   – Introduction/Online Training,  
   – Section 1 Measurable Annual Goals,  
   – Section 2 Academic Standards-Based Goals,  
   – Section 3 Functional Goals  
3. Cut up the IEP Q and A document into manageable sections, including the introduction pages.  
4. Participants (groups) will read through their assigned questions and write down their “big ideas” for each section on the chart paper.  
5. You can use either individual questions or groups of questions (a few pages each). You may also want to go through the document and pull out only a few of the questions that you feel are the most important for your group.  
6. Groups can either share their work with the large group or gallery walk to see what others wrote. |

### Activity Title: Two Truths and a Lie

<table>
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<tr>
<th>Purpose of Activity</th>
<th>Staff will review the information in the IEP Q and A document.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested Time</td>
<td>45 minutes (25 minutes to research and 20 min to play game)</td>
</tr>
<tr>
<td>Materials</td>
<td>Copies of the IEP Goal Development Q and A Document or access to the document online for each group; one index card per person with the word “lie” written on it; scratch paper for each group</td>
</tr>
</tbody>
</table>
| Steps               | • Divide the participants into small groups of 2-3.  
• Have each group look at a small section (8 questions or less) and review.  
• The groups will then come up with two truths and one “lie” (false information) regarding the section of the document that they reviewed. They should write their 2 truths and a lie (in any order) on the scratch paper.  
• Once each team has developed their 2 truths and a lie, they will take turns asking the others which statement they feel is the “lie”. Each person votes for the “lie” by holding up their index card.  
• The group who presents gets a point for each of the other individuals that they “fool”. (Groups create the statements, but people vote for the lie individually.) |