Best Practices in IEP Writing:

Social/Behavior Goals and Data Collection

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Hard to Measure Goal

Student will increase his self regulation skills moving from a level of needing adult support to a level of being more independent.

Over the Top/Hard to Manage Goal

Using weekly minutes with the social worker, student will improve his ability to identify his emotions, understand how to manage them, and demonstrated specific strategies to express his feelings of anxiety and frustration in order to move from being off task, shutting down, and leaving the classroom to a level of completing assigned work 80% of the time and remaining in his regular education class unless dismissed by the teacher.
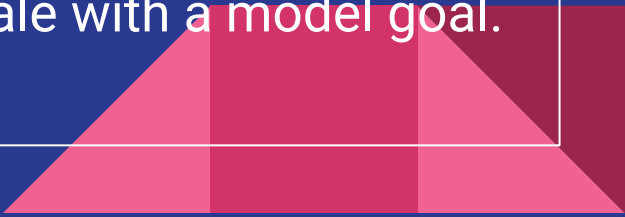
Just Right

When in math class, Sandy will increase the number of days she remains in control of her emotions (e.g., does not verbally escalate through whining, yell, make a defiant statement towards a peer or teacher) from a current level of 1 day per week to 5 days per week as measured by daily frequency counts completed by the classroom teacher.

Tools for Measuring Behavior

- Teacher-Created Rating Scales, Rubrics, or Checklists
- Direct Observations
    - General Observation
    - Momentary Time Sampling
    - Target-Peer Observation
    - Frequency Count
- Direct Behavior Ratings (DBRs)
- Building-wide data collection System (e.g., ODRs)
- Percentages (avoid if you can, but are sometimes appropriate)

Rating Scales/Rubrics/Checklists

- Created by teachers to focus on the specific skill needs of a student/group of students.
- Can be used for a variety of skills, such as following directions, asking for help, having a conversation, and accepting "no."
- Can be used as part of your observations during the evaluation process to get baseline data for your goal.
- Can be used across multiple years depending on the skills included.
- Click here for an example social skills rating scale with a model goal.

SOCIAL SKILLS RATING SCALE: _____ minute observations

Student: _____ Date: _____ Setting: _____
Observer: _____

KEY:	
0= Did not show this behavior	2= Sometimes observed, natural
1= Sometimes observed, but awkward	3= Consistently appears natural

Maintained eye contact	0	1	2	3
Initiated conversation appropriately	0	1	2	3
Stayed on topic	0	1	2	3
Asked appropriate questions	0	1	2	3
Responded appropriately to questions	0	1	2	3
Made appropriate vocalizations	0	1	2	3
Exited conversation appropriately	0	1	2	3

Notes:

/21 total points

Goal/Objectives - Rating Scales

Goal: By February 2018, in a social skills group including general education peers, Art will increase his social skills from 10 out of 21 points on the Social Skills Rating Scale to 16 out of 21 points.

Ob 1: By June 2017, in a social skills group including general education peers, Art will demonstrate 12 out of 21 points on the Social Skills Rating Scale.

Ob 2: By October 2017, in a social skills group including general education peers, Art will demonstrate 14 out of 21 points on the Social Skills Rating Scale.

Progress Measuring - Rating Scales

- Progress will be measured twice a month by special education staff using the teacher-created Social Skills Rating Scale during a 20 minute social skills group in the special education setting. The Social Skills Rating Scale evaluates a student's display of the following 7 social skills: maintained eye contact, initiated conversation appropriately, asked appropriate, on-topic questions, responded appropriately to questions, made appropriate vocalizations, and excited conversation appropriately.
Each social skill is rated on the following scale:
0 = Does not display
1 = Sometimes observed, but awkward
2 = Sometimes observed, natural
3 = Consistently appears natural
A total of 21 points are possible.
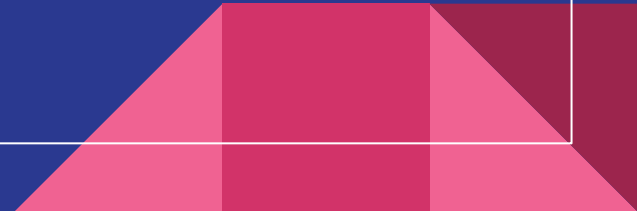
PLAAFP - Rating Scale

Social Skills:

Strengths: Art enjoys playing with peers at recess and will often try to engage peers in conversations. In the last year, Art has improved greatly in maintaining eye contact and making appropriate vocalizations.

Impact/Needs: Art's challenges with social skills impact his ability to interact with adults and peers both in social and academic settings. Art needs to improve his social conversation skills so that he can progress in the general education environment.
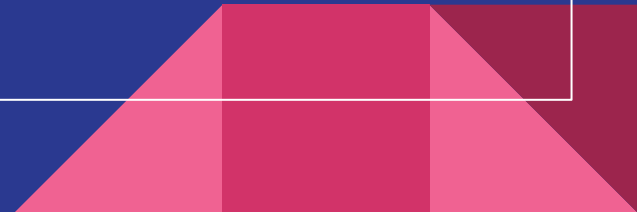
PLAAFP - Rating Scale (continued)

Social Skills:

Baseline/Comparison to Peers/Grade-Level Standards: Art has difficulty with skills such as initiating conversation appropriately, exiting conversation appropriately, staying on-topic, responding appropriately to questions, and asking appropriate questions. These skills improved over the last year, going from a level of 2 out of 21 points on a teacher-created rating scale (Social Skills Rating Scale) to 10 out of 21 points.

Most fifth grade students do not struggle with these skills and would typically score 21 out of 21 points. [*Add corresponding standard.*]

Self-Awareness and Self-Management Rubric

	Early Childhood	Early Elementary (K–3)	Late Elementary (4–6)	Junior High (7–9)	Early High School (10–11)	Late High School (12)
	0	**1**	**2**	**3**	**4**	**5**
Managing Emotions	Does not label emotions and how they are linked to behavior	Recognizes and accurately labels emotions and how they are linked to behavior	Describes a range of emotions and the situations that cause them	Analyzes factors that create or motivate successful performance	Analyzes how thoughts and emotions affect decision making and responsible behavior	Evaluates how expressing one's emotions in different situations affects others
Managing Behaviors	Does not demonstrate control of impulsive behavior	Demonstrates control of impulsive behavior	Describes and demonstrates ways to express emotions in a socially acceptable manner	Applies strategies to manage stress and to motivate successful performance	Generates ways to develop more positive attitudes	Evaluates how expressing more positive attitudes influences others
Recognizing Personal Qualities	Does not identify own likes and dislikes, needs and wants, strengths and challenges	Identifies own likes and dislikes, needs and wants, strengths and challenges	Describes personal skills and interests to develop	Analyzes how personal qualities influence choices and successes	Sets priorities in building on strengths and identifying areas for improvement	Implements a plan to build on a strength, meet a need, or address a challenge
Recognizing External Supports	Does not identify family, peer, school, and community strengths	Identifies family, peers, school, and community strengths	Explains how family members, peers, school personnel, and community members can support school success and responsible behavior	Analyzes how making use of school and community supports and opportunities can contribute to school and life success	Analyzes how positive adult role models and support systems contribute to school and life success	Evaluates how developing interests and filling useful roles supports school and life success
Achieving Personal Goals	Does not describe skills related to achieving personal goals	Describes why school is important in helping students achieve personal goals	Describes the steps in setting and working toward goal achievement	Sets a short-term goal and makes a plan for it	Identifies strategies to make use of resources and overcome obstacles to achieve goals	Sets a post-secondary goal with action steps, time-frames, and criteria for evaluating achievement
Achieving Academic Goals	Does not describe skill related to achieving academic goals	Identifies goals for academic success and classroom behavior	Monitors progress on achieving a short-term goal	Analyzes why one achieved or did not achieve a goal	Applies strategies to overcome obstacles to goal achievement	Monitors progress toward achieving a goal and evaluating own performance against criteria

Goal/Objectives - Rubrics

Goal: By January 2018, during one-on-one instruction with the social worker, Sue will increase her self-awareness and self-management skills moving from a total of 5 out of 30 points to 12 out of 30 points on a staff created rubric.

Ob 1: By June 2017, during one-on-one instruction with the social worker, Sue will increase her self-awareness and self-management skills moving from a total of 5 out of 30 points to 8 out of 30 points on a staff created rubric.

Ob 2: By October 2017, during one-on-one instruction with the social worker, Sue will increase her self-awareness and self-management skills moving from a total of 5 out of 30 points to 10 out of 30 points on a staff created rubric.

Progress Measuring - Rubric

Progress will be measured by monthly completion of a social worker created Self-Awareness and Self-Management Rubric during a 20 min social work check-in in the office setting. The Self-Awareness and Self-Management Rubric rates a student's development of social and interpersonal skills in six areas: Managing Emotions, Managing Behaviors, Recognizing Personal Qualities, Recognizing External Supports, Achieving Personal Goals, and Achieving Academic Goals.

The student is rated in each area on the following scale:

0 = Early Childhood

1 = Early Elementary (Gr K-3)

2 = Late Elementary (Gr 4-6)

3 = Junior High (Gr 7-9)

4 = Early High School (Gr 10-11)

5 = Late High School (Gr 12)

A total of 30 points is possible.

PLAAFP - Rubrics

Strengths: Sue enjoys talking to others and making friends. She has a strong understanding of her own strengths and challenges as well as areas that she would like to develop.
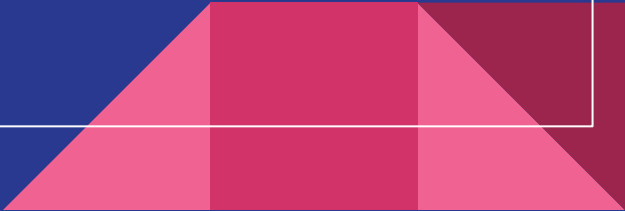
Impact/Needs: Sue's challenges in self-awareness and self-management skills impact her ability to maintain regulation in the classroom during academic instruction. Sue needs specialized instruction to increase age appropriate self-awareness and self-management skills.

PLAAFP - Rubrics (continued)

Baseline/Comparison to Peers/Grade-Level Standards:
When using a staff-created rubric for self-awareness and self-management skills, Sue currently displays the following age appropriate, *late elementary* skill: describes personal skills and interests to develop. Sue displays the following *early elementary* skills, which are considered skills that are challenging for her: recognizes and accurately labels emotions, identifies family and community strengths, describes why school is important in helping achieve goals, and identifies goals for academic success and classroom behavior. Sue does not currently demonstrate control of impulsive behavior, which is considered an early childhood skill. Most students Sue's age consistently display age appropriate Self-Awareness and Self-Management skills in all 6 areas. Currently, Sue scores 5/30 points on the self-awareness and self-management rubric. Most same-aged peers score an average of 12/30 points. [*Add corresponding standard.*]

Direct Observations

- General Observation
  - Estimate of percentage of time a behavior happens (e.g., on-task)
- Momentary Time Sampling (MTS)
  - Estimate of percentage of time a behavior happens that is less subjective than other observation methods
- Target-Peer Observation
  - Record of frequency and direction of conversations
- Frequency Count
  - Tally of how often a behavior occurs

Student: _____ Date: _____

Teacher: _____ Time: _____

Observer: _____ On-task: (_____/____) = ____%

Activity: _____ Peer on-task: (_____/____) = ____%

Target	Peer	Target	Peer	Target	Peer	Target	Peer	Target	Peer	
:00-:20	:30-:50	:00-:20	:30-:50	:00-:20	:30-:50	:00-:20	:30-:50	:00-:20	:30-:50	
										5 min
										10 min
										15 min
										20 min

Momentary Time Sampling Form

Target	Peer	Target	Peer	Target	Peer	
:10	:20	:30	:40	:50	:00	
						1 min
						2 min
						3 min
						4 min
						5 min

Observation Data - Graphed
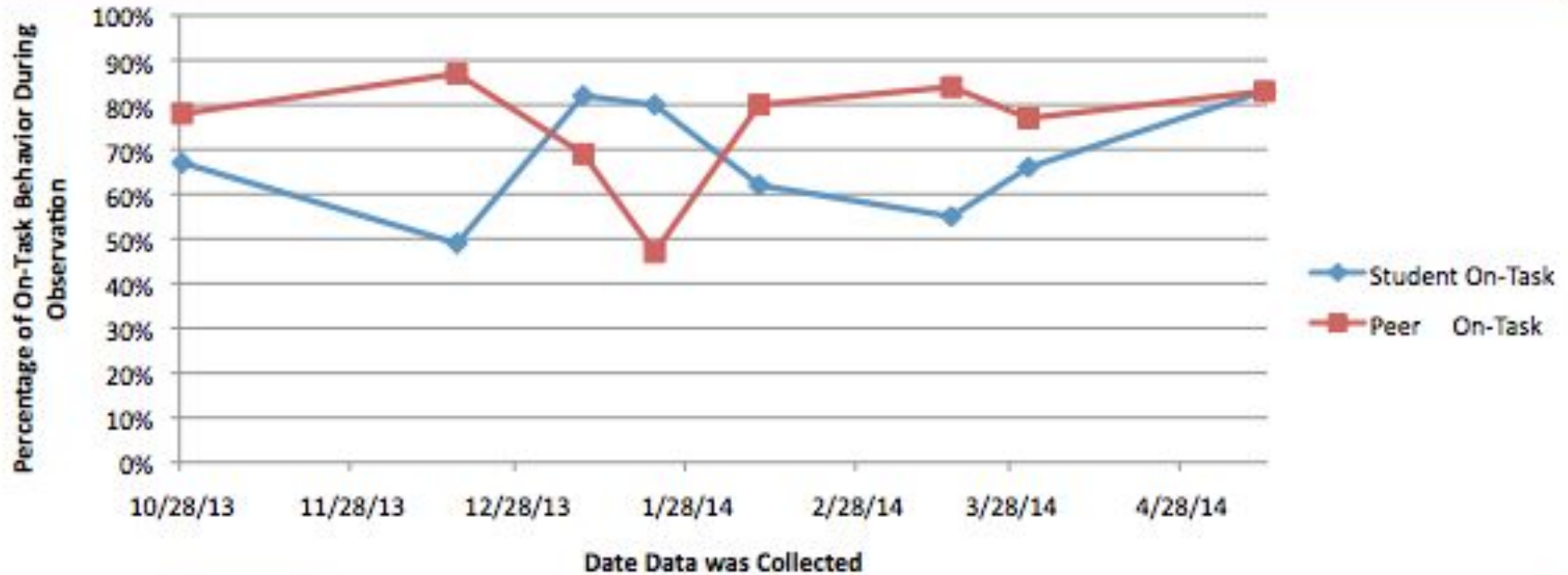
DBRs

- Snapshots of how a staff member perceived one or more behaviors during a specific time.

- Flexible for assessment, communication, and intervention purposes.

- Efficient, as ratings are simple and quick to complete.

- Repeatable for use in progress monitoring assessment.

- Defensible given increasing evidence of technical adequacy for screening and progress monitoring assessment.

http://dbr.education.uconn.edu/
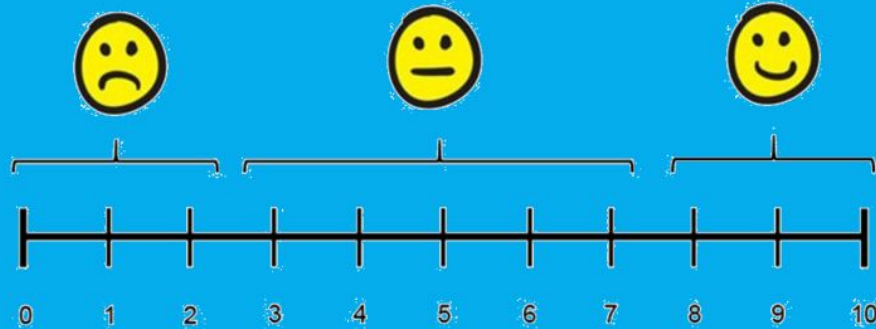
Goal/Objectives - Time-on Task or DBR

Goal: By December 2017, given a task at her independent work level in a large or small group general education setting, Ann will increase her on-task behaviors from 50% to 75% of the time or greater.

Ob 1: By June 2017, given a task at her independent work level in a large or small group general education setting, Ann will increase her on-task behaviors from 50% to 60% of the time or greater.

Ob 2: By October 2017, given a task at her independent work level in a large or small group general education setting, Ann will increase her on-task behaviors from 50% to 70% of the time or greater.
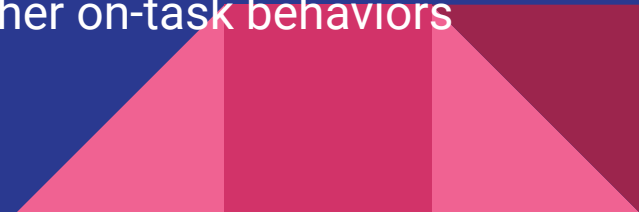
PLAAFP - Time On-Task or DBR

Strengths: Ann enjoys being in the classroom with her same-aged peers.

Impact/Needs: Ann's off task behaviors significantly impact her ability to access and retain instruction in the academic setting. Ann needs direct specialized instruction to increase her on-task behaviors.

Baseline/Comparison to Peers/Grade-Level Standards: Ann currently displays on-task behaviors at a rate of 50% of the time. Peers in the same observation were on-task a median of 85% of the time. [*Add corresponding standard*.]
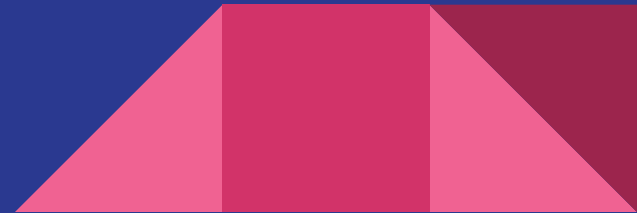
Progress Measuring - Time On Task

How will progress toward meeting this annual goal be measured?

Progress will be measured 2 times per month using a 10-minute time on-task observation in a large or small group general education setting by special education staff.
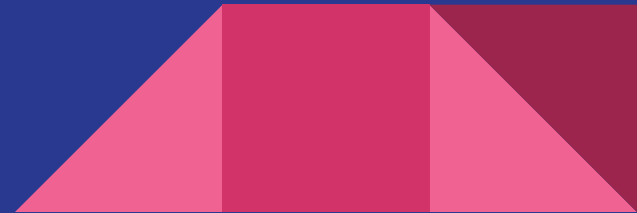
Progress Measuring - DBRs

How will progress toward meeting this annual goal be measured?

Progress will be measured by Ann's general education teacher using direct behavior rating scales after independent work time in the afternoon each day. Special education staff will graph these ratings weekly.
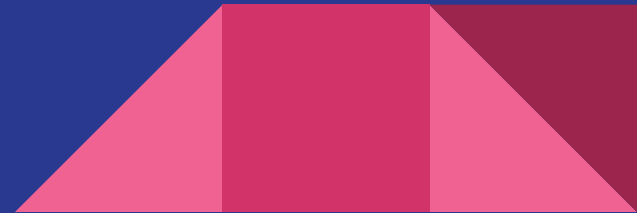
IEP Goals Should Be...

- Meaningful
  - Address what a student WILL DO, focus on skills-NOT curriculum, measure student behavior (not adult)

Poor Example: By June 2013, in math, Travis will decrease the number of instances he overreacts to making a mistake from 6 times per week to 0 times per week.

Better Example: By June 2013, during math class, Travis will complete his math assignments while remaining in control of his emotions (e.g., does not verbally escalate through whining, yelling, making noise to self) from a current level of 1 out of 10 days to 9 out of 10 days.

IEP Goals Should Be…

- Measurable
  - Frequently enough to determine if your instruction is working, uses <u>specific</u> tools, objective.

Poor Example: Sally will demonstrate on-task behaviors 90% of the time or greater during her classes.

Better Example: By June 2013, during academic instruction, Sally will demonstrate on-task behaviors from a current rate of 50% to a rate of 90% of the observed time/intervals or greater.
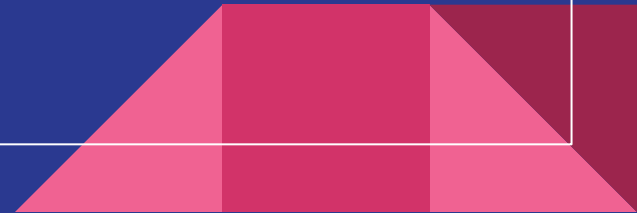
IEP Goals Should Be...

Goal Structure:

By time frame, during condition, Student will demonstrate the behavior from a current level of X to a level of X – criterion for acceptable performance.
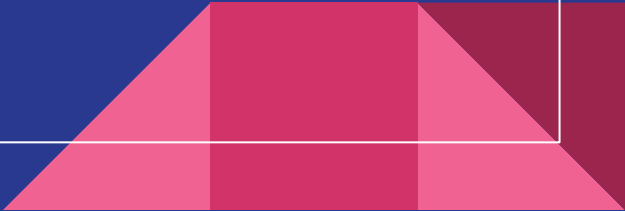
Objectives can be structured the same way with either:
- benchmarks (same measure as goal, but small steps towards it)
- component skills (different measures that contribute to the overall goal)

Goals and Objectives

- Only for needs in PLAAFP
- Name of goal should match the name of the service
- Must be measurable, specific about what the student will do, and designed to be reasonably met in one year.
- Avoid "able," as it is not measurable. For example, we don't want the student to "be able to maintain appropriate eye contact," we want the student "to maintain appropriate eye contact."

Goals and Objectives

- Use quantitative data (numbers) that could be graphed
- Do not use vague and hard to measure words like – grade level, age appropriate, commensurate with grade level peers, inconsistent, consistent, frequently, more, better, basic, limited, most, some.
- Behavior goals should focus on skill acquisition rather than behavior reduction.

Progress will be measured by…

- How will you measure it? (Tool used)
- When will you measure it? (How often?)
- Who will measure it? (often "special education staff")
- Where will you measure it?
- Length of time you are measuring (depending on the tool)
- Poor Example: Progress will be measured by student work and/or teacher observation.
- Better example: Progress will be measured twice a month by special education staff using a teacher-created rating scale during 20-minute instructional sessions in social skills group.
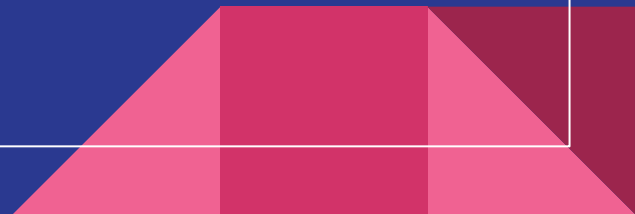
PLAAFP

1. Strengths
2. Impact/Needs
3. Baseline/Comparison to Peers/Grade-Level Standards
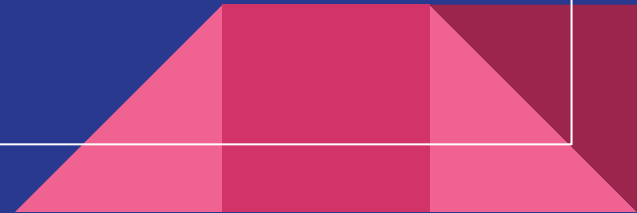
PLAAFP

- Baseline/Comparison to Peers/Standards
  - latest test scores and current progress on IEP goals using goal-specific data
  - Baseline measurement for goal - use numbers
  - Compare to peer performance using numbers where possible (also reference standards)

Questions?

- Look through packet of resources

Resources
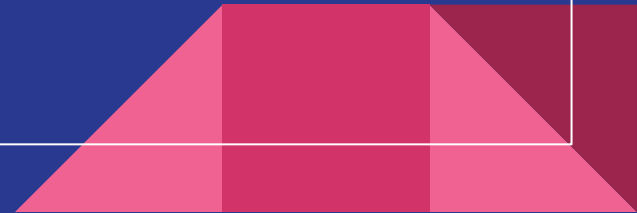
- DBRs: http://dbr.education.uconn.edu/
- Writing Meaningful and Measurable Social and Behavioral Goals Packet
- Google Drive: Goal Writing and Measuring Progress->
  Behavior/Social Skills
         (contact Jennifer Davie if you need access)
- Goal Examples: On-task, Social Skills, Social Skills