



Group share - rate yourself

•Rate yourself:

- 1: I am not satisfied with how I do progress monitoring; I have a lot to learn to be more effective
- 2: I am o.k. with how I collect data, but I would like to learn more
- 3: I am pleased with how I collect data – it works well for me...I'd like confirmation

•Don't get too comfortable...you will be moving to sit in a designated group

Group share

- If you are a related service provider stand up
 - If you chose #3 raise your hand...
- If you are a teacher stand up
 - If you chose #3 raise your hand...

• Share (10 minutes):

- 1 thing you do in data collection that really works for you
- 1 thing in data collection that is challenging for you

Objectives

- Review special education law related to collection of data
- Discuss written criteria in IEP goals
- Discuss relationship between data and instruction

Scope of data collection

- Attendance
- Gathering data for the Diagnostic Observation Tool
- Gathering data to determine progress on IEP goals
 - Baseline data for PLAAFP (formative)
 - Progress monitoring
 - Progress report at end of each grading period, end of IEP, or amendment (summative)

Special Education Law

§ 300.300 Definition of individualized education program.

(a) General. As used in this part, the term *individualized education program* or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with §§ 300.320 through 300.324, and that must include:

- (1) A statement of the child's present levels of academic achievement and functional performance, including--
 - (i) How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or
 - (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;

SO WHAT?:

- In the 2004 revision, a statement specific to preschool children was added
- We are justified in addressing goals related to participation, not only academics

Application

- Pitfalls to a good PLAAFP
 - Not enough info from assessments or observations
 - Result: insufficient baseline data
 - Lack knowledge of typical peer developmental milestones
 - The DOT is useful here
 - Inappropriate expectations
 - Too low or too high
 - Vague or unclear statement of negative impact of delay
 - Result: poor justification

Special Education Law

§ 300.120 Definition of individualized education program.

(a) General. As used in this part, the term individualized education program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with §§ 300.300 through 300.324, and that must include--

(2)(i) A statement of measurable annual goals, including academic and functional goals designed to--

- (A) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and
- (B) Meet each of the child's other educational needs that result from the child's disability;

SO WHAT?:

- Academic and functional
- Goals must be measurability, meaningful, "progress-able"

Special Education Law

§ 300.320 Definition of individualized education program.

(a) General. As used in this part, the term individualized education program or IEP means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with §§ 300.320 through 300.324, and that must include--

(3) A description of--

- (i) How the child's progress toward meeting the annual goals described in paragraph (2) of this section will be measured; and
- (ii) When periodic reports on the progress the child is making toward meeting the annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided;

SO WHAT?:

- Goalview covers this with a checkbox list. How do we get there?
- This relates to measurability of goals

Meaningful goals

- Meaningful and progress-able
 - use present levels as a guide
 - Behavior must be observable and "countable"
- Meaningful = how will gaining the skill benefit the child?
- Practice: Articulate how these target behaviors are meaningful
- ****Specific to preschool...if you teach another grade, think about pertinent target behaviors****
 - Name 11 colors
 - Participate in pretend play
 - Identify attributes of objects (texture, size, temperature)
 - Initiate interactions with peers
 - Participate in small group activities
 - Sit on the rug during large group
 - Will not put non-edibles in mouth

Measurable goals

- Measurable
- In what condition?
 - (when given a verbal prompt, during large group, when presented in random order, from a set of 3, when approached by a peer)
 - How much?
 - (100%, 80%, 75%, for the duration of the activity, 4 of 5 opportunities, once every hour, 3 times in a 5 minute period, within 10 seconds, in 6 out of 10 trials)
 - How consistently?
 - (across 3 consecutive data collection sessions, in every opportunity)
 - In what length of time?
 - (in 36 weeks, by February 2018, during a grading period, across bi-weekly probes)

Criteria in IEP goals

- Use language parents and educators can understand
- Another teacher can read the goal and begin to gather data on the skill
- Example 1:** Ben will, by the end of the school year, point to 11 colors when presented in a set of 3, with no more than 1 prompt, in 4 of 5 trials across 2 consecutive data collection sessions.
- Example 2:** Ben will, within 8 months of attending school, name 11 colors during small group activities with 80% accuracy across 3 data collection sessions.
- Example 3:** When shown in succession 1 color at a time and asked, "What color?", Ben will name 9 of 11 colors (blue, green, yellow, red, orange, purple, gray, white, black, brown, pink) in 4 consecutive opportunities with bi-weekly probes.
- How many ways can criteria in these goals be interpreted?

Criteria in IEP goals

- Interpretation of criteria in these examples requires understanding of these terms:
 - Probes
 - Trials
 - Opportunities
 - Set
 - Consecutive
 - Data collection session
 - Bi-weekly
 - Prompt

Types of measures

- Types of measurements for data collection
 - Accuracy
 - Frequency
 - Duration
 - Interval
 - Permanent record
 - Latency
- Target skill / behavior
 - Will follow a 1-step familiar direction (frequency)
 - Will transition between activities (latency)
 - Will draw a picture with 4 or more elements (permanent record)
 - Will keep hands and feet to self (frequency or interval)
 - Will name 11 colors (accuracy)
 - Will participate in pretend play (duration)
 - Will initiate interactions with peers (frequency or interval)
 - Will participate in small group activities (duration or frequency)

Criteria for mastery

- What is "mastery"?
 - Depends on the target behavior
 - EIE mastery: Holly will drive accident-free 8 of 10 consecutive times she's behind the wheel
 - Don't double up on criteria
- What do you consider to be "mastery" of these target skills?
 - Will follow a 1-step familiar direction (frequency)
 - Will transition between activities (latency)
 - Will draw a picture with 4 or more elements (permanent record)
 - Will keep hands and feet to self (frequency or interval)
 - Will name 11 colors (accuracy)
 - Will participate in pretend play (duration)
 - Will initiate interactions with peers (frequency or interval)
 - Will participate in small group activities (duration or frequency)

Written criteria in IEP goals

- Decide how will you collect the data BEFORE you write criteria in the goal
 - Who
 - In what settings / activities
 - How often
 - How many opportunities (in an activity/ in a day/ in a week/ in a grading period / in a school year) does the child have to practice the target skill?
 - How many opportunities (in an activity/ in a day/ in a week/ in a grading period / in a school year) does the child have to demonstrate the skill?
 - Which data sheet will you use? What works for you? (search data sheets - which ones make sense to YOU) If it's not easy, you probably won't do it.
 - How are you going to organize your data?
- Gather frequently enough to adjust instruction to result in acquisition of the skill

Making it work in your classroom

- Be realistic: What is do-able
- Be familiar with goals, assessments/checklists (DOT), and curriculum
- Identify your resources (people, materials, data collection tools)
- Don't re-create the wheel - see what's out there before you build it (ask each other)
- Align curricula lessons with DOT or IEP goals
 - Embedded goals (target multiple skills within activities)

Data informs instruction

- How frequently do you need to look at gathered data to determine if they are making progress?
- Is the child making "sufficient" or "insufficient" progress?
- If insufficient → is the goal appropriate?
 - If yes → modify instruction
 - If no → amend IEP
- If sufficient progress, continue until goal is met
 - If goal is met prior to IEP due date → amend IEP

Summary

It takes **time, organization, and planning** for effective data collection, but **it's worth it**

Challenge

- Research has found that one-time in-service training is more effective with follow-up mentoring or coaching or opportunities for hands-on application
- Challenge: identify individuals you will invite to support you in your efforts
