

Strategies for Setting High-Quality Academic Individualized Education Program Goals

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STEP 1. Select a Measure



Exhibit 1. Sample Target Behaviors for Reading, Math, and Written Language

Academic Domain	Target Behavior
Reading	Letter naming fluency Letter sound fluency Phoneme segmentation fluency Nonsense word fluency Word identification fluency Passage reading fluency, also called oral reading fluency Maze or maze fluency
Math	Oral counting Number identification Quantity discrimination Missing number Math computation Number concepts and applications
Written Language	Total words written Words spelled correctly Correct word sequence Correct letter sequence

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I N C I (NCII) A P M T

STEP 2. Establish a Base Line Performance

At the beginning of the IEP year, the IEP team should determine the student's present levels of academic achievement and functional performance (PLAAFP). This information is used to establish a baseline for the student's performance and to determine the student's present levels of academic achievement and functional performance (PLAAFP).

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Setting a Goal Using National Norms for ROI

1. Identify the ROI for the skill.
2. Multiply the ROI by the number of weeks (from the IEP) to determine the number of additional points that will be earned.
3. Add the additional points to the baseline score.

Formula: $ROI \times \# \text{ Weeks} + \text{Baseline Score} = \text{Goal}$

Exhibit 3. Illustration of Using ROI to Set a Math Goal



OPTION 3. Intra-Individual Framework

For example, if a student's baseline score is 20 points and the ROI is 3 points per week, the goal for 10 weeks would be 50 points. The formula for this is: $ROI \times \# \text{ Weeks} + \text{Baseline Score} = \text{Goal}$.

Setting a Goal Using an Intra-Individual Framework

The formula for this is:

$Goal = Slope \times 1.5 \times \# \text{ Weeks} + \text{Baseline Score}$

Goal = Slope x 1.5 x # Weeks + Baseline Score

USING AN INTRA-INDIVIDUAL FRAMEWORK

Advantages:

- Useful when the student is not making progress.
- Can be used to set a goal for a student who is not making progress.

Considerations:

- Make sure the goal is realistic and achievable.
- Record the data to see if the goal is being met.
- Make sure the goal is specific and measurable.

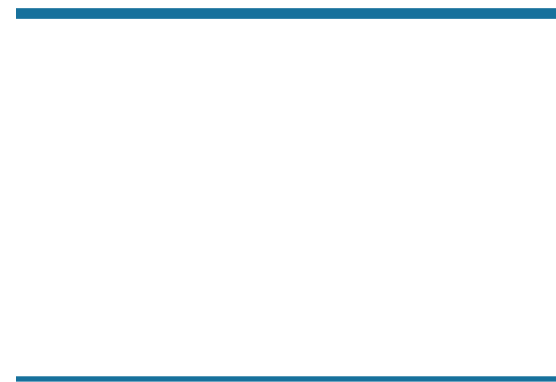
Exhibit 5. Examples of IEP Condition, Target Behavior, and Proficiency Levels

Component	May include...	Examples
Condition	Material/Tool Grade level Setting Timing	When given 30 first-grade sight words... When given a third-grade reading passage... When provided a sixth-grade-level story starter and 4 minutes to write... When given a kindergarten missing-number probe with a four-number sequence...
Target behavior	Observable behavior Target goal	Student will read 30 of 30 sight words... Student will read 60 words correctly...
Level of proficiency/ Timeline	Accuracy Timeline Number of trials	95% accuracy Three consecutive probes By spring benchmarking

Conclusion

Developing appropriate IEP goals is an essential step in ensuring students with disabilities receive an IEP reasonably calculated to enable them to make appropriate progress in light of their circumstances. As outlined in this guide, the steps for setting a goal include (1) selecting a measure, (2) establishing baseline performance, (3) choosing a strategy for setting the goal, and (4) writing a measurable goal. No hard-and-fast rule exists for determining which method to use when developing IEP goals. Educators must rely on their clinical decision-making skills to do so. We recommend that each option for setting the goal be presented to the IEP team for consideration. In setting the IEP goal, teams will need to consider several factors, including previous performance and the age and grade of student.

After goals are created, the next step is to develop and implement an IEP progress-monitoring plan. The purpose of the plan is to regularly monitor students' progress toward their IEP goals and communicate this progress regularly with families and educators supporting the student. Teams will use the graphed progress-monitoring data and validated data analysis strategies to determine students' responsiveness to core and specially designed instruction and to adapt instructional programming to maximize efficiency and ensure that individual student needs are addressed. NCII (www.intensiveintervention.org) offers numerous resources to support educators in developing and implementing this plan.



Overview of Goal-Setting Strategy

This document provides an overview of the goal-setting strategy for students with Individualized Education Programs (IEP).

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Reference

D. B. ... E ... I ... D. M. Y

Glossary

Annual Goal. In the IEP, annual goals are “academic and functional goals designed to meet the child

- Reliability. R
- Single-Skill Measure. I
- Target Behavior. I IEP
- Validity. V

~~Model A. Practice Activity: Setting a Goal Using Behaviorally Measurable~~

Reflection:

What are the most important things you learned from this process?

What are the most important things you learned from this process? Be sure to include any specific examples or strategies that you found helpful.

Notes

Example B. Practice Activity: Setting a Goal Using the Intra-Individual Framework



Information you will need:

f Weeks: _____; f Baseline Weeks: 10

f Data Points: 8 Scores: 37, 36, 38, 41, 40, 42, 44, 48

f Baseline Score: Average of last three data points

Worksheet: Calculating a Goal

Intra-Individual Framework Method

Formula:

Slope x 1.5 x # Weeks + Baseline Score = GOAL

Slope = $\frac{(\text{Last Median} - \text{First Median})}{\# \text{ Baseline Weeks}}$

Steps:

1. Gather Data

Slope from above: _____

of weeks left in instructional period: _____

Baseline score: _____

2. Calculate

_____ x 1.5 x _____ + _____ = _____
 Slope # Weeks Baseline Goal

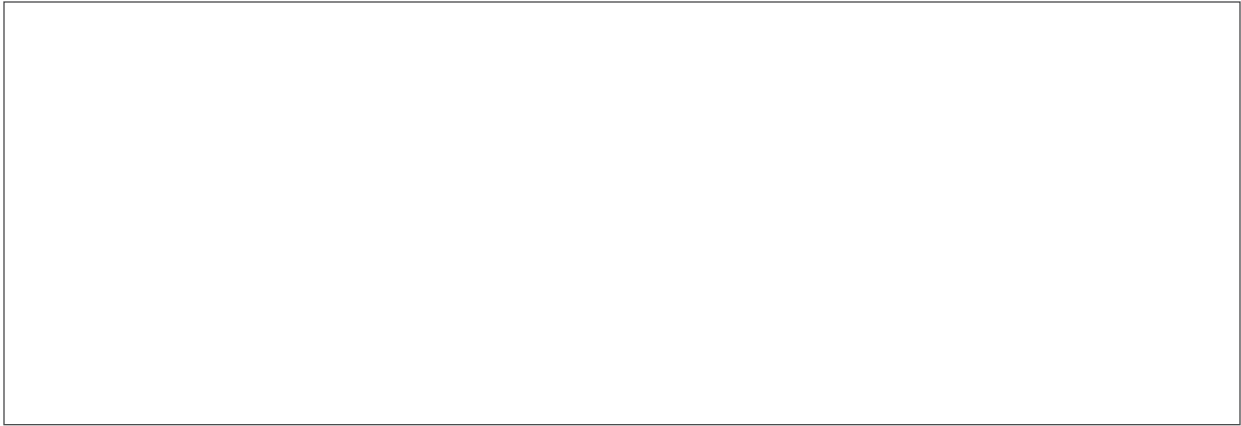
Goal = _____

Guide

Slope: Student rate of improvement.

Median: Take the middle score of three scores.

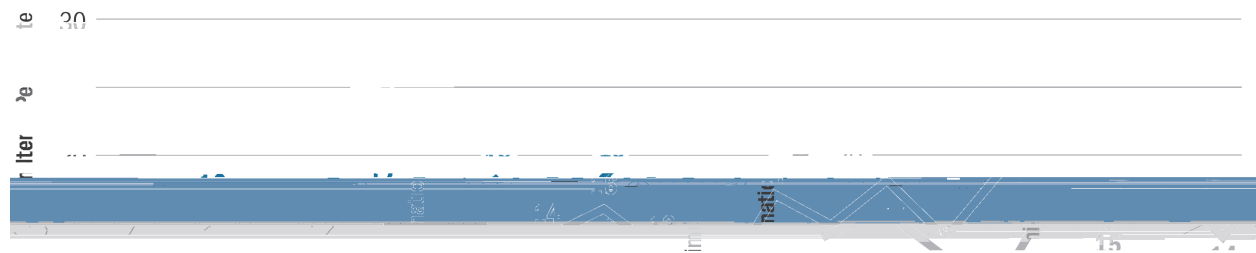
If data are collected weekly: # baseline weeks = # data points - 1



Appendix C. Academic Practice Setting Goals

- 1. U.S. Licensure Exam (Licensure) : 20
- 2. U.S. Licensure Exam (Licensure) : 14, 16, 13, 10, 17, 15, 18, 14, 19
- 3. U.S. Licensure Exam (Licensure) : 25
- 4. Return on Investment (ROI) : .5

Lincoln's Quantity Discrimination Scores



1. U.S. Licensure Exam (Licensure) : B-
2. U.S. Licensure Exam (Licensure) ROI : R-

 - Licensure ROI.
 - M. ROI
 - A. ROI
 - M. ROI
 - D. ROI

3. U.S. Licensure Exam (Licensure) : I-

 - E. ROI : 3, 1, / #, 1.
 - M. ROI : 1.5.
 - A. ROI
 - M. ROI : I-
 - D. ROI



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