

RSE-TASC REPORTER

LOWER HUDSON REGIONAL SPECIAL EDUCATION TECHNICAL ASSISTANCE AND SUPPORT CENTER

What is a Standards-Based IEP?

By Ann Quinones-Narcisse, MS, Regional Special Education Trainer



“One of the most difficult challenges educators face is determining ways to make state standards accessible to students who currently have few academic skills.”

(Courtade and Brower, 2011)

About four years ago, I received a text from a colleague asking me how I write IEP goals. “Carefully”, I responded, imagining what lay beneath this seemingly benign query. Soon the discussion turned to the role of the Common Core in the IEP. We debated what IDEA, the Individuals with Disabilities Education Act, intended by stating that IEP goals had to be about “access to the general curriculum” and how to link the content of a student’s IEP to the academic standards for the student’s corresponding grade. Why couldn’t you just write a standard as *the goal?*, we wondered. With the release of the New York State Special Education Field Advisory (June 2014) on *The Role of the Committee on Special Education in Relation to the Common Core Learning Standards*, which introduced the concept of the “standards-based IEP”

widely across the state, many more teachers are facing the same confusion.

At the RSE-TASC we redesigned our trainings on writing quality IEP goals last year to address this new and puzzling requirement. Here are some of the big ideas we have incorporated:

- ◇ Mastery of the Common Core Learning Standards is the expectation for all students. Therefore, all teachers need to know what the standards say students should know and be able to do at their grade levels.
- ◇ CSE teams must ensure that they understand an individual student’s present level of performance, and the unique needs of the student resulting from his/her disability. They must then use this information to identify the skills that that student needs to master

in order to reach grade level standards.

- ◇ The IEP identifies the individual student goals for attaining those skills as well as any necessary adaptations and modifications to the instructional delivery, materials and environment.

In other words, the Common Core

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What's Coming Up in 2015-2016? Lower Hudson RSE-TASC Regional Trainings *What Works for Students with Disabilities*

Mark Your Calendar

School-Wide Systems Transition

November

- Work-Based Learning Series— Options for the CDOS Commencement Credential (1 of 3), 11/4
- Transition and the IEP: Indicator 13 Self-Review, 11/9 ***WAIT LIST***
- Graduation Options, 11/19
- Developing and Using the Student Exit Summary, 11/24

December

- Work-Based Learning Series— Options for the CDOS Commencement Credential (2 of 3), 12/2
- Transition Planning Tools and Resources, 12/3
- CAN*DO, 12/10

January

- Work-Based Learning Series— Options for the CDOS Commencement Credential (3 of 3), 1/20

Behavior & Discipline Supports

November

- Developing Behavior Support Plans for Preschoolers (2-Day workshop), 11/5 and 11/20 ***WAIT LIST***
- Alternatives to Suspension, 11/18
- FBA/BIP Refresher, 11/30 ***WAIT LIST***

December

- Establishing Positive Behavior Support Systems in Preschool Settings, 12/11
- PBIS Coaches' Forum, 12/18

January

- FBA-BIP for Students with Developmental Disabilities (3-Day workshop), 1/8, 2/2 and 3/8

- PBIS Coaches' Forum for Special Topics (2 of 3), 1/27
- Teaching Social Skills to Preschoolers, 1/27
- PBIS Booster: Faculty and Staff Commitment, 1/28

February

- PBIS Study Hall, 2/9

Individualized Educational Planning & the CSE Process

November

- Language Acquisition vs. Learning Disability, 11/13 ***WAIT LIST***
- Developing Quality IEPs that Improve Outcomes for Students with Disabilities, (2-Day workshop), 11/20 and 11/30 ***WAIT LIST***

December

- Development and Measurement of Effective IEP Goals (2-Day workshop), 12/7 and 12/14 ***WAIT LIST***
- IEPs for English Language Learners, 12/7
- Language Acquisition vs. Learning Disability, 12/9
- Testing Accommodations, 12/21

January

- Developing Quality IEPs that Improve Outcomes for Students with Disabilities (2-Day workshop), 1/26 and 2/4
- New CPSE/CSE Chairperson Training (3-Day workshop), 1/15, 1/22 and 1/29 ***WAIT LIST***

February

- CSE Part 2: Next Steps, 2/29

Instructional Practices

November

- Specially Designed Instruction for Students with Disabilities and English

- Language Learners (3-Day workshop), 11/9, 11/23 and 11/30 ***WAIT LIST***

- Understanding Cultural and Linguistic Diversity, 11/12

December

- Explicit Direct Instruction for Co-Teaching Teams (3-Day workshop), 12/3, 12/10 and 12/15
- Special Ed 101 for ENL Teachers, 12/10
- Understanding Cultural and Linguistic Diversity, 12/18
- Special Ed 101 for ENL Teachers, 12/21
- Research Based Comprehension Strategies for Struggling Readers, 12/21

January

- Improving the Sentence: Research Based Writing Strategies for Struggling Students, 1/21

February

- Research-Based Comprehension Strategies for Struggling Readers, 2/29

Leadership

December

- Special Education for Principals, 12/1
- CSE Roundtable, 12/3 ***WAIT LIST***
- CPSE Colloquium, 12/17

January

- The Forum: For Schools That Serve Students with Developmental and Intellectual Disabilities, 1/21

- CSE Roundtable, 1/28 ***WAIT LIST***

February

- CPSE Colloquium, 2/26

To Register for our Regional Workshops

Please go to www.pnwbores.org/catalog to register online. Click on the down arrow next to the box that says "Click one or more options...", then select RSE-TASC and click "Search". Scroll down the webpage until you see the workshop in which you are interested and then click on its name to see details and enroll.

Community Events

- **Common Core for the Special Education Student**, begins 11/2/15, PNW BOCES—Hudson River Teacher Center, www.pnwboces.org/catalog
- **Co-Teaching Beyond The Basics—Advanced**; 11/2/15, PNW BOCES—Guidance & Child Study Center, www.pnwboces.org/catalog
- **Center for Autism and Related Disabilities 14th Annual Autism Conference**; 11/6/15, CARD Albany, Desmond Hotel, Albany, http://www.albany.edu/autism/conferences_annual.php
- **CPSE/CSE Parent Member Training**; 11/9/15 at WIHD or 11/10/15 at Rockland BOCES, Hudson Valley Special Education Parent Center, www.hvsepc@wihd.org
- **Addressing Disproportionate Suspension Rates: Cultural Responsiveness and Alternatives to Suspension**; begins 11/10/15, TAC-D / NYU, East Ramapo, tda246@nyu.edu
- **Simple Solutions for Engaging Struggling Boys: From Failure to Success in the Secondary Classroom**; 11/10/15, SW BOCES, www.swboces.org/support.cfm
- **Changing Demographics: Addressing Change Through a Culture of Trust**; 11/12/15, PNW BOCES—Guidance and Child Study Center, www.pnwboces.org/catalog
- **Self-Direction Update Meeting**, 11/18/15, WIHD, nturano@wihd.org
- **Transition to Employment for Students with Disabilities**; 11/18/15, Rockland Transition Consortium, www.rocklandboces.org
- **Comprehension, Differentiation, and Interventions in the Primary Grades PreK-2**; 11/19/15, SW BOCES, www.swboces.org/support.cfm
- **Advanced PBIS: How to Strengthen Your School-Wide Discipline Plans**; 11/19/15, SW BOCES, www.swboces.org/support.cfm
- **Active Learning Strategies: Promoting Achievement and Fostering Positive Classroom Behaviors**; 11/23/15, SW BOCES, www.swboces.org/support.cfm
- **Skills Training for Emotional Problem Solving for Adolescents (STEPS-A)**; begins 11/23/15, PNW BOCES - Guidance & Child Study Center, www.pnwboces.org/catalog

School Tool: 7 Steps to Standards-Based IEPs

The National Association of State Directors of Special Education (NASDE) has created a number of resources for educators on writing standards-based IEPs.

This publication by Maria Holbrook,

www.nasdse.org/portals/0/standards-basediepexamples.pdf,

lays out a seven step process for developing standards-based IEPs and is full of examples.



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Learning Standards are the established outcome to be achieved; the IEP establishes the skills and supports the student needs to achieve those outcomes.

Let's look at an example:

Reading Standards for Literature 6–12: *Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (NYS CCLS RL 7.2)*

The performance expected in this original standard is threefold: to

determine, analyze and summarize the theme. When broken down to the component skills a student must be able to identify a theme like “coming of age” or “abuse of power”; s/he must analyze how the author develops the theme and engages the reader in thinking about it throughout the text; and then s/he must turn that into a summary. For a student with a disability, these skills may be very difficult.

The standards-based IEP might identify adaptations and skills a student needs if s/he cannot perform these

skills through conventional reading and writing. The student might need to identify the theme by choosing a picture in an array of three after guided practice with a text read aloud. S/he might need to be taught to use a graphic organizer to identify when and where the theme is developed in the text. The student might need to use pictures to sequence events in a summary frame.

Courtade and Brower in their book, *Aligning IEPs to Common Core*

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Standards (2011), state that, to address the student's needs, educators must collaborate to identify the broad concepts in the ELA and mathematics standards. They then need to identify the component skills required for progress towards those standards and teach them directly to students. They will have to adapt content, instructional methodology, and the way they deliver instruction. The authors note that the goals may identify a first step with a distant connection to the standards; i.e., a need to develop basic reading or math skills, life skills and/or a skill addressed in distinct therapies.

Clearly there is much more to this complex topic than can be fully covered in this article. See the RSE-TASC training calendar on page 2 to register to attend one of our two-day training institutes on writing IEP goals, or explore further on your own using the School Tool on page 3. I am looking forward to a continuing exchange and on-going learning about how we can best support our students with disabilities with educators in our region!

References

Courtade, Ginevra, and Diane M. Browder. Aligning IEPs to the Common Core State Standards: For Students with Moderate and Severe

Disabilities. Verona: IEP Resources, 2011. Print.

Holbrook, M.D.. (2007) Standards-based individualized Education Program examples. Alexandria, VA: National Association of State Directors of Special Education (NASDSE), 2007. Also available at <http://www.nasdse.org/portals/0/standards-basediepeexamples.pdf>

Individualized Education Program Guidance: from the NYS Office of Special Education. Accessed 10/08/15 from <http://www.p12.nysed.gov/specialed/publications/iepguidance/intro.htm>,

Lorenzo, J. (2014) The Role of the Committee on Special Education in Relation to the Common Core www.p12.nysed.gov/specialed/commoncore/roleofCSE-614.htm

Bright Spot!

At Peekskill High School, Special Education Teacher Nicholas Agnello has seen a significant increase in students' on-time arrival to class, preparation for learning, engagement throughout the class period, and work completion. Recently, his students have increased their writing skills both in English class and across other subjects. Last year, Nick's students' grades and Regents scores increased from previous years.

To what does he attribute these positive student outcomes?

Nick starts the year by explicitly instructing students in both behavioral expectations and academic content and strategies. After teaching behavioral expectations, Nick posts them in the classroom and frequently acknowledges students for meeting them. Nick's students earn points that directly correlate to the classroom expectations. These points serve as data and both students and staff monitor progress towards meeting behavioral goals.

Just as Nick teaches behavior, he explicitly instructs students in academic content and student learning strategies. After a review and introduction to a lesson, where he provides the purpose for the lesson, the objective, and activates students' prior knowledge, Nick: 1) explicitly teaches vocabulary that students will encounter during the lesson; 2) verbally and visually explains content and strategies, and; 3) models concepts and skills using language and concepts that are accessible and interesting to his students.

What can we learn from this:

- Students benefit from being directly taught how to participate effectively in classroom activities.
- Lessons planned with the elements of explicit instruction in mind result in greater student learning.

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