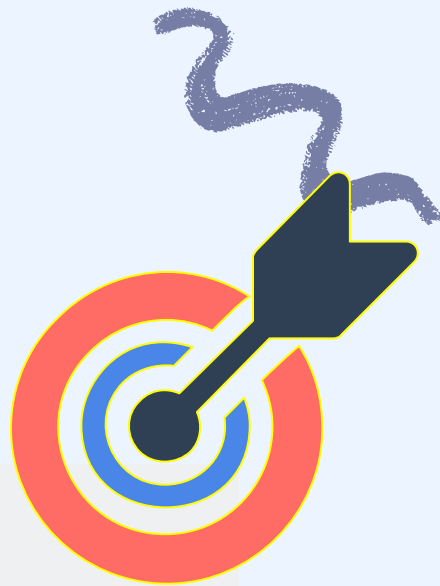


1

IEP Goals



- ❖ Develop IEPs that create a foundation for inclusion
 - Align goals with *grade-level* standards
- ❖ Non-standard, below grade level goals...
 - Denies the student FAPE (see also understood.org)
 - Increases the chance that pull-out services will be implemented
- ❖ Identify priority standards and use them for most students
 - Unless evaluation results suggest otherwise
- ❖ As much as possible, assign accommodations that can be provided to all students

High Expectations

2

Progress Monitoring

- ❖ Make progress monitoring a class-based, formative assessment given to all students
 - Design these to monitor standards at grade level, with appropriate scaffolds
 - Students may not meet goal, but will progress toward it
- ❖ When IEP goals are based on priority standards, progress data informs instruction for all students








Scaffolds

3

- ❖ Develop scaffolds that are incorporated into the assignment
 - Graphic organizers, word banks, models
- ❖ Offer Tier 1 and Tier 2 support to all students
- ❖ Coach all students in using scaffolds
 - As material becomes more complex, all students benefit from knowing how to use scaffolds
- ❖ Offer Tier 3 support to some
 - Reduced responses, highlight key words, etc
- ❖ Establish criteria for Tier 3 intervention
 - Avoid mistaking behavior concerns for academic concerns

High Expectations

Scaffolds		
Tier 1	Tier 2	Tier 3
		
<ul style="list-style-type: none">❖ Visuals❖ Word Bank❖ Modeling❖ Sentence Stems❖ Paragraph Frames❖ Graphic Organizers	<ul style="list-style-type: none">❖ Visuals❖ Word Bank❖ Modeling❖ Sentence Stems❖ <i>Sentence Frames</i>❖ Paragraph Frames❖ Graphic Organizers❖ <i>Chunk Text</i>	<ul style="list-style-type: none">❖ Visuals❖ Word Bank❖ Modeling❖ Sentence Stems❖ Sentence Frames❖ Paragraph Frames❖ Graphic Organizers❖ <i>Chunk Text</i>❖ <i>Reduce or Highlight Key Text</i>❖ <i>Reduce Responses to include only Key Concepts</i>