COLORADO
Department of Education

Writing Standards-aligned Advanced Learning Plans (ALPs) and Individualized Education Programs (IEPs): A Supplemental Guidance Document for Designing Effective Formal Educational Plans

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Exceptional Student Services Unit
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The contents of this handout were developed under a grant from the U.S. Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.

Through the Lens of….. disability-specific constructed examples

Disability Category	Grade	Academic Achievement Standard	Content Area
Other Health Impairment	Preschool	Grade-level	Functional Goal - Comprehensive Health & PE
Developmental Delay	Kindergarten	Grade-level	**Reading**/Writing/ Communicating
Orthopedic Impairment	1st Grade	Grade-level	Functional Goal – Comprehensive Health & PE
Intellectual Disability	3rd Grade	Alternate	**Reading**/Writing/ Communicating
Serious Emotional Disability	3rd Grade	Grade-level	Functional Goal- Comprehensive Health (Emotional & Social Wellness)
Speech or Language Impairment	4th Grade	Grade-level	Reading/Writing/ Communicating
Orthopedic Impairment	4th Grade	Grade-level	Functional Goal - Comprehensive Health & PE
Autism Spectrum Disorder	5th Grade	Grade-level	Reading/**Writing**/ Communicating
Intellectual Disability	5th Grade	Alternate	Mathematics
Autism Spectrum Disorder	8th Grade	Grade-level	Reading/Writing/ **Communicating**
Specific Learning Disability	8th grade	Grade-level	**Reading**/Writing/ Communicating
Specific Learning Disability	9th Grade	Grade-level	Reading/**Writing**/ Communicating
Multiple Disabilities	9th Grade	Alternate	Reading/Writing/ **Communicating**
Specific Learning Disability	10th Grade	Grade-level	Mathematics
Intellectual Disability	18-21	Career and Tech Ed.	Employability and Career Development
Traumatic Brain Injury	All	Any level	Considerations
Visual Impairment/Blindness	All	Any level	Considerations

Part III – Family-School Partnerships

Purpose
Foundation
National Standards for Family-School Partnerships (PTA 2008)
Resources for Districts and Families

References

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Overview

Purpose

CDE Vision Statement

All students in Colorado will become educated and productive citizens capable of succeeding in society, the workforce, and life.

This guidance document***, Writing Standards-aligned Advanced Learning Plan (ALPs) and Individual Education Program (IEPs): A Supplemental Guidance Document for Designing Effective Formal Educational Plans*** has been a collaborative effort of members of the Exceptional Student Services Unit of the Colorado Department of Education and Colorado educators for students with exceptionalities.

The purpose of this document is to:

- Provide an overview of the **Colorado Academic Standards** and their importance as the foundational framework for formal educational plans

- Provide guidance for district/campus educational teams as they write standards-aligned **Advanced Learning Plans** for students identified as gifted and twice exceptional.

- Provide guidance for **Individualized Education Program (IEP) Teams**, the members of which may include students, families, administrators, general education teachers, special education teachers, gifted education educators, school psychologists, speech and language pathologists, related service personnel, and para-educators who are working collaboratively to design and provide effective educational plans for students with a disability.

- Provide resources for **families** and districts as they collaborate in the process of developing and implementing individualized education programs to serve the needs of their children and youth. It is imperative for families and educators to understand that the purpose for linking Standards and Individualized Education Programs is to ensure that students have access to quality instruction, are engaged in meaningful, purposeful learning activities, and have the opportunity to progress in the general curriculum.

Definitions

Selected foundational terms used throughout the document are defined or referenced to IDEA/ECEA below. Further elaboration related to each definition is included in the narrative sections.

The General Curriculum	The *general curriculum* includes the full educational experience available to all students. General curriculum **content** includes the subjects that all students study, including both *core academic areas and subjects like art, music, physical education and career education. States have standards for what students will learn in these core content areas. The general curriculum **context** is the general education classroom and other school environments where students receive instruction. (Courtade and Browder 2011)*Colorado makes no distinction between core/non-core standards.
Universal Tier Instruction	Best-First Instruction, (also referred to as first, classroom, Tier I, core, or universal instruction), is designed to meet the needs of all students. Universal Tier Instruction is high-quality, effective, and engaging instruction provided in the general education classroom as outlined in a class or course curriculum. It provides students with their first opportunity to learn standards and grade-level expectations. All first instruction should be grounded in research-based methodology.
Access to the General Curriculum	IDEA requires that the content of the child's individualized education program (IEP) include "information related to enabling the child to be involved in and progress in the general education curriculum" [§614(b)(2)(A)(ii)], "how the child's disability affects the child's involvement and progress in the general education curriculum" [§614 (d)(1)(A)(i)(I)(aa)], and a statement of the program modifications or supports for school personnel that will be provided for the child "to be involved in and make progress in the general education curriculum..." [§614 (d)(1)(A)(i) (IV)(bb)].
State Adopted Colorado Academic Standards (CAS)	Each state adopts academic standards, which are the framework for district-determined curricula. The standards articulate *what* is to be taught at each grade level, but does not stipulate *how* specific content is designed or delivered. Districts adopt textbooks, instructional materials, scope and sequence curriculum plans, and other methodology to prepare students for college and career.
Response to Intervention (RtI)	The state of Colorado has defined response to Intervention as "a framework that promotes a well-integrated system connecting general, compensatory, gifted, and special education in providing high-quality, standards-based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs. A continuum of evidence-based, tiered instruction and interventions with increasing levels of intensity and duration is central to RtI. The implementation of RtI was initiated across the state of Colorado in 2006, when a change in legislation occurred in the Exceptional Children's Education Act (ECEA) regarding eligibility for special education related to the identification of specific learning disabilities. (Also see Multi-Tiered System of Support)
Standards-aligned Advanced Learning Plan (ALP)	A standards-aligned ALP is a process and a document that is informed by and based upon the state academic standards (Preschool-12) and National Affective Standards containing measurable annual goals developed to meet individual academic and social-emotional needs
Eligibility to Receive Special Education Services	Passed in May, 2011, House Bill 11-1277 of ECEA aligns Colorado's eligibility categories with corresponding federal terms and requirements. Training tools and Eligibility Checklists detail each disability category and its corresponding eligibility criteria.

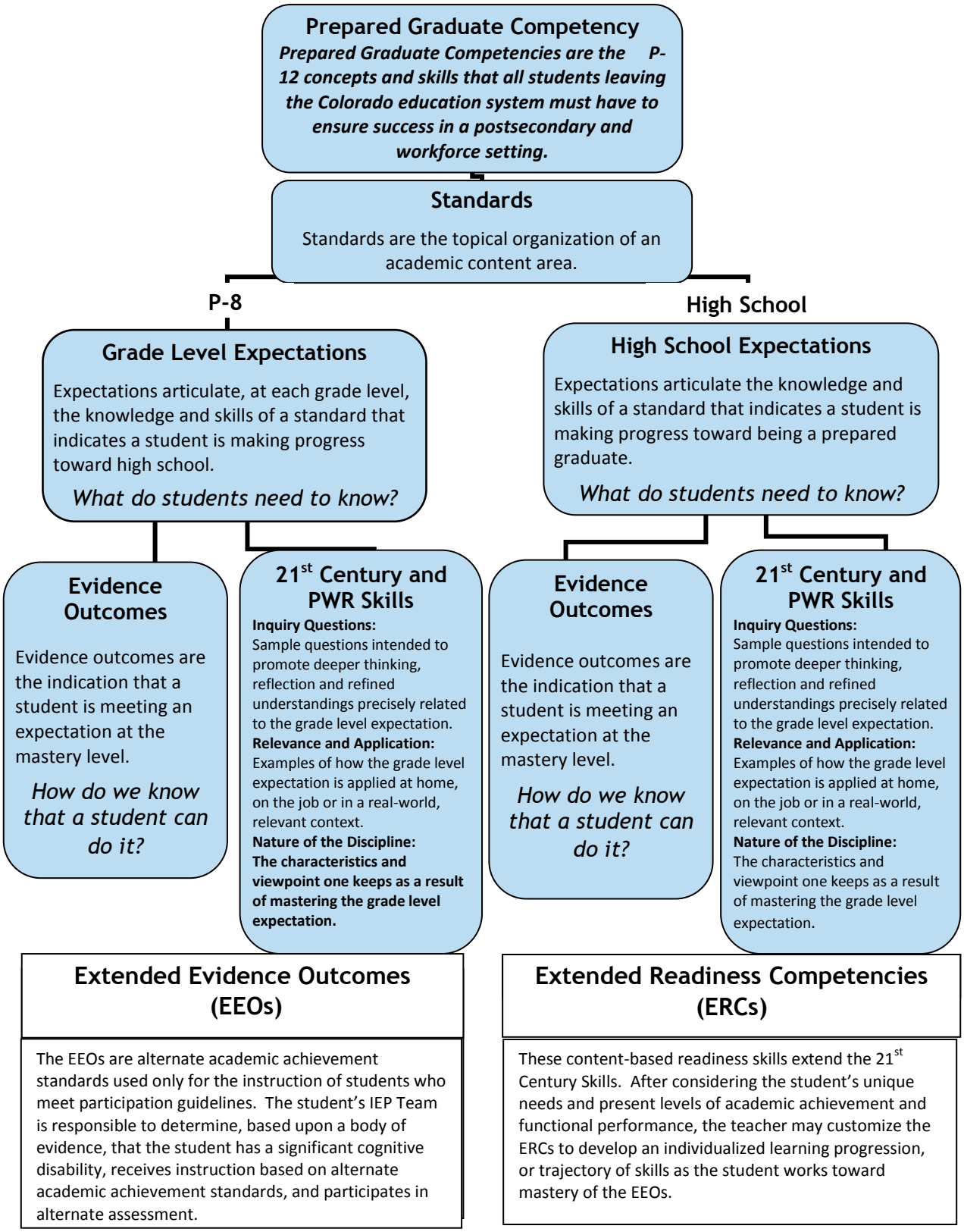
Standards-aligned Individual Education Program (IEP)	A standards-aligned IEP is a process and a document that is informed by and based upon the state adopted academic standards (Preschool-12) containing measurable annual goals developed to meet individual student needs and designed to facilitate achievement of enrolled grade level academic standards. *(CDE ESSU 2014)*
Present Levels of *Academic Achievement and **Functional Performance (PLAAFP)	A statement, written in family-friendly language and terms that details the student's disability in terms of how it impacts his or her ability to access and make progress in the general education curriculum. The statement is intended to comprehensively describe a child's abilities, performance, strengths, and needs. The statement is drawn from a variety of information and data, including the full and individual evaluation of the child performed under the provisions of §300.301 through §300.311. The PLAAFP establishes the starting point, or baseline, that is used to develop the IEP's measurable annual goals. (In some cases, this statement is referred to as "PLOP"-Present Level of Performance, or simply "PL" – Present Levels) (National Center for Learning Disabilities/ Center for Parent Information and Resources)
***Academic Achievement**	According to the Department of Education, the *"academic achievement"* part of the PLAAFP generally refers to a child's performance in academic areas (e.g., reading or language arts, math, science, and history). The definition could vary depending on a child's circumstance or situation. (71 Fed. Reg. at 46662; adapted from IDEA-National Center for Learning Disabilities/ Center for Parent Information and Resources)
****Functional Performance**	With respect to the meaning of the *"functional performance"* part of the PLAAFP, the Department of Education points to how the term is generally understood as referring to "skills or activities that are not considered academic or related to a child's academic achievement." This term is often used in the context of routine activities of everyday living. The reason that examples of functional skills were not included in IDEA was because the range of functional skills is as varied as the individual needs of children with disabilities. "Routine activities of everyday living" refer to skills and activities such as: dressing, eating, going to the bathroom; social skills such as making friends and communicating with others; behavior skills, such as knowing how to behave across a range of settings; and mobility skills, such as walking, getting around, going up and down stairs. (71 Fed. Reg. at 46661; adapted from National Center for Learning Disabilities/ Center for Parent Information and Resources)
"Present Levels" for Preschoolers	For preschoolers, the PLAAPF/Present Levels statement describes how the disability affects the child's participation in appropriate preschool activities, which may include learning basic skills such as using scissors, coloring, grouping things, learning the alphabet letters, playing children's games etc. The statement for a preschooler also includes how the child's disability affects his or her participation and success in the preschool environment. (Center for Parent Information and Resources)
Annual goal	Annual goals are statements that describe what a student with a disability can reasonably be expected to accomplish within a twelve-month period in the student's individualized education program. These goals are skills and/or knowledge that will be mastered, not an activity. Annual goals can be academic (standards-based) or non-academic (functional).

Measurable annual goal	Each IEP developed for a child with a disability 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…* [§300.320(a)(2)(i)(A) and (B)] Measurable goals are defined as statements that contain four critical components: timeframe, conditions, behavior and criterion. A measurable goal includes the behavior or skill that can be measured at periodic intervals against a criterion of success.
Objectives for Annual Goal	The IEP must include…. • *For children with disabilities who take alternate assessments aligned to alternate academic achievement standards, a description of benchmarks or short-term objectives* (34 CFR 300.320(a)(2) • Stating objectives in measurable terms allows for progress reporting toward the goal Short-term objectives/benchmarks outline the steps or learning trajectory to be taken between the student's present levels of academic achievement and functional performance and the attainment of the annual goal. In order to report progress on the objectives, it is considered best practice for the short-term objectives to be written in actionable, observable and measurable terms and include at least two objectives in order to track student progress toward the goal.
Functional Skills	*Functional skills* are those essential for everyday life, learning and work that focus on the student's individual needs in the home, school, and community and may include skills in: self-help, behavioral and social interactions, independent living, mobility, and/or self-determination. (CDE ESSU 2014)
Preschool goals	Nationally, all preschool special education goals are referred to as "functional". Functional refers to goals that address developmentally appropriate routines and activities related to promoting the child's positive social relationships, acquisition and use of knowledge and skills, and use of appropriate actions to meet needs.
Specially Designed Instruction (Specialized Instruction)	*Specially Designed Instruction* (SDI) as defined by IDEA, 2004 regulations refers to adaptations to the ***content, methodology or delivery of instruction*** that: • Address the unique needs of a child that result from the child's disability • Ensure access to the general education curriculum so that the child can meet the educational standards that apply to all children (34 Code of Federal Regulations (CFR) §300.39(b)(3)) • Instruction conducted in the classroom, in the home, in hospitals and institutions and in other settings (ECEA Rules, March 2013 2.43(1)(a)(i)) • Are at no cost to parents
Special Education	Includes specially designed instruction provided by a special education teacher, speech-language pathologist or adaptive physical education teacher. Service delivery method can be direct or indirect. (ECEA Rules, March 2013 2.43)
Related Services	*Related Services* means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes audiology services; interpreting services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early identification and evaluation of disabilities in children; counseling services, including rehabilitation counseling; orientation and mobility services; and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services; social work

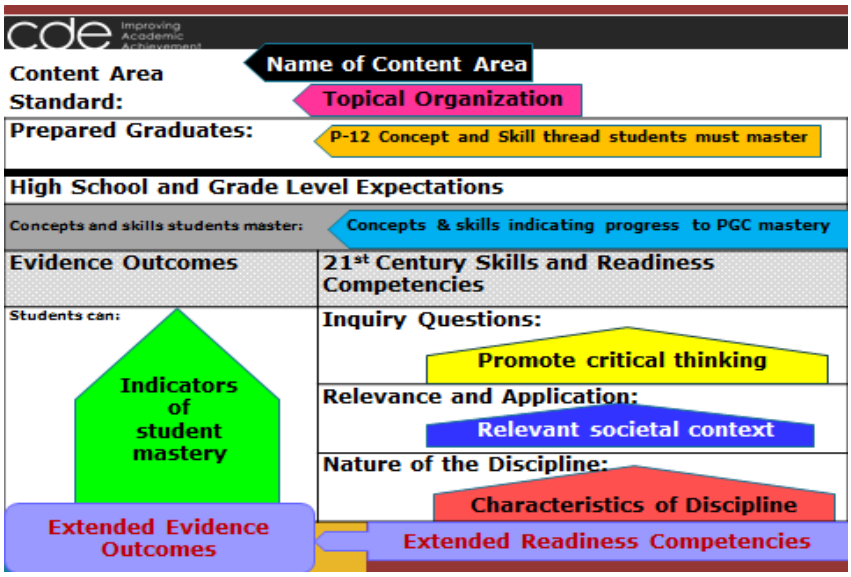
	services in schools; and parent counseling and training. (ECEA 2.37 (1) (2) 2.37 (2) Exception: Services that apply to children with surgically implanted devices, including cochlear implants.
Gifted and Talented Children	*"Gifted and Talented Children"* means those persons between the ages of four and twenty-one whose abilities, talents, and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Gifted and talented children are hereafter referred to as gifted students. Children under five who are gifted may also be provided with early childhood special educational services. Gifted students include gifted students with disabilities (i.e. twice exceptional) and students with exceptional abilities or potential from all socioeconomic and ethnic, cultural populations. Gifted students are capable of high performance, exceptional production, or exceptional learning behavior by virtue of any or a combination of the areas of giftedness.
Advanced Learning Plan (ALP)	An *Advanced Learning Plan (ALP)* as defined by the Exceptional Children's Education Act (ECEA) is a written record of gifted and talented programming utilized with each gifted child and considered in educational planning and decision making.
Twice Exceptional	*Twice exceptional* means a student who is: (a) Identified as a gifted student pursuant to Section 12.01(9) of ECEA (b) (1) Identified as a child with a disability pursuant to Section 4.02 of the ECEA(2) (c) A qualified individual pursuant to Section 504 of the Rehabilitation Act of 1973, 29 U.S.C.A. §794
Grade-level Academic Achievement Standard	All students receive instruction based upon the Colorado Academic Standards for their enrolled grade level. Colorado has ten content areas.
Adaptations	*"Instructional adaptation"* is the generic term for any adjustment, support or change a teacher might make to help any student be successful as a learner. Adaptations take learning preferences, multiple intelligence and student interests into consideration while designing instruction based upon the principles of Universal Design for Learning and any unique learning needs for students with a disability.
Accommodations	Accommodations are adaptations made to the instructional and assessment environment that have been made in order for the student with a disability to more fully show what he or she knows and can do. Based upon each child's unique needs, the use of an accommodation is intended to allow the student to fully access daily instruction and various assessments by reducing the impact of the disability upon the child's ability to perform academic and functional tasks. **Accommodations do not substantially change the performance expectation**; however, classroom accommodations and assessment accommodations may be integrated as the information is presented; as the student's response is given; as the location or conditions of the setting are arranged or how the time is allotted to complete tasks.
Alternate Academic Achievement Standard	An alternate achievement standard is "an expectation of performance that differs in complexity from a grade-level achievement standard" (68 F.R. 68698, 68699). It must be "aligned with the State's academic content standards [20]; promote access to the general curriculum; and reflect professional judgment of the highest achievement standards possible" (34 C.F.R. §§ 200.1(d)(1)-(3) The IEP Team must document that the student meets participation requirements to receive instruction based upon alternate academic achievement standards and participate in alternate assessment.
Modifications	Modifications go beyond accommodations for presentation, response, setting or timing, and refer to curricular changes in instructional materials as well as measuring performance against alternate academic achievement standard. Modified instruction is only for students with a significant cognitive disability who meet

	participation requirements to receive instruction based on alternate academic achievement standards (CAS/Extended Evidence Outcomes EEOs) and participate in alternate assessment. Accessible materials allow the student to engage with enrolled grade-level topics, but which are modified for content, complexity and rigor. Classroom and interim assessments are also to be modified according to alternate standards that align with the student's instruction**. Modifications change the depth of what the student is expected to learn and the academic achievement standard by which the student is evaluated.**
Supplementary Aids and Services	Supplementary aids and services can be accommodations and modifications to the curriculum under study or the manner in which that content is presented or a child's progress is measured. Supplementary aids and services can also include: direct services and support to the child and support and training for the staff who work with that child. National Dissemination Center for Children with Disabilities www.nichcy.org
Family-School Partnering	Family-School Partnering can be defined as the collaboration that drives student achievement (Flamboyan Foundation). According to IDEA, (34 CFR § 300.321(a)(1)), families must be actively and equally involved team members in the special education process, from initial disability evaluation to IEP development and implementation. In addition to their defined IEP role, families are now seen as having crucial responsibilities in supporting learning at home and in the community.

A Continuum of State Standards Definitions



The Colorado Academic Standards template contains the following elements:



What is the desired outcome?

Each grade-level expectation includes a **Prepared Graduate Competency** statement that describes what all students who complete the Colorado education system must master in order to ensure their success in a postsecondary and workforce setting.

What is the intent of the content standard?

The **Concepts and Skills** statement provides an overarching view of the essential learnings defined at each grade level.

What is the student is expected to know and be able to do?

Deconstructing, or "unpacking" the concepts and skills required for mastery of a standard leads to a deeper understanding of the important concepts and progressions for each grade level.

- ***Grade-level Expectations(GLEs)- Evidence Outcomes (EOs)***
  The **Concepts and Skills statement** on each Colorado Academic Standard Template defines what the student needs to know and be able to do at each grade level. The **E**vidence **O**utcomes are the indication that a student is meeting an expectation at the mastery level. (*How do we know the student can do it?)* The Common Core State Standards (CCSS) references are embedded within the Evidence Outcomes for English Language Arts and Mathematics. Depth of Knowledge (DOK) levels are included for Science and Social Studies Evidence Outcomes.

What is included in the 21st Century Skills and Readiness Competencies?

- ***Inquiry Questions:***
  Sample questions are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
- ***Relevance and Application:***
  Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
- ***Nature of the Discipline:***
  The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

Extended Evidence Outcomes/Extended Readiness Competencies

For students who meet the participation guidelines as a student with a significant cognitive disability and whose IEP Team has determined that the student will receive instruction on the alternate academic achievement standards and participate in alternate assessments, the following elements of the Colorado Academic Standards are applicable: (See the ***Alternate Standards and Assessment Participation Guidelines Worksheet***)

- ***Extended Evidence Outcomes (EEOs)***
  For students with a significant cognitive disability, the Extended Evidence Outcome, or alternate academic achievement standard, is aligned to the grade-level expectation, but reflects modification in depth, complexity and rigor. Since the EEOs are linked to the grade-level expectations, they are also aligned to the Colorado Academic Standards in Reading/Writing/Communicating and Mathematics. The use of Extended Evidence Outcomes reflect the student's need for presentation, response, timing and setting **accommodations** for as well as for **appropriately modified content and accessible materials** related to the grade-level standard. ***Colorado Academic Standards template with extended Evidence Outcomes.***
- ***Extended Readiness Competencies (ERCs)***
  The Extended Readiness Competencies extend the 21st Century Skills and Postsecondary Workforce Readiness skills. These content-based access skills are intended to be customized for the individual student by first identifying the student's present levels of academic achievement and functional performance as evidenced by current data, and then outlining a reasonable learning progression toward mastery of the Extended Evidence Outcome. Typically, the readiness competencies may serve as the foundation for a student's short-term/benchmark objectives. Objectives are stated in actionable, observable and measurable terms that can be used to capture progress and growth toward mastery of the alternate standard. The ERCs listed are neither intended to be an exhaustive list nor full learning progression; rather the teacher will determine how the skills need to be sequenced or spiraled when designing the student's objectives.

Standards Design Principles and Instructional Shifts

For more information related to the history, development and design of Colorado Academic Standards, please reference CDE's *Fact Sheet* from the Office of Standards and Instructional Support. The *Fact Sheet* also describes the design principles and instructional shifts in English language arts and Mathematics that are focused, coherent and rigorous in order to provide students with a rich and balanced education.

Please reference the following table for key information related to the design principles and instructional shifts for the Colorado Academic Standards.

Colorado Academic Standards: Design Principles and Instructional Shifts

Focus

The Colorado Academic Standards emphasize what students need to be postsecondary and workforce ready.

- Articulated grade level expectations express the concepts and skills every student should master at each grade level
- 21st century information literacy, collaboration, critical thinking, self-direction, and invention skills are evident throughout the standards

Coherence

The Colorado Academic Standards establish vertical and horizontal connections.

- Grade level expectations build vertically toward the achievement of the prepared graduate competencies for each content area
- Interdisciplinary relationships in the standards connect content areas (horizontally) across grade levels

Rigor

The Colorado Academic Standards are written for mastery.

- Fluency, application and transfer comprise Colorado's definition of mastery
- Requirements for deeper student understanding are the foundation of the standards

All students, All Standards

The Colorado Academic Standards reflect the importance of teaching the whole child.

- The Colorado Academic Standards include standards for 10 content areas: comprehensive health and physical education; dance, drama and theatre arts; mathematics; music; reading ,writing, and communicating; science; social students; visual arts; world languages
- Literacy skills, the basis of academic success for all students, are a prominent focus with the standards

Office of Standards and Instructional Support

Universal Design for Learning

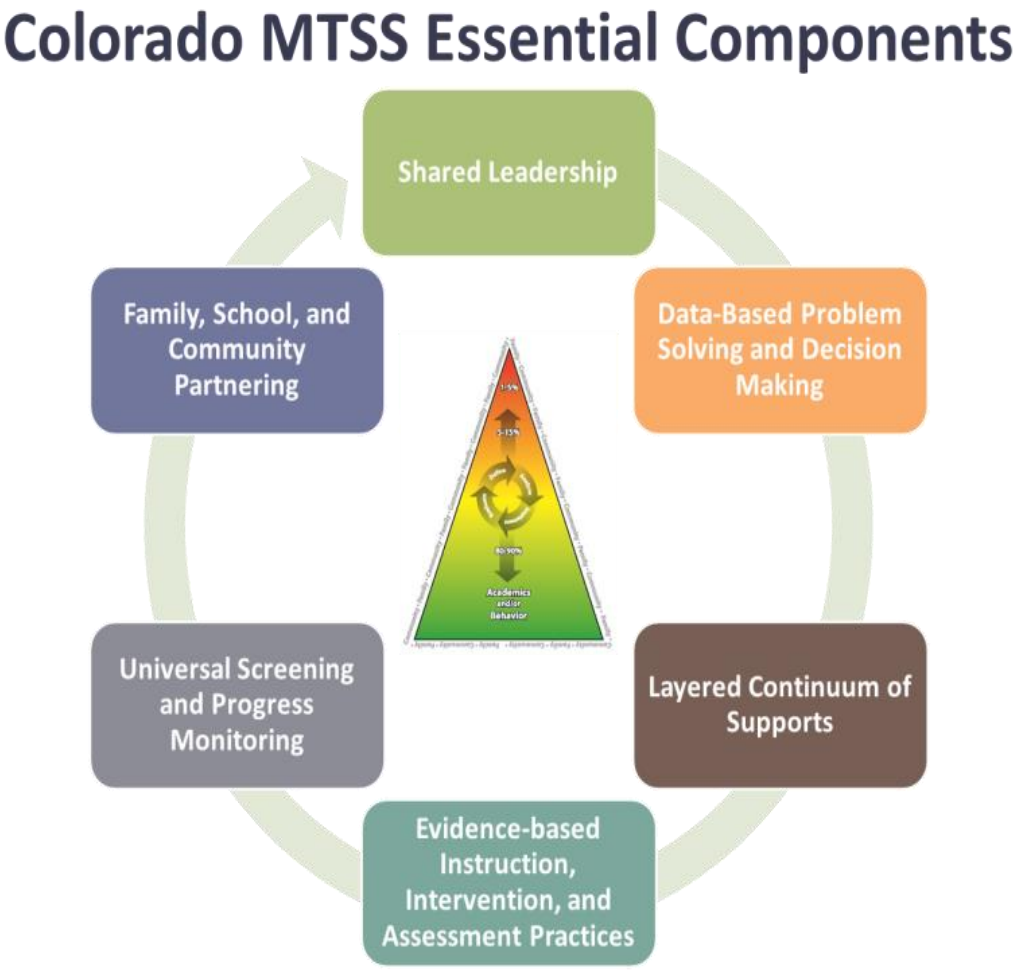
As Colorado schools move toward full implementation of the Colorado Academic Standards, they will need to leverage a variety of instructional approaches to address the diversity of student needs in the classroom and to improve the academic performance of all students.

One way to address the challenge of delivering first best instruction in the general education classroom is through an integrated, interdisciplinary approach to learning that aligns with the principles of Universal Design for Learning (UDL).

UDL is a framework for designing a general education curriculum that is barrier-free; that is, creating instructional goals, methods, materials, and assessment that support learning. All learners, and especially diverse learners, can benefit from incorporating multiple means of representation, multiple means of action and expression, and multiple means of engagement to address the wide variety of skills, needs and interests in the learner population.

In addition to the overall UDL framework, students should be supported by research-based instructional strategies, tools, processes and individual supports along with effectively used accommodations. These supports combine to create a foundation of a Multi-Tiered System of Support (MTSS) for effective instructional practices. Multi-Tiered System of Supports is defined as a whole-school, data-driven, prevention-based framework for improving learning outcomes for EVERY student through a layered continuum of evidence-based practices and systems.

Whereas MTSS is an organizational framework to address the needs of every student, RtI is the process for identifying students with exceptionalities or learning needs. In 2004, the reauthorization of the Individuals with Disabilities Education Act (IDEA), introduced the Response to Intervention (RtI) model, in an attempt to better identify and serve the diverse educational needs of all students. This prevention based approach was designed to: resolve barriers to learning; respond early to those with learning difficulties; and support the growth of students with exceptional learning needs. When done with fidelity, Response to Intervention is intended to reduce referrals and evaluations for students with specific learning disabilities (SLD).



For more information on the components of MTSS, contact the Office of Learning and Supports.

State Standards

Colorado Academic Standards

The Colorado Academic Standards clearly delineate what students (PK-12) are expected to learn in each subject and grade, with each grade level building to the next, to ensure all Colorado students have the academic knowledge and skills needed to be successful in college and career. The updated standards are focused and rigorous, articulating the prepared graduate competencies and the points of mastery at each grade level that lead to college and career readiness. Additional family guides for all subjects within the Colorado Academic Standards.

Alternate Academic Achievement Standards

> *An alternate achievement standard is "an expectation of performance that differs in complexity from a grade-level achievement standard" (68 F.R. 68698, 68699). It must be "aligned with the State's academic content standards [20]; promote access to the general curriculum; and reflect professional judgment of the highest achievement standards possible"* (34 C.F.R. §§ 200.1(d)(1)-(3)

On August 3, 2011, the State Board of Education unanimously adopted the Extended Evidence Outcomes (EEOs) as part of the Colorado Academic Standards. These alternate academic achievement standards for Reading/Writing/Communicating, Mathematics, Science and Social Studies are directly linked to the grade level expectations within the Colorado Academic Standards, and are designed to appropriately meet the needs of students with a significant cognitive disability.

A student's IEP Team must determine that the student meets participation guidelines as a student with a significant cognitive disability to receive modified instruction based on the alternate standards (EEOs) and participate in alternate assessment.

The following optional worksheet and companion document are offered to serve as tools to facilitate the decision-making process for IEP Teams as they consider the option of alternate standards:

- Alternate Standards and Assessment Participation Guidelines Worksheet
- Companion Document: Participation Guidelines

Colorado English Language Proficiency Standards

On December 10, 2009 the Colorado State Board of Education voted unanimously to adopt the World-Class Instruction Design and Assessment (WIDA) standards as the Colorado English Language Proficiency (CELP) standards. English Language Proficiency standards are required by Colorado state and federal law. The CELP standards exceed minimum legal requirements. Overall, the standards center on the English language needed and used by English Language Learners (ELLs) to succeed in school. They guide all educators who teach ELLs and help student's access grade level academic content while learning English.

Colorado Career and Technical Education Standards and Academic Alignment

In 2008, as a part of Senate Bill 08-212, Colorado Career and Technical Education (CTE) provides quality educational programs emphasizing core academic content; postsecondary and workforce readiness (PWR) competencies; technical skills; and a seamless transition to further education or employment. Colorado CTE has created a standards site that houses all of the current CTE standards for each content area. To browse the standards by content area, please click on the link. Course outlines can be built by Evidence Outcome, Units of Instruction and Academic Alignment.

Guidelines and Other Supports

Colorado Early Learning and Development Guidelines

Colorado's Early Learning and Development Guidelines are the result of a partnership between the Colorado Department of Education, the Colorado Early Childhood Leadership Commission, and Colorado Head Start. The Colorado Early Learning and Development Guidelines describe the trajectory of children's learning and development from birth to eight years old. These guidelines include a broad description of children's growth to ensure a holistic approach to creating positive early childhood environments. For each age level, the guidelines address approaches to learning, health and physical development, social and emotional development, language, literacy, numeracy, logic and reasoning, and other subject-specific learning.

The Guidelines acknowledge and are responsive to variations in culture, languages, and abilities. For instance, child rearing practices, developmental expectations, the role of different family members, and the child's own individual versus collective identity, may vary across cultures. To address this, the Guidelines include examples and resources that address the particular requirements of children for whom English is a second language and children with learning or physical challenges.

The Guidelines also acknowledge the great variation in when and in what order children attain particular developmental milestones. The knowledge and skills described are designed to provide support and information to families, caregivers, and educators concerning children's development within certain age spans, rather than dictate exactly when or how each child should progress. The Office of Early Learning and School Readiness maintains a website that includes information in both English and Spanish, tailored to provide a platform for each audience to explore the Guidelines and to learn more about the progression of domains across ages.

Preschool Special Education Services is a state and federal mandated program for three- and four-year-old children who meet state eligibility criteria of developmental delay or disability and are experiencing challenges in their learning and development. A child is eligible if they have a significant delay in one or more areas of development, such as learning, speaking or playing.

Colorado Preschool Academic Standards Support

While the Early Learning and Development Guidelines are the main source to inform practice, Colorado Preschool Program staff developed additional support documents to help link the new Colorado Academic Standards for Preschool with the early childhood best practices that are already present in high quality early childhood care and education settings.

Standards Side-by-Side Reference Tool

As a resource for teachers creating standards-aligned IEPs for students receiving instruction on alternate standards, a side-by-side reference tool is available to see the relationships between the Colorado Academic Standards / Extended Evidence Outcomes and the Dynamic Learning Maps™ Essential Elements. (alternate standards for the Common Core State Standards referenced in the CAS displayed in a spreadsheet format. Click on the grade-level tabs at the bottom of the sheet. The Guide lists the source documents.

Part 1 – Writing Advanced Learning Plans (ALPs) for Students Identified as Gifted

Foundation

Although there is no federal legislation for the provision of programming and a service for gifted and talented students, Colorado has passed legislation requiring specific elements for the provision of gifted education in Colorado Administrative Units (AUs). In the Exceptional Children's Education Act (ECEA), sections 12.01-12.05(5) rules are defined for the implementation of gifted and talented student programming and includes the requirements of support in differentiated instruction and methods, affective and guidance support systems, and diverse content options provided for gifted students in their area of strength.

Background

Advanced Learning Plans for Students Identified as Gifted

The Advanced Learning Plan (ALP) is a legal document [22-20-R-12.00, C.R.S.] outlining programming for identified gifted and talented students and is used as a guide for educational planning and decision-making. It is also an accountability method for assessing gifted student growth through progress monitoring of quantitative and qualitative goals in gifted student programming and social-emotional development. For secondary students the ALP may be blended with an Individual Career and Academic Plan (ICAP). The requirements of both the ALP and ICAP need to be combined on the singular portfolio system where data is collected and goals established and monitored.

Standards-aligned ALPs:

- A standards-aligned ALP is a process and a document that is informed by and based upon the state academic standards and national affective standards containing measurable annual goals developed to meet individual academic and social-emotional needs.

- The ALP is a collaborative effort between parent(s)/guardian(s), the student and school personnel. Parent and student participation in the ALP process is specified in the Exceptional Children Education Act (ECEA Regulations) [12.02(1)(d)(viii)].

- A standards-based approach to developing an ALP incorporates standards-based education and best practices in gifted instruction, thereby identifying the appropriate standards at or above grade-level to challenge a gifted student while providing opportunities to show application and transfer of those standards.

- An **initial** ALP is developed after identification to include information on the body of evidence (BOE) used to identify the student, areas of strength, state category of identification, parent involvement and student interests.

- **Annually**, the ALP is updated to include new SMART goals addressing a student's specific area(s) of gifted ability and affective growth. Students identified in creativity, leadership or the arts have SMART goals addressing specific growth targets in these specialized areas. Students identified as academically gifted have goals aligned to their specific strength area (reading, writing, math, science or social studies). Intellectually gifted students have goals aligned to executive functioning processes such as critical thinking, analytical reasoning and problem solving to be applied within content areas.
- Academic SMART goals are written to enhance the strength area(s) of the gifted student. When there are gaps in achievement, a SMART goal should address the area of concern. If a significant weakness appears to

be inhibiting academic success, more data should be collected within the Multi-Tiered System of Supports (MTSS). Consultation with other educators and/or parents can provide insight into student challenges.
• The standards-aligned ALP is updated annually utilizing a seven-step process.

ALP Guidelines:

• Teacher(s) and other school personnel directly responsible for instruction or program delivery develop the goals in conjunction with gifted personnel at the end-of-year review or within first month of the beginning of a school year.

• The ALP is a working document that is reviewed and update throughout the year. The student should play a role in self-monitoring progress.

• For identified gifted students new to a district, adjustments may need to be made in the ALP to match programming options available in the Administrative Unit (AU).

• ALPs are managed and monitored in the school and filed in the student's cumulative file or e-file. Each district will determine the local system for maintaining ALPs.

• The ALP must be signed by parent(s) and educators working with the student. Signatures may be obtained electronically if the district has an established and approved process.

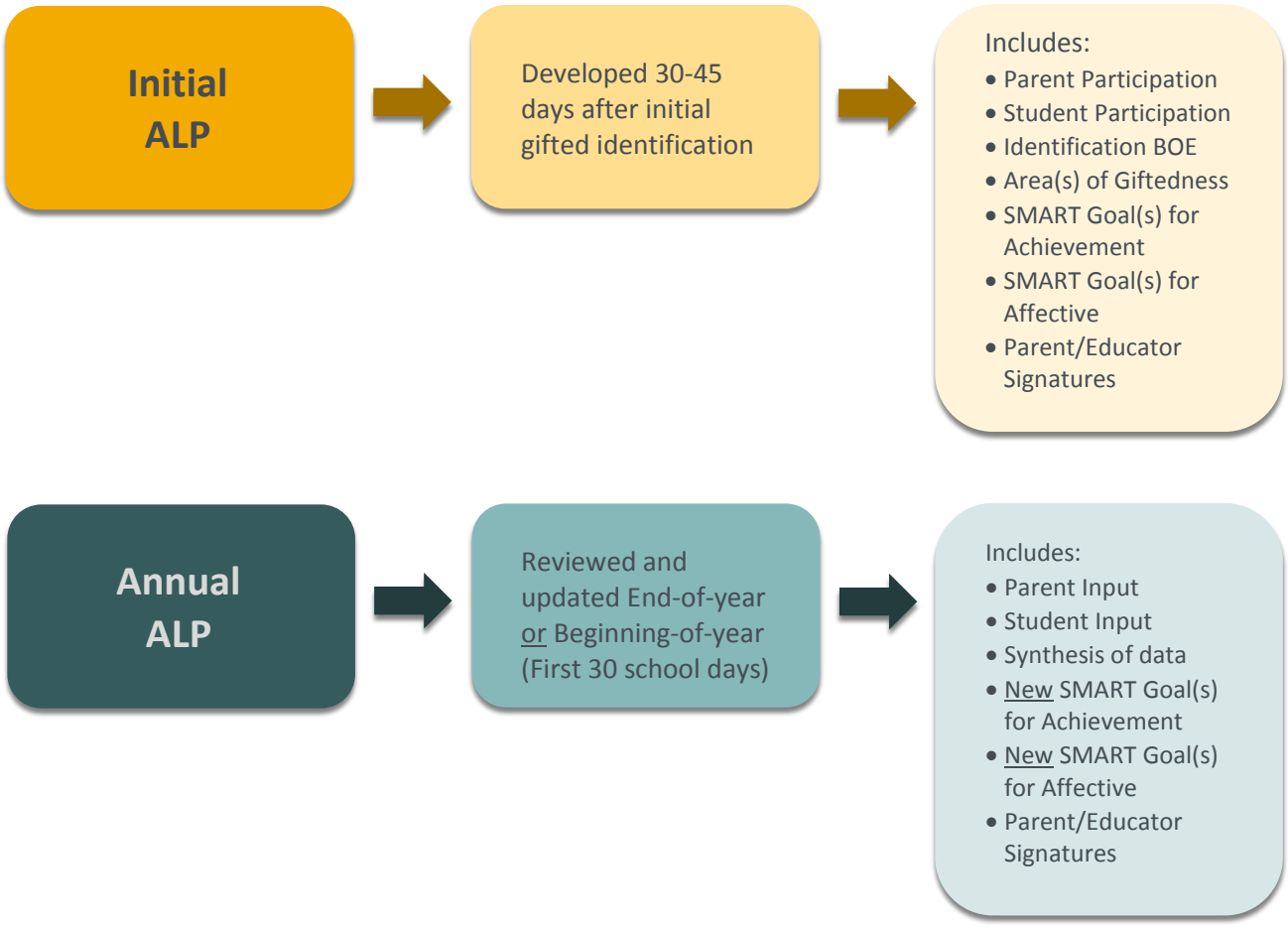
• An ALP should be created within 30-45 days from time of formal identification. In order to receive per-pupil funding, Early Access for pre-school and kindergarten gifted students require an ALP be completed by September 1.

• The ALP may also contain programming options that extend into the community and/or university resources.

• For gifted secondary students, the district/campus may choose to incorporate the ALP into the Individual Career and Academic Plan (ICAP).

• ALPs are reviewed during the Colorado Gifted Education Review (C-GER) visit.

Two types of ALPs:



Benefits of standards-aligned ALPs:

Seven Step Process for a Standards-aligned ALP

It is important for all stakeholders to be familiar with their district's comprehensive curriculum, the Colorado Academic Standards (CAS) and components of the state assessment system. The Colorado Academic Standards are the framework upon which the district-adopted curriculum is designed. This framework guides the content that teachers teach, but not the methodology for teaching the concepts. The Colorado Academic Standards include other critical elements for success, such as the 21st Century Skills, postsecondary readiness skills, personal financial literacy and the vocabulary and nature of the discipline.

Affective goals support the social and emotional development of gifted students and post-secondary outcomes for college and career. PreK-Grade 12 Gifted Programming Standards (NAGC) for affective development to assist in identifying students' affective goal development.

The following seven-steps highlight the process utilized in the initial development and annual update and review of an Advanced Learning Plan.

Step 1
- Parents, relevant staff and the student are notified that the ALP process is beginning and requested to provide input.

Step 2
- Gather and analyze data to determine a studen't proficiency for the content standards at the grade-level(s) for which the student receives programming.

Step 3
- Synthesize data to determine present levels of academic achievement and growth.

Step 4
- Develop annual, measurable goal(s) aligned with the appropriate grade-level academic content standards.
- Develop measurable affective goal(s).

Step 5
- Identify specific tiered programming options that will be provided to the student during the school day to promote attainment of the goal.

Step 6
- Teacher and student progess monitor throughout the year.

Step 7
- Data are collected to determine level of goal attainment. Information is shared at an annual review.

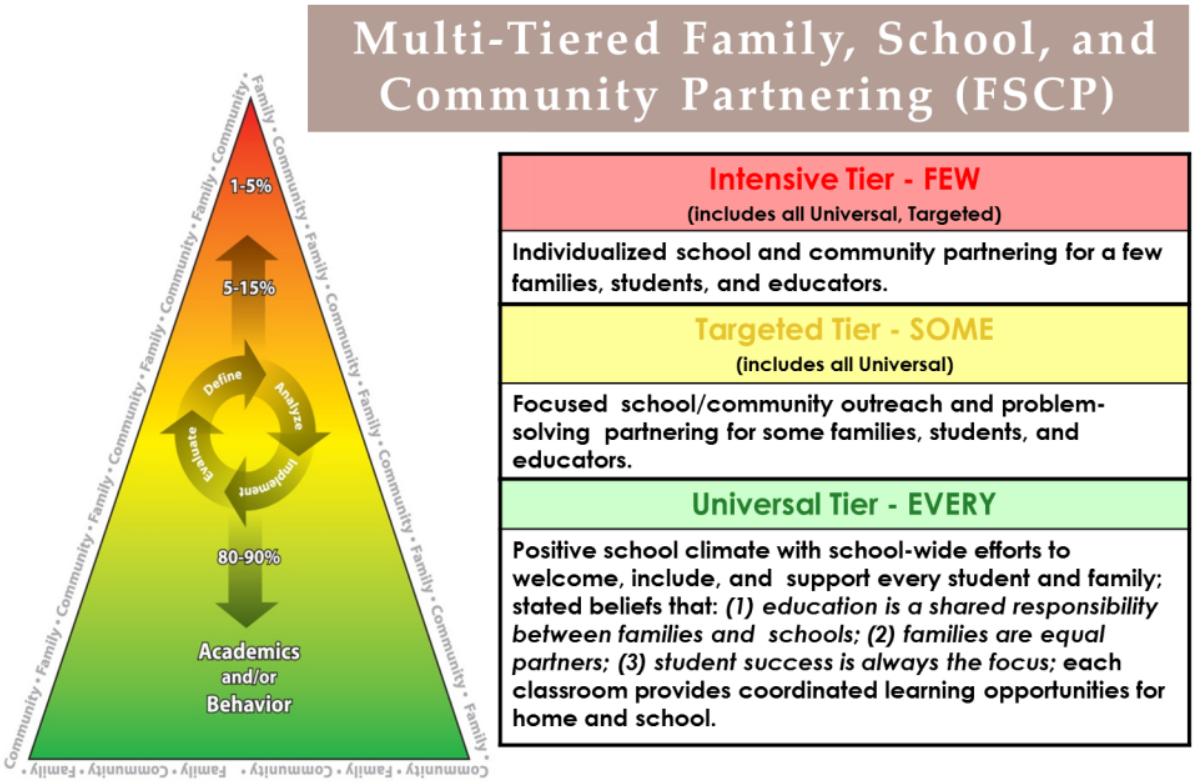
Multi-Tiered System of Supports (MTSS)

Multi-Tiered System of Supports (MTSS) is defined by the Colorado Department of Education as a whole-school, data-driven, prevention-based framework for improving learning outcomes for EVERY student through a layered continuum of evidence-based practices and systems.

The development of ALPs closely aligns with this framework by defining the individualized tiered interventions and programming specifically designed to address the needs of a gifted student. This systemic approach involves an examination of the interconnected influences of instruction, curriculum, and learning environment on student success.

The steps utilized to develop a standards-aligned ALP correspond with and support the six essential components of MTSS.

1. Shared Leadership
2. Data-Based Problem Solving and Decision Making
3. Layered Continuum of Supports
4. Evidence Based Instruction, Intervention, and Assessment Practices
5. Universal Screening and Progress Monitoring
6. Family, School, and Community Partnering (FSCP)



Click here to learn more about MTSS.

Connecting ALP and MTSS

Climate

- Every student may require special support structures at different times.
- Individualized planning facilitates implementation of special provisions that lead to student success.
- Learning is a shared responsibility of enthusiastic, effective educators, students and families.
- Systemic infrastructures in the school system permit open dialogue, data analysis, and informed instructional decisions for determining programming options for individual gifted students.

Leadership

- Sets a proactive, positive tone in the school environment in terms of gifted programming.
- Supports the diversity and learning needs of every student.
- Provides professional development, time for coaching and team dialogue about gifted education and social emotional needs of gifted students.

Problem Solving

- Team focuses on a student's strengths to ensure academic and affective growth.
- Team investigates potential gap areas and implements appropriate interventions.

Layered Continuum of Supports

- Select appropriate programming options
- Consider flexible grouping and cluster grouping
- Identify appropriate supplemental curriculum
- Use above grade level curriculum if deemed appropriate
- Extended and/or expanded learning opportunities
- Provide counseling opportunities
- Conduct peer seminars/groups

Progress Monitoring

- Progress monitoring is as essential for gifted students as it is for other students.
- Mastery of knowledge, skills, and understanding requires evidence (no assumptions)
- Evaluation of the impact of programming options and interventions on student achievement and growth is a component of discussions for an ALP meeting.
- Ongoing, regular progress monitoring and summary assessments will inform decisions about pace, depth and complexity, extensions, and when acceleration is required for growth and achievement.

The Seven Steps to Developing Standards-aligned ALPs:

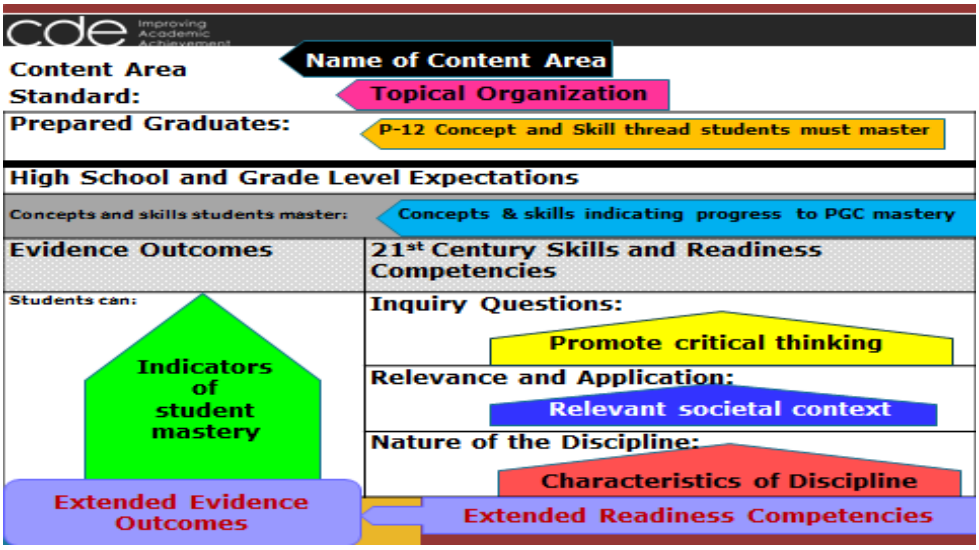
Step 1: Parents and relevant staff are notified that the ALP process is beginning and requested to provide input.

The initial creation of the ALP and annual updates are a collaborative process. Input is solicited from those who know the student best. This includes, but is not limited to, the previous and current teacher(s), counselor, gifted personnel, parent(s) and the student. Feedback provides information that is both quantitative and qualitative (i.e., questionnaire, survey, interview, observations, etc.). In preparation for the annual review, input may be collected via email, traditional mail, phone call, conference, or open house.

After the creation of an initial ALP, the ALP process becomes a continuous review cycle. The annual cycle typically begins at the end of a school year or at the very beginning of a school year when data are available.

Step 2-Part I: Consider the content standards at the grade-level(s) for which the student receives programming.

Each Colorado Academic Standard template is arranged in the following manner:



What are the desired outcomes of the standards?

Each Colorado Academic Standard (CAS) template has a **Prepared Graduate Competency** statement that describes what all students who complete the Colorado education system must master in order to ensure their success in a postsecondary and workforce setting. Gifted students may master these competencies at an early age, requiring opportunities for post-graduate work prior to high school graduation (i.e., early college entrance, concurrent enrollment, mentorships, internships, etc.).

What is the student expected to know and be able to do?

Deconstructing, or "unpacking" the concepts and skills required for mastery of a standard leads to a deeper understanding of the important concepts and progressions for each grade level.
The **Concepts and Skills statement** on each Colorado Academic Standard Template defines what the student needs to know and be able to do at each grade level. The **E**vidence **O**utcomes (EOs) are the indication that a student is meeting an expectation at the mastery level. (*How do we know the student can do it?*)

The **Concepts and Skills** statement provides an overarching view of the essential learnings defined at each grade level. The content standards are comprehensive and based on a continuum of learning. This means the student can experience a standard at varied levels of depth and complexity. Gifted students, who often master the evidence outcomes at a quicker rate, can still benefit from transferring these skills to a higher level of application through the inclusion of the 21st Century Skills and Readiness Competencies.

What is included in the 21st Century Skills and Readiness Competencies?

- ***Inquiry Questions:***
  Sample questions are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

• ***Relevance and Application:***
Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.

• ***Nature of the Discipline:***
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

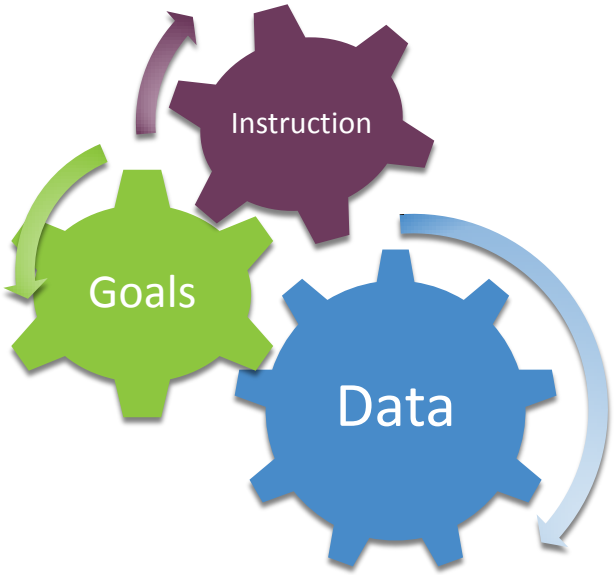
Step 2-Part II: Gather and Analyze Data to Determine Student's Proficiency

In order to make data-driven decisions, the next step of the standards-aligned process is to consider presented factual information about the student's academic performance and social/emotional needs. This includes revisiting the body of evidence (BOE) that identified the student and examining new data. This may include the following sources:

- **Cognitive/Intellectual Assessments:** used to identify a child's ability and/or potential for general thinking, reasoning and problem solving (e.g., Cognitive Abilities Test (CogAT),Wechsler Intelligence Scales for Children, version IV (WISC-IV), Naglieri Nonverbal Analogies Test (NNAT)).
- **Achievement Assessments:** used to identify a child's proficiency or ranking level on standards-based assessments (e.g., Colorado Measures of Academic Success (CMAS), Scantron, Iowa Tests of Basic Skills (ITBS), NWEA (Northwest Educational Assessments).
- **Demonstrated Performance Assessments:** used to identify a child's performance level on a specific task, product or program (e.g ., formative assessments, writing assessments, rubrics, juried performance, portfolio).
- **Behavior Assessments/Checklists:** used to measure observable behavioral characteristics (e.g., Kingore Observation Inventory, USTARS, Gifted Evaluation Scale, Scale for Identifying Gifted Students, Interviews).

Data-driven Decision Making

Developing a standards-aligned ALP is centered upon using data to inform decisions. Data comprise the primary "cog," which in turn drives the decision for creating SMART goals. Finally, the SMART goals propel decisions about effective instructional practices or programming options that will be required to move the student forward in his/her growth



Questions to Consider When Analyzing Data:

What do the data tell us about the student's academic performance?

- Does the student demonstrate advanced ability on the state assessment in his/her strength area? If not, determine possible reasons for the current proficiency level.
- On which standards is the student scoring below proficiency compared to ability and competence?
- On which standards is the student scoring at the highest level on state assessments?
- Does the student demonstrate a 95th percentile or higher on a norm referenced test in his/her strength area? If not, determine the possible reasons for ranking level.
- Does the student demonstrate an advanced level of achievement or ability in an area not tested using state or norm-referenced assessments? If so, how do the data indicate next steps to ensure continued growth?
- Does the student demonstrate behaviors or characteristics that inhibit or may alter any of the data? If so, how will the team take this into consideration in developing the ALP?

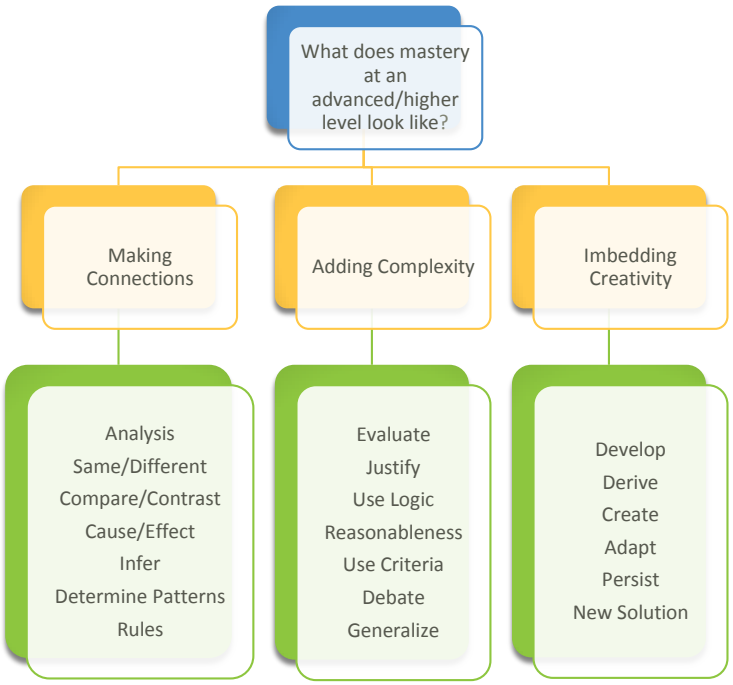
Step 3- Synthesize Data

After synthesizing the data, the ALP team must consider the student's unique areas of need. It is important to utilize a body of evidence to identify the grade-level standards a gifted student has mastered at an advanced level and any grade-level standards lacking proficiency. It is not uncommon for a gifted student to be above grade-level on a majority of grade-level standards, but also have a small number of standards where an additional level of focus is needed to increase and improve a proficiency level. "Gaps" in learning can inhibit access and success to advanced learning opportunities.

An essential step in the synthesis of data is to review the vertical articulation of the standard to identify what the student should know, understand and be able to do within each grade-level standard. It is helpful to examine the Evidence Outcomes for this level of specificity. Before moving a student to the next grade-level standard, the ALP team should consider programming options that allow the student to go deeper into standards-based grade-level

learning. Examining the 21st Century Skills within each standard provides a framework for adding an additional level of depth and complexity. These might include: content extension, extended learning opportunities, and Capstone experiences.

Consider the following:



Lin Kuzmich (2011)

If the data demonstrate the need for acceleration, the ALP team should consider the difference between ACCELERATION and CURRICULUM COMPACTING.

Acceleration is an academic intervention intended to move a student through an educational program at a rate commensurate with a student's demonstrated performance. Acceleration is meant to match the level of complexity and pace of the curriculum to a student's level of readiness. Acceleration does not mean placing a student into a situation he or she is not ready for socially, emotionally or academically. Curriculum compacting is a process that permits students to demonstrate content mastery, and then use their time to participate in extended and tiered learning experiences.

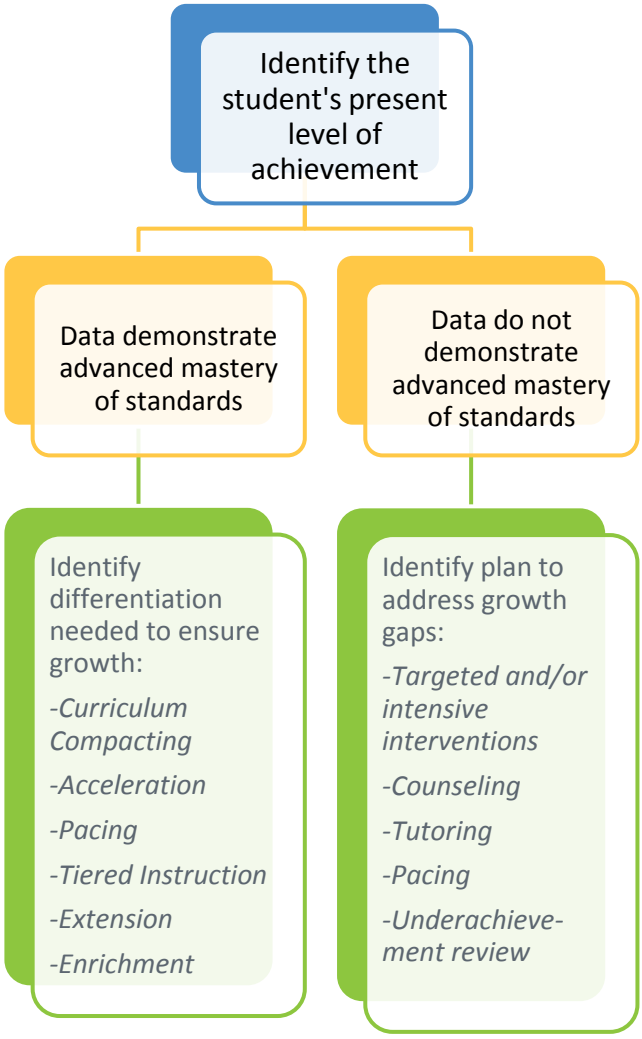
Whole-grade Acceleration	•Whole-grade acceleration, often refered to as "grade skipping," is the act of moving the student to the next grade on a full-time basis. A team of educators, the parent and the student participate in a systematic, comprehensive process to ensure acceleration to the next grade level is an appropriate learning option.
Content Acceleration	•Individual subject acceleration is the practice of assigning a student to a higher grade level than the student's same-age peers for the purpose of providing access to an appropriate learning environment in a specific subject or content area.
Curriculum Compacting	•Curriculum Compacting is an instructional technique that is specifically designed to make appropriate curricular adjustments for students in any curricular area and at any grade level. Essentially, the procedure involves (1) defining the goals and outcomes of a particular unit or segment of instruction, (2) determining and documenting which students have already mastered most or all of a specified set of learning outcomes, and (3) providing replacement strategies for material already mastered through the use of instructional options that enable a more challenging and productive use of the student's time. (Reis & Renzuli)

Grade-level Acceleration and the ALP

When a team of educators, parents and the gifted child deem whole-grade acceleration is appropriate, it is important to understand this targeted programming strategy may sufficiently provide an adequate level of challenge and rigor to promote student growth and achievement. Therefore, the gifted student's data may indicate student growth is proficient for the accelerated grade-level and not at an advanced level. If data support the student is making significant growth in the new grade-level, this is not perceived as a "gap" or weakness. Review the accelerated student's data and develop SMART goals in the strength area(s) or area(s) of interest.

It may not be realistic to expect advanced performance from the student immediately after acceleration has occurred. Remember, SMART goals must be attainable and realistic for the individual student. Accelerated students may need an additional level of affective support to develop realistic self-expectations. However, it is also not uncommon for a gifted student who has been accelerated to the next grade to still require content/subject level acceleration and/or curriculum compacting. Examining the data will drive these instructional decisions.

Synthesizing data to determine the trajectory needed for continued growth



Factors that could interfere with a student's growth

Sometimes it is determined a gifted student is not performing to his/her full potential.

The word "underachiever" should not be a label placed on a child, but rather a definition used to describe a child's current progress in school. Diane Heacox states, "Underachievement is defined as a discrepancy between the child's school performance and his or her actual ability."

It is important for the team to determine if the student is purposefully selecting to underperform or has developed a set of learned behaviors inhibiting achievement. Additionally, underachievement may be a result of an unidentified learning disability. If a disability is suspected, begin consultation with the problem solving team which includes special education personnel. (See Twice Exceptional Section IV)

Regardless, the team must identify if certain pressures are being placed on the student causing the underachievement or if there are specific social or emotional barriers creating roadblocks to learning. After determining possible causes of the underachievement, the team should develop a plan to address the situation with the development of student-led affective goals. When students are not performing to their potential the answer is not to remove the child's gifted identification, but rather to support the student with a strong intervention plan that includes parent and family involvement.

Step 4- Develop annual, measurable goals

Two types of goals are developed each year to connect the strengths and needs of the student to the learning experiences that will be designed to enhance student achievement and ensure growth.

If a student is identified in an academic area, he/she should have specific academic goals along with affective goals designed to meet the student's unique needs. Remember, an affective goal does not need to address an area of deficiency. Goals may be written to improve or enhance affective strength areas.

If the student is identified in a specialized area of creativity, leadership or the arts, he/she should have goals established for the specialized strength area as well as an affective goal(s).

If the student is academically gifted and gifted in a specialized area, the three types of goals are included within the ALP.

It is essential the goal contain the tool that will be utilized to determine student growth. The tool must be recognized as a reliable and valid instrument. Two measurement components should be identified within the goal. The "measure" refers to the tool or assessment that will be utilized. The "metric" is the scale or unit(s) of the measure that indicates growth. Clearly defining the measure and the metric within the goal allows for progress monitoring throughout the year and evaluating goal attainment at the end of the year.

Area of Gifted Identification

A clear distinction should be made between the gifted coding that is utilized for the purpose of state assessment and the gifted area in which a student has been identified.

For Colorado state assessment reporting purposes **only**, students are coded "gifted" in one of the following four categories:

1. Language Arts Gifted
2. Mathematically Gifted
3. Both Language Arts and Mathematically Gifted
4. Other Gifted

The development of ALP goals are based on the **area** of gifted identification as specified in ECEA Rules [12.01(12)(a)-(e)] :

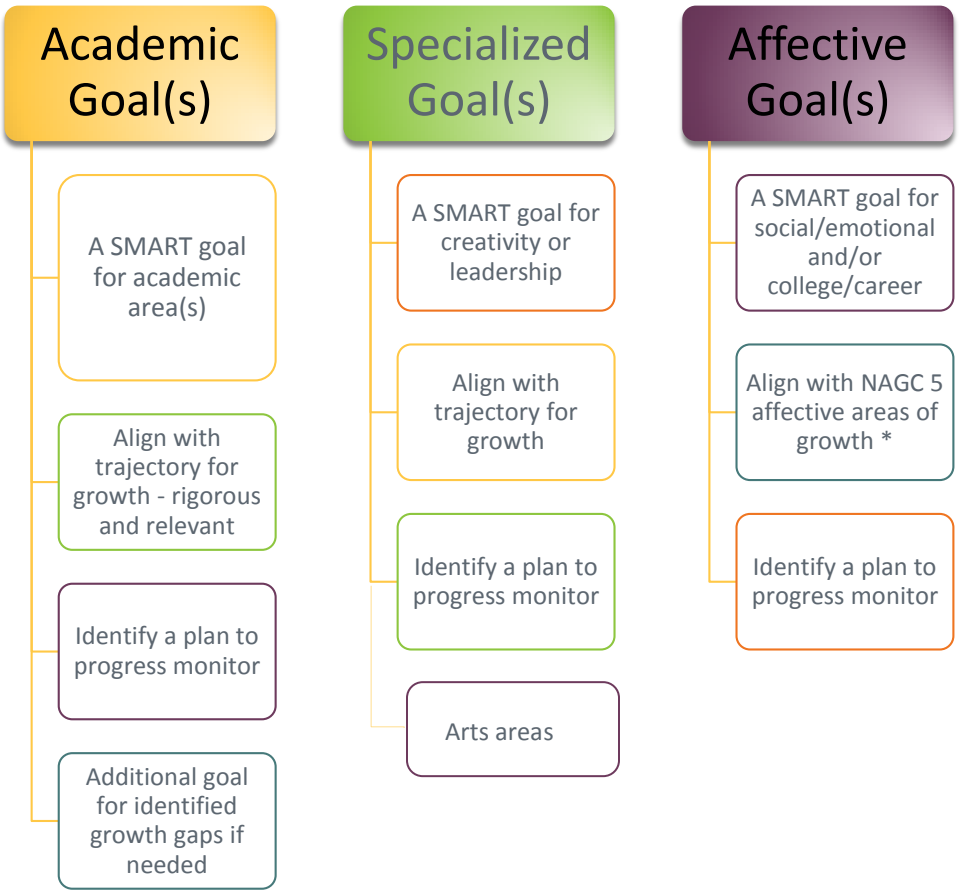
- General or Specific Intellectual Ability
- Specific Academic Aptitude
- Creative or Productive Thinking
- Leadership Abilities
- Visual Arts
- Performing Arts
- Musical
- Psychomotor Abilities

It is important to note, "**non-verbal**" is not an area of giftedness. Thus, ALP goals do not address non-verbal abilities. A body of evidence for gifted identification may include the use of a non-verbal assessment. These assessments provide a quantitative value for how a student reasons using visual representations. A non-verbal assessment describes the content of the test. This type of test is not measuring a non-verbal ability.

A student with an exceptional score on a non-verbal assessment is demonstrating his/her general ability using this reasoning method to solve problems. Reasoning, problem solving and critical thinking are examples of the processes of executive functioning. Data that demonstrate such abilities often lead to a student being identified in the General or Specific Intellectual Ability area. Moreover, a student with a gifted score on a non-verbal assessment may or may not be a visual-spatial learner. A student who demonstrates exceptionality in the visual-spatial area may be identified gifted in the area of mathematics, creativity and/or visual arts. A gifted score on the non-verbal section of an assessment is a component in the body of evidence used to identify a gifted student, but not the sole piece of data that determine a child's gifted strength area.

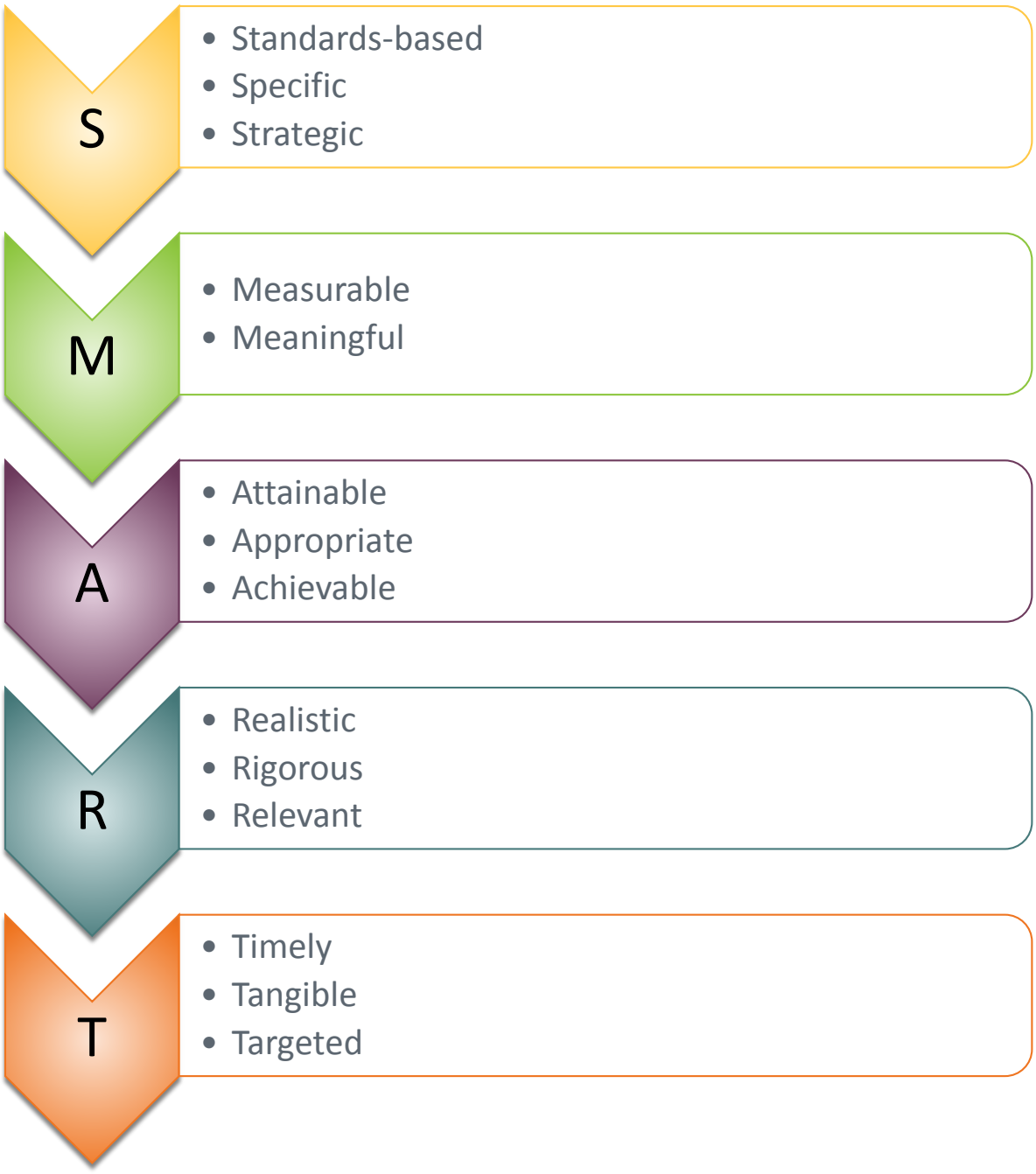
Furthermore, a student who has been identified in the area of General/Intellectual Ability or Creativity may not be demonstrating advanced performance in an academic or specialized area. In this case, thinking skills, including critical and creative thinking, must be explicitly taught and applied across all content areas. The student's interests must be explored and developed to assist him/her in finding the area where his/her intellectual and/or creative strengths will be applied and developed into actualized talent. Goals to support these areas of gifted identification focus on the development of executive functions (i.e., reasoning, critical thinking, making connections, problem solving, etc). Building on the student's intellectual strength of critical and creative thinking can be supported in all content areas.

Educators directly responsible for the delivery of instruction and/or services develop the goals in conjunction with gifted personnel as needed. For example, a music teacher might be responsible for developing and progress monitoring the ALP for a musically gifted student. However, all educators who come into contact with the student should be aware of the ALP and review and support the goals within his/her content domain when appropriate. For instance, a student gifted in reading and writing should receive differentiated instruction in science and/or social studies when assignments align to reading and writing standards. Because mathematics is a component in science, a gifted mathematics student might benefit from advanced science courses or tiered scientific lessons. Therefore, it is important all educators work together as a team to support the academic and affective growth of the student throughout the school day. This exemplifies the attributes of shared responsibility and decision making seen in MTSS.



* PreK-Grade 12 Gifted Programming Standards

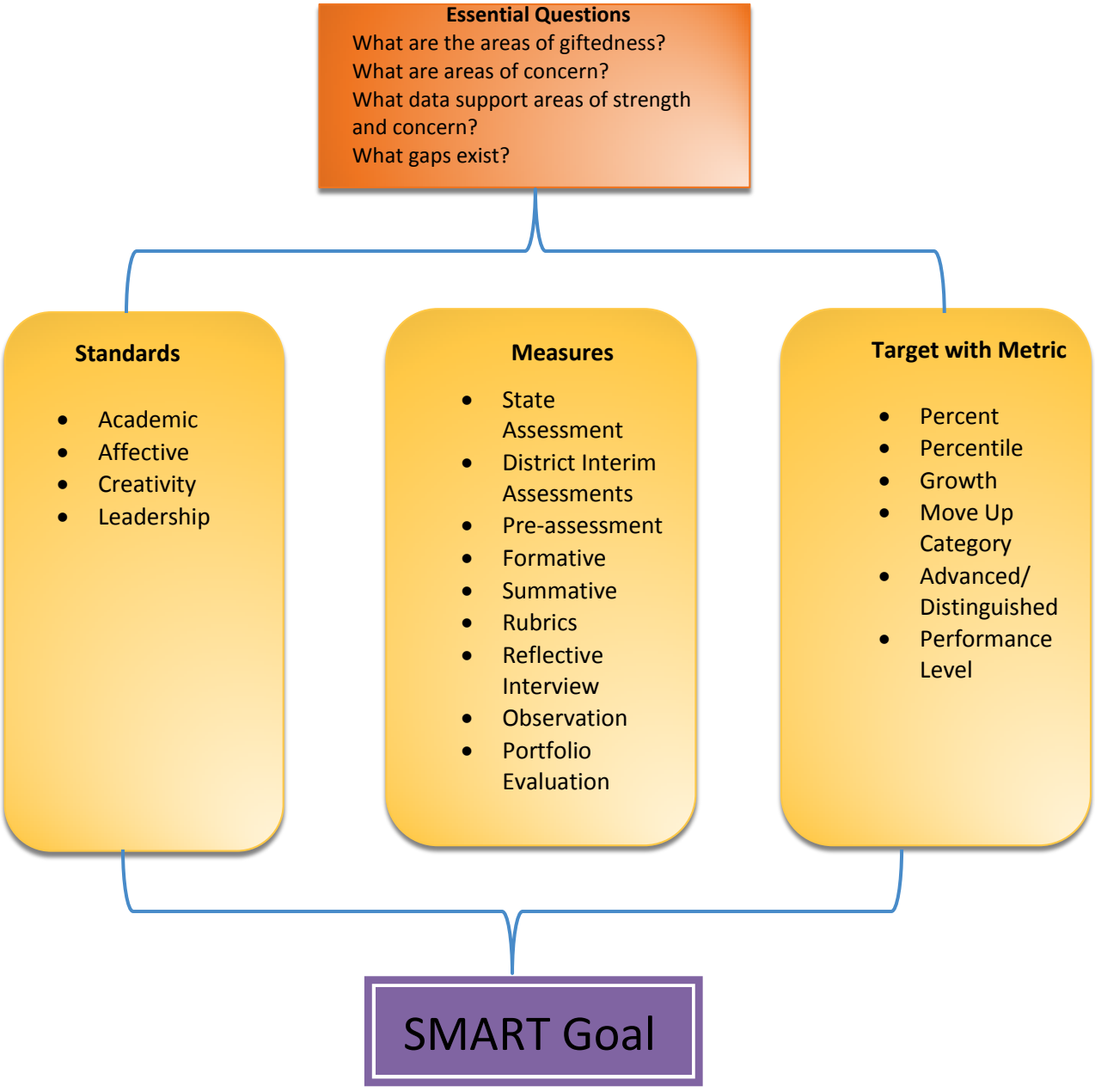
Managing ALP SMART goals



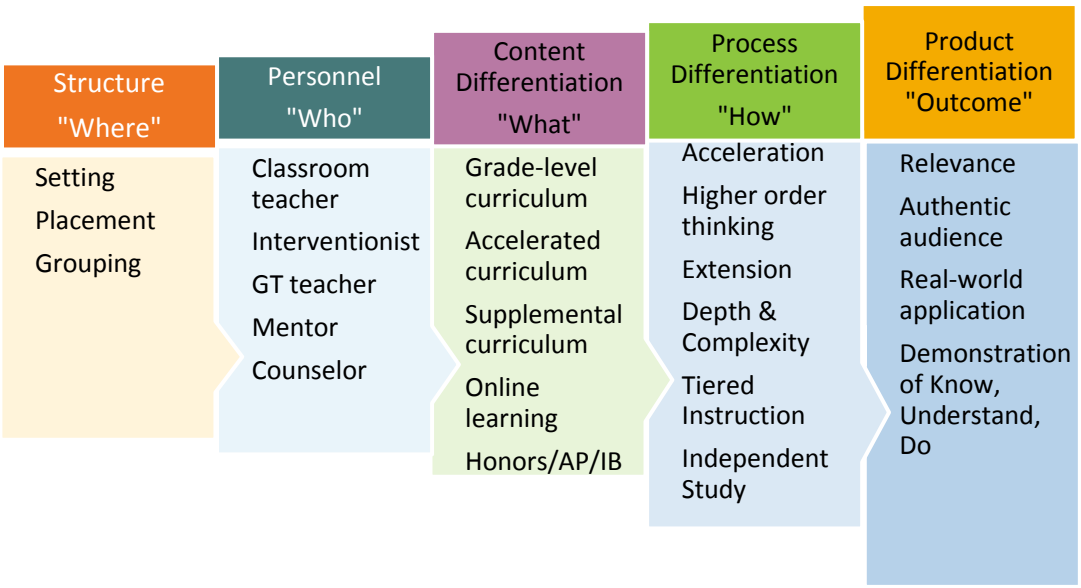
SMART goals should be managed SMARTLY….**L**eadership of ALP development is shared with student, parents and educators with **Y**early updates and reviews.

Backwards Design of an ALP SMART goal

It may be helpful to use a "backward design" framework when developing SMART goals. This graphic describes the steps involved in this process:



Step 5- Identify Programming Options



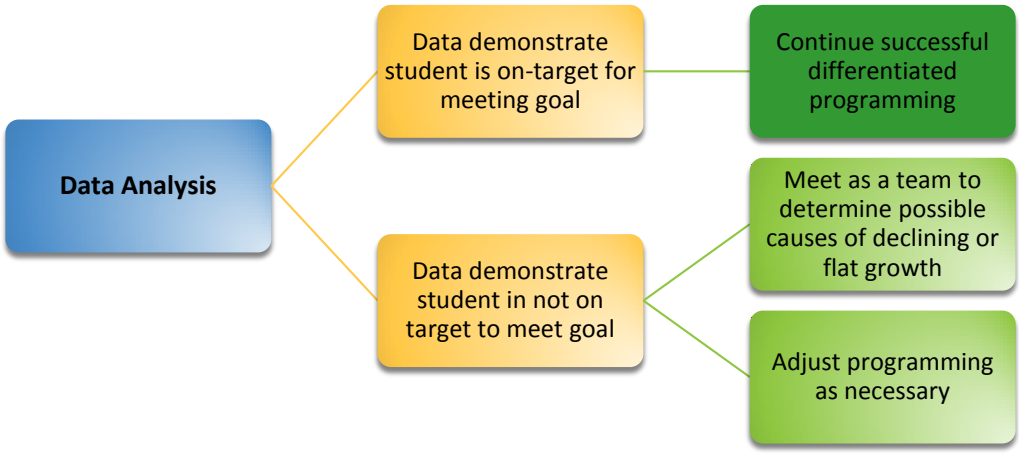
Step 6- Monitor student progress

Progress monitoring is a scientific-based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. The ALP is a working document. This means once goals are written, it is important to continually review the document and make changes when necessary. Progress monitoring data are used to inform instructional decisions. Generally, gifted students do not require the intensity and frequency of progress monitoring as students with general or special education needs. However, there is an obligation to set a timeline for monitoring that assessing progress on a quarterly basis. Some students in an accelerated or advanced class may need weekly check-points to continually check for knowledge and understanding along the way. If at any time it is determined the student is not on target, modifications should be made in the programming options, curriculum, and/or instructional strategies provided to the student. Progress monitoring data can be collected utilizing various sources along with considering these important guiding questions:

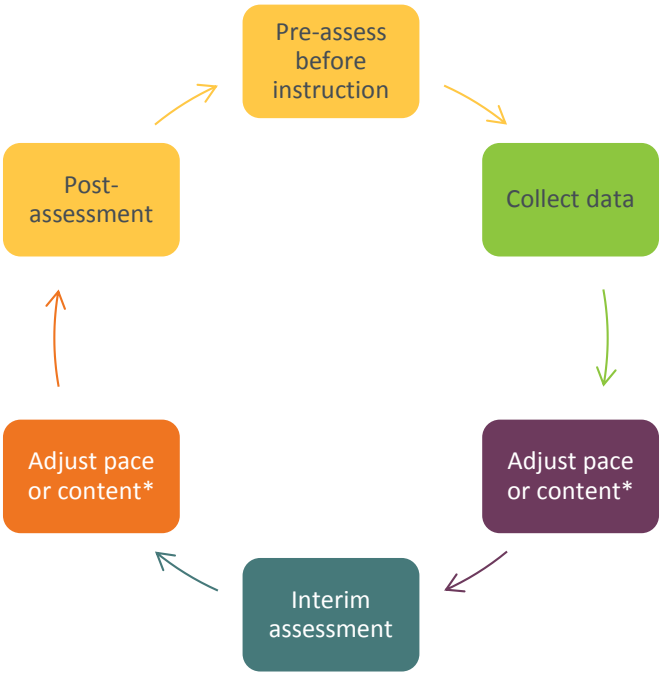
1. What pre-assessments will be administered to measure level of mastery prior to beginning a new unit?
2. What assessments will be administered to monitor the progress of the student?
3. What are the dates for progress monitoring review?
4. What indicators will be used to ensure the student is on track?
5. How will the student demonstrate what he/she knows?
6. How does the student's performance compare with the expected growth target of the SMART goal?
7. If the student is not on-target, what changes should be made?
8. How and when will progress be reported to parents?

Progress Monitoring Review

After collecting data from progress monitoring, data must be analyzed with a purpose to adjust or affirm instructional decisions.

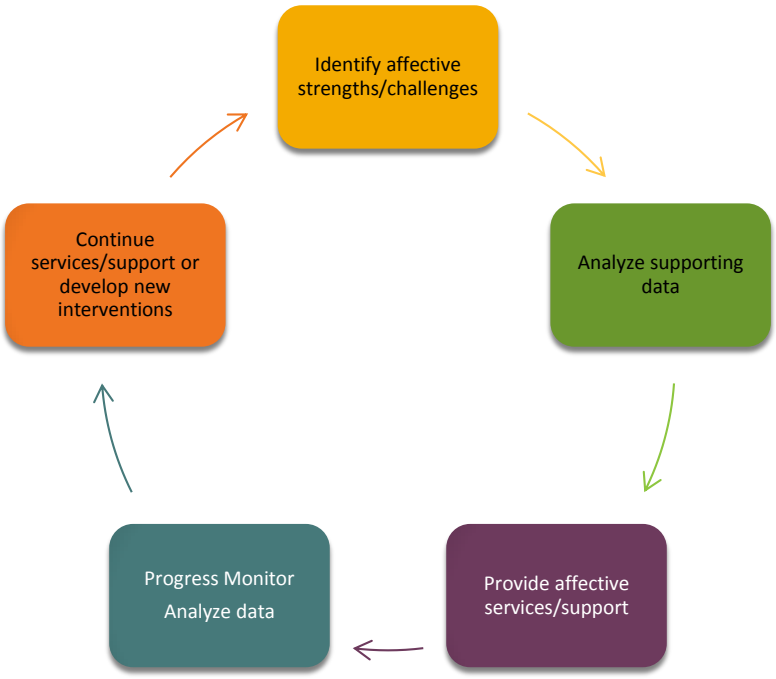


An example of how progress monitoring informs instructional planning



* Adjusting the pace and/or content may include providing the student direct instruction, compacting the curriculum and/or providing extensions.

An example of how progress monitoring informs affective planning



Suggestions on measures to use for progress monitoring

Elementary

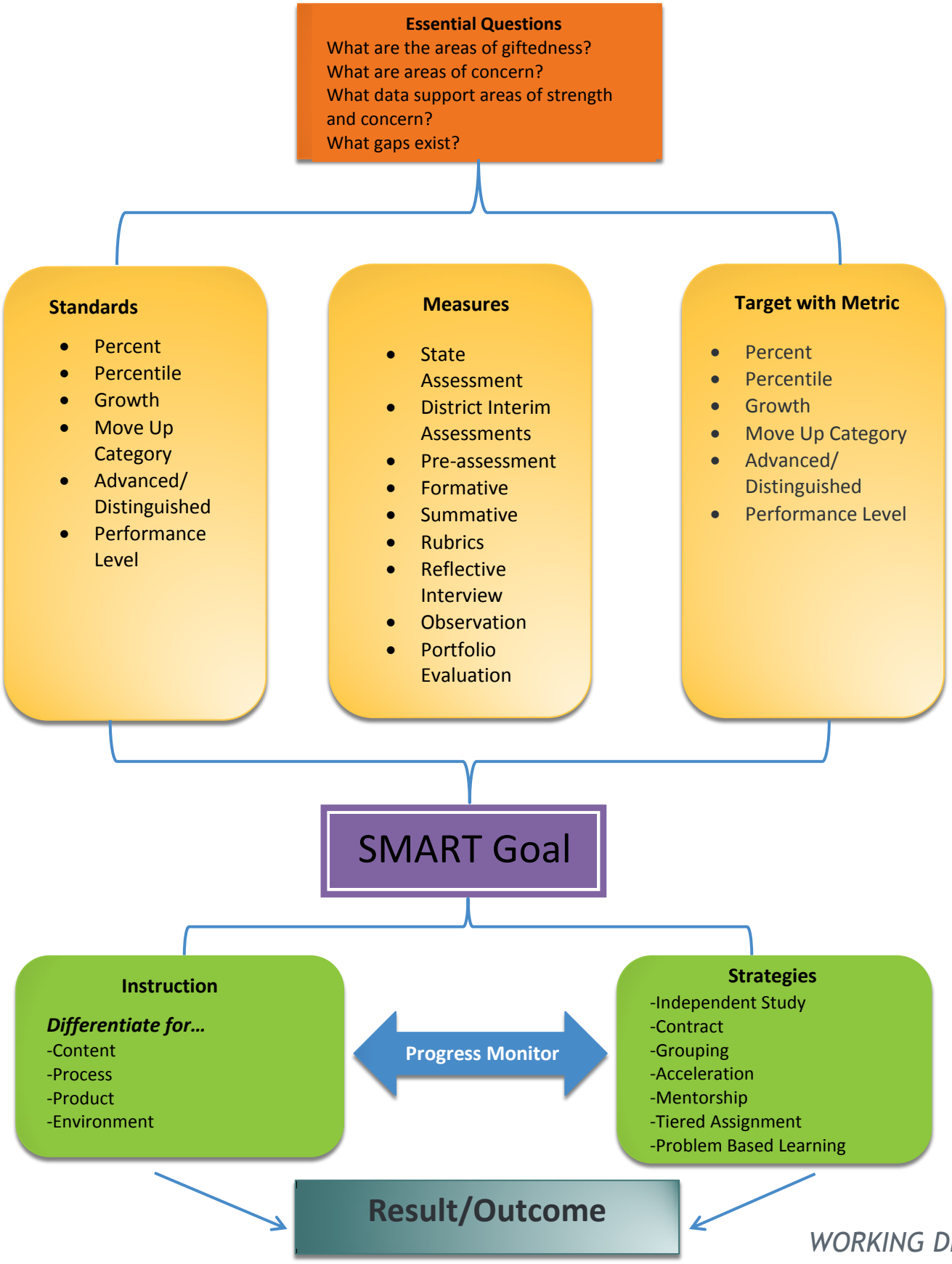
- Curriculum based assessment
- Norm-referenced tests (e.g., MAP, Scantron, Acuity)
- Writing prompt*
- Standards-based , district-wide common assessment
- Interim assessment
- Performance assessment*
- Observation scale
- Journal/Log *

Secondary

- Mid-term or semester curriculum based assessment
- Norm-referenced tests (e.g., MAP, Scantron, Acuity)
- Writing prompt*
- Standards-based, district-wide common assessment
- Interim assessment
- Performance assessment*
- Observation scale
- Juried performance
- Journal/Log*

*With use of rubric

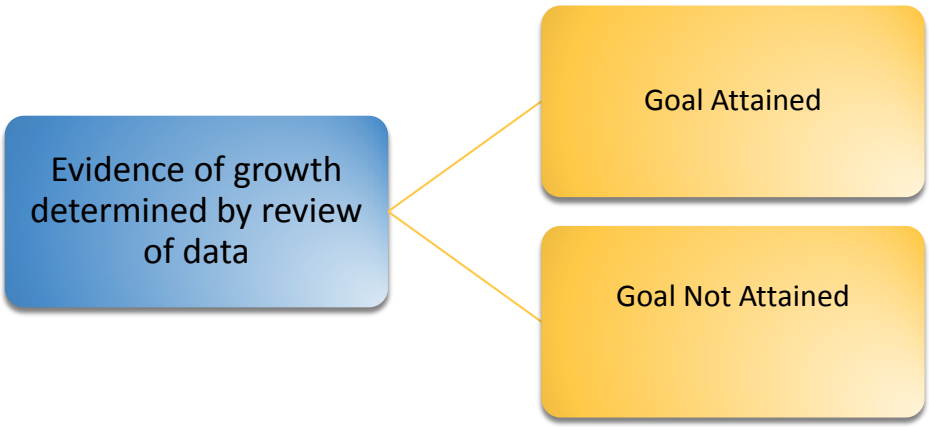
Review the complete process to ensure student growth and achievement



Step 7- Determine Level of Goal Attainment

In the continuous ALP cycle, the seventh step is to collect and analyze data to determine the level to which the student attained annual goals. The information gathered at this step should be shared with the student and parent(s). The summary data become an essential element for dialogue in developing new goals. If the student successfully attained the established goals, new goals should align with a continued trajectory for growth and achievement. If the student did not attain the goal(s), an examination of potential causes should be explored and interventions and/or multi-tiered system of supports identified in the development of new goals.

New ALP goals may be written at the end of the year with student and parent involvement, or may be written at the beginning of the school year. ALP goals must be well established within the first 30 days of school. Fall and spring parent conferences or open houses provide an opportunity for reporting ALP progress or obtaining a parent signature if necessary. However, this is not an appropriate time to develop academic or affective goals. Fall conferences are typically held at the conclusion of first quarter which is too late to develop annual goals and spring conferences are too early to determine end-of-year goal attainment.

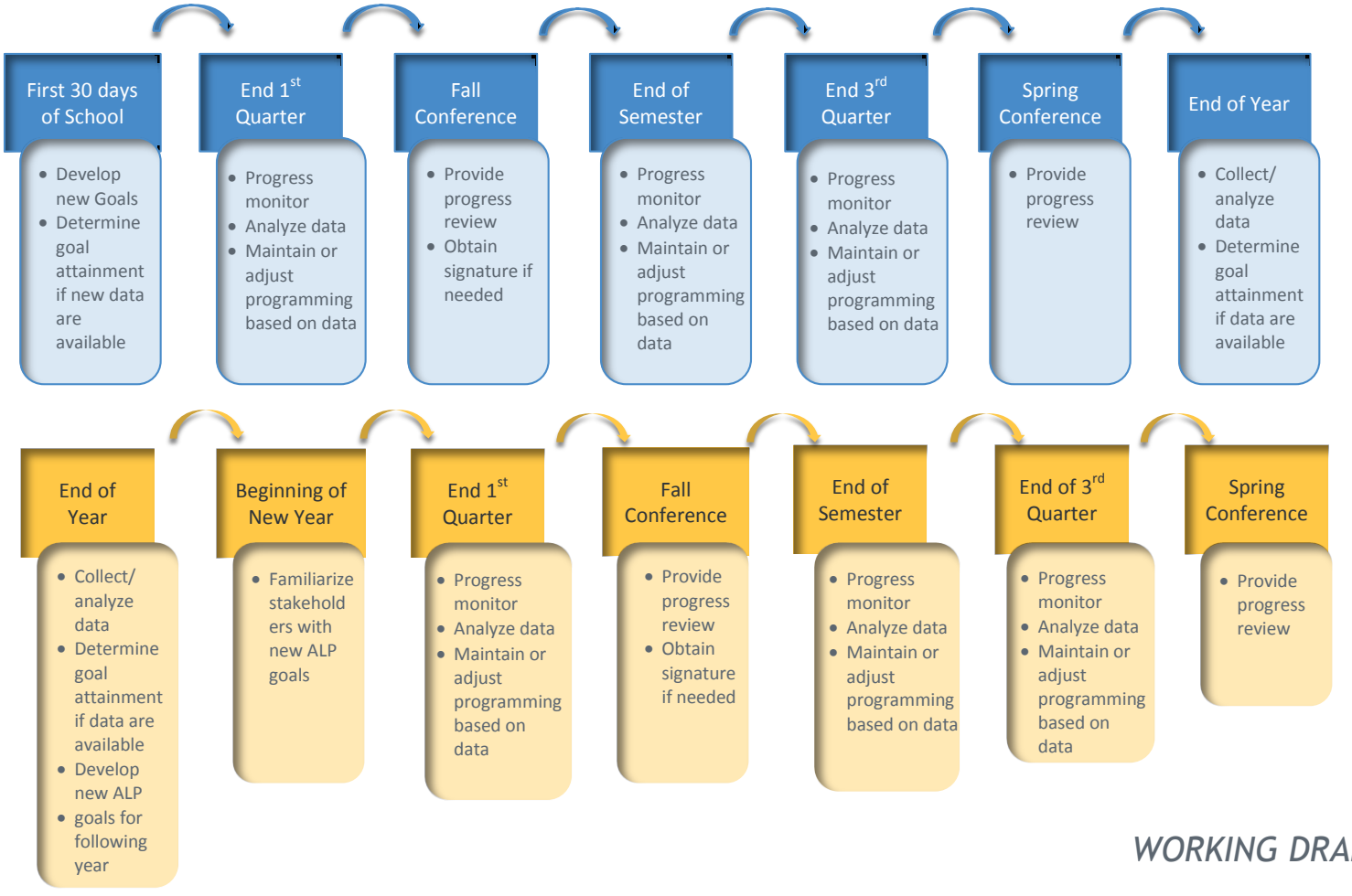


Examining data is important to determine goal attainment. Additionally, it is important to annually use data to re-evaluate a potential change to a student's category of gifted identification. Remember, **gifted identification is not fixed**. As a student grows, new strength areas may emerge.

Look at the following example of a student, his data and area of gifted identification from 3rd grade to 8th grade.

	Elementary – 3rd Grade	Middle School – 8th Grade
Data	CogAT Quantitative 95 Percentile State Math = Advanced State Reading = Proficient State Writing = Proficient NWEA Math = 97 Percentile NWEA Reading = 90 Percentile	CogAT Quantitative 95 Percentile State Math = Advanced State Reading = Advanced State Writing = Proficient State Science = Advanced NWEA Math = 99 Percentile NWEA Reading = 96 Percentile 7th Grade Winner of Regional Science Fair
GT Identification	Academically Gifted (math)	Academically Gifted (LA, math and science)
State Coding	Mathematics	Both – Language Arts and Math
Goal	SMART Goal for Math SMART Goal for Affective	SMART Goal for Math, Reading, Science and Affective
Programming	Curriculum Compacting in math, on-line math tutorials, independent study in simple machines	• Honors LA • Honors Geometry • Science Olympiad • Mentor for Science fair project

Examples of two different recommended ALP Timelines



Blending an ALP with ICAP

The Individual Career and Academic Plan (ICAP) is an individualized plan, developed by the secondary student and the student's parent or legal guardian, in collaboration with their school counselors, school administrators, school personnel and/or approved post-secondary service providers. The ICAP is used to establish personalized academic and career goals, explore postsecondary career and educational opportunities, align course work and curriculum, apply to postsecondary institutions, secure financial aid and ultimately enter the workforce. (22-2-R-2.00 (2), C.R.S)

It is critical that counselors and/or ICAP administrators meet with gifted students prior to the beginning of high school and throughout the high school years. Conversations with the student about post-secondary goals and aspiration ensure appropriate coursework is recommended to align with college entrance requirements. Providing the student and parent with information about the various institutions the student is capable of attending and the scholarships available can identify opportunities the parent or student might not have thought possible.

A district/school may choose to blend the ALP and ICAP for gifted secondary students. The requirements of both the ALP and ICAP need to be met on the singular portfolio system where data are collected and goals established and monitored. Districts may also choose to retain separate ALP and ICAP systems.

The personnel who support gifted students in developing the combined ALP/ICAP should have:

1. Training in the understanding of gifted students and their academic and affective needs.

2. Information for programming in the strength area(s) with appropriate course selection, rigor, acceleration methods or concurrent enrollment.

3. Knowledge of differing college and university requirements such as: AP exam scores and accepted core or elective credits; required ACT/SAT scores for admittance; foreign language and other course requirements; service hours; etc.

If the ICAP will replace the ALP, the following requirements must be met:

- Designation of gifted identification
- Annual academic SMART goals in strength area
- Affective SMART goals
- Course selection plan appropriate for desired college/career path
- Evidence of parent collaboration and signature

Summary of the Process

A standards-aligned ALP represents the relationship between the students' potential and present level of ability in relation to the Colorado Academic Standards and the specialized instruction that will be needed for the student to grow academically, socially and emotionally during the school year.

Step	Standards-based ALP
1. Notify stakeholders	• Notify parents, student and educators the ALP process is beginning.
2. Consider the standards and gather and analyze data	• Consider the content standards at the grade-level(s) for which the student receives programming. • Gather and analyze data to determine student's proficiency.
3. Synthesize the data	• Data is synthesized in order to determine present levels of academic achievement and performance. • The team determines if the data demonstrate the student needs to go deeper into grade-level standards or move beyond current grade-level standards.
4. Develop Goals	• The team develops annual, measurable goals. • The measure and metric are specified.
5. Identify programming options	• Specific programming options are identified. • Personnel responsible for service delivery are identified. • Student is provided the programming options throughout the school year. • The ALP delineates the specific instructional strategies to be implemented.
6. Progress monitor	• The teacher and student monitor progress throughout the year. • If data demonstrate the student is not on a trajectory for adequate growth, modifications to the programming options may be required.
7. Determine Goal Attainment	• Data are collected and analyzed to determine the level of goal attainment. • A summary is written and becomes an important consideration in the development of new goals. • Parent and student communication of end-of-year progress is provided.

Example of Language Arts standards-based SMART goal development:	
Samantha is a fourth grade student. She was identified as gifted in Language Arts at the beginning of third grade. She scored 144 on the verbal section of CogAT, a 98th percentile (NPR) on Scantron reading at the beginning of third grade, but dropped to 94th in the spring. She was above grade-level on DIBELS Next Benchmark assessments for third grade. Her 3rd grade TCAP scores include an Advanced Low in reading and Proficient High in writing. She received a district writing award in first grade and her mother reported that she taught herself to read at age 3. She loves horses.	
Areas of Strength – by standard	**Areas of Concern – by standard**
Data from CMAS, Scantron, a beginning-of-the-year basal pre-reader assessment and classroom writing assessment demonstrate the following strengths: • Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through	*Data from CMAS, Scantron, a beginning-of-the year basal pre-reader assessment and classroom writing assessment demonstrate the following areas of concern:* • Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to

key details in the text. • Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. • Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. • Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. • Distinguish their own point of view from that of the narrator or those of the characters. • Know and apply grade-level phonics and word analysis skills in decoding words. • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	time, sequence, and cause/effect. • Distinguish their own point of view from that of the author of a text. • Compare and contrast the most important points and key details presented in two texts on the same topic. • Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. • Provide reasons that support the opinion. • Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons. • Provide a concluding statement or section.

Synthesis: Data demonstrate Samantha's strengths are reading and comprehending fiction, vocabulary, and grammar and usage. The team is concerned about her proficient rating in writing, as this does not reflect her writing abilities as a primary student. After reviewing the writing rubric and data from writing TCAP, Samantha's weakness appears to be in opinion writing. This correlates with TCAP and Scantron data showing a weakness in non-fiction texts.

Measurable Targets	Instructional Strategies	Activities
• Score advanced on 4th grade state assessment in LA • Increase NPR on Scantron Performance Series and meet Scantron growth targets • Score 3.8 or higher on District Writing Assessment • Score a 90% or above on Basal Assessments • Score 90% or above on GT assignments	**Content:** Compacted grade-level basal, *Jacob's Ladder* non-fiction articles, various resources on horses **Process:** Flexible grouping and independent study **Product:** Write an opinion essay for or against preservation of wild horses in their natural environment. **Environment:** 4th grade Advanced reading class with 90 minutes of daily group instruction and 30 minutes each week for individualized instruction to support research project.	• Use of *Jacob's Ladder* lessons • Create a research project to present to other interested students • Access to basal's advanced leveled readers • Participation in monthly literature circles using selected novel units from the College of William and Mary curriculum for gifted learners.

SMART Goal(s): Samantha will participate in Mr. Miller's fourth grade advanced literacy class for 90 minutes of daily instruction, earning an "A" each grading term. To support her advanced reading abilities, Samantha will actively participate in monthly literacy circles to discuss selected group novels and will score a 90% or above on end-of-unit novel assessments. To support Samantha increasing her proficiency in opinion writing and non-fiction reading, she will successfully complete the *Jacob's Ladder* lessons on non-fiction articles scoring a 3.8 or higher on the *Jacob's Ladder* scoring rubric. She will complete an independent research essay for or against preservation of wild horses in their natural environment, scoring a 3.8 or higher on the District Opinion Writing Rubric. She will share her research project with the other interested students by the end of third quarter. Samantha will score at the advanced level on 4th grade language arts state assessment.

Evidence of best practices in this example:

- Multiple sets of data used to determine strengths and weaknesses
- Goals support standards for areas of both strength and weakness
- Goals are written for student's category of identification
- Goals identify the target and the tool that will be used to measure if target was attained

- Project includes student's reported area of interest
- Project is shared with other interested students, supporting the communication standards and best practices for project-based learning
- Supplemental gifted curriculum is utilized beyond grade-level materials
- Grade-level basal assessments are used to ensure the student has no gaps in learning
- Advanced instruction occurs daily
- Teacher responsible for instruction is identified

<table>
<tr><th colspan="3">Example of Affective SMART goal development:</th></tr>
<tr><td colspan="3">Dominic is an eighth grade student who was identified gifted in mathematics in third grade. Based on an evaluation of data, Dominic's area of identification was changed to gifted in language arts and mathematics his sixth grade year. Upon entering middle school, Dominic was content accelerated in area of math and placed into honors language arts class. Dominic is passionate about science. He won the all-region science fair last year. Dominic has been selected to be a member of the Science Olympiad team and will work with a mentor scientist this fall to develop this year's science fair project. On his science fair evaluation from last year, the only area in which he received low marks was "presentation skills." In science class, Dominic frequently requests to work alone as he is shy around peers and has a tendency to become frustrated with his classmates during labs and discussions.</td></tr>
<tr><th colspan="2">Areas of Strength – by standard</th><th>Areas of Concern – by standard</th></tr>
<tr><td colspan="2">Data from observations, student self-reflection and teacher/coach evaluations demonstrate the following areas of strength based on NAGC Gifted Programming Standards:

1.1. Self-Understanding. Students with gifts and talents demonstrate self-knowledge with respect to their interests, strengths, identities, and needs in socio-emotional development and in intellectual, academic, creative, leadership, and artistic domains.
1.4. Awareness of Needs. Students with gifts and talents access resources from the community to support cognitive and affective needs, including social interactions with others having similar interests and abilities or experiences, including same-age peers and mentors or experts.
1.8. Cognitive and Affective Growth. Students with gifts and talents identify future career goals that match their talents and abilities and resources needed to meet those goals.</td><td>Data from observations, student self-reflection and teacher/coach evaluations demonstrate the following areas of concern based on NAGC Gifted Programming Standards:

1.3. Self-Understanding. Students with gifts and talents demonstrate understanding of and respect for similarities and differences between themselves and their peer group and others in the general population.
4.2. Social Competence. Students with gifts and talents develop social competence manifested in positive peer relationships and social interactions.
4.5. Communication Competence. Students with gifts and talents develop competence in interpersonal and technical communication skills. They demonstrate advanced oral and written skills, balanced biliteracy or multiliteracy, and creative expression. They display fluency with technologies that support effective communication.</td></tr>
<tr><td colspan="3">Synthesis: Data demonstrate Dominic's affective strengths are his self-knowledge of his abilities, recognizing his passion for science, accessing resources for his independent work on his science fair project, and identifying his desire to attend MIT to become a physicist. Strengthening Dominic's group interactions and communication skills will support his success on the Science Olympiad team, within the classroom setting and future in science competitions.</td></tr>
<tr><th>Measurable Targets</th><th>Instructional Strategies</th><th>Activities</th></tr>
<tr><td>• Earn a 3 or higher in the category, "group collaboration," on science lab rubric
• Increase this year's presentation score for science</td><td>Content: Class review of expectations for working with lab partners at beginning of year. GT monthly lunch groups to focus on "collaboration" in September and "team work" in October. Counselor</td><td>• Weekly mentor meetings
• Monthly GT lunch groups
• Collaboration lesson in September
• "Importance of Teamwork" speaker in October and</td></tr>
</table>

fair from a 2.5 to a 3 or higher • Earn a "distinguished" rating in participation from lead mentor's evaluation using a rubric	to provide identified strategies to Science Olympiad coach to support Dominic improving collaboration skills. 8th grade honors LA class completes a 4 week unit on speech and communication. **Process:** Whole-class presentation on lab expectations, check for understanding. Counselor holds monthly lunch groups. Time is provided to Dominic to meet with mentor once a week. Counselor meets with Science Olympiad coach. **Product:** Science fair project, speech for LA class, lunch group reflection journal **Environment:** 8th grade science and LA class, GT lunch groups, library for mentor meetings	corresponding teamwork activity • Spring Science Fair Competition • Science Olympiad weekly meetings

SMART Goal(s): Dominic will continue to strengthen his interest in science by successfully working with a lead mentor to develop his topic for this year's science fair and receive a "distinguished" rating from the mentor for his successful participation in weekly meetings. Dominic will attend monthly gifted lunch groups and participate in affective lessons designed to support gifted students. He will complete a self-reflection evaluation at the beginning of the year and increase his rating 20% by the end of the year in the category, "working with others." Dominic will increase his rating from 2.5 to 3.0 or higher on this year's science fair evaluation in the area of "presentation."

Evidence of best practices in this example:

- Use of NAGC Gifted Programming Standards to support affective growth
- Continual reexamination of data to determine needs
- Affective goal can be supported in all content areas
- Support of career and college readiness
- Affective goal based on strength area and area for improvement
- Affective goal can be measured using various tools

References:

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Advanced Learning Plans for Students Identified as Gifted with a Disability

Students who have been identified as gifted under state criteria and have been identified with a disability under federal and state criteria are termed "twice-exceptional" students if their disability qualifies them for either an IEP (Individual Education Plan) or a 504 plan under Section 504 of the Rehabilitation Act and Title II of the Americans with Disabilities Act (ADA). These students will have two plans, either the IEP or 504, and their Advanced Learning Plan (ALP).

Because there are two separate plans, the need for collaboration is critical, both in the creation and management of the plans and in the educational programming that meets the student's needs.

All students have both strengths and weaknesses or areas of concern, but a twice-exceptional student has strengths and difficulties of such exceptional degree that both qualify him or her for specialized programming. Thus, coordination and collaboration must be the watchwords from the start.

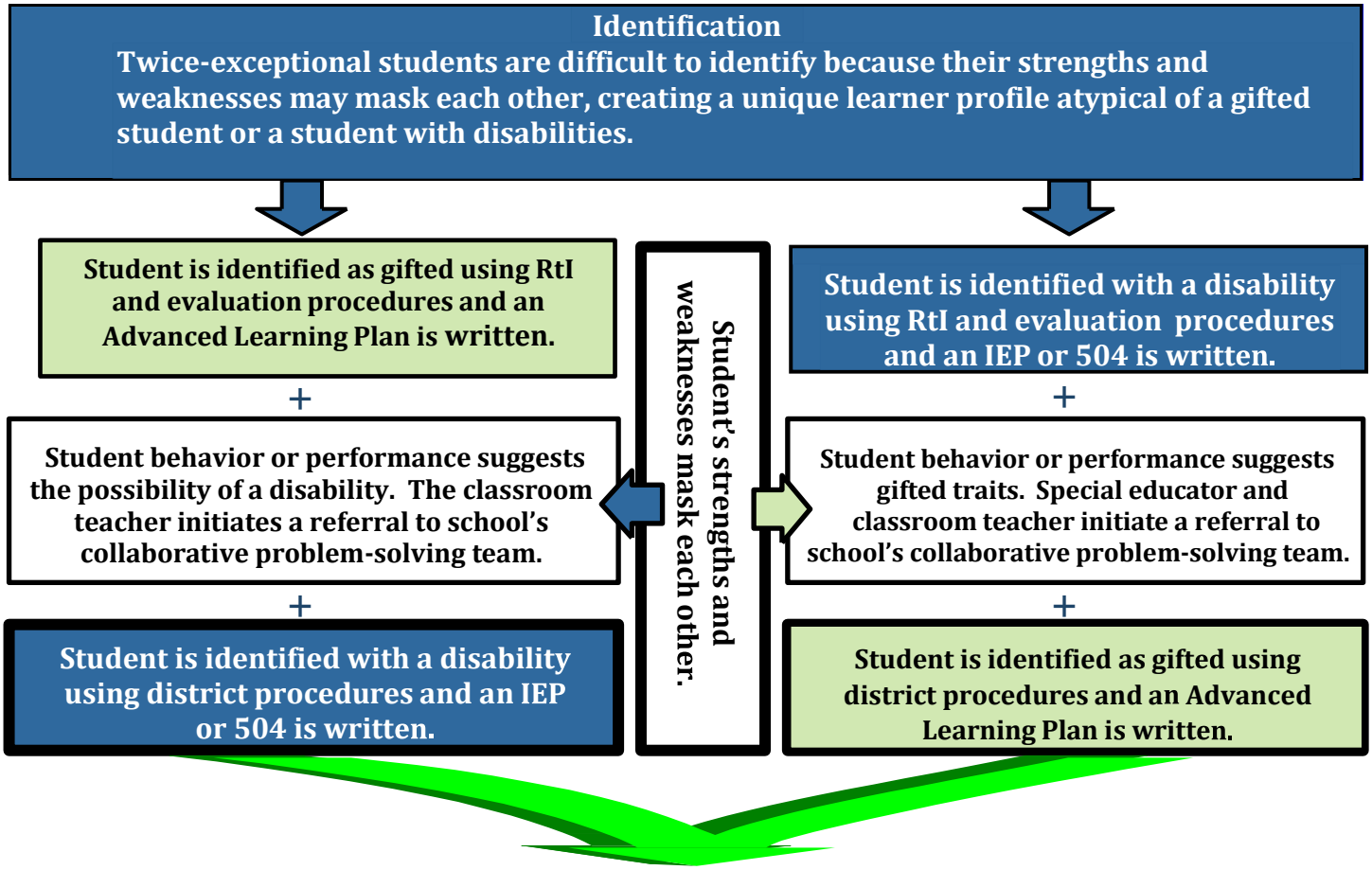
Double-Masking – The Difficulty in Recognizing Twice-Exceptional Students

The twice-exceptional student may be very difficult to identify or even to recognize, because the student's strengths and weaknesses may mask each other. There are three situations in which we generally find a twice-exceptional student:

- Identified as gifted yet exhibits difficulties in school
- Identified with a disability but exceptional abilities are unrecognized and unmet
- Abilities and disabilities mask each other –student is not identified for either exceptionality

Often, the twice-exceptional student in the third situation, the "hidden" twice-exceptional student, comes to the attention of educators only because of extreme behaviors. By that time, the focus is on getting rid of the poor behavior, not looking at the underlying causes for it.

Twice-exceptional students can become very frustrated because they know they are capable of high-level thinking and insight, but they cannot express or demonstrate these adequately due to their disabilities. Good use of a problem-solving process by a team can help the educator to look at all factors of a child's behavior and academic achievement. Usually, the two are linked. With twice-exceptional students, poor behavior is an indicator of the discrepancy between high intellectual ability and comparatively poor academic performance.



Programming

In a collaborative effort between the classroom teacher, gifted educator, and special educators, appropriate tiered content and strategies will be implemented to:

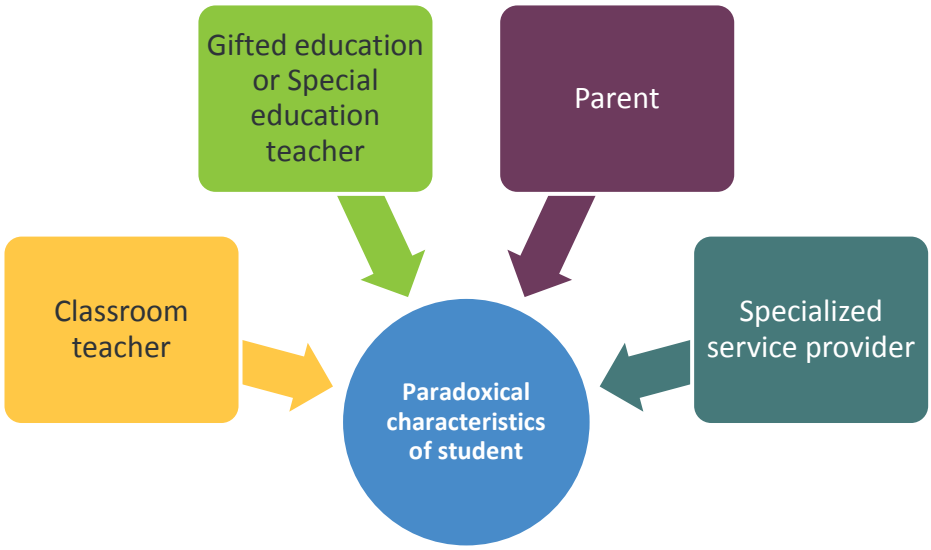
- nurture the students' potential.
- support their development of compensatory strategies.
- identify their learning gaps and provide explicit curriculum and instruction.
- foster their social and emotional development.
- enhance their capacity to cope with mixed abilities.

⇒ **The Advanced Learning Plan and the IEP are reviewed simultaneously.**
⇒ **Identified student is noted as gifted and special education on district enrollment database.**
⇒ **Student enrollment is reported to the Colorado Department of Education.**

Within the varied circumstances of twice-exceptional students there are multiple pathways to recognizing clues about twice-exceptionality:

- Observation by parent, teacher, or specialist
- Student performance data
- Information collected through response to intervention process
- IEP evaluation process
- Gifted evaluation process

Since a twice-exceptional student may be first recognized as such by a general classroom teacher, a special education teacher, or a teacher of the gifted, that person must take the initiative to involve other teachers who may have or may need to have responsibility for the student's instructional program. In addition, specialized service providers, such as those who may work with the student's specific disability (e.g., speech/language therapists, occupational or physical therapists, school psychologists or social workers), need to be in the planning loop so that collaboration may begin as soon as possible.



What to Look for: Discovering Twice-Exceptional Students

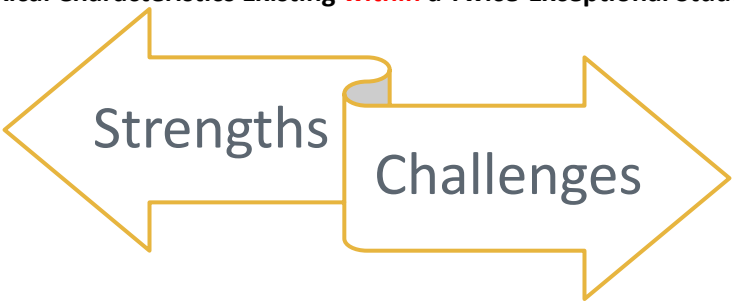
How can you recognize students who might be twice-exceptional? *Look for the paradoxes* that indicate high ability and talent co-existing with the academic and behavioral difficulties of a disability. Below are some examples.

Possible Differences between Typical Gifted Students and Twice-Exceptional Students

Typical Gifted	Twice-Exceptional
Strong language skills	Reading/writing difficulties
Advanced problem solving ability	Dyscalculia (math disability)
Creativity	Attention/emotional issues
Strong learning skills	Difficulty with memory and executive functioning
Good social skills with intellectual peers	Sense of isolation and/or poor social skills

- Twice exceptional students may have characteristics listed on *both* sides of the chart.
- Keep in mind that 2X students have strengths that are manifested to different degrees.
- Strengths will be there for development over time, regardless of the disability.

Paradoxical Characteristics Existing within a Twice-Exceptional Student

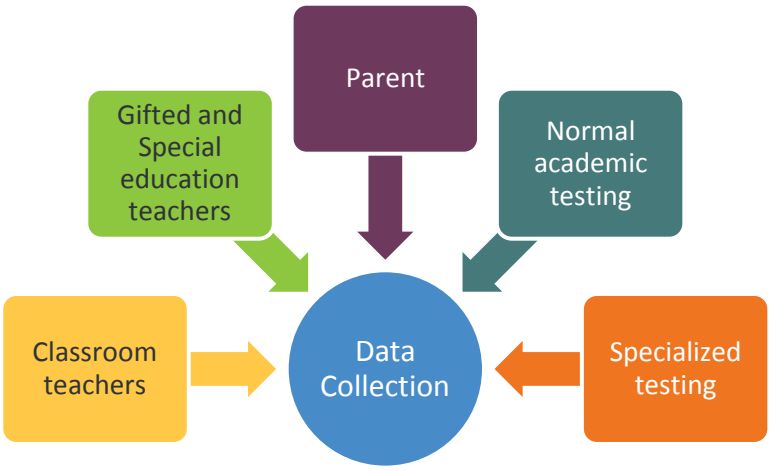


Strengths	Challenges
Superior vocabulary	Written expression problems
Advanced ideas	Lack of organization
Questioning	Argumentative
Problem solving ability	Social interaction issues
Intense interest in a topic or topics	Attention difficulties
Persistence when interested and engaged	Easily frustrated

Collaborative Planning for Identification

Collaboration among gifted education, special education, general education, and families should begin as soon as paradoxical characteristics and behaviors or discrepant data are noted. An established Multi-Tiered System of Supports (MTSS) makes this more likely and increases the chances that the student will begin receiving interventions right away, both to nurture the strength and to compensate for the weakness. Even before a formal meeting is scheduled, the teacher who has noticed the paradoxical characteristics of the student or the professional who has noted anomalies in the student's data can consult and collaborate with others in the school, looking for data from past assessments and about interventions that worked before.

As the problem-solving process continues, the need for accurate and thorough data is crucial. It can be extremely difficult to recognize a twice-exceptional student by looking only at grades, performance on achievement tests, and classroom work production. It can help to remember that, although teams do not need to conduct ***cognitive testing and other specialized assessments*** on every student who goes through the problem-solving process, for a twice-exceptional student, those ***may provide the only data that will help identify and program*** for the student who presents a complex portrait of conflicting strengths and weaknesses.



What Do Data Look Like for Twice-Exceptional Students?

As you look at records and compile the results of new assessments, you will truly understand the meaning of "paradoxical characteristics." Let's look at some typical examples.

1. One student's strengths in mathematics will show up in extremely high performance on math achievement tests, while that same student's Specific Learning Disability (SLD) in reading is demonstrated in below-grade level results on reading achievement tests. The reading disability affects the student's ability to achieve in other content areas more as the student gets older and knowledge acquisition comes more and more from reading. The student's records from the behavior monitoring system show that the student is frequently sent to the principal's office for noncompliant and disruptive behavior; a closer examination reveals that the only time this happens is during reading. The teacher of the gifted, who only works with the student on advanced math, has never seen any disruptive behavior from the student.

2. Another twice-exceptional student is a "little professor" when it comes to animals. The student knows so many facts about animals that older students and even the teachers in the school come and ask questions. The student speaks well, enjoys showing off knowledge about animal characteristics, physiology, and habitats in writing and in presentations, and is a voracious reader about animals of all types. The student is socially awkward, however, and seems to have little understanding of how to relate to peers or make and keep friends. Inappropriate and seemingly immature behavioral outbursts further isolate the student in the classroom and outside. The student's recent diagnosis of Autism Spectrum Disorder (ASD) led to the creation of a 504 plan that classroom teachers must adhere to. In science class, however, the student rarely needs any redirection or use of the scaffolds and accommodations used by the other teachers – the student is so intellectually engaged in science as to appear more mature than the other students.

3. A third twice-exceptional student is highly disorganized, messy, late with everything, and distracted by everything. The student's handwriting is illegible, so even if work is handed in, it can't be graded. For years, permission slips and other notes have never made it home; communication from home never seems to get to school, either. Achievement tests have always shown the student to be far ahead of grade level in reading and writing, but grades in all areas are always significantly lower than average because of missing, late, and incomplete work. The student functions at grade level in math class activities when engaged, but has significant gaps in content and skills because of inattention. These gaps show up in poor achievement and growth results on assessments. If it weren't for the occasional creative projects from language arts and social studies teachers over the years, for which the student produced outstanding work, some teachers would never have realized how much the student knew and understood. It is only in classes with no written work and much physical in-class involvement, such as art, music, physical education, and computers that the student excels. Every teacher the student has ever had has remarked on the impressive amount of knowledge and creativity the student seems to possess, but the student's Attention Deficit Disorder with Hyperactivity (ADHD) always seems to get in the way of excellence.

In unravelling the mystery of students like these, who seem so brilliant on the one hand and so needy on the other, the appropriate assessment data are crucial. Few twice-exceptional students can be accurately identified without some specialized types of assessments not usually given to most students. Experts in the field of twice-exceptionality nearly always recommend individual cognitive/intellectual assessments for students whose paradoxical characteristics and behavior suggest that they may be twice-exceptional (Foley Nicpon, 2013). For twice-exceptional

students with Specific Learning Disabilities (SLD) or Speech/Language Impairment (SLI), an individual intellectual test will often show the superior cognitive ability of a gifted student in some subtests along with wildly variable subtest scores in the areas most affected by the disability. These extreme up-and-down profiles are distinctive to twice-exceptional students. Since SLD and SLI are the most common categories of disability, intellectual tests may be extremely important in pinpointing the strengths and disabilities of these gifted students. For a gifted student who also has ADHD or ASD, individual intellectual tests may not give a true picture of the student's cognitive ability, as attention plays an important part in such assessments.

Depending upon the suspected area of disability, various instruments for diagnosing reading and/or writing disabilities, dyscalculia, and speech or language disabilities may be administered. Medical histories also give important clues about possible disabilities, as do analyses of large- and small-motor skills, hearing and vision tests, and Functional Behavioral Assessments (FBAs).

In addition, teachers may need to collaborate with families and with health and psychological or mental health providers in documenting ADHD behaviors and symptoms of ASD at school, or in completing scales for use in diagnosing specific mental health disorders. Most of the categories of disability under IDEA may co-exist with giftedness, so it is important for all special education professionals to learn as much as they can about twice-exceptionality.

Who Are Our Twice-Exceptional Students?

To find out who in your school or district is twice-exceptional, search your student records database for students who are identified as gifted AND who have either an IEP or a 504 plan. Some districts do not have 504 plans noted on their electronic student information systems. If this is the case in your district, it will require a deeper records sort and collation. Every district has a 504 coordinator that is responsible for keeping 504 plan data. You may be able to find twice-exceptional students with 504 plans by running a search for student identification numbers of those on ALPs and comparing the identification numbers with the numbers of those on 504 plans and seeing where the overlap is.

Once you discover *who* your twice-exceptional students are, look at *where* they are. They may be spread out in a number of schools and grade levels, or they may happen to be clustered in certain areas or levels. If your district has a particular program for gifted students, it is likely that there will be more twice-exceptional students in that program than in your average population. This is due to the fact that parents of twice-exceptional children are keenly aware of their children's paradoxical characteristics and are anxious to find any educational placement that will recognize the strengths of their child.

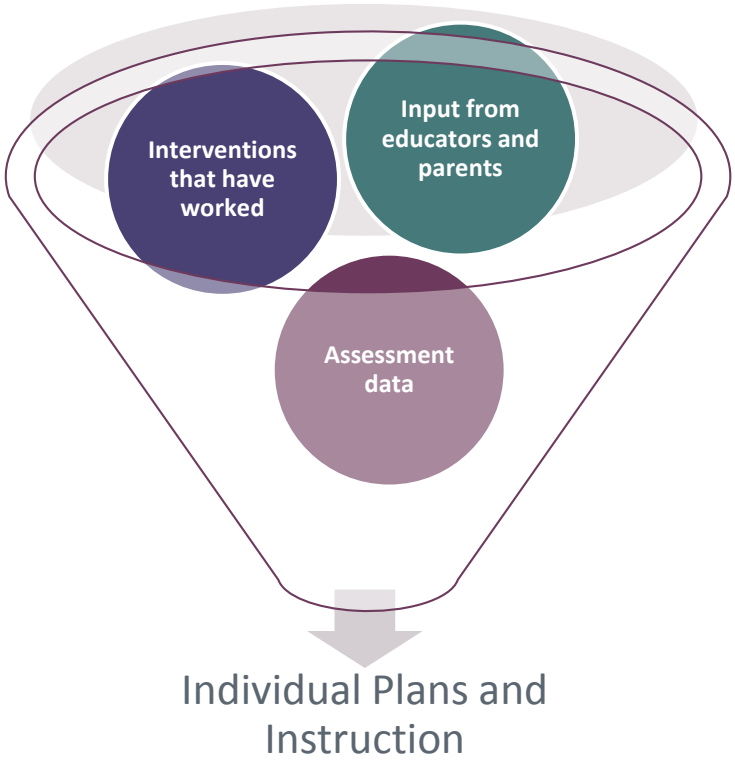
It is important that you share information about your twice-exceptional students with the entire team of educators who will be involved with the student's education: general, gifted, and special education teachers; specialized service providers relevant to the student's identified disability; school psychologists, social workers, and counselors; and administrators. The twice-exceptional student does not "belong" to any one single teacher – only a team can meet his or her needs.

Collaborative Planning for Instruction

Once a student is identified as twice-exceptional, plans not already in place must be written, whether IEP, 504 plan, or ALP. This does *not* mean that specialized or differentiated instruction *cannot* occur until the plans are in place. Indeed, instruction that meets the needs of the student in some respects has been occurring all along with appropriate interventions being implemented as they are needed. Through progress monitoring and the continuous

MTSS cycle, behaviors and characteristics are noted and addressed through an ongoing series of interventions that addresses both academics and behaviors. This cycle of responsive teaching continues throughout the identification and plan-writing processes and provides valuable information about what works with a particular student.

Different disabilities have different effects upon the classroom performance, achievement and growth as measured by tests, and behavior and motivation of a gifted student. Interventions that frequently provide good results for most students with ADHD or with ASD may not yield the same results when used with gifted students with those same disabilities.



Collaborating about IEPs, 504 Plans, and ALPs

All individualized plans for students should be written collaboratively with parental input. The process for creating IEPs formalizes this collaboration under the auspices of the federal Individuals with Disabilities Educational Act (IDEA). The U. S. Department of Education administers the IDEA and oversees the implementation of the Rules, with the help of state departments of education. Rules for the federal Rehabilitation Act, of which Section 504 is a part, also describe the collaborative process for writing plans. The Rehabilitation Act is overseen by the Office of Civil Rights (OCR), part of the U. S. Department of Education. Regional OCR offices respond to complaints and help enforce the law. In Colorado, gifted education is mandated by state law in the Exceptional Children's Educational Act (ECEA). The Rules for the administration of this law are approved by the State Board of Education and are administered through CDE. The collaborative process for writing ALPs is described in the ECEA Rules (see http://www.cde.state.co.us/sites/default/files/documents/gt/download/pdf/gt_ecearules_july2012.pdf) and the *Gifted Education Guidelines*, Chapter 4 (see http://www.cde.state.co.us/sites/default/files/CDE%20Guidelines_Gifted%20Education.pdf). Older gifted students are usually included in the creation, ongoing review, and monitoring of their own ALPs.

Even the best-written educational plans will have no positive impacts on twice-exceptional student outcomes unless they are first ***communicated*** with all relevant and appropriate personnel who share responsibility for the student's instruction and achievement. This communication is the joint responsibility of the classroom teacher(s) and the gifted and special education specialists in the school that work with the student and/or have participated in the identification process.

What is Different about the IEPs, 504 Plans, and ALPs of Twice-Exceptional Students?

The most important result of the collaboration previously described is that each of the student's educational plans will acknowledge the existence of the other exceptionality and address the unique problems that stem from the co-existence of both exceptionalities. Let us provide some examples by looking at the possible plans in place for the hypothetical twice-exceptional students described above under "What Do Data Look Like for Twice-Exceptional Students?"

1. For the student who is identified as gifted in math with high cognitive ability and with an SLD in reading, the ALP should contain a strength-based academic goal around increasing mathematics knowledge and skills with specific guidelines for avoiding the use of reading in mathematical activities and for ameliorating the effects of the reading disability on math achievement by using accommodations allowed through the IEP. The IEP is focused on increasing reading skills and achievement through the use of research-based practices. The ALP also is required to have an affective goal; this might be written around a particular social-emotional difficulty the student has as a result of his or her twice-exceptionality or around an opportunity for social-emotional growth. Standards upon which the affective goal is based may be chosen from the Colorado Academic Standards in Comprehensive Health and Physical Education (Standard 3, Emotional and Social Wellness) or the Pre-K-Grade 12 Gifted Programming Standards from the National Association for Gifted Children (NAGC), which have been adopted by the state. [The CAS standards for health and physical education may be found at http://www.cde.state.co.us/cohealthpe/statestandards. To download the NAGC Gifted Programming Standards, go to http://www.nagc.org/resources-publications/resources/national-standards-gifted-and-talented-education/pre-k-grade-12.]

    a. The **strength** is addressed through the strength-based goal in math on the ALP.
    b. The **disability** is acknowledged and addressed in the ALP through recommended modifications and accommodations.
    c. The student's **affective** needs are addressed with a separate goal on the ALP.
    d. The student's **strength and interest** in mathematics is noted on the IEP with recommendations to use math content in special education activities whenever possible.
    e. IEP goals are written to increase achievement in the student's area of **disability**, reading.

[See below for excerpts and sample wording from this student's ALP and IEP. **For this example, let us assume this student is in the 4th grade.**]

Student #1, 4th grade, ALP – sample wording and main points (using grade 5 standards in Mathematics)

STUDENT #1 ALP

Strength-based academic goal:
Student will demonstrate advanced understanding of and insight into the big ideas and Grade-Level Expectations of fifth-grade Mathematics as described in the Colorado Academic Standards for Mathematics, pages 32-33, using oral explanations (and limited written explanations), visual representations, and models, and applying the concepts to unfamiliar situations and problems.
Measurement of goal attainment …*increased achievement in math* as measured by the highest rating (Distinguished Mastery) on annual state Mathematics assessment … *progress monitoring* to include monthly curriculum-based assessments, quarterly district-wide common assessments … *using accommodations to which the student is entitled per IEP, including having tests read aloud* …
Targets based on progress monitoring tools
Instructional strategies:
…subject-area acceleration in math [content strategy]
…differentiated math instruction that includes pre-testing and replacement content for concepts already mastered [process strategy]
…minimize the amount of reading required in class and homework by using recorded textbook, use of student-created icons for instructions, partner reading … [process strategy]
Affective goal:
…*demonstrate growth in personal competence and dispositions for exceptional academic and creative productivity*… (from Standard 4.1, NAGC PK-12 Gifted Programming Standards)…as measured by weekly journal entries reflecting responses to prompts about self-awareness, self-advocacy, self-efficacy, confidence, motivation, resilience, independence, curiosity and risk-taking.
Target set by teacher and student using a collaboratively-developed rubric
Strategies:

- Motivation and self-efficacy pre- and post-questionnaires
- Small group book study with counselor using *The Survival Guide for Gifted Kids* (Galbraith, 2013, Free Spirit Publishing)

Student #1, 4th grade, IEP – main points/sample wording (using grade 4 standards in Reading, Writing, and Communicating)

STUDENT #1 IEP

Profile-strengths:

- includes information about student's strengths in math; high cognitive ability that enables student to use metacognition to self-monitor strategy use
- includes results of previous reading interventions, diagnostic and progress monitoring assessments

Profile-needs:

- specific comprehension skills
- deliberate use of strategies when reading (such as online monitoring of comprehension)
- phonics skills to assist in decoding, spelling, word identification and retention, and oral fluency

Standards-based goal:

Based on the CAS for Reading, Writing, and Communicating (Reading for All Purposes, Standard 2)

GLEs:

1. Comprehension and fluency matter when reading literary texts in a fluent way
2. Comprehension and fluency matter when reading informational and persuasive texts in a fluent way
3. Knowledge of complex orthography (spelling patterns), morphology (word meanings), and word relationships to decode (read) multisyllabic words contributes to better reading skills

Because of the student's abilities to learn quickly, to integrate discrete skills into processes, and to reflect upon his/her own learning, the focus of the IEP goals is not limited to individual Evidence Outcomes from the standards. Rather, the goals are to improve the student's global performance with respect to the GLEs in the special education resource room, the general classroom, and the gifted education resource room (allowing the student to use reading more in advanced math learning activities and assessments).

Research-based strategies:

Mini-lessons by the special education teacher in comprehension skills, strategy use, and phonics will be reinforced in all educational settings and at home in order to help the student automatize the skills and begin to use them independently and without prompting through the process of gradual release of responsibility.

Accommodations:

During assessments and on assignments, the student may have instructions and test items read aloud. The need for this accommodation will be constantly tested on in-class work so that it is not continued longer than needed.

2. The student who is identified as gifted with high cognitive ability and specific academic achievement in science and with ASD needs an ALP focused on creating opportunities for the student to increase his or her exposure to advanced science content and providing avenues for the student to shadow a practicing scientist and conduct original research in science, presenting the findings to an authentic audience. An important multi-year goal is to help the student focus his/her broad interest in animals and find specific areas within biology that interest him/her and in which the student can design and conduct research and pursue advanced studies. At the same time, the ALP must avoid recommending situations that would be stressful to a student with autism, such as activities that lack clear structure and guidance, instruction that relies heavily on group work, and large amounts of new social contact unless planning and practice are provided beforehand. This student does not qualify for an IEP, but his or her 504 plan stipulates social skills training, the ability for the student to place himself/herself in "time out" when feeling overwhelmed, and the option to use noise-cancelling headphones and an individual study carrel to block out stressful distractions, especially when working in the area of strength so that achievement in that area will not be negatively affected. The ALP's affective goal may be written to address the student's social awkwardness or it may address gaining skill in presenting to new audiences, since this is something that the student will continue to encounter as his/her expertise in science grows. These are based on the NAGC Gifted Programming Standards dealing with Social Competence (Standard 4.2) and Communication Competence (Standard 4.5).

    a. The **strength** in science is addressed in the ALP through goals about advanced content and out-of-school opportunities.
    b. The **disability** is acknowledged and addressed through specifications that do not aggravate the disabling condition.
    c. In the 504 plan, the student's **disability** is addressed with specific goals and activities.
    d. The student's **strength** is acknowledged in the 504 plan by allowing opportunities to avoid circumstances that would affect achievement in the area of strength.
    e. The ALP's **affective** goal is written to address growth in social competencies needed by the student.

[See below for excerpts and sample wording from this student's ALP and IEP. **For this example, let us assume this student is in the 8th grade.**]

Student #2, 8th grade, ALP – sample wording and main points (using grade 8 standards in Science)

STUDENT #2 ALP

Strength-based academic goal:
Student will demonstrate advanced understanding of and insight into the big ideas and Grade-Level Expectations for 8th grade Life Science as described in the Colorado Academic Standards for Science, pages 19-20, using oral and written explanations, visual representations, and models; applying concepts to unfamiliar situations; and designing and conducting experiments to test student-generated hypotheses.
Measurement of goal attainment …*advanced achievement in science* as measured by the highest rating (Distinguished Mastery) on 8th grade state Science assessment … *progress monitoring* to include regular curriculum-based assessments and district-wide common assessments … *using accommodations to which the student is entitled per 504 plan, including individual assessment* …
Targets based on progress monitoring tools
Instructional strategies:
…content extensions in science [content strategy] including shadowing a practicing scientist
…differentiated science instruction that includes pre-testing and advanced replacement content for concepts already mastered [process strategy]
…minimize situations likely to cause frustration and outbursts, including group work and unclear expectations and instructions … [process strategy]
Affective goal:
…*demonstrate growth in social competence manifested in positive peer relationships and social interactions*… (from Standard 4.2, NAGC PK-12 Gifted Programming Standards)…as measured by weekly conversations and journal entries reflecting responses to prompts about positive social interaction in various school settings, peer relationships, and appropriate communication and social skills in the community
Targets set by teacher, counselor, social worker, and student using collaboratively-developed rubrics
Strategies:

- Weekly social skills group conducted by social worker
- Practice in meeting and working with mentor for job-shadowing experience; role-playing and discussion conducted one-on-one with social worker
- Small group book study with counselor using *The Gifted Teen Survival Guide* (Galbraith & Delisle, 2011, Free Spirit Publishing)
- Discussion with student and parents about the book *Developing Talents: Careers for Individuals with Asperger Syndrome and High-Functioning Autism* by Temple Grandin and Kate Duffy (2008, Autism Asperger Publishing Co.)

Student #2, 8th grade, 504 plan – sample wording/main points (aligned with Colorado CTE Standards)

STUDENT #2 504 PLAN

Disability:
Autism Spectrum Disorder
Student's educational program:
Regular education and gifted education programming in area of strength (science)
Guidance about student's rights:

- Student shall not be excluded from regular education or gifted education based on disability.
- Student shall not be excluded from any extracurricular or non-academic activity because of his/her disability. This may include clubs, transportation, lunch, athletics, etc.

Areas of need:
Classroom environment

- Outbursts may occur as a result of exposure to noisy environments
- Student becomes frustrated when instructions are not explicit or when routines are not followed

Social situations and interactions

- Student struggles to work cooperatively with classmates
- Student is frustrated and confused when meeting most new people
- Student's public outbursts cause him to be socially ostracized

Strategies:

- Conditions in regular classroom and gifted education settings shall not rigidly require the student to be in situations that make the disability worse. These situations include, but are not limited to, group work, noisy environment, exposure to new people and new environments. When such situations are deemed necessary, the student will have reasonable accommodations such as the option for self-selected "time out," use of noise-cancelling headphones or an individual study carrel, role-play and practice about dealing with possible new people and environments.
- Student shall receive social skills training that aligns with Colorado Essential Skills Content Standard ESSK.02.07 from the Career and Technical Education Standards.
- Individual assessment when student requests it.

3. This student is identified as gifted in creativity with high cognitive ability and also as having ADHD that meets the IDEA criteria for Other Health Impairment (OHI) disability. Because both the student's gifts and disability cut across all academic areas, the ALP goal is broadly focused on increasing opportunities to use creativity in all classes and outside of school, which builds the creative strength and also increases motivation and therefore attention. The student's other area of giftedness is in intellectual ability, so another ALP goal addresses the need for challenging, rigorous content that requires high-level thinking in all content areas. This also increases engagement, motivation and attention in gifted students. Mention is made in the ALP of the effects that these goals and strategies may have on the student's ADHD behaviors. The IEP may be based, for a student age 14 or over, on the Postsecondary and Workforce Readiness sector of Colorado Career and Technical Education (CTE) standards. The CTE standards contain a section of Essential Skills that all students need to be able to be successful in the postsecondary world of college and/or career. Some of the CTE standards addressed in the IEP for a student with ADHD include standards on active listening, organizing information, and communication and presentation skills. Those skills are also addressed in the Colorado Academic Standards for Reading, Writing, and Communicating. As the student's teachers or other service provider work on these goals with the student, the student's creativity and cognitive ability are engaged in projects that help meet the goals. The ALP's affective goal can blend in with the IEP goals by aligning to the NAGC Gifted programming Standards on Leadership (Standard 4.3) and Communication Competence (Standard 4.5). [Learn about the CTE standards at http://www.cde.state.co.us/contentareas/careerandtechnicaled.]

    a. The student **strength** in creativity is addressed on the ALP by a goal that crosses content areas and deals with providing more opportunities for creative engagement. Similarly, another broad ALP goal, addressing the student's cognitive strength, is focused on opportunities to think at high levels in all classes.
    b. By focusing in on opportunities for greater creative and intellectual engagement, the ALP also acknowledges the student's **disability** by stating that increased engagement may lead to more motivation and, as a result, improved attention.
    c. Goals on the IEP address the **disability** area and are based on postsecondary and workforce readiness standards.
    d. Work the student does to accomplish his/her IEP goals is based on the student's creative and intellectual **strengths**, using the student's good ideas, insights, and storehouse of knowledge to produce projects that meet the goals.
    e. The student's **affective** growth is developed through the ALP goal by focusing on projects that build the student's skills in interacting with the world beyond school, using areas of strength and interest.

[See below for excerpts and sample wording from this student's ALP and IEP. **For this example, let us assume this student is in the 10th grade.**]

Student #3, 10th grade, ALP – sample wording and main points (using as examples grade 10 standards in Reading, Writing and Communicating and High School Extended Pathway standards in Drama & Theatre Arts)

STUDENT #3 ALP

Strength-based academic goal:
Student will demonstrate advanced understanding of and insight into the big ideas and Grade-Level Expectations for 10th grade Oral Expression and Listening and Writing and Composition as described in the Colorado Academic Standards for Reading, Writing and Communicating, pages 29 and 103-104, using oral presentations and informational, literary, and persuasive writing; apply critical an creative thinking across content areas in assignments; and demonstrate understanding of and insight into the big ideas and Grade-Level Expectations for High School-Extended Pathway Drama and Theatre Arts (see CAS for Drama & Theatre Arts, pages 20-23, 51-53, and 77-79.
Measurement of goal attainment …*advanced achievement in Language Arts* as measured by the highest rating on 10th grade state Language Arts assessment … *progress monitoring* to include regular curriculum-based assessments and district-wide common assessments in writing and presentation … *using accommodations to which the student is entitled per 504 plan, including individual assessment … advanced achievement in Drama and Theatre Arts* as measured by the highest rating on 10th grade drama & theatre assessment "Getting the Part" (see CDE Assessment Resource Bank: http://www.coloradoplc.org/assessment/assessments/getting-part).
Targets based on progress monitoring tools
Instructional strategies:
…differentiated instruction in all content areas that includes high-level thinking skills instruction and opportunities to use high-level thinking skills in classroom and homework assignments – high-level thinking skills include critical and creative thinking [process strategy]
…encourage self-selected and/or self-structured products as demonstrations of understanding and/or summative assessments whenever possible, in order to build creativity skills and increase engagement and motivation … [process strategy]
Affective goal:
…*demonstrate growth in personal and social competence and in leadership* … (from Standards 4.1, 4.2, and 4.3, NAGC PK-12 Gifted Programming Standards)…as measured by development and completion of high-level projects in select classes (e.g., English and Theatre)
Targets set by student and GT teacher using collaboratively-developed rubrics that include input from content-area teachers; journal rubric created by student & theatre teacher
Strategies:

- Small group book study with counselor using *The Gifted Teen Survival Guide* (Galbraith & Delisle, 2011, Free Spirit Publishing) and *The Essential Guide to Talking with Gifted Teens* (Peterson, 2008, Free Spirit Press)
- Journal prompts (from theatre teacher) on personal creativity, work environment, personal responsibility and group interaction in the area of a career in theatre arts

Student #3, 10th grade, IEP – main points/sample wording (using grade 10 standards in Reading, Writing, and Communicating and aligned with Colorado CTE Standards)

STUDENT #3 IEP

Profile-strengths:

- includes information about student's strengths in creative thinking and production; high cognitive ability that enables student to engage in high-level thinking
- includes results of previous behavioral interventions and strategies that have worked for helping student with organization and monitoring of work production

Profile-needs:

- attention and listening skills
- work skills including independent follow-through, listening to others, setting and monitoring own goals, being organized

Standards-based goal:

Based on the Colorado Essential Skills Content Standards from the Career and Technical Education Standards)

Relevant ESSK:

02.08 Apply active listening skills to obtain and clarify information.
02.10 Listen to and speak with diverse individuals to enhance communication skills.
03.03 Identify, write and monitor workplace performance goals to guide progress in assigned areas of responsibility and accountability.
07 LEADERSHIP AND TEAMWORK: Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

Research-based strategies:

- Jointly developed plan for student to self-monitor listening and attention in classes (developed by student, counselor and school psychologist)
- One-on-one sessions with counselor around setting and monitoring realistic goals in academics, affective areas, extra-curricular activities, and work
- Using information from *The Essential Guide to Talking with Gifted Teens* (see ALP affective goal strategies) to create goals around leadership and team work, with specific applications in theatre projects in and outside of school

Accommodations:

- Student may use tape-recorder during lectures in content-area classes
- Student receives advance organizers (outline of notes with space for writing) in content-area classes
- Student and teacher set up non-verbal signals for gaining the student's attention (in select classes as determined by student and counselor)
- Student, counselor and parents establish systems for organizing time and materials using a contract with clearly-defined criteria and feedback
- Student may take individual assessments as needed, especially in the areas of strength (Language Arts; Drama/Theatre when possible)

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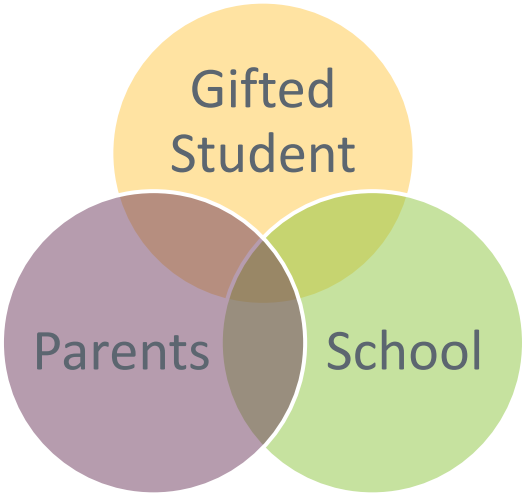
Educating Families on Standards-based ALPs and IEPs

Collaboration among educators, parents and the student is an essential component of a gifted child's success and growth.



Through the gifted identification process and the creation of the Advanced Learning Plan, it is essential to have genuine inclusion of all parties. It is the responsibility of the school/district to establish communication procedures and make sure that those procedures are shared with all stakeholders. A variety of communication tools can be developed to ensure effective and positive relationships are developed. These include:

- District GT Website to include:
  - Identification Process
  - Parent referral forms
  - Understanding the ALP
  - Information of Early Access
  - Resources and links for parenting the gifted child
  - Community resources for gifted students
- Informational Brochures
  - District GT Program
  - Understanding the ALP
  - Understanding the ICAP for Gifted Students
  - Early Access
- Handbooks
  - Early Access Application and Resources
  - Acceleration Process/Procedure
  - Parenting the Gifted Child
  - College and Career Readiness

Considerations for Developing an Effective Communication Plan with Parents:

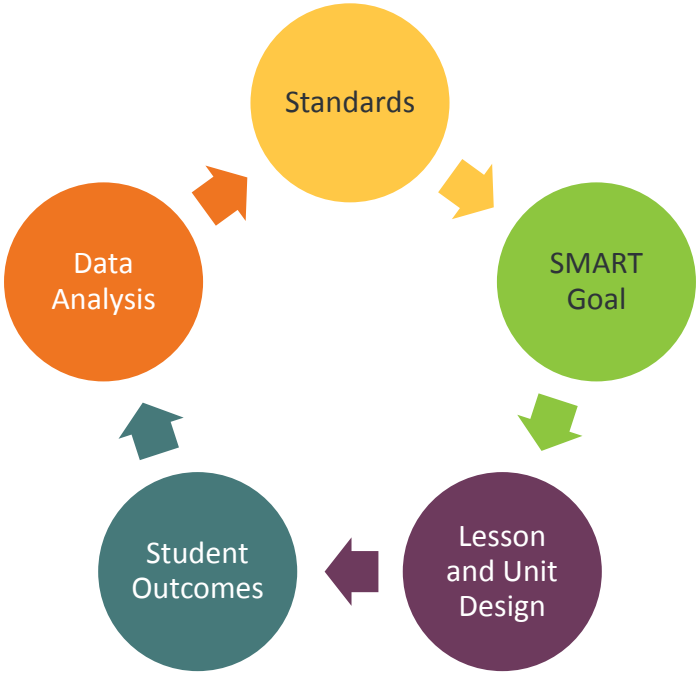
How will we…

- Describe the identification process and body of evidence used for identification?
- Determine how parents will be notified about ALP development, monitoring and the annual review?
- Explain each section of the ALP and the importance and meaning of "standards-based" goals?
- Describe the process that will be used to monitor and measure the student's growth?
- Provide communications in native language whenever possible with interpreter available at face-to-face meetings?
- Develop a well-articulated schedule of events/meetings/reports and signature deadlines for the year?
- Delineate the expectations on how the ALP will be shared and signatures obtained ensuring compliance with district/school policies on transmittal of confidential student records?
- Identify a mutually acceptable form of communication between home and school (e.g., email, postal services, phone conferencing, Google docs) along with providing necessary numbers and addresses?
- Include explanation cover sheets, informational brochures or fact documents along with the ALP when face-to-face or phone conferencing is not available?

A key to effective parental communication of a standards-based ALP is to demonstrate to the parent how data and standards are examined. This in turns equates to the development of a SMART goal.

A Shift for Standards-based ALPs from the parent perspective:

One of the biggest shifts between traditional ALPs and Standards-based ALPs is moving away from goals describing participation in an activity, to developing a goal aligned to specific standards. This may cause a level of concern for some parents. Perhaps their child has attended a GT enrichment pull-out seminar once a week for the past several years. However, upon the examination of data, it is determined different programming options will now be provided to the student to ensure his/her growth. The following model may be helpful in supporting parents' understanding of this concept. Beginning with an examination of the standards and the supporting data, leads to the development of a SMART goal. Lessons, units or activities are designed to support the goal. Student outcomes are identified. Data are collected to determine the level of attainment of the goal. This in turn, leads to the cycle beginning again.



SMART Goal Talking Points to Share with Parents at the Beginning of the Year

Establish Common Understanding	Think SMART	Take Action	Monitor Progress
During ALP conference, provide information on the following:	Discuss with parents the value and purpose of SMART goals.	Share with parents action steps to support goal(s)	Communicate with parents the progress monitoring plan
• What are academic standards - Provide link to CDE Website • Why ALP goals are based on standards • How goals might change programming for their child .	• Goals are developed using data. • Goal attainment is measured by data. • Goals are specific to student growth and performance. • Goals are written for strength areas or areas where gaps are observed. • Goals should be set commensurate with a student's potential, yet clearly attainable. • Goals should be realistic for all parties involved. (student, teacher and parent)	• Get parent(s) input and make changes to goals as necessary. • Ensure the student and parent(s) clearly understand the goals • Clarify all stakeholders' responsibilities related to action steps • Get signatures from all stakeholders confirming agreement to the goals	• Encourage parents to periodically check with students on how they are moving toward their goals • Remind parents of how they are able to access student grades and test scores based on the districts online procedures and capabilities • Invite them to set up meetings with you as they deem necessary • Share timeline of future communication and updates

Established at Johns Hopkins University in 1996, the National Network of Partnership School NNPS developed research-based approaches to organize and sustain excellent programs of family and community involvement that will increase student success in school. These standards offer a guide for supporting parents understand the standards-aligned ALP.

National Standards for Parent, Schools and Community Partnerships	
Welcoming all families into the school community	Ensure that parents are connected to their child's teacher and support personnel and what their child is doing in school. What practices at the beginning of the year sets the climate for collaboration and respect? How is this nurtured throughout the year as the ALP process unfolds?
Communicating effectively	What are procedures to converse one-on-one and electronically with parents for two-way communication? Using an existing system of parent-school communication and meetings helps to embed the ALP process into school life.
Support Student Success	In what ways are parents engaged in supporting progress monitoring of ALP goals, and learning in general, during the year? Are expectations clear for learning and support for both at home and at school? How are parents coached to talk with their child every day about school to encourage learning?
Speaking up for every child	How often do parents gather together to talk about student progress and school climate? In what ways or what protocol is used for parents to voice opinions and to advocate for their child's learning opportunities? Is there consideration for parent support or seminar groups?
Sharing Power	Describe how parents and teachers share decisions about their child's ALP and other instructional programs to inform and influence policy and procedures.
Collaborating with the community	In what ways and how often do families and school staff collaborate with community members to connect with expanded opportunities, community services, or civic experiences that may enhance ALP relevancy and authentic applications of learning?
Providing professional development and pre-service training in partnership with families for administrators and teachers	How does the school/district ensure that staff is comfortable and knowledgeable about creating meaningful partnerships with parents for collaborative and dynamic ALPs?

Helpful resources for parents

Recommended Reading:

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Walker, Sally. (2000). *The Survival Guide for Parents of Gifted Kids: How to Understand, Live With, and Stick Up for your Gifted Child* (rev.) Minneapolis: Free Spirit Press.

Webb, Gore, Amend, & DeVries. (2007). *A Parent's Guide to Gifted Children.* Great Potential Press.

Weblinks:

College Planning for Parents from ACT
http://www.act.org/path/parent/college/index.html

Colorado Association of Gifted and Talented
http://www.coloradogifted.org

Colorado Department of Education Gifted Website
http://www.cde.state.co.us/gt

Dr. Sylvia Rimm & Parenting Gifted Children
http://www.sylviarimm.com/

Gifted Development Center
http://www.gifteddevelopment.com

General Gifted Information
http://www.hoagiesgifted.org

National Association of Gifted and Talented
http://www.nagc.org

National Research Center on Gifted and Talented
http://www.gifted.uconn.edu/nrcgt/

Western Academic Talent Search
http://www.centerforbrightkids.org/

Part II – The Standards-aligned Approach to Writing Individualized Education Programs (IEPs) for Students with a Disability

Students with a Disability

Over the past years, Colorado's general education classrooms have become increasingly diverse. Our students present a range of abilities, interests, strengths, and challenges. Nationally, approximately 60 percent of children with disabilities ages 6–21 who are receiving special education support spend the majority of their day (more than 80 percent) in the general education setting. We know that students with disabilities are general education students first. A one-size-fits-all approach to teaching is impractical and often unsuccessful, especially for students with a disability.

> The purpose of Special Education is "…to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children." (34 CFR §300.2.6)b)(3)(i)

Writing Standards-aligned Individualized Education Programs (IEPs)

Foundation

The structure of this guide builds upon the steps outlined in Project Forum's ***A Seven-Step Process to Creating Standards-based IEPs*** that has been used as a framework across the United States over the past few years. Adaptations have been made to align with the Colorado Academic Standards and best practices within the state of Colorado. A data-driven process model is presented to provide information for school staff as they work with families to develop Individualized Education Programs (IEPs) for students who meet eligibility criteria to receive special education services under the federal and state IDEA/ECEA disability categories, including students identified as gifted who also have a disability (Twice Exceptional). (Project Forum, NASDSE June 2007)

The Procedural Manual: The Colorado State Recommended IEP is the complete reference for all IDEA-required elements. It contains a comprehensive overview of the special education referral process, followed by instructions on how to fill out the State Recommended IEP Forms. Finally, a Tools section includes details regarding important terms and definitions (pages 89-96), timelines, IEP Team member roles and responsibilities, use of Prior Written Notice, transition requirements and much more.

Background

Federal and state laws require formal educational plans for students with exceptionalities. Beginning with the re-authorization of IDEA in 1997, students with a disability were not only to be integrated with peers without disabilities, but were also to have access to the general education curriculum. The *No Child Left Behind Act of 2001* aligned systems of standards and assessments. In addition, the Act required the participation of all students in assessments based on the state's academic content standards which apply to all students, with their performance reported for accountability. Further, the Act required the participation of all students and that their performance be reported for accountability. The assessments must be based on the state's academic standards and the **academic standards must apply to all students**. Subsequently the revisions of IDEA in 2004 and

2007, served to turn the focus not only to the general education curriculum but specifically toward student achievement.
Some additional legislation that impacts the policies and practices in Colorado for students with exceptionalities includes:

- **Individuals with Disabilities Education Act IDEA, 2004** – provides the framework for students with disabilities to access the general curriculum and work toward the same high standards as students who do not receive special education services. Although IDEA does not specifically include standards, or address standards-aligned IEPs directly, the regulations do have requirements to ensure access to the general curriculum and speak to the important participation of students with disabilities in the general curriculum. (34 CFR §300.347(a)(1)(2))
- ***Alternate Achievement Standards for Students with the Most Significant Cognitive Disabilities***: **Non-Regulatory Guidance August, 2006**
- **Elementary and Secondary Education Act** (ESEA) added accountability by requiring demonstrated progress on state standards and required all students to be assessed on enrolled grade level standards
- **Exceptional Children's Education Act (ECEA)** defines the rules for the implementation of the **Individuals with Disabilities Education Act for Colorado:** http://www.cde.state.co.us/spedlaw/rules
- The federal and state statutes align in their intent to produce successful educational outcomes for all students through statewide assessment accountability
- **No Child Left Behind Act of 2001** included a definition for gifted students

In recent years, federal legislation has focused on two major assumptions related to teaching and learning:

- Students receiving special education services have the right to be **taught with the expectation that they can meet the same standards expected of all students.**
- **All** students, including students with an identified need, must be provided opportunities to learn the general education curriculum.

Closing the Achievement Gap for Students with Individualized Education Programs (IEPs)

Essential Components Addressing Access to the General Education Curriculum

The power of Colorado's education improvement efforts lies in having a comprehensive system consisting of relevant and rigorous standards, aligned and meaningful assessments, excellent teachers and school leaders, and high-performing schools and districts. All aspects of our system are continuously improving to advance student learning, including students with a disability, to prepare students to succeed in an increasingly competitive workforce. (*Supporting College and Career Readiness*, CDE Fact Sheet, 2013)

There are four tenets or principles related to access to the grade-level Colorado Academic Standards that are supported by field research, the Individuals with Disabilities Education Act 2004 (IDEA), and No Child Left Behind (NCLB)/ESEA. (adapted for Colorado from Core Message Area: Closing the Achievement Gap for Students with Individualized Education Programs (IEP) CalSTAT Technical Assistance and Training, retrieved from http://www.calstat.org/closingachievementgapmessages.html)

1. Access to the General Education Curriculum
All students have access to the general education curriculum to allow them the opportunity to learn content-based, grade-level standards that can increase their readiness for college and career.

Access to the general education curriculum for students with IEPs means they:

- Have individualized, strength-based, age and culturally appropriate goals
- Engage in learning the content concepts and skills that define the general education curriculum. This refers to the same curriculum that is taught to students without disabilities
- Receive access and achieve educational outcomes based on high standards, and have equal educational opportunities as their same age peers
- Demonstrate academic growth on statewide assessments which are based on the Colorado Academic Standards
- Receive equal opportunity to participate in non-academic and extracurricular activities

2. Participation and Progress in the General Education Curriculum

All students will participate and make progress in the general education curriculum, as appropriate, in order to increase their readiness for college and career.

Participation and progress in the general education curriculum as determined by the IEP team means students with IEPs:

- Receive appropriate educational services by the school staff that support student learners regardless of abilities or challenges
- Receive instruction that is based on school personnel's high expectations that allows the students to reach the same academic achievement as non-disabled age peers
- Receive ongoing and documented monitoring of progress toward meeting the IEP goals
- Participate in state and districtwide assessments, with or without accommodations and/or modifications, as specified in the IEP

3. Accommodations and Modifications

All students with IEPs will be provided appropriate instructional adaptations either as accommodations, if they receive instruction on grade-level academic achievement standards or modifications, for students on alternate academic achievement standards.

Appropriate adaptations allow access to the general education curriculum which means they:

- Receive accommodations as determined by the IEP team that reflect changes in presentation, response, timing and/or setting in order for the student to access and engage in learning, but which does not change the grade-level academic achievement standard.
- Receive modifications to content and materials as determined by the IEP team that will reflect changes in presentation, response, timing and/or setting in order for the student to access and engage in learning based up the alternate academic achievement standards .

- Receive accommodations and modifications in instruction and assessments based on individual student need and documented in the IEP

4. Supports and Services

All students with IEPs will have access to IEP-identified ***supports and services that allow access to the general education curriculum which means they:***

- Participate in the Least Restrictive Environment (LRE) educated with non-disabled children in general education settings to the maximum extent appropriate

- Participate in instruction with appropriate supplementary aids, services, and supports as designated on the IEP

- Participate with school personnel who have been trained in specific supports and strategies that have been identified on the IEP

Standards-aligned Approach

Benefits of Writing a Standards-aligned IEP

A standards-aligned IEP is based on the premise that a student with a disability is capable of

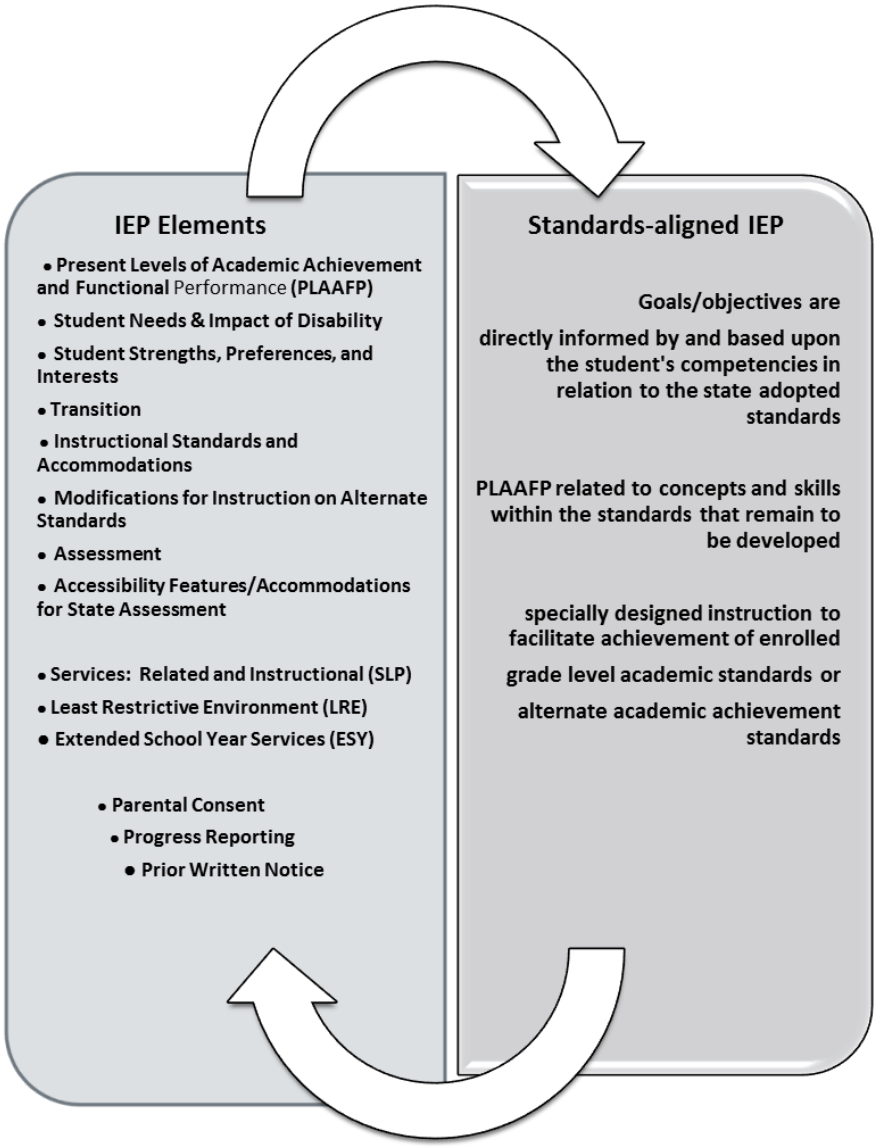
- achieving grade-level proficiency when given appropriate instruction, related services and supports;
- demonstrating mastery in a variety of ways;
- using accommodations and embedded supports for presentation, response, timing and setting to access the grade-level content and the
- earning of a diploma

Additionally, the collaborative approach among educators, families and schools increases understanding of what is expected and encourages innovative strategies to support a student at school as well as at home and in the community.

A standards-aligned approach to developing IEPs incorporates the best of standards-based education and specially designed instruction. This approach represents the shift to not only basing a student's goals on Colorado Academic Standards, but also to determining and carefully examining the gap based on data between the student's current level of academic achievement and functional performance and the expectations for grade-level performance. By providing a clear picture of what needs to be accomplished, measurable annual goals, and objectives as required, can be written to correlate with the PLAAFP statement and outline a reasonable learning progression for the student. The IEP provides a roadmap for students to receive tailored adapted instruction and accommodations to enable them to engage and achieve in the general education curriculum; receive specially designed instruction targeted at needed concepts and skills, and as indicated, related services (e.g., OT/ PT) and instructional services (e.g., speech/language, adapted PE) to facilitate their access to the general curriculum at their enrolled grade level.

…a standards-based IEP process starts with a review by the IEP team of the student's present level of academic achievement performance focused on the student's achievement of academic standards for the enrolled grade. This information is then used to identify which state standards the student has achieved and which standards remain to be accomplished. It is important to note that the student's IEP resulting from this process does NOT contain a restatement of the state standards, but rather includes goals that designate the necessary learning—the specially designed instruction—that will lead to the student's attaining the standards that the team has identified as not yet achieved. If needed, goals related to acquisition of functional skills that will facilitate the achievement of state academic standards are also included. *(Ahearn, Standards-Based IEP Update: In Forum, NCEO, June 2010.)*

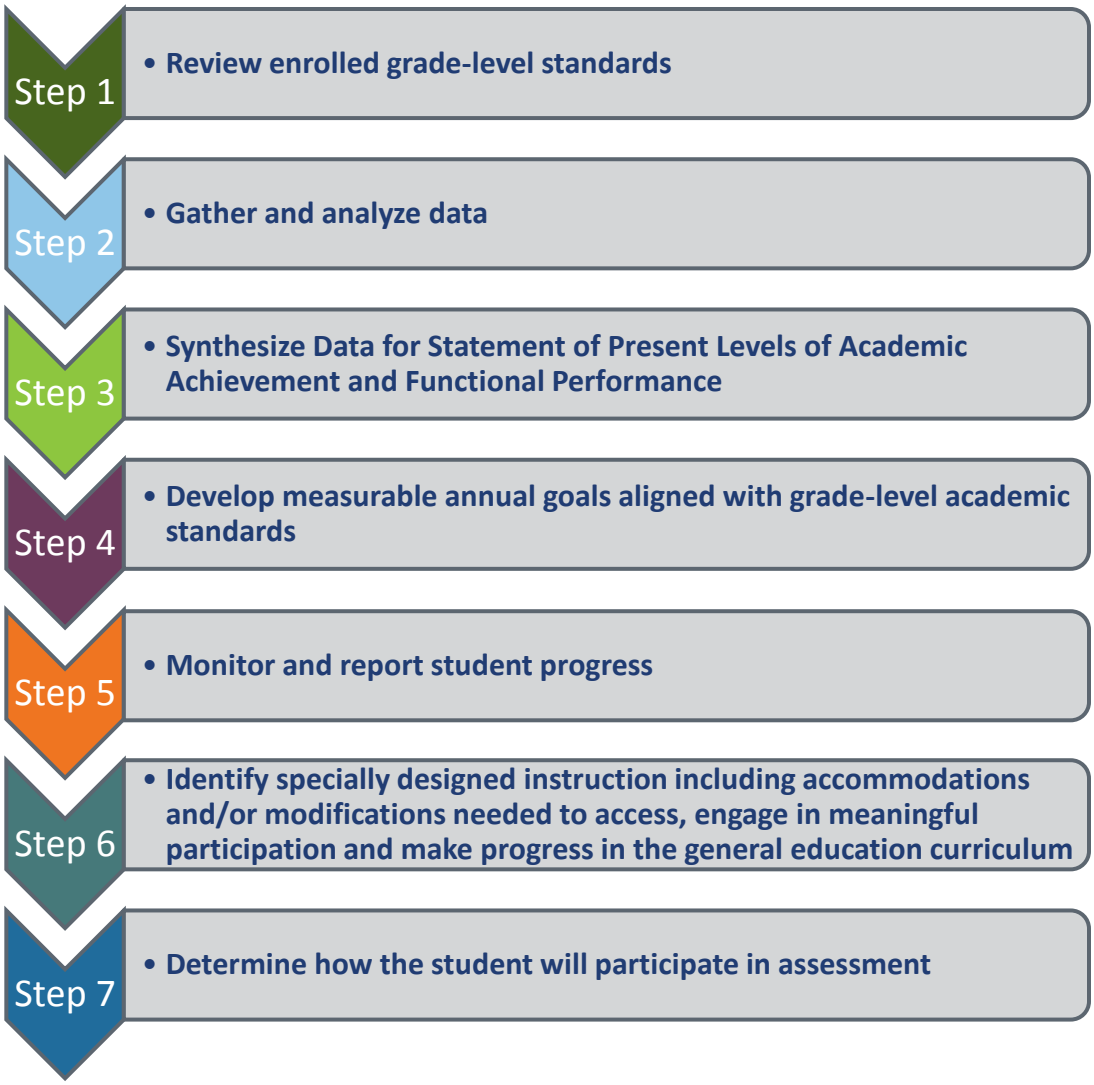
Elements of a Standards-aligned IEP



A Seven-Step Process for Creating Standards-aligned IEPs

It is important for all IEP Team members to be familiar with their district's general education curriculum, the Colorado Academic Standards (CAS) and components of the state assessment system. The Colorado Academic Standards are the framework upon which the district-adopted curriculum is designed. The standards framework outlines the concepts and skills that teachers teach, but not the methodology for teaching the concepts. The CAS includes the concepts and skills students need to master in each given content area, but other elements critical for success, such as the 21st Century Skills in the areas of critical thinking and reasoning, information literacy, collaboration, self-direction and invention); Postsecondary and Workforce Readiness (PWR) skills addressing content knowledge, learning and behavior skills, personal financial literacy, and critical language of the discipline. By examining the grade-level standard carefully and identifying the essential components of the stated concept and skills, the team can proceed to **identify those standards which have the most potential to close the achievement gaps.**

This graphic provides an overview of the process for writing standards-aligned IEPs; each step is described below with narrative and examples.



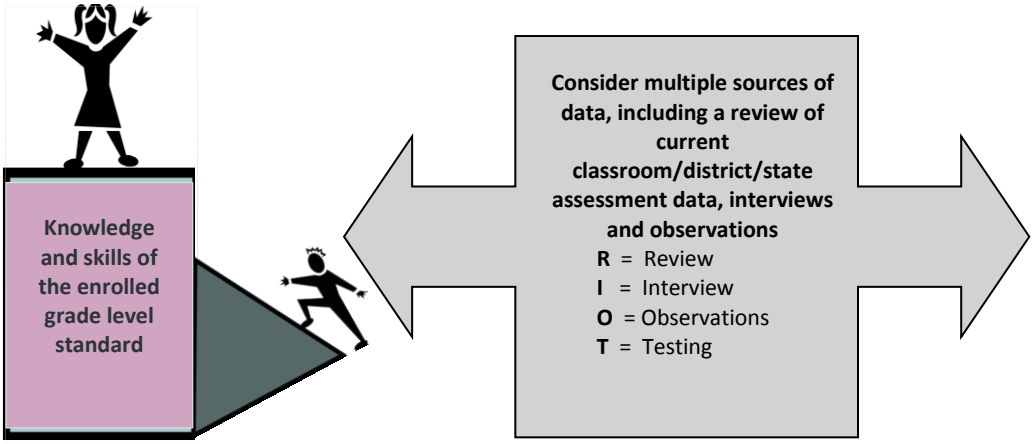
Step 1: Review enrolled grade-level standards

The initial step in crafting a standards-aligned IEP begins with all team members being familiar with the Colorado Academic Standards (CAS) for the student's enrolled grade level.

A review of the student's enrolled grade level expectations will allow the IEP Team to identify the concepts, knowledge and skills the student has already acquired, or has been introduced to, as well as those skills that remain to be developed. This process of first considering the student's strengths and needs in relation to the enrolled grade level standards requires the collaboration of the IEP Team.

Step 2: Gather and analyze data

In order to make data-driven decisions, the next step of the standards-aligned process is to consider presented factual information about the student's academic and functional performance in relation to the expectations of the enrolled grade level standard.



(Adapted from Heartland Area Education Agency, Iowa)

Examine classroom and student data to determine where the student is functioning in relation to the grade-level standards

The Colorado Academic Standards define what students should know and be able to do in each content area. It is the IEP Team's responsibility to carefully examine what is known about the student's classroom performance in relation to the enrolled grade-level standards in all content areas and then to design an individualized education program to facilitate access to the general curriculum and identify concepts and skills requiring specially designed instruction.

Gather and Analyze the Data:

An examination of evaluation data will include analyses of the student's present levels of academic achievement and functional performance from various sources which may include, but are not limited to, the following:

Possible Data Sources	Description / Purpose	Possible Evaluation Tools (*not an inclusive list)
21st Century Skills	inventory the essential abilities of the student related to critical thinking skills, information literacy, collaboration, self-direction and invention	Student sample; teacher observation
Digital Literacy Skills	evaluate the student's ability to use digital technology, communication tools or networks to locate, evaluate, use and create information	Observation; student sample
Executive Function Skills	consider how the student uses mental processes to help connect past experience with present action when performing activities such as planning, organizing, strategizing, paying attention to and remembering details, and managing time and space	Informal Brain Injury Observation Form found on pages 54-58 in the Brain Injury in Children and Youth: A Manual for Educators that can be used for observation of learning and executive function
Diagnostic Assessments	used to pinpoint a student's instructional gaps	GORT-5; KeyMath-2nd Ed.; Woodcock-Johnson - III; TOWL; Comprehensive Test of Phonological Processes (CTOPP); Test of Word Reading Efficiency (TOWRE-2); DIBELS Deep
Expressive and Receptive Language Vocabulary	oral fluency, receptive comprehension, ability to use academic vocabulary	STAR Reading and Math; DIBELS Next; NWEA (MAPS); Peabody Picture Vocabulary Test (PPVT) ; Expressive One-Word Picture Vocabulary Test
Speech / Articulation	Used to evaluate student's ability to produce clear articulate speech	Goldman Fristoe Test of Articulation (GFTA); Clinical Evaluation of Language Fundamentals (CELF); Comprehensive Assessment of Spoken Language (CASL); Oral Written Language Scale (OWLS II); CELF-5 Metalinguistics
Benchmarks	a periodic assessment of a student's progress toward mastery of standards or annual IEP goals	
Interim assessment	an assessment, typically created or purchased by a district, that measures a student's growth related to a specific content area standard	*If a district directs the administration of an assessment to all students, then an alternate is to be provided for students receiving instruction on alternate standards; may consider using Dynamic Learning Maps™ instructionally embedded assessments for English language arts and Math

Reading	Assess in the area of the student's reading Lexile level	READ Act Resource Bank of Approved Assessments K-3
Formative assessment	not a "test", but rather a process of interaction between the teacher and student that is used to inform the next steps of instruction	classroom data; teacher interaction/observation
Progress monitoring data	analysis provides evidence of progress toward the attainment of the IEP goal/objective	classroom data; teacher interaction/observation
Teacher/family/student input	data gained from interview or discussion	
Observations	may be performed by teachers, mental health providers, related-services personnel, other school staff and families to obtain information on a student's communication skills; cognitive skills related to linking concepts; executive functioning; social skills related to working collaboratively with peers; digital literacy skills; higher-order thinking skills; and mental processes, such as resiliency and impulse control.	For preschool age students, this includes ongoing observation and documentation of developmental skills measured by Teaching Strategies GOLD (or other assessment tool used to collect data on Indicator 7)
Portfolios/work sample	error pattern analysis of work samples using item analysis, reviewing rubrics, etc. to identify areas of mastery or areas that indicate continued instruction or adjustment of instructional strategy	
Evaluation of accommodation use	use information regarding a student's preferred learning modality and access needs to choose an appropriate accommodation or evaluate the effectiveness of an accommodation by comparing the student's performance on a task using an identified accommodation vs. an opportunity to perform a similar task without the accommodation	Observation; See Section III Tools in the Colorado Instructional Accommodations Manual for some optional forms to collect data
Early Transition	information gathered from the family and service providers	child's current Individual Family Service Plan (IFSP), early intervention (Part C) provider notes, parent interview, *Child Outcomes Summary Form*, etc.
Classroom environment survey	identify any barriers; determine appropriate accommodations and classroom expectations	Classroom Management Checklist (Florida PBIS Project, 2007)
Secondary Transition	Data is collected on the student's individual needs, preferences, and interests as they relate to the demands of employment, postsecondary education, independent living, personal and social environments. Analysis of these multiple sources of student assessment data through a transition lens is the common thread in the transition process and is the foundation for defining goals and transition services in the IEP.	
Behavior	formal/informal assessments designed to provide qualitative and quantitative data on a student's social, emotional and behavioral functioning	Conners Rating Scales; Behavior Assessment Scales for Children (BASC); Behavioral and Emotional Rating Scale (BERS-2); Behavior Rating Inventory of Executive Function (BRIEF); Test of Adolescent Problem Solving (TOPS); Delis-

		Kaplan Executive System (D-KEFS); Functional Behavioral Assessment (FBA)
Social skills	related to working collaboratively in large/small/individual settings	
Attendance and discipline data	can be used to examine influencing factors	
Summative state assessment data		analysis reports indicate areas of strength/need in relation to the tested standard (ACCESS/Alternate ACCESS; PARCC/CoAlt: DLM ELA and Mathematics; CMAS Science and Social Studies; CoAlt: Science and Social Studies; ACT/ 11th Grade Alternate Assessment for the Colorado ACT)

Discussion Points for Consideration by the IEP Team:

What do the data tell us about the student's participation and engagement in the general education curriculum?

- Has the student received rigorous, explicit, differentiated **instruction** based on the appropriate academic achievement standards?
- Have appropriate curricular adaptations been made in order for the student to **access the content**?
- Have **embedded supports** been provided for presentation, response, setting or timing for students with a disability? (e.g. adapting instructional materials to maintain the integrity of content information; presenting text in a variety of formats; reducing text complexity if needed; using assistive technology; designing instruction utilizing principles of Universal Design for Learning, etc.)
- Have appropriate content modifications been made for students receiving instruction on alternate academic achievement standards? (grade-level aligned content; less in complexity and rigor; presented in multiple formats and providing various means of response)
- For students aged 18-21, does the data indicate that the student requires additional instruction (academic and/or non-academic) related to achieving their postsecondary goals?
- Have **families** partnered in coordinating learning between home and school resulting in reinforcement and practice in multiple settings?

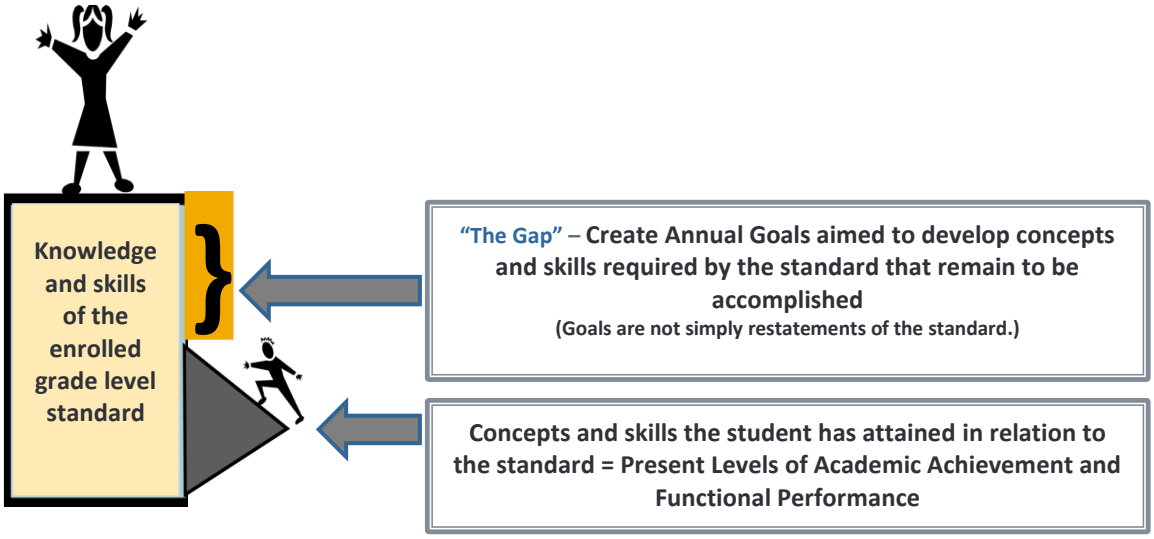
Result:

The data analyses and consideration of other factors unique to the student's characteristics as a learner will paint the overall picture of the student's performance both on point-in-time specific tasks and as a measure of growth over time.

The IEP directly links a student's present levels of academic achievement and functional performance to the state's enrolled academic content standards. Such a focus affords the student an opportunity to engage and interact with grade-level and age-appropriate content which is appropriately adapted for students with an IEP who receive instruction on grade-level standards or modified materials for students receiving instruction under alternate standards. Specialized instruction is then designed to address concepts and discrete skill areas that most impact the student's ability to access the general curriculum and achieve the grade-level or alternate standard. In addition, the IEP must address other unique needs of the student to access the general curriculum and **may** include:

- communication (e.g., listening, speaking, reading, writing including assisted augmentative alternative, alternate pencil; sign language)
- functional skills (e.g., personal care, accessing the environment, activities of daily living)
- behavioral needs (e.g., social skills, collaboration, transitioning, self-advocacy)
- executive function (e.g., focus, persistence, effort, working memory and self-regulation skills)
- community access (e.g., orientation and mobility skills, navigating the environment)
- technology literacy (e.g., ability to self-initiate assistive technology, embedded supports and other digital literacy skills)

Step 3: Synthesize Data for Statement of Present Levels of Academic Achievement and Functional Performance



*In a standards-based IEP, the PLOP (PLAAFP) should also identify the **skills and knowledge** the student has already attained **relative to grade-level standards**. This information is then used to decide what academic standards the student has achieved and what standards remain to be accomplished. Determining the gaps between the student's current level of academic achievement and the expectations for grade-level performance provides a clear picture of what needs to be accomplished in the coming year.* *(Advocacy Brief: Understanding the Standards-based Individualized Education Program (IEP), National Center for Learning Disabilities, www.LD.org; web document retrieved 5/14/2014.)*

The IEP must also contain a statement about how the child's disability affects the child's involvement and progress in the general education curriculum. (§300.320(a)(2)(i)(A)) Thus, the importance of clearly determining the Present Levels of Academic Achievement and Functional Performance (PLAAFP) first allows the IEP Team to identify the skills the student already has in relation to the grade-level standard and then to examine "the gap" that inhibits access and success in the general curriculum. Specialized instruction will provide an appropriate level of support in the general education curriculum as well as target concepts and skills that remain to be developed.

Student Strengths, Preferences and Interests

The student's educational/developmental strengths, interest areas, significant personal attributes and personal accomplishments must be considered when designing the educational program. Universal Design for Learning (UDL) principles address policies and practices that are intended to improve access to learning and assessments for all students. When Universal Design techniques are employed, educators can gain a more accurate understanding of what students know and can do. Universal Design is built around the premises of first determining **student learning styles**, seeing "how the student is smart" with a **multiple intelligence profile**, and then intentionally designing instruction for access by providing multiple means of representation, multiple means of action and expression, and multiple means of engagement.

Universal Design Resources

These resources offer several options to gain more information on student characteristics as learners (some have a fee; others are free).

Learning Styles

Multiple Intelligences Tests for Children

More on UDL and sample units: CAST center

CAST UDL Book Builder- Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills.

Develop the Present Levels of Academic Achievement and Functional Performance (PLAAFP) summary statement

The data sources considered and described in Step 2, are synthesized into a concise and family-friendly narrative which describes the child's performance in relation to the enrolled grade-level academic standards. The IEP Team must also describe the impact of the child's disability on his/her ability to learn and do the kinds of things that typical, nondisabled children learn and do. Data is collected annually, analyzed for skills the student has mastered in relation to the enrolled grade level standards, and synthesized into areas remaining to be targeted for specialized instruction. This process creates the link between the data-supported present levels of performance and the measurable annual goals to address instructional gaps.

Describe the age-appropriate transition process

For students aged 15 and older, the secondary transition plan includes multiple data points from a variety of sources such as interest surveys, career cluster surveys, student interview, student/family statement of interest, school-to-work planning, community and agency involvement, etc. The various data points align toward educational and career goals and may influence annual goals, transition services, progress reporting, and assessment.

Student Needs and Impact of Disability

It is the description of how the disability impacts participation, engagement and progress in the general curriculum that distinguishes the need for specialized instruction and drives the development of annual goals. All other areas of the IEP support the description of need in the present levels statement.

Family and Student

- Family and student's perspective related to the student's current and future participation in the learning environment and community
- specific strengths, preferences, interests and needs identified

Focus for Present Levels of Academic Achievement and Functional Performance Statements
The results of various types of evaluation reported in the PLAAFP provide the necessary foundation for the data-based decision making process. However, the data, in and of itself, is only a part of the picture. Practitioners will gain information from specific scores with outcome and evaluation data for eligibility and identify targeted areas for instruction.

A family-friendly summary statement of what the data means in relation to the child's abilities, is also an essential component of the PLAAFP. **The analysis should focus on the student's abilities, rather than deficits, to ascertain the student's present level of performance in relation to the enrolled grade level standard.** In the tables below,

there are two examples of data analysis appropriate for inclusion in the Present Levels of Academic Achievement and Functional Performance statements. The first example is for a student enrolled in grades K-12 (over age 6). The second example includes information as it pertains to a preschool student.

Example of Data Analysis and Summary Included in Present Levels of Academic Achievement and Functional Performance Statements (K-12, over age 6)

***This constructed example is not intended to imply any required format other than just the inclusion of both elements:**

1) the data analysis and

2) a family-friendly summary statement of what the data analysis means in terms of how the child's disability impacts

- **access to the general curriculum**
- **what strengths the child has and**
- **what skills remain to be developed**

Data analysis:

Mark is enrolled in 5th grade and receives special education services as a student with a specific learning disability in the basic reading skills of phonics and decoding, reading comprehension, and written expression. Mark's weak decoding skills significantly impact both reading accuracy and speed (fluency). He is able to participate successfully in classroom discussions and works well with peers, especially during peer editing sessions for writing. In the area of writing, as measured by a district writing survey administered by his teacher, Ms. Jones, he is able to develop ideas independently, but struggles with conventions of standard English capitalization, punctuation, and spelling when writing. As a result, expanding, combining, and reducing sentences for meaning are skills which need support. He is familiar with word prediction software with prompting. When working on the draft process, he is able to develop a topic, use facts, definitions, and examples or other information orally, but struggles to put the words onto paper as measured by the 5th grade writing rubric on 3 writing prompts given during the week of 9/02/14 by Ms. Smith, special education teacher.

On the 5th grade benchmark, DIBELS Next Oral Reading Fluency (ORF), he scored 27 words read correctly (WRC) in 1 minute. The expected beginning-of-year (BOY) benchmark for 5th grade is 111 words read correctly with a 98% accuracy rate. Mark is progress monitored with a 2nd grade reading probe. On 9/10/14, and he scored at the 13th percentile, with 41 words read correctly at 86% accuracy in 1 minute. Mark's teacher administered *DIBELS Deep Word Reading and Decoding Quick Assessment*. The results of that assessment indicate need for further remediation with short vowels, vowel teams, consonant blends and common syllable patterns.

Summary Statement: The assessments show that even though Mark's word reading skills are significantly below grade level in the area of reading, his strength in listening comprehension and his well-developed fund of background information greatly assist his comprehension of various texts. When he uses audio formatted materials or text-to-speech, his levels of understanding are significantly higher as measured by comprehension scores of 87% (audio format) versus 40% (print format). He is able to accurately determine the elements of short stories and locate key details in informational texts. He needs to develop strategies for decoding unfamiliar words and work on applying knowledge of syllable patterns to both decoding and encoding. Learning more about morphology (e.g., roots and affixes) can also help Mark understand the meaning of words in a text and is an additional strategy for decoding multi-syllabic words. Vocabulary acquisition is accelerated when interventions that encompass "repeated", "echo", and "choral" are used. Reading and pre-reading strategies are needed for Mark to read with sufficient accuracy and fluency to support comprehension.

Example of Data Analysis and Summary Included in Present Levels of Academic Achievement and Functional Performance Statements (Preschool)

***This constructed example is not intended to imply any required format other than just the inclusion of both elements:**

1) the data analysis and

2) a family-friendly summary statement of what the data analysis means in terms of how the child's disability impacts

- **access to the general curriculum**
- **what strengths the child has and**
- **what skills remain to be developed**

Data Analysis:

Jose is actively engaged in the learning environment. During whole group, Jose points to pictures from books or visuals when asked to do so. He enjoys movement and music, supporting his learning during whole group. Jose is beginning to use a communication device to share during story time. Currently he uses signs and gestures to request or reject objects and to say "yes" or "no".

With visual supports, Jose will choose and participate in centers. He has a few favorite friends and likes to join them in the center activity. Jose will sustain his attention to center activities for 5-10 minutes. He joins friends in dramatic play, and helps clean up toys organizing them correctly.

During small group activities, Jose enjoys working with adults and other children. He is building pre-academic skills with teacher support. He matches colors, shapes and animal figures with pictures. He uses his fingers to count to 5, holding up the correct number of fingers with 50% accuracy. He will match letters by their shape.

Recess is Jose's favorite time of day. He runs with his friends, climbs the playground equipment and rides the tricycle during most recesses.

TS Gold Learning Progressions that will guide the IEP Development Based on Jose's Learning Needs

Areas to be addressed in IEP Goals:

Expressive Language, Receptive Language, early literacy, early math

TS Gold Language Objectives:

8. Listens to and understands increasingly complex language
9. Uses language to express thoughts and needs
10. Uses appropriate conversational and other communication skills
16. Demonstrates knowledge of the alphabet
18. Comprehends and responds to books and other texts
20. Uses number concepts and operations

Summary Statement:

Increasing expressive language both orally and through the use of the communication device will support Jose's participation in the learning environment. The next steps with the communication device are to share information from books and stories, ask friends to play, ask adults for help or request something, and demonstrate learning of academic information (numbers, letters, shapes, and color names). He will use simple sentences and increased vocabulary with the device, allowing him to share what he has learned. The increased communication will enable Jose to communicate during his school day and at home.

Jose will need visual systems in the classroom to support his receptive language needs. With supports, Jose will be able to independently follow the classroom routines and transition between activities. Visual supports are needed to build Jose's receptive vocabulary, enabling him to use the communication device across the routines in the classroom. Additionally, Jose needs vocabulary modeled for him. Repeating important words paired with a visual will support Jose's receptive language development.

Please see the section titled, ***Through the Lens of…..***for some additional constructed examples that contain PLAAFP statements.

Prioritize student's needs to align with Annual Goals

Annual goals focus on the student's important, unique educational needs as well as the concerns of the parent. ***Each goal addressing a critical need must be properly aligned with the present level of academic achievement and functional performance (PLAAFP).*** Goals identify the area(s) in which a student with a disability needs specially designed instruction and/or related services targeted to build essential skills that will facilitate participation and progress in the general education curriculum.

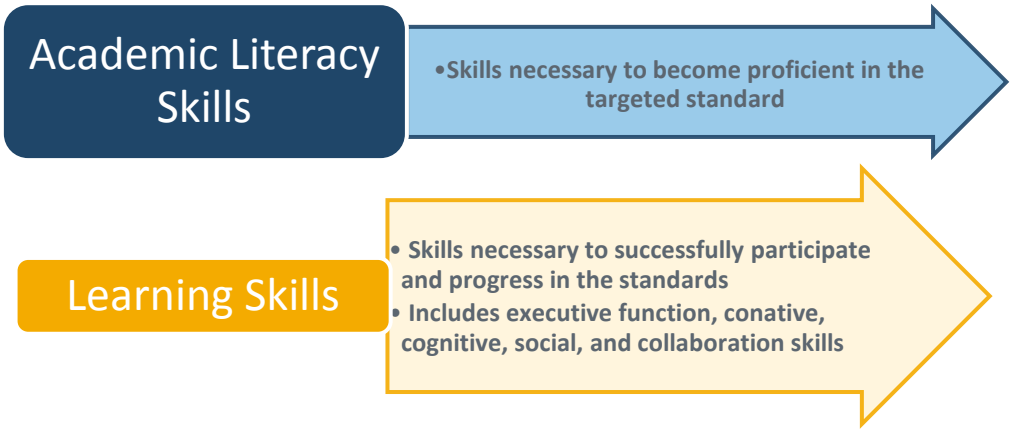
Identify the **critical skill(s)** needed to demonstrate proficiency of general education curriculum expectations at student's enrolled grade level. It is critical to focus on skills and knowledge that are:

- Essential to desired outcomes
- Challenging, yet attainable
- Essential to participation in the general education curriculum
- Prioritized to clearly indicate skills and knowledge most important to long-term academic success

Annual goals can then be developed to close the gap between skills the student has already acquired in relation to skills required for success in the Colorado Academic Standards. Standards-aligned IEPs are not intended to define *every* educational goal for a student, nor are they meant to eliminate any functional skills students require in order to access the general curriculum.

Additional areas to consider for inclusion in the PLAAFP (adapted from Schillinger & Wetzel, pg.89-93, 2014)

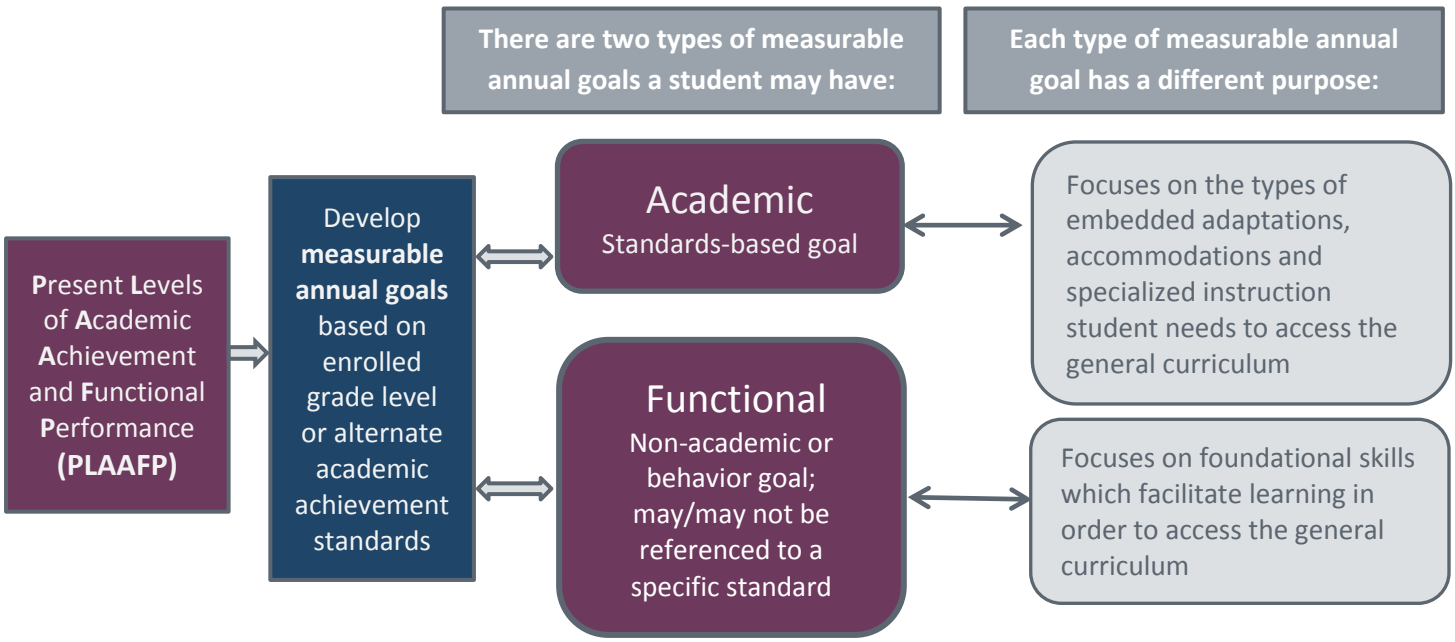
- academic literacy skills
- learning style for Universal Design for Learning (UDL)
- best modalities for how the task is presented and how the student will express learning (CAST)
- executive function skills
- technology literacy
- cognitive and conative strategies
- social skills



The IEP team will <u>not</u> necessarily want to develop goals on every grade-level standard in every content area, as that would be too cumbersome and time consuming. An understanding of how learning develops will allow the IEP team to prioritize and develop goals and objectives that are **based on the standards that are most likely to maximize the progress in the general education curriculum**. The goals will be based on the team's best estimate of how far a student can reasonably advance, given specially designed instruction and accommodations, within the year that the IEP is in place. Remember, the aim in writing a standards-aligned IEP is not to re-create an alternate curriculum for the student. Rather, it is to clearly define the skills that need to be targeted for specialized instruction to "narrow the gap" in order for the student to meaningfully participate in the enrolled grade level curriculum with accommodations for presentation, response, timing or setting.

See ***The Procedural Manual: The Colorado State Recommended IEP*** for a full explanation of the required elements of the PLAAFP section of the IEP form.

Step 4: Develop measurable annual goals aligned with enrolled grade-level academic standards



The standards-aligned IEP considers the student's ***unique areas of need*** identified by evaluation data. Academic and/or functional goals, including those related to behavior / executive function are then specifically addressed through specialized instruction, related and instructional services, or other supplementary aids and services.

A. Determine the Academic Achievement Standard for the Student's Instruction

After developing the Present Levels statement, but before crafting measurable annual goals for a standards-aligned IEP, the IEP Team must determine the academic achievement standard used for instruction. All students receive instruction based upon the Colorado Academic Standards **grade level** academic achievement standards, with specified appropriate adaptations and/or accommodations unless the IEP Team concludes, based upon a body of evidence and evaluation data, that the student meets participation requirements as a student with a significant cognitive disability. The team may determine that the student's progress is most appropriately measured against **alternate** academic achievement standards. Measurable annual goals and objectives would then be based upon the Extended Evidence Outcomes (EEOs), which are linked to the grade-level standards, but are less in complexity, depth of content and rigor. Grade-level content is modified according to the needs of the student. A student receiving instruction on alternate standards is required to have measurable annual goals and benchmarks/short term objectives (IDEA §300.320(2)(B)(ii))

To assist the IEP Team with the discussion preceding the decision as to whether the student meets participation guidelines for receiving all classroom instruction based on alternate academic achievement standards and participating in classroom/district/state assessments based on alternate academic achievement standards (AA-AAS), please see the *Alternate Standards and Assessment Participation Guidelines Worksheet* and companion clarifying document in Section I of the *Colorado Instructional Accommodations Manual* 2014-15.

B. Determine the Type of Annual Goal

For students K-12 , annual goals are either related to a student learning the content of the Colorado Academic Standards (**academic** goal) or related to the student learning a skill he/she needs to learn in order to access the general curriculum (**functional** goal).

In a standards-aligned IEP, the PLAAFP describes how the student is currently performing in relationship to the standards for the student's enrolled grade. The PLAAFP focuses on the specific curriculum-based skills and knowledge required which the student has already attained, or is developing, relative to grade-level standards. This information is then used to decide which academic skills the student has achieved and what skills remain to be accomplished. Advocacy Brief: Understanding the Standards-based Individual Education Program (IEP), National Center for Learning disabilities, www.LD.org; retrieved 5/14/2014.

Once the skills needed for instruction have been determined and prioritized according to student need, annual goals can then be developed to close the gap between skills the student currently has, to skills required in the grade-level or alternate standard. Standards-aligned IEPs are not intended to define every educational goal for a student, and they are also not meant to eliminate any functional training students require. (Special Educators Look to Tie IEPs to Common Core, Education Week, Published online December 27, 2010; Updated March 23, 2012; Retrieved May 14, 2014).

Academic Goal (standards-based)

After considering the areas of need identified in the PLAAFP, and prioritizing those critical needs, the appropriate enrolled grade level standard is selected to address those needs. Goals should be based on standards that are most essential for accelerating the student's ability to progress in the general education curriculum and that will result in the most educational benefit. The Concepts and Skills statement, the Evidence Outcomes (grade-level) or Extended Evidence Outcomes (alternate) articulate the

essential learnings of the content standard and may form the foundation of a goal. There is no one specific method of constructing an annual goal; the unique needs of the student drive that decision. However, **the exact wording of the standard should NOT be copied as the goal**.

Functional / Behavior Goal

While IDEA 2004 does not define the term "functional", the US Department of Education generally describes functional as activities and skills that are not considered academic or related to a child's achievement as measured on statewide achievement tests. The IDEA allows states to define "functional" as long as the definition and its use are consistent with the Act. (71 Fed. Reg. at 4661)

> The Colorado Department of Education, Exceptional Student Services Unit, has defined "functional" in the following manner: *"Functional skills are those essential for everyday life, learning and work that focus on the student's individual needs in the home, school, and community and may include skills in: self-help, behavioral and social interactions, independent living, mobility, and/or self-determination."*

Annual goals that are non-academic are considered to be functional goals. These goals are not necessarily referenced to a specific enrolled grade-level content standard if an appropriate linkage is not evident. Functional goals may include skills that are supported by or taught within related services such as occupational therapy (OT), physical therapy (PT), and orientation and mobility (O&M). Certainly, a related service goal can be linked to and support an academic goal; however, there is no federal requirement for every non-academic goal to be linked to a standard.

Executive Function

Another area included under the category of functional goals may be goals related to executive function. Students with various types of disabilities may have areas of need related to these foundational processes:

- Attention and concentration
- Processing speed
- Memory
- Task Initiation
- Planning
- Mental flexibility
- Reasoning
- Organization
- Emotional control
- Sustained attention
- Persistence
- Metacognition/self-monitoring

It is critical to consider areas of executive function since it is often these types of skills that highly impact a student's ability to fully participate and engage in classroom learning (Dawson and Guare, 2010). For example, a PLAAFP for a student with Attention Deficit Hyperactivity Disorder or Traumatic Brain Injury which impacts his/her attention and concentration, might warrant consideration for a functional annual goal related to self-monitoring strategies or focusing strategies.

The **Colorado Academic Standards for Comprehensive Health and Physical Education** include the areas listed below and may serve as references for functional goals.

- movement competence
- physical and personal wellness
- social/emotional wellness
- prevention and risk management

Some functional goals, such as those involved in orientation and mobility, may not necessarily be linked to a specific academic standard in the CAS; however, there are many functional skills that can be associated with the **Comprehensive Health and P.E standards** in areas relating to mobility, health and wellness, social and emotional behavior, social skills etc.

The basis for writing measurable functional annual goals is the consideration of how the student's disability impacts access to the general education curriculum, as well as its impact on functioning in everyday life; it is **not** based on the disability category. **The ultimate purpose for a functional goal is to facilitate skill attainment necessary to access general education and achieve successful post-school outcomes.**

Preschool IEP Goals

From a national perspective, *functional* is the descriptor used for high quality preschool goals whether they may be academic, adaptive, social-emotional, etc. The Colorado Department of Education does not have the expectation that preschool IEP goals be separated as "functional" vs. "academic".

To better align with the general education curriculum as required by law, preschool IEP teams should be developing IEP goals that reflect the *Colorado P-12 Academic Standards*, (CAS) which are built in to the *Colorado Early Learning and Development Guidelines* (CEL&DG). These *Guidelines* were developed to expand the preschool section of the *Colorado P-12 Academic Standards*, and to describe the trajectory of children's learning and development from birth to age eight.

In addition to referencing the *Early Learning and Development Guidelines* (with Colorado State Academic Standards embedded), many districts also look to the *Teaching Strategies GOLD Objectives for Development and Learning* when writing IEP goals that reflect the general preschool curriculum.

A routines-based/functional goal is based on priorities that address skills within routines to help preschool children participate and be successful within the general education curriculum. While there is no "correct" format for writing a routines-based goal, Preschool Special Education recommends the following format drawn from the work of Dr. Robin McWilliam, Director of the Siskin Center for Child and Family Research at the Siskin Children's Institute in Chattanooga, Tennessee:
"(Name) will participate in (routine[s]) by (specify behavior). We will know she can do this when (measure)."

1. Begin with a prioritized outcome(s).
2. Identify the *routine(s)* impacted by the outcome.
3. Write "*(name) will 'participate'*" in *(specify routine[s])"*
4. Write "*by (specify behavior you want to observe and generalize).*"
5. Add a measurement to demonstrate when the child has acquired the skill. "We will know she can do this when *(measure)."*

Example
Kelman will participate in play activities during free time, small groups, and outside time (routines) by independently choosing and playing with toys (behavior to be observed and generalized). We will know he can do this when he selects a toy and plays with it for 2 minutes or more for 4 consecutive days (measure).

C. Ensure the Goal is Measurable

SMART is a commonly understood acronym to represent the process of developing measurable annual goals. SMART goals appeared originally in business literature and have been adapted to relate to educational goals:

The **"specific and relevant"** determination is made by the IEP team considering:

- Is the goal clear and understandable?
- Is the goal positively stated?
- Is the goal reasonable based on the information in the PLAAFP?
- Is the goal practical and pertinent to the student's academic, social and transition needs?
- Is the goal practical and pertinent to the student's age and remaining years in school?
- Note: Including brand names or specific vendor products is not recommended.

The **"measurable and attainable"** determination is made by the IEP team considering:

- Does the goal include condition, behavior and standard criteria?
- Can progress on the goal be graphed?
- What assessment measure will be used to monitor progress?

The **"time sensitive"** determination is made by the IEP team considering:

- Will progress on this goal reflect sufficient growth according to the student's age/grade level and remaining years in school?
- Will progress on the goal be examined frequently enough to make instructional decisions?
- What instructional decisions will be made based on the progress of this goal (continue, change the goal, discontinue the goal)?
  www.wrightslaw.com

One user-friendly method of creating SMART goals is the "**A**-**B**-**C**-**D**" method which was adapted from Terri Chiara Johnston's book, ***Data Without Tears: How to Write Measurable Educational Goals and Collect Meaningful Data***. This involves four components for measurable goals, with an additional stem statement related to transition if needed. *Mary Schillinger and Becky Wetzel, add an "**E**" for Evaluate. The following examples are a blending of that work.

		Description	Example
+ Stem for Transition		Age 15 or by the end of 9th Grade	In order to handle the writing demands of postsecondary…. In order to perform the duties of a veterinary assistant,….. In order to communicate effectively with a supervisor and others in a workplace….(**relates to the postsecondary goal**)
A	**Audience**	identifies the **"who"** of the goal	Student's name: Johnny
B	**Behavior**	clearly identifies the **performance** that is being monitored; (Stranger Test: can a person who does not know the child observe the desired behavior?) represents an action that can be directly observed and measured (Can you see it and quantify it?)	What will the student DO? ….will identify by activating a single switch to select…. …will count by 2s to 20 …will construct sets…. …will produce a three paragraph essay containing…..
C	**Conditions** ***Consider embedded accommodations and assistive technology**	Tells to what extent the student is expected to perform the desired behavior in order to **demonstrate mastery** of the skill	Using an alternate pencil…. Using an adapted keyboard and word prediction software…. Using speech-to-text software to dictate….. When provided a verbal prompt…. Using adapted grade-level text…. Using a graphic organizer and assistive technology…. Given a grade level writing prompt…. When attending a school assembly or meeting….
D	**Degree**	**Can include:** **Criteria** – 4/5 opportunities; number correct **Frequency** – 80%; tallies **Duration** – over a two week period; during a 15 minute shared reading activity **Generalization**- transfer of skill to another setting/situation **Timeframe** – by the end of the first grading period; before the next annual review date	
***(E)**	**Evaluate**	**How will we know if the degree was met? What was the standard of success?**	…as measured by a district writing rubric …as measured by a project-based learning rubric

Another example, adapted from the Maine Department of Education's rubric, describes a well-aligned IEP Goal:
(Jessica Yates, 2013)

Academic Goal:	**Functional Goal:**
Contains all specified components: o **When…** o **Given what…** o **Who…** o **Does what…** o **How much…** o **How often…** o **How measured** **Is properly referenced to an academic standard**	**Is properly referenced to an academic standard, such as Comprehensive Health and P.E. as appropriate** *Some functional goals may not have a standards-reference (e.g., orientation and mobility) Example: By November 15, 2014, given access to a math journal and the use of models/manipulatives, the student will use understandings about angles to write and solve equations with 100% independence in 4 out of 5 opportunities as measured by classroom assessments and progress monitoring. (CCSS: Math 7.G.5)
https://sites.google.com/site/thealignediepprocess/home/fall-2013-superintendent-region-trainings	

For more examples using the **A-B-C-D** method, please refer to the ***Through the Lens…*** section of this document.

Additional considerations for IEP goal development

- In addition to the academic considerations and needs identified in the PLAAFP statement, consider areas of need identified in executive function, social skills for group work, cognitive problem solving skills, digital literacy, etc., based on assessment information.

- Goals are NOT a restatement of the academic standard, but should reflect consideration of the Colorado P-12 Academic Standards. The measurable annual goal should focus on the skill development needed to progress toward the standard. For students receiving instruction on alternate standards (EEOs), the goal may be based on the EEO; however, depending upon student need, the Concept and Skills statement from the Standards framework may be a better foundation for an annual goal.

- Consider how the goal could be generalized across settings to maximize skill acquisition

- **If a student is receiving instruction on alternate standards and participates in alternate assessment, the IEP must contain measurable annual goals and objectives.** The Extended Readiness Competencies (ERCs) listed on each standard template may be considered when

formulating objectives, but are not intended to be a complete listing of pre-requisite skills, nor full learning progressions. The ERCs must be customized for each student and written in measurable actionable terms. The data from the student's present levels of academic achievement and functional performance will indicate an entry level and the teacher will formulate short-term benchmarks/objectives to reflect reasonable learning progressions toward mastery of the Extended Evidence Outcomes.

- Consider the principles of Universal Design for Learning (UDL), the student's preferences for how information is presented, as well as how the student will respond to demonstrate learning. The UDL methods and/or accommodations may be embedded in the conditions of the goal statement (e.g., When provided multiple means of input, such as audio, speech-to- text or human reader, the student will……).

- Consider how the goal can be addressed in multiple settings, such as home and community, to reinforce and generalize learning.

- For children in preschool, also consider the child's TS GOLD data and the Early Learning & Development Guidelines.

Tip: Develop data collection tools to monitor progress on IEP goals / objectives at the time the goal is written.

See Standards Implementation Support on the CDE Webpage for more resources.

Standards Side-by-Side Reference Tool

The Standards Side-by-Side Reference Tool is intended for application to instruction and development of IEPs for students receiving special education services. For students who receive instruction on grade-level academic achievement standards, only the Evidence Outcomes in the left column apply. Teachers may consult the Extended Evidence Outcomes and Essential Elements to inform targeted instruction. However, the student's IEP goals would be referenced to the enrolled Colorado Academic Standards and the student would receive instruction based on grade-level academic achievement standards, with, or without accommodations.

The Colorado Academic Standards/Extended Evidence Outcomes and DLM Essential Elements are for students identified with a significant cognitive disability, and whose IEP Team has determined that the student meets participation requirements to receive instruction on alternate standards and to participate in alternate assessment. IEP Goals and objectives may be referenced to these alternate standards for Reading/Writing/Communicating and Mathematics.

Step 5: Assess, analyze and report the student's progress throughout the year

Progress monitoring is a scientific-based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring strategies can be implemented in a classroom and/or for an individual student using a variety of collection sources.

> *…an IEP must include…a description of how the child's progress toward meeting the annual goals…will be measured.* §300.320(B)(3)(i)

Considerations for monitoring progress

- *How does the student demonstrate what he/she knows on classroom, benchmark, and state assessments?*
- *Is a variety of assessments used to measure progress?*
- *How can families participate in progress monitoring at home?*
- *How will progress be reported to families in a way that is understandable and that they can use to adjust learning at home?*
- *Did the student make the progress expected by the IEP team?*
- *How does the student's performance compare with the performance of general education students?*
- *Is the student more independent in the goal area?*
- *Will work in the goal be continued or will the student be dismissed from this goal area?*

The Benefits of Progress Monitoring

- Sensitive to changes needed in instruction
- Directly related to instruction
- Allows for goal setting
- Allows for prediction
- Can be administered frequently and quickly
- Measures individual differences *and* growth
- Informs students of their progress and needed next steps for mastery

Monitoring Progress on IEP

Progress monitoring procedures guide how data will be collected in order to make instructional decisions about the progress of the student and establish a decision making plan for examining the data collected. After the IEP Team has determined the student's annual goal/objectives based upon the PLAAFP, the tool used for progress monitoring will be developed or stated. *Examples may include the following:

- teacher-designed data collection tools for academics and/or behavior
- commercially-available products (e.g., AIMSweb, Easy CBM and others)
- software-based progress monitoring tools embedded in some curriculum products
- behavior intervention monitoring assessment system (BIMAS)
- *For more examples, see the National Center on Intensive Intervention's webpage:

At the time an IEP is developed, it must specify and document how the child's progress toward each annual goal will be measured, including. *(§300.320(B)(3)(i)*

- **what** will be monitored
- **who** will monitor it
- **when** it will be monitored
- **where** the monitoring will be conducted and
- **how** the data will be reported

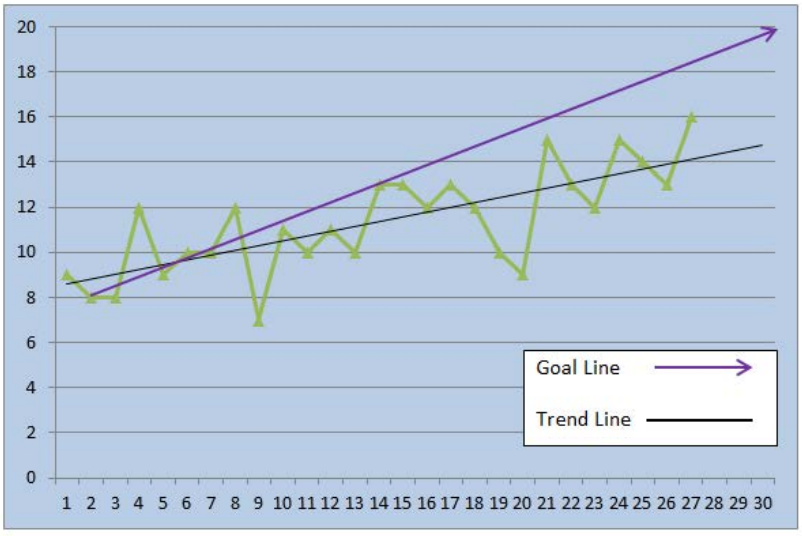
Evaluation procedures and tools selected to collect data and measure student progress should be identified in the IEP. Data collection tools should represent different types of measurement in order to provide a clear picture of student progress.

There are several important characteristics of progress monitoring. First, the behavior outlined in a goal is measured with an equivalent measure each time progress is assessed. Thus, the baseline and unit of measurement need to align. For example, if a child's baseline is given in a percent, the progress monitoring probe is also scored as a percent. Another important characteristic is ensuring a regular and frequent collection of data in a format that is easy to implement and takes a short amount of time to complete. Finally, one of the most important features of progress monitoring is the ability to analyze performance over time and adjust instruction.

Analyzing Progress Monitoring Data to Inform Instruction

While there are numerous methods of plotting and visualizing data in order to analyze trends and identify areas still needing development, using trend line analysis is an effective strategy to compare what learning has occurred and what is currently occurring. The trend line usually indicates either an upward or downward slope. More frequent progress monitoring allows instructional decisions to be made sooner and as the number of data points increases, the effects of measurement error on the trend line decreases. (National Center on Intensive Intervention)

Trend Line Analysis



This graph shows data points for the actual performance as well as a trend line to demonstrate the pattern (trend) of the performance over time. Perhaps the easiest way to think about a trend line is as an average of all the data points. Research indicates that multiple data points (not including baseline) should be collected before relevant decisions can be made. (Fuchs, L. S., & Fuchs, D. (2004))

Standard Decision–Making Strategies

- After trend lines have been drawn, teachers use graphs to evaluate student progress and formulate next steps for instruction
- If the trend line is steeper than the goal line, the end-of-year performance goal needs to be increased.
- If the trend line is flatter than the goal line, the student's instructional program needs to be revised.
- If the trend line and goal line are fairly equal, no changes need to be made.

Note: After implementing specialized instruction, the tendency may be to stop after plotting only 2-3 data points. In the example above, if the intervention would have been changed or discontinued after the first three points, the gain evidenced in the fourth point would have been lost.

4-Point Decision Making

While best practice indicates that at least six data points should be collected prior to making instructional decisions, considering the **four most recent** data points can reflect the most accurate picture of the student's progress.

Ascending Goals - For behaviors that we are trying to increase, (e.g., number of words spelled correctly; on task behavior)

- If the most recent 4 consecutive data points fall below the goal/aim line, **make an instructional change**
- If the 4 consecutive data points fall above the goal/aim line, **consider increasing the goal**
- If the last 4 consecutive data points fall above and below the goal line, **continue with current instruction**

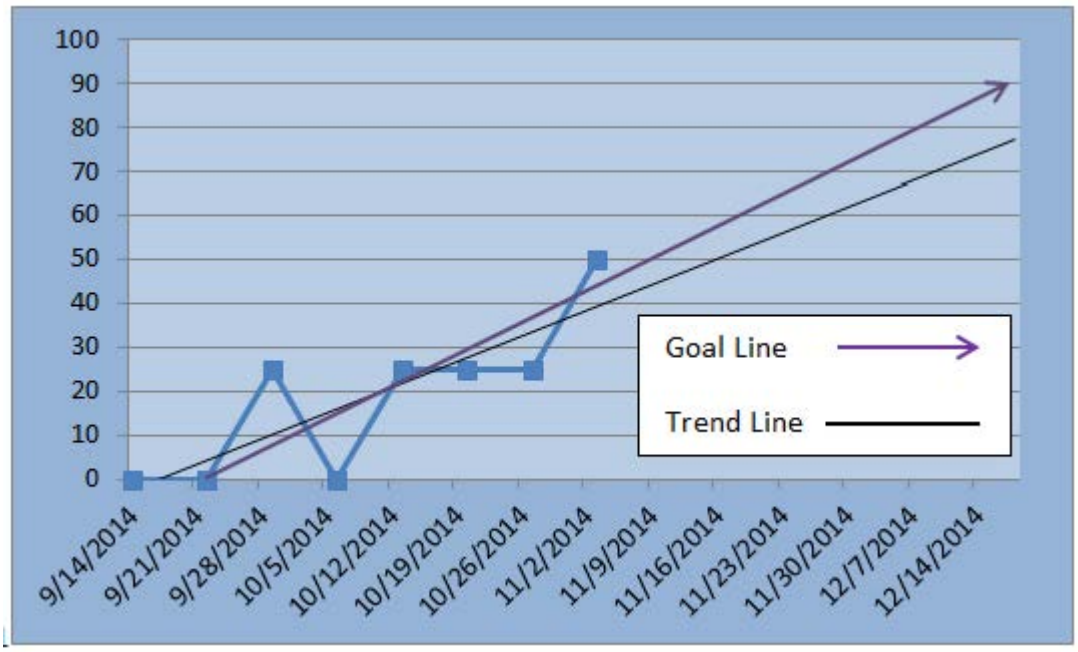
Descending Goals - For behaviors that we are trying to decrease, (e.g., frequency and length of verbal outbursts; number of errors)

- If the most recent 4 consecutive data points fall below the goal/aim line, **make an instructional change**
- If the 4 consecutive data points fall above the goal/aim line, **consider decreasing the goal** or **making a phase change** in the intervention and/or strategy
- If the last 4 consecutive data points fall below and above the goal line, **continue with current instruction**. (Fuchs, L. S., & Fuchs, D. (2004))

Analyzing Progress Monitoring Data

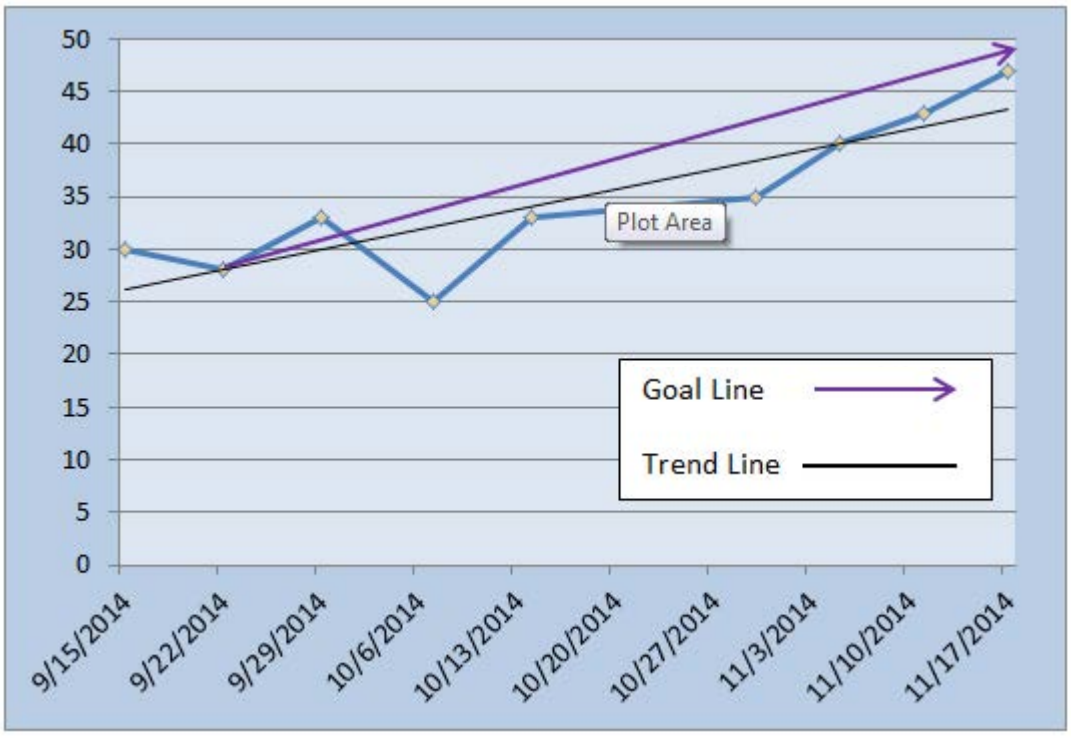
Practice using these examples:

Graph 1



In Example #1, the decision would be to increase the goal as the last four data points are above the goal line.

Graph 2

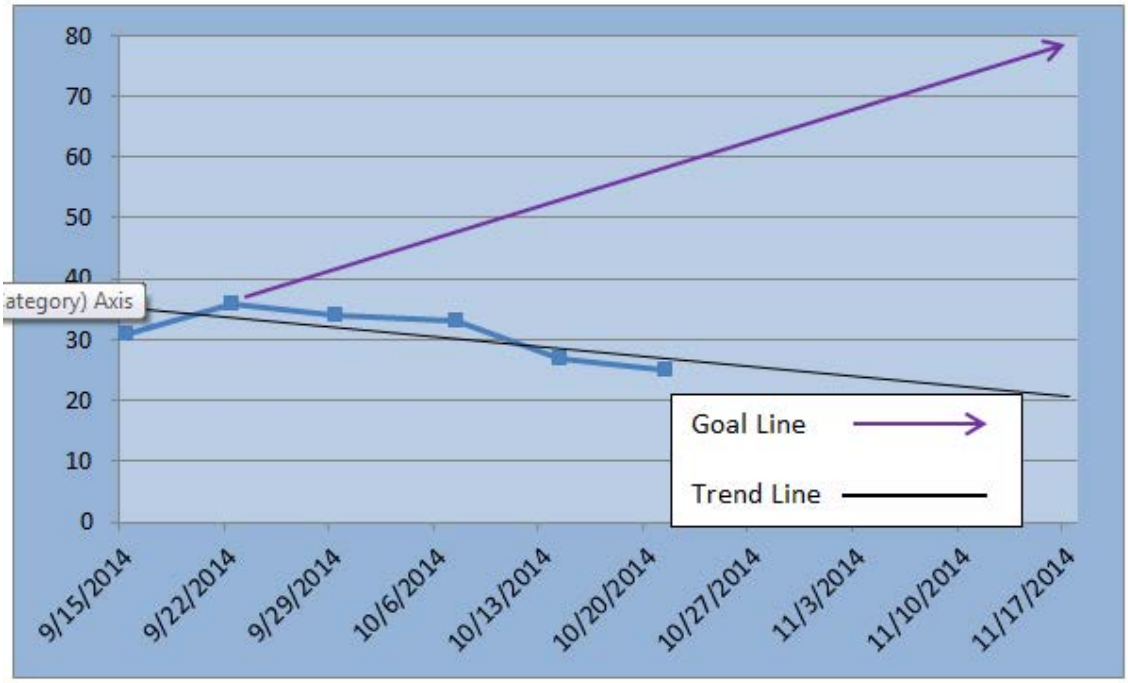


In Example #2, the decision would be to **continue the instruction**, the student is making progress.

Graph 3

In Example #3, the decision would be to **continue collecting data**; there is not enough data to make a decision.

Graph 4



In Example #4, the decision would be to **change the instruction**; the student is not making progress.

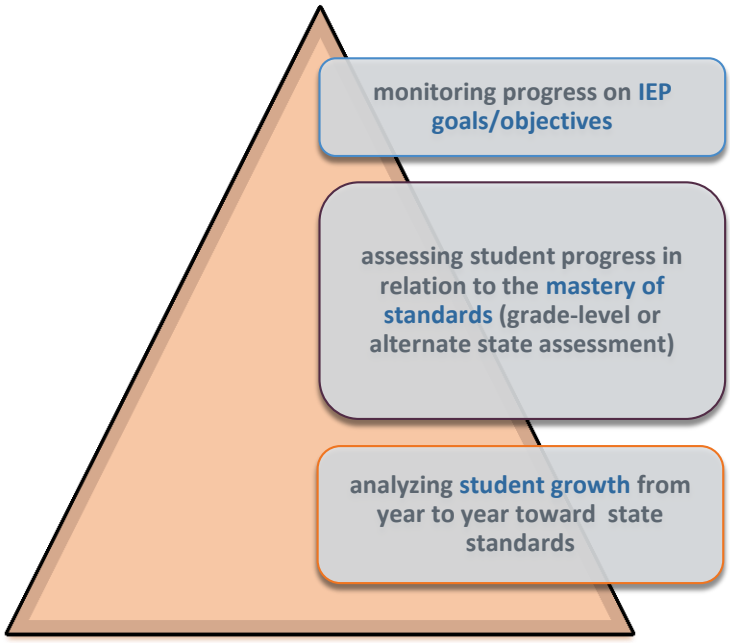
Assessing student progress and growth from year to year

Monitoring a student's progress assists a teacher or a service provider or a family member in making ongoing instructional decisions about the strategies and interventions being used. It also provides

summative evidence that enables the IEP Team to determine whether the student has achieved his or her stated annual goals including the overall growth gained. Thus, the triangulation of this data with the monitoring of progress toward IEP goals provides a holistic approach to gauging student growth and reporting progress to families. Consider the following sources of data:

- **benchmark** assessments (e.g., DIBELS; STAR math/reading)
- district **interim** measures – district-created assessments designed to provide feedback on how students are progressing on the standards; use to assess whether the current rigor is sufficient to project mastery of the standard
- **state** assessments- measure student's academic mastery of grade-level or alternate Colorado Academic Standards and show the student's growth from year to year. (Colorado Growth Model http://www.cde.state.co.us/schoolview/generalgrowthmodelfaq)

Triangulation of Data



Reporting Progress to Families

The monitoring of progress provision in IDEA (2004) requires that the IEP specify how the student and parents will be regularly informed of the child's progress toward the goals* (i.e., what the student can now do that he/she was not doing previously as it relates to the annual goal) and the extent to which progress is considered sufficient. Progress monitoring helps IEP teams address any lack of expected progress towards the annual goals and make decisions concerning the effectiveness of curriculum delivery. Families may contribute progress monitoring data from home, which is considered in ongoing decision-making.

> ***Progress must be reported at least as often as parents of nondisabled students are informed of their child's progress.*** *(34 CFR 300.320 (a)(3))*

*Check your local school progress reporting schedule to determine the required dates.
In addition, an evaluation schedule should be included in the IEP stating the date/ intervals/ frequency of the progress monitoring and data compilation, such as weekly, daily, etc.

Progress Monitoring/Reporting Example (Colorado IEP form)

Evaluation Method: ☐Monitor and Chart Progress ☐ Focused Assessments ☐ Portfolio Collection ☐ Other:_____ **IDEA 300.320(a)(3)(i)**			
Progress Report (Describe how parents will be informed of the student's progress toward goals and how frequently this will occur) **IDEA 300.320(a)(3)(iii)**			
Reporting Date: ___/___/____	**Reporting Date:** ___/___/____	**Reporting Date:** ___/___/____	**Reporting Date:** ___/___/____
Progress: ____ **Supporting Data Point:**	**Progress:** ____ **Supporting Data Point:**	**Progress:** ____ **Supporting Data Point:**	**Progress:** ____ **Supporting Data Point:**

Step 6: Identify specially designed instruction including accommodations and/or modifications needed to access, engage in meaningful participation, and make progress in the general education curriculum

Specially Designed Instruction (SDI) as defined by IDEA, 2004 regulations refer to adaptations to the ***content, methodology or delivery of instruction*** that:

- Address the unique needs of a child that result from the child's disability
- Ensure access to the general education curriculum so that the child can meet the educational standards that apply to all children (34 Code of Federal Regulations (CFR) §300.39(b)(3))
- Are guaranteed by IDEA and implemented in accordance with the Individual Education Program (IEP) process
- Are at no cost to parents

This definition of specially designed instruction unmistakably indicates that the intent is for students with a disability to be provided first best instruction along with specialized services that allow them to achieve equally to their same age peers without a disability.

Specially designed instruction simply means "what the teacher does" to instruct, assess and re-teach the student. The SDI defines what the teacher does to help close the academic performance gap between students with a disability and their general education peers. According to the U.S. Department of Education, "states, school districts, and school personnel must…select and use methods that research has shown to be effective, to the extent that methods based on peer-reviewed research are available".

"Peer-reviewed research" generally refers to research that is reviewed by qualified reviewers to ensure that the quality of the information meets the standards of the field before the research is published. Families should understand how they can support the specially designed instruction in multiple settings and how to engage in on-going two-way communication with school staff around student progress. Families should understand how they can support the specifically-designed instruction in multiple settings and how to engage in ongoing two-way communication with school staff around student progress.

Specially designed instruction is based upon the specific skills that the student has not yet developed which are necessary for the child to improve his/her academic performance required for his/her annual goals. This unique teacher instruction should be clearly written in the IEP and be easily understood by anyone who reads the IEP. The student and the parent should know ***what*** specially designed instruction is being provided to increase the student's achievement and academic performance; **w*ho*** will be providing this instruction to the child; **w*here*** the SDI will be provided and ***how often*** (frequency).

In best practice, Specially Designed Instruction...	In best practice, Specially Designed Instruction is *NOT*....
uses vertical learning progressions to design focused, goal driven, explicit , targeted instruction to address the prioritized needs identified in thePLAAFP and "close the gap"	intended to supplant general education instruction
helps to "pave the way" for the student to be successful in the general education setting (e.g., pre-teaching content vocabulary; adapting text complexity level for grade-level passages; pre-reading and discussing passages; supplying background knowledge/context for the content; providing accessible materials in alternate formats etc.)	assuming students will "just pick it up" from the general education classroom discussion
is systematic, direct, engaging and success oriented (Anita Archer/Charles Hughes)	about getting homework or general education classwork done (that's tutoring)
adapts instruction, materials and assessments to allow access to the rich grade-level content aligned to standards	"watered down curriculum"
modifies instruction, materials and assessments to align to grade-level content which is based on alternate standards for students with a significant cognitive disability	using materials that are not age appropriate; using materials that do not link to the content of the standard; or providing grade-level materials without appropriate modifications
uses assistive technology to adapt presentation and response in order for student to produce work independently	providing an unnecessarily high level of support; to always "make things easier" or "do it faster" rather than encouraging the student to do as much as possible on their own
provides access to the general education curriculum for the child's enrolled grade level	about having an extra person (e.g. co-teacher, paraprofessional) in the general education classroom working on an unrelated task
approaches instruction with a positive mindset of "how can I best adapt and present this content in order for this student to be successful"	allowing the student's disability to be a barrier to learning or having lower expectations

Specially designed instruction details the kinds of unique instructional services a student with a disability needs in order to accomplish their IEP goals/ objectives. These services may include, but are not limited to, accommodations/modifications; related services (e.g., OT/ PT) and instructional services (e.g., speech/language, adapted PE); supplementary aids, along with options such as adaptations in instructional methods, materials, media, technology and physical setting, or environment.

Considerations for Specially Designed Instruction:

- What are this student's characteristics as a learner? (e.g., multiple intelligences, learning styles)
- How can this student best access the enrolled grade level content?
- How do I differentiate content, process and product to meet this child's needs?
- How can this student best demonstrate mastery?
- How can I include the family in expanding learning opportunities to multiple settings?

Accommodations and Modifications

Purpose of Instructional Accommodations

Accommodations are practices and procedures that provide equitable access during instruction and assessment for students who have a documented need, including students with a disability. The use of accommodations moves us one step closer to ensuring that students with a disability in Colorado have a fair and equal chance to receive standards-based instruction and demonstrate mastery of the state standards. **Providing documented accommodations in any formal educational plan is not discretionary.**

When a student has a documented need or a disability that requires a change in methodology or procedure in order to allow the student to access the information, then certain adaptations in presentation, response, setting/environment, or timing/scheduling are considered **accommodations**. The student is ultimately expected to master the same content, but may demonstrate that mastery in different ways or accomplish the work with various types of support. The content of the standard is the same for all students receiving instruction on grade-level standards. An adaptation is considered to be an accommodation to a learning or performance difference. Typically, accommodation is reflected in how the teacher delivers instruction and/or how the student demonstrates mastery. **The use of an instructional accommodation does not change the grade-level academic achievement standard or any assessment that is used to monitor the student's progress toward mastery of the standard.**

However, if the student's IEP Team determines that the student meets participation guidelines as a student with a significant cognitive disability, then the Team will also determine the academic achievement standard for instruction. If the impact of the student's disability is such that daily instruction is most appropriately based on alternate academic achievement standards and student progress is best evaluated with alternate assessments based on alternate academic achievement standards (AA-AAS), the IEP Team will document those decisions in the IEP. Accommodations may also be required along with modification of the academic content and materials. The student participates in district alternate assessments; CoAlt: Science and Social Studies; CoAlt: Dynamic Learning Maps Alternate (English language arts and Mathematics) and the 11th Grade Alternate Assessment for the Colorado ACT. Modifications **reflect a change of content and rigor** and require a standards-aligned IEP for instruction. **Modifications change what the student is expected to learn and the academic achievement standard by which the student is evaluated.**

Selecting Instructional Accommodations

An ***instructional accommodation*** is to be selected, designed, and evaluated by the student's teachers, parents, and the student based upon the student's characteristics as a learner. A sound decision about a student's need for accommodations considers the student's preferences and needs in combination with

the tasks required during assessment. The goal is to find the right balance which gives a student access to instruction without diluting the content or expected outcomes. Effectiveness of an accommodation is dependent upon the student's proficiency with its use, which improves through regular practice in everyday life.

Accommodations are…	Accommodations are NOT…
based on individual student documented need and used routinely in instruction with sufficient frequency to ensure familiarity and independent use	to be provided solely for convenience
designed to give students equitable access to the general curriculum during instruction and assessment	intended to give educational advantage
to be used for students to produce their own work independently and demonstrate learning	used to reduce learning expectations or replace instruction
determined by districts for classroom and/or district interim assessments	intended to "help all students do better"
documented in a formal education plan	to be continued without evidence of effectiveness

Typically, the use of accommodations does not begin and end in school. Students who use accommodations will generally also need them at home, in the community, and, as they get older, in postsecondary education and in the workplace. Students should be encouraged to be involved in the selection and evaluation of accommodations.

To ensure that students with a disability are engaged in standards-based instruction, the members of the IEP team should consider the following:

- What are the **student's characteristics** as a learner?
- How can **access to grade-level standards** be ensured regardless of a disability or language barrier?
- What **types of instructional tasks** are expected of the student in order to demonstrate proficiency in grade-level content?
- Is there a consistent "golden thread" or supporting **body of evidence** that connects the student's characteristics and needs with accommodations?
- Are accommodations documented in a formal plan or standards-aligned IEP, which serves as a foundation for classroom instruction and assessment?
- Does the student really **NEED** the accommodation?
- Remember, the educational goal is for students to have access to tools which allow them to produce work independently. Accommodations are **not intended for convenience or just "to do better."**
- Does the student demonstrate **willingness to consistently use** the accommodation?
- Can the student self-advocate for accommodations in multiple settings?
- What accommodations are needed for learning in multiple settings, such as home and community?

The ***Colorado Instructional Accommodations Manual*** presents a ***Five-Step Process*** for all educational teams to follow in the selection, implementation, and evaluation of accommodations used during instruction and assessment. The guidance in this manual pertains to all students in the State of Colorado with a formally documented need or identified disability. The educational team is responsible to consider

each student's individual need for an accommodation used during instruction, classroom assessments, and district assessments, as well as to consider policies for use on a state summative assessment.

The purpose of the Five-Step Process is to ensure:

- Accommodations are provided in order for students to ***gain access*** to instruction and assessments
- Accommodations or modifications are provided to ***qualified*** *students*
- Clear documented **evidence** exists to support the use of accommodations in instruction and assessments

Step 7: Determine how the student will participate in assessment

One of the responsibilities of the IEP Team is to determine ***how*** the student is to participate in assessment, **not whether** the student participates. In Colorado, all students are included and compelled by law to participate in state and federally-mandated grade-level assessments. If a student meets participation requirements to receive instruction based on alternate academic achievement standards, the Extended Evidence Outcomes, then the student will take the alternate assessment for **all** district and state required assessments. If a district conducts an interim assessment, an alternate must be provided that is based on the student's alternate instructional standards.

> Section §300.160 of IDEA is related to participation in assessments and states:
> (a) General. A State must ensure that all children with disabilities are included in all general State and district-wide assessment programs, including assessments described under section 1111 of the ESEA, 20 U.S.C. 6311, with appropriate accommodations and alternate assessments, if necessary, as indicated in their respective IEPs.

Resource:

The U.S. Office of Special Education Programs (OSEP) has released A Decision Framework for IEP Teams Related to Methods for Individual Student Participation in State Accountability Assessments. Please note that in Colorado, there are three possible methods of participation for a student:

- General assessment (CMAS)
- General assessment with accommodations
- Alternate assessment judged against alternate achievement standards

Guiding questions for IEP Teams

- Has the student received instruction based upon the appropriate academic achievement standards?
- Have classroom/district assessments been designed to reflect the student's instruction?
- Under what conditions will the assessment be administered? (e.g., timing, setting, delivery of instruction)
- What accessibility features and accommodations are available on state assessments that are also used during instruction?
- What can be learned from the student's accommodation use during previous state assessments?

Accommodations for Assessment Linked to Instruction

The state's assessment system supports the teaching and learning process by providing a range of assessments to inform classroom instruction and school and district improvement. This system of assessments includes peer reviewed interim assessments; school readiness; early literacy (READ Act); English language proficiency; summative content assessments, college/career readiness assessments; and corresponding alternate assessments.

State Assessments (K-12)

For more information on accessibility features and accommodations offered on the various state assessments, please reference the Assessment Unit's webpages.

Through the Lens of…….

Given the diverse nature of the population of students with disabilities, when creating IEPs, there may be additional considerations for students with specific types of disabilities. Various invented profiles are offered in this section for illustrative purposes ONLY. Please note:

- The examples presented here should not be considered as a "model" or requirement for any student in a given disability category.
- Examples of data included in the PLAAFP statement are not intended to reflect a complete evaluation.
- The goal statements are color-coded to correspond with the **A**-**B**-**C**-**D** method of creating SMART goals. (See Step 4.) It is to emphasize the elements of the goal that are necessary, not any specific wording or method.
- The exact language of a standard should not be used as the goal itself, as standards are too general to be included as observable and measurable annual goals.
- Functional goals are considered essential or foundational and are intended to provide access to the general education curriculum. Most functional goals can be referenced to a content or Comprehensive Health and P.E. standard; however, there may be instances where a specific standard is not applicable for the goal.
- Academic goals are referenced to the Colorado Academic Standards for students receiving instruction on grade-level standards. For students who meet participation requirements to receive instruction on alternate academic achievement standards, academic goals are referenced to the Extended Evidence Outcomes.
- IDEA requires short-term objectives, or benchmarks for goals of students who participate in alternate assessment. Since the term "objectives" is plural, best practice would indicate that a minimum of two objectives would be needed to outline progress toward the measurable annual goal.
- A requirement to include objectives for all annual goals, including goals based upon grade-level academic achievement standard, is a local Administrative Unit decision.
- The constructed examples below that include a PLAAFP statement are not intended to imply any required format other than just the inclusion of both elements--1) the data analyses and 2) a family-friendly summary statement of what the data means in terms of how the child's disability impacts access to the general curriculum; what strengths the child has; and what skills remain to be developed.

Andrew: Preschool – Grade-level Academic Achievement Standard **Functional Goal referenced to Comprehensive Health & PE standard**	
Andrew will participate in toileting, and transitions indoors and outdoors by manipulating clothing fasteners (buttons, zippers, snaps) on the clothes he typically wears to school. We will know he can do this when he dresses and undresses independently in each of these routines for 4 out of 5 days for 2 weeks.	
CAS reference: **Content area: Physical and Personal Wellness in Health** **Preschool** **Standard 2** **Prepared Graduates**: Apply knowledge and skills related to health promotion, disease prevention and health maintenance **Concepts & Skills**: Develop self-management skills and personal hygiene skills to promote healthy habits **Evidence Outcome:** **a. Develop an awareness of healthy habits such as using clean tissues, washing hands, handling food hygienically, brushing teeth and dressing appropriately for the weather** (DOK 1-3)	**Instructional Accommodations:** • Presentation: Visual supports • Response: • Timing: Extended time for toileting • Setting: Adaptive Dressing Equipment

… DEVELOPMENTAL DELAY

Student Profile: Samantha – Kindergarten- Grade-level Academic Achievement Standard Academic Goal for Reading/Writing/Communicating

Data analysis

Sam is a Kindergarten student receiving special education services as a student with a developmental delay; however, the IEP Team has not determined that Sam meets participation requirements as a student with a significant cognitive disability. She has attended preschool for two years. Ms. Happy administered DIBELS on 9/10/14. (Sam's school district has chosen to use DIBELS as their screening/interim assessment for compliance with the READ Act.) Subsequently, Ms. Happy administered a number of additional assessments to help determine an appropriate educational program for Sam. Her scores are as follows:

- *DIBELS Next
  - Composite Score: 9 (READ Act cut score for beginning K = 12)

Additional Assessments: Administered by Ms. Happy 9/23/14 and 9/27/14

- Kaufman Survey of Early Academic and Language Skills (K-SEALS)
  - Vocabulary - 27th percentile
  - Numbers, Letters & Words – 7th percentile
  - Articulation Survey – Passed
- Test of Auditory Analysis Skills (TAAS) - Phonological Awareness 0/13
- Criterion Test of Basic Reading Skills – 2nd Edition
  - Capital Letters 1/26
  - Lower case letters 2/26
- Executive function skills, those skills that help us decide what activities or tasks we will pay attention to and which ones we'll choose to do, were assessed with informal measures by Mr. Here, school psychologist on 9/10/14. She has the conversational skills needed for learning in groups, but her attention and ability to sustain focus appear to interfere with her participation in group activities and independent work. This was supported through observations during math and writing activities in the classroom. In the area of number and letter recognition, she needs strategies for recall and when frustrated, finds it difficult to persist in a task.

Summary Statement: The formal and informal assessments indicate that Samantha qualifies as a student with a significant reading deficiency (SRD) and her general education Kindergarten teacher will prepare a Readiness Plan that integrates the required components of a READ Plan in compliance with the Colorado READ Act to address early literacy skills. At the age of 3, Samantha was identified as meeting eligibility criteria for special education services under the disability category of Developmental Delay. Samantha demonstrates a need for specially designed instruction to provide extended practice and opportunities to enhance her symbolic processing and early literacy development.

Example of a goal to link with priority needs identified in Samantha's PLAAFP:

Upon presentation of upper and lowercase letter symbols, Samantha will correctly name all 26 letters of the alphabet on 4/5 trials by the date of annual review.

CAS reference:	**Instructional Accommodations:**
Reading/Writing/Communicating Grade Level Expectations: **Kindergarten** **Standard: 2** Reading for All Purposes **Prepared Graduates**: Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary, Demonstrate comprehension of a variety of informational, literary, and persuasive texts **Concept & Skills: 3** Decoding words in print requires alphabet recognition and knowledge of letters and sounds **Evidence Outcome a. iv** ***Recognize and name all upper and lower case letters of the alphabet*** **(CCSS: L.K.1a)**	Presentation: Adapt instructional materials if needed; cueing system for focus

…ORTHOPEDIC IMPAIRMENT

Zak: 1st Grade – Grade-Level Academic Achievement Standard **Functional goal referenced to Comprehensive Health & PE standard**	
Example 1: In a physical education class with general education peers, Zak will participate in a locomotor activity while driving his power wheelchair 50% of class time without bumping into peers and objects for 2 out of 3 class periods over a period of 6 months without adult support, visual and verbal prompts, or extended time.	
Example 2: By May 2015, in a physical education class with general education peers, Zak will follow the rules when participating in 1 organized team activity per class period using visual and verbal prompts.	
CAS reference: **Content Area: Physical Education & Comprehensive Health** **Standard 3** Emotional and Social Wellness in Physical Education **Prepared Graduates**: Exhibit responsible personal and social behavior that respects self and others in physical activity settings **Concepts and skills: 2**. Follow the rules of an activity **Evidence Outcome: a. perform a simple sequence of movements within given parameters and guidelines** (DOK 1-2)	**Instructional Accommodations**: Presentation: visual and verbal prompts Response: allow time for processing prompts when given Setting: in regular physical education setting

…INTELLECTUAL DISABILITY

Student Profile: Miles – 3rd Grade - Alternate Academic Achievement Standard **Academic Goal for Reading / Writing / Communicating**	
After listening to a 3rd grade level informational topic presented with adapted instructional materials related to the topic, Miles will use a preferred mode of communication to choose the main idea of the topic from picture/text prompts and construct a complete a subject/verb/object sentence to include one detail or fact related to the topic with 80% accuracy in 4 out of 5 by the annual review date.	
CAS reference: **Reading/Writing/Communicating** **3rd grade** **Standard: 3** Writing and Composition **Concept & Skills: 2**. A writing process is used to plan, draft, and write a variety of informational texts **Extended Evidence Outcome**: **II. *Produce and publish one sentence of writing using technology*** ***(DLM: Essential Element EE.W.3.2.a Select a topic and write about it using one fact or detail.)***	**Instructional Accommodations/Modifications** Presentation: adapted instructional materials Response: Use preferred mode of communication to make a selection when presented a picture/text prompt (e.g., point; switch; adapted keyboard; eye-gaze frame etc.) Timing: extended time Setting: small group *Apply to other content area topics

Example of possible objectives for Miles: (state in measurable terms for progress monitoring)

1. Match a picture to an object which represents the topic (e.g. topic of soil—match picture of soil with a container of soil)
2. Choose a picture that identifies the topic (e.g., present picture of soil vs. a fire truck)
3. Write a single word response when given a constructed sentence stem (I learned about _____.)
4. Complete a sentence to include a fact or attribute about the topic (e.g., The soil is brown; gritty etc.)
5. Select picture/text cards to sequence noun/verb/object sentence related to the topic

…SERIOUS EMOTIONAL DISABILITY

Becky: 3rd Grade – Grade Level Academic Achievement Standard **Functional (Behavior/Executive Function) Goal referenced to Comprehensive Health & PE standard**	
During daily independent activities without prompting, Becky will self-monitor escalating frustration and place a visual reminder card on her desk when she does not understand what to do next in 3 of 5 situations over a six week period.	
CAS reference: **Comprehensive Health** **Grade 3** **Standard 3** Emotional and Social Wellness in Physical Education **Prepared Graduate Statement**: Utilize knowledge and skills to enhance mental, emotional, and social well-being **Concepts and skills students master:** **2.** Demonstrate interpersonal communication skills to support positive interactions with families, peers, and others **Evidence Outcome: a. Demonstrate effective interpersonal communication skills necessary to express emotions, personal needs, and wants in a healthy way** (DOK 1-3)	**Instructional Accommodations**: Presentation: adapted instructional materials Response: use of visual reminders

Note: The Comprehensive Health and P.E. standards do not currently have adopted Extended Evidence Outcomes; therefore, the grade-level standards would also be referenced for students receiving instruction on alternate standards.

Spee Keezy – 4th Grade – Grade-Level Academic Achievement Standard **Academic Goal for Reading/Writing/ Communicating**	
In a classroom discussion after completing a graphic organizer from a grade-level story or informational text presented in a audio format, Spee Keezy will identify two basic similarities and two differences between the stories or text in 4/5 opportunities over a four-week period.	
CAS reference: **Content area: Reading/Writing/Communicating 4th Grade** **Standard 1** Oral Expression and Listening **Prepared Graduates:** Use language appropriate for purpose and audience **Concepts and skills:** **1.** A clear communication plan is necessary to effectively deliver and receive information **Evidence Outcome: b. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.** (CCSS: SL.4.2)	**Instructional Accommodations:** • Presentation: provide text in audio format (e.g., text to speech reader; audio books etc.) • Response: use graphic organizer • Timing: allow extended wait time for Spree to respond orally • Setting: (with headphones) **Possible Support Roles for this goal:** **General Education Teacher** – apply background knowledge; discuss vocabulary – choose instructional topic/informational text; conduct classroom discussion using strategies provided by special education staff **Special Education Teacher** – teach comprehension strategies; use of graphic organizer; cite evidence from text **Speech-Language Pathologist**: pre-teach vocabulary; talk about multiple meaning words; use completed graphic organizer to structure a discussion; use complete sentences/ thoughts to express similarities/differences from the text (SLP may elect to go into the classroom during the class discussion to observe/elicit the oral language responses)

…ORTHOPEDIC IMPAIRMENT

(Student could possibly be a student who receives special education services under another disability category—this is provided only as an example.)

Student Profile: Iga Taheet – 4th Grade – Grade-level Academic Achievement Standard - Functional Goal for Dysphagia (shown here as linked to an academic standard for CHPE)	
In order to improve her independent feeding skills during lunch and snack time with a variety of textures Iga Taheet will maintain lip closure while chewing to contain food within her mouth in 4/5 bites within a feeding period (lunch or snack) over consecutive 2-week period.	
Content area: Comprehensive Health and Physical Education **4th Grade** **Standard 2** Physical and Personal Wellness and Health **Prepared Graduates:** Apply knowledge and skills to engage in lifelong healthy eating **Concepts and skills:** **1.** Demonstrate the ability to set a goal in order to enhance personal nutrition status **Evidence Outcome: c. Identify healthy foods (including snacks) in appropriate portion sizes** (DOK 1-2)	**Instructional Accommodations:** Presentation: picture cue/; tactile/verbal prompting Response: use of augmentative communication device/head switch/eye gaze to communicate choices Timing: extended time to complete activity Setting/Environment: adapted equipment; preferential seating to avoid distractions

…AUTISM SPECTRUM DISORDER – WRITING

Student Profile: Judy: 5th Grade – Grade-Level Academic Achievement Standard Academic Goal for Reading/ Writing/ Communicating	
After reading a grade level informational passage and viewing a short video of the same concepts, Judy will use word processing with word prediction software to write a two-paragraph essay to summarize the passage by comparing/contrasting two or more concepts with 80% accuracy as evaluated with a scoring rubric for writing in five consecutive trials.	
Student Profile: Judy: 5th Grade – Grade-Level Academic Achievement Standard Academic Goal for Reading/ Writing/ Communicating	
CAS Reference: **Content Area: Reading, Writing and Communicating** Grade Level Expectations: **Fifth Grade** **Standard: 2.** Reading for All Purposes **Prepared Graduates:** Demonstrate comprehension of a variety of informational, literary, and persuasive texts and Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks **Concepts and skills:** **2.** Ideas found in a variety of informational texts need to be compared and understood **Evidence Outcome: a. ii** ***Use Key Ideas and Details to Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.*** (CCSS: RI.5.2)	**Instructional Accommodations**: Presentation: • text to speech (read aloud); text provided in audio format • use of video or other digital media to support reading of text • Use of graphic organizers Response: • use of word processing with word prediction software to produce writing responses • Use of software to read aloud what Judy has written as a support for checking and editing her writing

Susan: 5th Grade Mathematics – Alternate Academic Achievement Standard **Academic Goal and Objectives for Mathematics**	
Using a 1 x 5 multiplication chart and various types of manipulatives, Susan will accurately multiply whole numbers up to 25 on 4/5 opportunities across three consecutive data collection periods.	
*Possible Objectives: (write in measurable terms for progress monitoring)	• construct equal sets of objects • relate counting sets to the multiplication chart (e.g., skip count by 2s, 3s, 4s and 5s) • Combine equal sets with repeated addition • identify the meaning of the +, = , and x symbols • use manipulatives to create arrays for sets of 1-5 • complete a multiplication chart using repeated addition to create patterns • create and practice with a set of flashcards for the multiplication facts up to 5 x 5
CAS Reference: **Content Area: Mathematics** **Grade Level Expectation: Fifth Grade** **Standard 1** Number Sense Properties and Operations **Prepared Graduates**: Are fluent with basic numerical and symbolic facts and algorithms, and are able to select and use appropriate (mental math, paper and pencil, and technology) methods based on an understanding of their efficiency, precision, and transparency **Concepts and skills:** **2**. Formulate, represent, and use algorithms with multi-digit whole numbers and decimals with flexibility, accuracy, and efficiency **Evidence Outcome: a. Fluently multiply multi-digit whole numbers using standard algorithms.** (CCSS: 5.NBT.5) ***EEO: III. Solve simple one-step equations (____ +/- a constant up to 5 =) in input/output boxes (e.g. ? + 3 = triangle).*** ***DLM Essential Elements: EE.5.NBT.5. Multiply whole numbers up to 5 × 5.***	**Instructional Accommodations:** • Presentation: manipulatives; 1-100 Chart; Multiplication Chart

Student Profile: David – 8th Grade – Grade Level Academic Achievement Standard Academic Goal for Reading/Writing/Communicating	
Using a typed script that incorporates visual icons of the targeted non-verbal communication skill (appropriate gestures, facial expressions, posture, and body language), David will deliver an assigned classroom speech in person or on video, on a preferred topic, using targeted nonverbal communication skills in 3 out of 4 opportunities across 2 semesters.	
CAS reference: **Content area: Reading/Writing/Communicating** **Grade: 8** **Standard**: **1**.Oral Expression and Listening **Prepared Graduates**: Demonstrate skill in inferential and evaluative listening **Concept**: **2.** A variety of response strategies clarifies meaning or messages **Evidence Outcome: a. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.** (CCSS: SL.8.4)	**Instructional Accommodations**: • Presentation: visual prompts • Response: present orally in person or use of self-video; produce script using word processing or other preferred mode of writing; use of tablet/digital video equipment • Timing: Extended time • Setting: general education classroom/ designated quiet setting **Possible Support Roles for this goal:** **General Education Teacher** – presentation of grade-level topic using multimodal approach **Special Education Teacher** – provide strategies to identify salient points and organize topic/details; use of graphic organizer **Speech-Language Pathologist**: Using completed graphic organizer/ script, teach pragmatic skills and add visual symbols/cues to script; rehearse oral delivery (SLP may elect to go into the classroom during the class presentation to observe the oral language delivery)

Student Profile: Melita – 8th Grade – Grade-level Academic Achievement Standard Academic Goals for Reading/Writing/Communicating

Data analysis: (Snapshot from PLAAFP)

On the Woodcock Johnson III Test of Achievement, administered by Ms. Mary on 4/10/14,
she scored the following:

- Broad Reading: 13th percentile
- Letter-Word Identification: Average
- Reading Fluency: Below average (below the 16th percentile)
- Passage Comprehension: Significantly below average
- Listening Comprehension: Below Average

Story Recall: Significantly below average

Progress Monitoring Probes administered weekly by Ms. Mary:

AIMSweb Reading Comprehension (MAZE) 6th grade probes

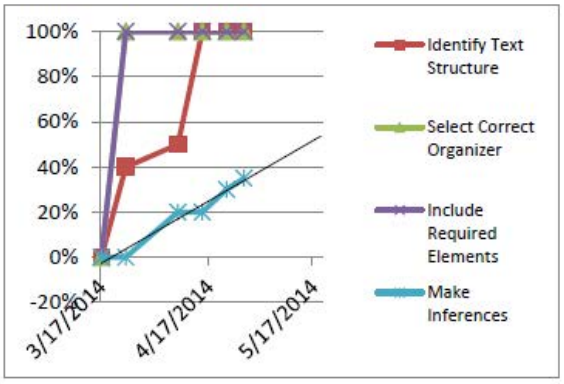
- 3/17/14: 24 correct responses, 2 errors
- 3/25/14: 24 correct responses, 0 errors
- 4/8/14: 28 correct responses, 0 errors
- 4/15/14: 28 correct responses, 3 errors
- 4/22/14: 29 correct responses, 2 errors

TCAP- 7th Grade – Math Partially Proficient; Reading Unsatisfactory; Writing Partially Proficient

Informal Assessment of Executive Function Skills, September 1, 2014:

	Tchr #1	Tchr#2	Tchr#3	Parent
Attention	S	S	S	S
Initiation	S	S	S	S
Persistence	S	S	S	S
Plan/Organization	R	R	R	R

Areas of need: strategic approach to planning; identifying material needed; identify all steps; sequence an d order steps identified
Key: S=Sometimes R=Rarely



Graph for Cause/Effect Text Structure

Collaborative Discussions Rubric (10 Pts)	8/27/14 8 Central idea -	9/2/14 8 Central idea -	9/4/14 9 Central idea -
Quiz (9/4/14): Figurative Language and Greek/Latin affixes and roots - 50%	Quiz (9/914): Narratives-65% (relationships and chronology)	Writing: Planning Strategies (9/8/14): can introduce topic; uses varied transitions; domain-specific vocab. needs support; can peer edit and use technology	Research: gathers relevant information; knows primary vs. secondary sources; difficulty organizing information

Possible goals which could link with priority needs identified in Melita's PLAAFP:

Following explicit instruction on text structures for problem/solution, cause/effect, compare/contrast and description, Melita will select an appropriate graphic organizer to use with grade-level text passages and complete the graphic organizer with the required elements for each text structure on 4/5 trials by the next annual review date.

CAS reference:	Instructional Accommodations
Content Area: Reading/Writing/Communicating 8th Grade **Standard: 2** Reading for All Purposes **Concept: 2** Quality comprehension and interpretation of informational and persuasive texts demand monitoring and self-assessment	Presentation: Text to Speech/audio/video format of grade-level passage to support independent reading; pre-teach academic vocabulary; support presentation with visuals

Evidence Outcome: b.ii. ***Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.*** ***(CCSS: RI.8.5)***	Response: use of graphic organizer Setting: Use of headphones and technology for audio format (e.g., computer, eReader, iPod etc.)

Using a completed graphic organizer and framing questions, Melita will create a paragraph summary with 80% accuracy on 4/5 trials by the next annual review date.

CAS reference:	**Instructional Accommodations:**
Reading/Writing/Communicating **8th Grade** **Standard: 3** Writing and Composition **Prepared graduates**: Apply standard English conventions to effectively communicate with written language **Concept & Skills: 3** Editing, writing for grammar usage, mechanics, and clarity is an essential trait of a well-written document **Evidence Outcome: d**. ***produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.*** **(CCSS W.8.4)**	Presentation: graphic organizer Response: use of word processing Timing: time and ½ to produce product when using technology

…SPECIFIC LEARNING DISABILITY - WRITING

Student Profile: Joe – 9th Grade – Transition – Grade-level Academic Achievement Standard – Academic Goal for Reading/Writing/Communicating	
(linked to Postsecondary Goal – Education/Training) **In order to handle the writing demands in a degree program for logistic management, when given academic grade level writing assignments, with a graphic organizer, and the use of assistive technology, Joe will produce and edit a writing sample 4 out of 5 times with 75% accuracy as determined by a grade level writing rubric that includes using a checklist to edit for correct spelling, grammar usage, mechanics and writing with clarity, and proper organization.**	
Postsecondary Goal Education/Training **Postsecondary Goal Career/Employment** **Postsecondary Goal Independent Living**	• *After high school, Joe will attend a 2-year college for logistic management.* • *After high school, Joe will work full-time in the field of logistic management.* • *N/A Based on TPI assessment data, Joe has the skills to live independently.*
CAS reference: **Content area: Reading/Writing/Communicating** **Grade Level: High school** **Prepared Graduates:** Apply standard English conventions to effectively communicate with written language **Concepts and skills:** 3. Writing for grammar, usage, mechanics, and clarity requires ongoing refinements and revisions b. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. CCSS.ELA –Literacy.w.9-10.4	**Instructional Accommodations:** • assistive technology as recommended • Presentation: speech-to-text • Response: use adapted keyboard/word prediction software for all writing tasks

….*Multiple Disabilities – Intellectual Disability/Autism Spectrum Disorder*

Student Profile: Antonio 9th Grade student with a significant cognitive disability receiving instruction under alternate academic achievement standards (EEOs)

Data analysis

Strengths, Preferences, and Interests:

Antonio has good attendance at school. He feeds himself with a spoon and fork. He likes TV, going for rides in the car, interacting with musical devices and the computer, and listening to music. Mom states that on the weekends they go to the park, stores or parties. He enjoys going for walks at school and being in the gym during P.E. classes with peers.

Assessments:

Antonio has been instructed under the alternate academic achievement standards in 6th through 9th grades and continues to meet participation requirements to receive instruction on alternate academic achievement standards. Results from the 8th grade alternate assessment indicated little response to the questions on reading, writing, and math; similar results were seen on the alternate assessment results for 7th grade. He is progress monitored at least 4 times a week on IEP goals with the reduction in levels of prompting as the key indicator of success.

For the 2013 IEP, goals were continued for food prep, physical fitness, hygiene, the communication goal was revised to include a visual schedule, the food preparation goal was met, and a goal was added for pre-vocational skills; completing work boxes w/no more than 3 verbal prompts. Antonio made significant progress with the majority of his IEP goals and requires no more than 2 verbal prompts for task initiation.

Transition:

As indicated on a situational assessment administered by special education teacher, Ms. Smith, M.Ed., on 5/12/2014, Antonio completes a work experience activity daily. The classroom is responsible for the breakfast clean-up for the building. Antonio is accompanied by a staff member as he *picks up totes from outside the classrooms. He has moved from full physical assistance to partial in bringing the totes back to the classroom. He is able to *sustain his attention to this job for 32-42 minutes. He returns totes to the cafeteria and is always accompanied by a staff member or a leadership student. He just started cleaning off the tables in the cafeteria. He is able to move the trash can as he walks but needs guidance as to what table has trash on it. He will throw away all trash with a verbal command. Antonio's weekly job in the classroom is to vacuum the office. When he hears the request to vacuum, he goes to the vacuum cleaner and turns it on. He does need hand-over-hand assistance to *vacuum because he wants to turn the vacuum on and off. He sustains attention to the task. He can roll up the cord with hand-over-hand assistance. There are some days that Antonio does not want to work and would prefer to sit on a mat and sleep. It is important to keep him active.

Per an informal transition parent interview, administered by special education teacher, Ms. Smith, M.Ed., on 5/13/14, Antonio's mother reported that he will receive adult services from Insight after completion of high school, will live at home with family, and will participate in community activities with family or with Insight. For working, Antonio would need sheltered employment with support for continued development of vocational skills. His family will continue providing activities for independent living skills.

Academics

Antonio will take an adult's hand when he wishes to walk or watch TV. He does not indicate any other needs. With his visual schedule, he uses the pictures to obtain his preferred activity and for the most part, maintains interest in the activity. Staff needs to continue to work with him to learn he can obtain preferred items when he completes his work. He returns the completed activity pictures to his binder with one verbal prompt.

Antonio has mastered the directions of "In" and "hand me". He is now sorting 3 colors: green, red, and white and needs explicit instruction in blue, black, and yellow. When working on hand me, he is beginning to distinguish the names of the different items and give the correct one to staff. With number concepts, he continues to need patterning, 1:1 correspondence, and counting items to 5. He is sorting two shapes. During literacy class, he has been introduced to identifying elements of short stories and answering the five whys using content material using visuals and full physical prompting. Antonio is able to listen to preferred content for 10-30 minutes, but requires verbal prompting for maintaining socially acceptable behaviors.

Through explicit instruction with partial physical prompting, he is able to match object to object with 50 % accuracy and match simple black line symbols with 40% accuracy.

His "pencil" is a color coded eye gaze with frames for the letters. He is at the beginning level of using his pencil, but he does make consistent clear choices. He receives instruction in literacy, math, science and social studies using the alternate academic

achievement standards in the special education classroom.

Postschool Independent Living Goal: After graduating from District ___, Antonio will live at home with his family and increase his communication and attention skills in order to participate in supported activities within the community and develop social networks that he can be part of as an adult.

(linked to Postsecondary Goal – Independent Living)
In order to participate in community activities as an adult, using his preferred mode of communication, Antonio will listen to a variety of content (stories, nonfiction, videos, music, conversations) for a sustained period of up to 15 minutes per session and participate in a group discussion by contributing a comment 4/5 opportunities over consecutive 2-weeks in each grading period by the next annual review date.

Possible Objectives: (could vary the level of prompt or increase periods of sustained attention….)
Content based access skills:
1. Maintaining attention to a presentation
2. Demonstrating socially acceptable behaviors during a presentation
3. Interpreting meaning of information gained from a presentation

Content Area: Reading, Writing, and Communicating **Grade Level Expectation: Ninth Grade** **Standard: 1. Oral Expression and Listening** **Prepared Graduates:** Demonstrate skill in inferential and evaluative listening **Concepts and skills:** **2.** Listening critically to comprehend a speaker's message requires mental and physical strategies to direct and maintain attention **Students can:** a**. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (CCSS: SL.9-10.1)** **EEO: II.** ***Identify the topic of a presentation*** **DLM Essential Element**: **EE.SL.9-10.1** ***Engage in collaborative discussions.***	**Instructional Accommodations:** Presentation: adapted stories and text using a variety of media; preferential seating to maintain classroom safety and to control distraction Response: Communication device programmed with natural conversational comments (e.g., Oh, I like that! I want to hear that again…) Timing: extended time to allow response

….SPECIFIC LEARNING DISABILITY – MATHEMATICS

Note: The green indicates the inclusion of a transition stem as part of the A-B-C-D method

Student Profile: Ethan – 10th grade - Grade-level Academic Achievement Standard – Academic Goal for Mathematics	
(linked to Postsecondary Goal – Education/Training) **In order to be prepared for the academic demands of a welding program at a technical college, when given a math assignment with 15 problems, Ethan will add and subtract fractions with unlike denominators using appropriate terms with 90% accuracy in 2 of 3 trials over 3 consecutive months.**	
CAS Reference: **Content area: Mathematics** **Grade Level: High School** **Standard: 1. Number Sense, Properties, and Operations** **Prepared Graduates:** Understand quantity through estimation, precision, order of magnitude, and comparison. The reasonableness of answers relies on the ability to judge appropriateness, compare, estimate, and analyze error **Concepts & Skills: 2.** Quantitative reasoning is used to make sense of quantities and their relationships in problem situations **Evidence Outcomes: a. i. *Reason quantitatively and use units to solve problems. Use units as a way to understand problems and to guide the solution of multi-step problems.* (CCSS: N-Q.1)** *Information for the skills needed for Ethan's postsecondary goal was obtained from http://www.onetonline.org/ under the occupation of welder. This was determined to be a priority goal as Ethan has gaps in his mathematics skills.	**Instructional Accommodations:** Presentation: Use of visuals and technical graphics Response: Use of calculator Timing: extended time Setting: small group

…INTELLECTUAL DISABILITY – TRANSITION 18-21

Student Profile: Jared - 20 year old Transition Age student who has received instruction based on alternate academic achievement standards and is connecting with a community agency that provides job skills development. Referenced to Career and Technology Education (CTE)

Present Levels of Academic Achievement and Functional Performance Statement:
Data analysis:

Strengths, Preferences, and Interests:
Jared is a polite and friendly young man with good boundaries and conversational skills with peers. He does well identifying money and its value. In school based instruction and community settings, Jared is always willing to lend a helping hand. He shows interest in topics and is engaged with instructors and peers. Jared is a hard worker and shows pride in his work. He has shown leadership qualities at several work experiences which include serving lunches at a senior living center, assisting with organization of recycled home materials at a community agency, working as a courtesy clerk with a local grocer, and working through an adult agency on two restaurant experiences. Jared enjoys spending his free time playing video games, watching movies, riding his bike, and going to the gym. Jared expresses that he has a goal to work in a grocery store or a restaurant.

Transition Assessments:
Within the agency setting that Jared participates in through district based 18-21 services, he has been assessed by staff in the areas of independent living skills and in unpaid work experience settings to address skills required to be successful independently in a paid work environment. In an assessment completed January 10, 2014 and reviewed by Ms. Ima Social-Worker M.Ed., Case Manager, the following strengths were identified:

- Identifies money/numbers: Identifies coins name/value; constructs given amount of money using bills and coins; (this can be inconsistent), and formulates change. Is able to estimate cost of most items, tells time with digital clock; sets alarm
- Socially: Jared demonstrates personal boundaries and carries on appropriate conversations
- Vocationally: Jared is a hard worker once he knows the tasks to perform and is able to remain on task with familiar tasks up to 30 minutes; follows two-step directions with visual supports

Jared needs continued instruction in the following areas:

- Money/Numbers: Filling out deposit slips/checks; correctly read an analog clock.
- Writing: filling out job applications utilizing verbal prompts for information, writing size, spelling and spacing. Support to find information in phone book/electronic device, using a signature stamp for signing documents
- Socially: presenting with confidence and speaking in voice easily heard
- Vocationally: Jared benefits from modeling and frequent feedback accompanied with visual supports as he learns new tasks (ideally from work place provider to fade school district supports
- Transportation: benefits from verbal prompts when scheduling a ride with community supported transit or reading a bus map

Academics:
Jared has transitioned into 18-21 services and employment. He has previously received instruction in a high school setting under alternate academic achievement standards. The focus of his IEP is on the application of skills in

workplace and community settings and his goals are now referenced to CTE/ACE Standards which align with his Post School Goals and Transition Assessments.

Communication:
Staff agency and school district staff complete a daily feedback report on each day that Jared is in the work setting in assessing progress toward his goal. They report 61% for previous three months and 85% for current three months for this goal being accomplished. Comments include: Jared requires occasional prompts to ask for help; benefits from the use of "think-aloud" strategy utilized by providers to model asking for help; he shows increased independence in task completion within the restaurant setting; occasionally requires reminders to wash his hands and to make sure his clothing is free of stains; when prompted, Jared is does well at remembering to speak up; repeating tasks help Jared accept new ideas and remember processes for subsequently repeated tasks; Jared occasionally looks to provider for repetitive reassurance that he is doing something correctly.

Workshops/Agency feedback:
Instructor reports the following: Jared is positive and engaging with his peers and staff and most of the time will use an appropriate volume when speaking to others. When asked to be a leader and model for his peers and/or when he sees another peer struggling with a task, Jared has offered his support to them and will step up to meet expectations. During unstructured break times, Jared is at times more focused on his snack and has difficulty engaging with his peers. With a previously set expectation to do so, he does interact with peers and appears to enjoy their conversations and vice versa. Jared has increased his self-advocacy skills in problem solving situations by coming up with some suggested options, as well as asking for feedback from. Additionally, wait time allows him to initiate requests for support and/or provide modeling for him.

In order to work independently, Jared needs instruction to increase his low voice volume and confidence when asking for assistance. As a result, he requires modeling and rehearsal in a variety of work environment to seek support from site staff.

Student Profile: Jared

(linked to Postsecondary Goal – Career/Employment)
To be successful in a supported working environment within the food service industry, Jared will request and accept feedback from supervisors to make positive work skills changes and will "meet expectations" on his work evaluation over two assessments within the IEP timeframe.

Postsecondary Goal Education/Training **Postsecondary Goal Career/Employment** **Postsecondary Independent Living goal**	• *After completion of 18-21 year old transition program, Jared will participate in on the job training to increase independence and learn a variety of job tasks in the food service industry.* • *After completion of 18-21 year old transition program, Jared will work part-time in supported employment in the food service industry.* • *After completion of 18-21 year old transition program, Jared will live semi-independently with a roommate on an assisted living environment and utilize public transportation to access his community and work.*
Career and Technology Education (CTE) **Employability & Career Development Skills:** ESSK.09.01 - Identify and demonstrate positive work behaviors and personal qualities needed to be employable. (based on CTE: ACE Standards)	**Accommodations:** • Visual task chart in work environment • Frequent verbal cueing to stay on and complete task

…TRAUMATIC BRAIN INJURY

Considerations for Brain Injury

Brain Injury includes all **congenital** (before birth) and **acquired** brain injury (after birth)
Acquired Brian Injury: Damage to the brain, which occurs after birth and is not related to a congenital or a degenerative disease. These impairments may be temporary or permanent and cause partial or functional disability or psychosocial maladjustment. - World Health Organization (Geneva 1996)

- Traumatic: acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, which impairment adversely affects the child's ability to receive reasonable educational benefit from general education (examples: shaken baby syndrome, falls, external force/blow).
- Non-traumatic: acquired injury to the brain caused by illness, infection, brain tumor, anoxic or vascular injury, poisoning, metabolic disorders, etc. (examples: ischemia/stroke (lack of blood flow), hypoxia/anoxia (lack of oxygen)

Congenital conditions/brain impact = Damage to the brain, which occurs before birth (example: prenatal exposure to drugs and/or alcohol (Fetal Alcohol Spectrum Disorder)

Note: While all brain injuries, as defined above, may impact learning – the only special education category designated in the area of brain injury is Traumatic Brain Injury (TBI). **Meaning, only TBI (an external physical force) may result in TBI special education identification**. Therefore**, other types of brain injury or impact must be designated within a different special education category (e.g., SLD, SLI, OHI, etc.) if criteria are met.**

Typical Impact areas (domains) for brain injury :
- Fundamental Processes: Attention, Processing Speed, Memory, Sensory-Motor Processes
- Intermediate Processes: Visual-Spatial Processes, Learning Processes (new concepts), Language Processes
- Higher Order Processes: Social-Emotional Competency, Executive Functioning

The single hallmark of a brain injury on a child's performance is unevenness in abilities across different settings, over time, and/or across different content areas. Most people are consistent across settings, time, and skill domains, so this extreme variability can be highly confusing to family, teachers, and friends. It is not unusual for a student with a brain injury to have performance on cognitive measures ranging from below the 1st percentile to the 95th percentile. This large variability means that certain types of performance will come easily and automatically for the student, while other areas of performance are labored or highly unsuccessful.

The pattern of strengths and deficits may not be sensible or logical, given what we know about the normal development of academic skills. Thus, a student may be above grade level in some areas (i.e., knowledge of facts) and behave like a child several years younger in other areas (contributing to a class discussion). This unevenness can also be observed in a student being able perform a task one day but is unable to do the same task on another day. Wide variability among skill domains is particularly true of students injured as adolescents, and therefore these students often are misread as being unmotivated, disinterested, or not working hard enough.

Unevenness in the cognitive and learning profile is often revealed on testing performed by school personnel. Examiners need to consider if there is wide scatter either within subtests or across subtests. Keep in mind that unevenness in performance may also be related to fatigue, medical issues or as a side effect and/or change in medications.
**Note: Standardized assessments may not give an accurate picture of a student's functioning level. It is recommended that functional assessments and observations are included in all data collection efforts to provide a more complete picture of how the student performs in the educational environment.*
For more information and accommodations: *Brain Injury in Children and Youth: A Manual for Educators*

…VISUAL IMPAIRMENT, INCLUDING BLINDNESS

Considerations for Visual Impairment, Including Blindness

General Considerations:

For students with visual impairment, including blindness, the expectation for instruction is that the student will engage in grade-level instruction, with accommodations to access the information. An exception would be in the case of a student with the sensory impairment coupled with a significant cognitive disability. In that case, the IEP Team may determine that the student meets participation requirements for instruction based upon alternate standards and participates in alternate assessment.

Best practice to address needs of students who have visual impairment including blindness is for certified teachers of students with visual impairments (TVIs) to work with general and special education staff to follow the district curriculum to address the Colorado Academic Standards. Students will use adaptive materials such as a talking calculator, braille or large print clocks, real money, etc. to access the mathmatics standards.

***However, for this example, the element that would require specially designed instruction would be an identified need for the student to learn to use an abacus as a tool for mathematical calculations**. (The example could be generalized to include other grade levels). Whenever a student is allowed to use a pencil and paper for working calculations, an abacus should be considered an equivalent substitution for a student with visual impairment, including blindness.*

Grade 3 Example: Standard 1: Number Sense, Properties and Operations

1. *The whole number system describes place value relationships and forms the foundation for efficient algorithms*
   ii. *Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. (CCSS: 3.NBT.2)*

Given an standard (Cranmer) abacus, Gene will complete mathematical problems by setting up the appropriate format for _____(see possible choices below) on the abacus ……. (see choices below for criteria)

a. whole numbers (add, subtract, multiply, divide)
b. decimals (add, subtract, multiply, divide)
c. simple fractions
d. improper fractions
e. mixed fractions
f. addition of fractions
g. subtraction of fractions
h. multiplication of fractions
i. division of fractions

Possible degree/criteria formats……(What is considered acceptable performance?)

a. at least ___ of ____trials for ____session(s)
b. With no more than ____ errors for _____ sessions over ___ (time period)
c. At least ___ of ___trials across ___ settings correctly
d. At least ___ times in a ____minute session
e. At least ___ of ___ minutes
f. For ___ sessions

g. At least ___% accuracy in ___ out of ____ trials over a ____ period
h. In ___ age-appropriate settings
i. At least ___ % accuracy during _____(activity) over ____consecutive weeks
j. On ___ % of opportunities over _____ (timeframe)
k. With ___% consistency
l. On ___ consecutive trials over ___ consecutive weeks

More possibilities for application of skills for the abacus for primary and middle grade levels may include:

- understand the following terminology
  - set
  - clear
  - separation bar
  - 5 bead
- count using one to one correspondence
- demonstrate the use of the 5 bead in setting and reading numbers
- set and read any number to 1000
- clear the abacus
- demonstrate mastery of number facts to 10
- add and subtract using the abacus

Skills (Grade 4 to 7)

Given a standard (Cranmer) abacus, the student will _____(see possible skills below) + degree criteria

- show a functional knowledge of the multiplication facts
- use the abacus for the calculation of multiplication and division problems
- use the abacus for the calculation of fraction, percent and decimal problems

For transition, add a stem related to the student's postschool goal: **In order for Gene to work as an inventory clerk in a local company, he will use a standard (Cranmer) abacus to calculate the total number of items in a category on the shelf with 100 % accuracy over two consecutive monthly periods during his internship.**

For some students with Visual Impairment, Including Blindness, orientation and mobility goals are needed. Such functional goals may not have a specific Colorado Academic Standards reference. As an example for Gene:

By the date of the next annual IEP meeting and **after receiving services from an Orientation and Mobility instructor for 30 minutes per week, Gene will demonstrate an ability to accurately use sounds to orient to the environment by localizing a moving sound, identifying and labeling the source of environmental sounds and applying spatial concepts (e.g., traffic is on my left/right side).**

For more information examples: http://www.teachingvisuallyimpaired.com/the-cranmer-abacus.html

Routines-Based IEP Goal Analysis Table for Preschool

GOAL: Sally will participate in snack time, free choice, sensory table and small group routines by picking up a variety of small items including raisins, cereal pieces, fruit bites, beads, playing cards, small toys, stickers, etc. using her thumb and forefinger. We will know she can do this when she independently accesses small objects in the classroom related to eating, playing and learning 5 times per day for 5 days.

Ask:	Yes 2	Partially 1	No 0	Notes
1. Is this goal functional? Does it focus on: a.) engagement?	*x*			
Does it focus on: b.) social skills?		*x*		*Social interaction is assumed based on the nature of the routines, but not directly stated*
c.) independence?	*x*			
2. Is this goal measureable? Will you know when goal is achieved?	*x*			
3. Is this goal contextual? Is the skill being practiced in places it will be used?	*x*			
4. Are there multiple opportunities for the child to practice this skill in a day?	*x*			
5. Is the skill being targeted achievable within the child's current and developing skill level?	*x*			
6. Is this goal flexible? Can the child initiate the skill in more than one way, respond to a variety of cues and use a variety of materials?	*x*			
7. Is the goal free of professional jargon? Is it written in a way that any adult working with the child can understand?	*x*			
8. Is the goal related to a Colorado Preschool Standards/Early Learning & Development Guidelines indicator?	*x*			ELDGs: *4.1 Develop hand strength and dexterity* TS GOLD (optional based on your AU): *7, 7a, 6*
9. Can you determine the nature of the disability from reading the goal?	*x*			
10. Can you envision how you'll collect data on this goal?	*x*			
TOTAL: *23/24*	*22*	*1*		

Summary of the Seven-Step Process for Writing Standards-aligned IEPs

A standards-aligned IEP represents the relationship between the student's present levels of academic achievement and functional performance in relation to the enrolled grade-level standards and the specialized instruction needed to make meaningful progress in the general education curriculum.

Step	Approach to Writing Standards-aligned IEPs
1. Review Standards	• All IEP Team members need to be familiar with the **Colorado Academic Standards** and enrolled grade level content expectations in order to understand what students are expected to know and be able to do at each grade level
2. Gather and Analyze Data	• Most **recent evaluation data** (state/ district interim assessments; IEP goals progress monitoring; benchmark assessments; family/home/community data; and for secondary students, transition assessment • **Characteristics as a learner** in relation to accessing and mastering the general curriculum
3. Synthesize data for PLAAFP	**Standards-aligned PLAAFP** • Describes the individual **strengths, preferences, and interests** of the student and includes what the student CAN DO in relation to academic or functional skills called for in the general curriculum • Ties **areas of greatest need** to standards-based goals **Impact of Disability statement** • Describes how the student's disability impacts **progress and involvement** in the general education curriculum **The concerns of the family** • Address global functioning in the educational, home, and community environment • Include the family in deciding how the student's needs are related to accessing the general curriculum and achievement of postsecondary goals (transition) **Transition Services** • Addressed beginning with the first IEP developed when the child is age 15, but no later than the end of 9th grade, or earlier if deemed appropriate by the IEP Team • Transition assessment informs the identification and development of postsecondary goals. • Includes a statement that indicates the student's **postsecondary goals** were considered and reviewed, then updated, if appropriate, based on transition assessment information
4. Measurable annual goals	• Contains the elements of a S.M.A.R.T. goal; **A**udience, **B**ehavior, **C**ondition and **D**egree • Written to indicate the skills and knowledge **most important to overall academic success** • Develop goals that result in the **greatest generalization across content areas** • Develop strategies and structures that support students to **access grade-level content**

	• Embed **supports** for identified skills that enable the student to access the content standard • *Objectives outline reasonable learning progressions toward the goal that are designed to be rigorous enough to close the gap • Consider how goals can be achieved, addressed, and reinforced in multiple learning settings. *For students receiving instruction on alternate academic achievement standards (EEOs), objectives are required
5. Monitor/report progress	**Progress Monitoring:** • Progress is monitored and **instruction adjusted** based on the body of evidence • May use vendor products to collect data • May use teacher-designed data collection tools (tip: design tool when the goal is written) • Apply a data analysis to identify concepts that require review, re-teaching or providing adaptations (*use item analysis or error pattern analysis to develop strategies needed for increasing depth of knowledge and progression of independence*) • **Formative assessment** o guides the student to be engaged with monitoring their own learning o informs the next steps for instruction • **Interim assessment** provides benchmarks in comparison with peers to gauge progress toward standards • **Summative assessment** measures the student's performance in relation to the standard(s) assessed • Include families in understanding, participating, and decision-making; include data from home
6. Specially designed instruction and accommodations	• Specially designed instruction is intended to **target and address identified skill gaps** in order to obtain the enrolled-grade level knowledge and skills outlined in the grade-level standard or alternate standard • identifies embedded supports, assistive software/devices, curriculum adaptations, and other effective accommodations for presentation, response, timing and setting needed to **access the general curriculum** • Identify ways instruction can be coordinated and supported at home and in multiple settings
7. Assessment	• IEP Team determines academic achievement standard, which in turn determines how the student participates in assessment • IEP Team documents instructional accommodations (Reference: Colorado Instructional Accommodations Manual 2014-15) • IEP Team documents accessibility features and accommodations needed for use during state assessment (See state assessment manuals) • IEP Team reviews previous state assessment results to inform instruction

Part III – Family-School Partnerships

Family and School Partnerships

Purpose

Families are integral members of the IEP Team

The purpose of this section is to provide resources for families and districts as they collaborate in the process of developing and implementing individualized education programs to serve the needs of their children or youth. It is imperative to facilitate both educators' and families' understanding that the purpose for linking Standards and Individualized Education Programs is to ensure students can access, and have the opportunity to progress in the general curriculum, as well as to support their active participation in their child's learning. It is also important for IEP teams to understand the standards-aligned approach to developing IEPs incorporates the best of standards-based education and specially designed instruction. Students with exceptionalities should be challenged to excel within the general curriculum and be prepared for success in their post-school lives. The implementation of the Colorado Academic Standards/Common Core State Standards provides teachers and families with an opportunity to improve collaborative practices and to access challenging academic content for students with disabilities. The resources listed on these pages are intended to support educators and families to better understand how these standards integrate into special education processes and how to actively include families in the process of developing, implementing, and evaluating individual programs to serve the needs of their child or youth. These resources also provide general information on supporting the coordinated learning between home, school, and the community for improved student achievement.

Family – School Partnering can be defined as the collaboration that drives student achievement (Flamboyan Foundation, 2011*).* According to IDEA 2004, families must be actively and equally involved team members in the special education process, from initial disability evaluation to IEP development and review. In addition to their defined IEP role, families are now seen as having crucial responsibilities in supporting learning at home and in the community. Students spend 70 percent of their time out of school. (Callander & Hansen, 2004). Forty years of research shows that the participation of families in their child's education, through specific coordinating between home and school, results in improved outcomes (Jeynes, 2012). In standards-aligned IEPS, as in every educational plan and curriculum delivery, families need to be seen as partners in assessment, goal-setting, progress monitoring, learning reinforcement, and data-based decision-making.

Note: Researched-based partnering with families to improve student achievement has been described and integrated into numerous other state initiatives. This includes Colorado's recent legislation, such as in the READ Act (HB 12-1238) and Educator Effectiveness (SB 10-191). Also, publications from the Exceptional Student Services Unit outline and stress the importance of families actively participating in their student's learning: *Guidelines for Determining Eligibility for Special Education for Students with Serious Emotional Disability* (CDE, 2013); *Response to Intervention (RtI) Family & Community Partnering: "On the Team and At the Table"* (CDE, 2009); *Guidelines for Identifying Students with Specific Learning Disabilities* (CDE, 2008).

Resources

Partnering with Families for Standards-aligned Individualized Education Programs (IEPs)

The Shift from Parent Involvement to Family-School Partnering (FSP)

PARENT INVOLVEMENT	FAMILY-SCHOOL PARTNERING
"*Parent*" refers primarily to parents.	"*Family*" refers to all caretakers and the student.
"*Involvement*" refers to an objective, highly visible activity by one agent.	"*Partnering*" refers to an ongoing, joint action among more than one agent.
School is the typical site of involvement, usually with participants engaging in structured volunteering or signing documents or receiving information.	Home, school and community settings are all partnering sites, with a focus on a broad array of opportunities to increase student learning and school success.
Education is viewed primarily as the school's responsibility with families often playing a limited or unclear role in supporting student school success.	Education is explicitly viewed as a shared responsibility between home and school with families playing a critical role in supporting student school success.
School-parent meetings and conferences tend to be formally initiated by the school, with a primary focus on information, program eligibility, and school-administered plans.	Family-school meetings can be initiated by the school or family members, with a primary focus on student school success, joint planning, and progress monitoring; students are included whenever appropriate and possible; much discussion can occur outside of formal meetings
Separate learning opportunities are planned for staff and families.	Joint learning opportunities are often planned so that staff and families can learn together.
Homework is often given with the expectation of independent completion and with consequences for failure to complete.	Homework is given after families understand expectations and purpose; homework is seen as an expansion of learning; if a student is unable to complete, solutions are jointly developed between the school, student, and family.
Communication is often shared one-way from the school to the home, mostly through formal written formats.	Communication is often shared two-way from school to home and from home to school through various means.
Individual student plans, such as IEPs or ALPs, are primarily developed, implemented, and monitored by educators within the school setting; families attend meetings, discuss, and provide input.	In individual student planning, families and school staff actively partner in data sharing, goal-setting, implementation, progress monitoring, and evaluation; learning is explicitly coordinated in multiple settings.
Family data collection is isolated and demographic in nature.	Family data collection is ongoing and relates directly to home-school partnering for student school success.

(Adapted from *Essential RtI Information Slides with Notes,* Colorado Department of Education, 2012)

As IEP teams move to writing standards-aligned Individualized Education Programs, the following resources, for families and educators, may be of benefit. Guiding questions to keep in mind are:

1. How do schools ensure students and families understand what students are expected to learn and how they can partner in coordinating learning at home and in the community, thus reinforcing learning in multiple settings?

2. How can the school ensure students and families know what mastery looks like in all expected concepts and skills?

3. What opportunities are provided for students and families to make connections to prior learning, higher education, and careers?

4. What will be different about aligning an Individualized Education Program to the Colorado Academic Standards?

General Resources

National Parent Teachers Association (2008). *PTA national standards for family-school partnerships: An implementation guide*. Retrieved from http://www.pta.org/nationalstandards. These standards and indicators are based on the research which has identified key partnering factors that support positive school outcomes.

Teachers Involving Parents in Schoolwork (TIPS). Retrieved from http://www.csos.jhu.edu/p2000/tips/index.htm. This program provides specific information about involving families in learning at home through specific homework assignments with interactive and shared components.

Vatterott, C. (2009). *Rethinking homework: Best practices that support diverse needs.* Alexandria, VA: ASCD.
This resource explains how to tie homework explicitly to learning and how to problem solve with student and family feedback related to individual needs.

Family Involvement Network of Educators (FINE)/Harvard Family Research Project
http://www.hfrp.org/family-involvement/fine-family-involvement-network-of-educators
This project researches and compiles expert information on early education and care, out-of-school learning, and family and community partnership in K-12 education. Examples of resources are: newsletters, reports, school stories, webinars, planning tools, trainings, and databases.

Flamboyan Foundation
http://flamboyanfoundation.org/resources-and-publications/
This website has classroom and school resources. it includes a series of 40 video clips describing various aspects of partnering, from preschool to the secondary level, through short educator vignettes. Some information is in **Spanish.**

National Network of Partnership Schools
http://www.partnershipschools.org
This site reports on research, programs, and policy analyses related to the national network and other initiatives. TIPS (Teachers Involve Parents in Schoolwork) is research-based interactive homework and is one of numerous programs described. There are school-based examples.

Colorado

Colorado Department of Education. (2014). *Multi-tiered system of supports (MTSS) family, school, and community partnering fact sheet and video.* Retrieved from http://www.cde.state.co.us/mtss/resources.
These two resources summarize partnering actions within a multi-tiered system of supports.

Colorado Department of Education. (2013). *Guidelines for determining eligibility for special education for students with serious emotional disability.* Denver, CO: Author.

Colorado Department of Education (2009). *Response to intervention (RtI): Family & community partnering: "On the team and at the table" toolkit:* Denver, CO: Author.

Colorado Department of Education (2008). *Guidelines for identifying students with specific learning disabilities.* Denver, CO: Author.

These three guiding documents describe the family role in a tiered intervention framework as applied to specific learning and serious emotional disabilities, in conjunction with specific tools and actions.

State Advisory Council for Parent Involvement in Education (SACPIE)
http://www.cde.state.co.us/sacpie
This website contains information on the following: legislation, community organizations, Colorado Department of Education resources, member contributions, research, and SACPIE.

Response to Intervention (RtI)/Multi-Tiered System of Supports (MTSS)
http://www.cde.state.co.us/rti/family
A tiered instructional framework is required in every Colorado school. One of the essential components of RtI/MTSS is Family, School, and Community Partnering. The Colorado Department of Education offers opportunities at this site including: toolkit, face-to-face trainings, online courses, email network, and archived webinars. Some are in **Spanish.**

IEP and/or Standard Related Resources

Colorado Department of Education (2009). *An Overview of the Special Education Process.* Retrieved from http://www.cde.state.co.us/cdesped/iepvideoenglish. This video describes family and educator teaming roles throughout the special education process.

The Exceptional Student Services Unit of the Colorado Department of Education has a webpage explaining resources for parents: http://www.cde.state.co.us/cdesped/Family.asp

The National Center for Learning Disabilities published an advocacy brief on Standards-based IEPs and provides an introduction to standards-based IEPs. This brief is located at http://www.nasdse.org/Portals/0/Standards-BasedIEPExamples.pdf

Project Forum, collaboration between the National Association of State Directors of Special Education and the U.S. Department of Education, has also written about standards-based IEPs and how they are being implemented nationwide. The link to the seven step process is: http://www.nasdse.org/Portals/0/SevenStepProcesstoCreatingStandards-basedIEPs.pdf. Additionally, Project Forum also created guidance manual for writing standards-based IEPs. The link is http://www.nasdse.org/Portals/0/Standards-BasedIEPExamples.pdf

The Standards-Based Teaching/Learning Cycle, under the section on "Essential Practices". Page 15 describes how Standards and grade-level expectations are communicated effectively to students and families. This handbook is located at http://www.cde.state.co.us/sites/default/files/ti_ati_sstmembers_standardsbased.pdf

In this podcast on standards-based IEPs Laura Kaloi, NCLD's Director of Public Policy, interviews Dr. Margaret McLaughlin, professor in the Department of Special Education and Associate Director of the Institute for the Study of Youth at the University of Maryland. Dr. McLaughlin explains the basics of standards-based IEPs and how they differ from traditional IEPs. http://www.ncld.org/at-school/your-childs-rights/iep-aamp-504-plan/standards-based-individualized-education-programs

This resource, from the National Center on Educational Outcomes, provides frequently asked questions and answers on the topic of academic standards and students with disabilities. http://www.cehd.umn.edu/nceo/topicareas/Standards/StandardsFAQ.htm

Educating our Children Together: A Sourcebook for Effective Family- School-Community Partnerships. This document provides practical information for parents and families, educators and administrators, and individuals involved in programs that support partnerships between families, schools and communities. It has been developed to support and promote creative solutions through the sharing of resources and information about family-school-community partnerships. http://www.directionservice.org/cadre/pdf/educating_our_children.pdf

Acronym Guide

A Parent Primer on Special Education Acronyms, Abbreviations, and Definitions. http://doe.sd.gov/oess/documents/sped_advisory_Acronym_Primer.pdf

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