

# IEPs for Students with Reading and/or Writing Disabilities

March 21, 2013

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## PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

PDE's Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

Objectives:

- Distinguish between different types of assessment
- Use data to determine present levels of academic performance
- Interpret assessment data to set goals and objectives
- Determine appropriate supplementary aids and services

## IEP Overview

### Demographic Information

- I. Special Considerations
- II. Present Levels of Academic Achievement and Functional Performance
- III. Transition Services
- IV. Participation in State and Local Assessments
- V. Goals and Objectives
- VI. Special Education/Related Services/Supplementary Aids and Services/ Program Modifications
- VII. Educational Placement
- VIII. PennData Reporting

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**SPECIAL CONSIDERATIONS THE IEP TEAM MUST CONSIDER BEFORE DEVELOPING THE IEP.**

- Blind/Visually Impaired\*
- Deaf/Hard of Hearing\*
- Communication Needs
- Assistive Technology
- Limited English Proficiency\*
- Behaviors that Impede Learning\*
- Other

**QUESTIONS FOR THE IEP TEAM TO CONSIDER:**

(From Annotated IEP)

**Does the student need AT**

- to meaningfully participate in the general curriculum?
- to participate in academic or functional activities?
- to access print materials?
- to access auditory information?
- for written communication and/or computer access?

## AT for Reading – an important example

Provisions within IDEA 2004 and PA Chapters 14 and 711 require that textbooks and related core instructional materials in specialized formats be provided to students who need them in a timely manner.

## AIM

Accessible Instructional Materials are specialized formats of curricular content that can be used by and with learners who are unable to read or use standard print materials.



**Braille**  
**Large Print**  
**Audio**  
**Digital**

If the student is unable to read grade level print instructional materials *at a sufficient rate with adequate comprehension, or cannot do this independently, or cannot do this across environments and tasks,* then the student may need AIM.

## AT for Reading/Writing examples

- AIM – text or web reader with dictionary/thesaurus, other audio or digital texts, enlarged print, braille, etc.
- Writing – word processing, spell-check, word prediction, text-to-speech, speech-to-text, etc.

*AT does not replace instruction; it improves functional capabilities of student*

## Resources

- Annotated IEP
- PA AIM Guidelines
- PaTTAN AIM Center
- AT Consideration Webinar (2/20/13)

## Consideration may be reflected in;

- I. Special Considerations AND
- II. Present Levels of Academic Achievement and Functional Performance
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## Present Levels of Academic Achievement and Functional Performance

Provide a summary of baseline academic achievement data/assessment data indicating what the student is currently able to do and a description of how the disability affects student's progress in the general education curriculum



### **Present Levels Include...**

- Present levels of academic achievement
- Present levels of functional performance
- Present levels related to current postsecondary transition goals (if a student is 14, or younger if determined by the IEP team)
- Strengths, skills, knowledge, interests, preferences, weaknesses, and prioritized needs

### **Present Levels Include...**

- Parental input and concerns
- How student's disability affects
  - performance, involvement, and progress in the general education curriculum
  - his/her needs
- **Relevant, useful** and **understandable** information from all team members
- **SDI that has been successful**

## Present Levels of Academic Achievement and Functional Performance

- Summative
- Formative
- Benchmark
- Diagnostic

## Data Sources

- **Summative:** PSSA, PASA, TerraNova, SAT, ACT, ACCESS for ELLs, End of Unit Exams, Final Exams (Keystone Exams), W-APT, WIDA Access Placement Test, Stanford 10
- **Benchmark:** (at current grade level)  
DIBELS, AIMSweb, STAR Literacy
- **Diagnostic:** GRADE, CORE Phonics Survey, Wilson Assessment of Decoding and Encoding (WADE), Megawords Assessment, PA Classroom Diagnostic Tools (CDTs)
- **Formative:** (at instructional level)  
**Informal** - questioning techniques, response cards, white boards, exit tickets, thumbs up/down  
**Formal** – DIBELS, AIMSweb, skills tests, weekly quizzes, weekly chapter tests

## Interpretation of Data:



- *On the writing PSSA, Jen's performance level is proficient;  
she scored higher on the persuasive essay than on the narrative essay...*

## Interpretation of Data:

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### **3<sup>rd</sup> grade**

March Benchmark = 40 wcpm  
(expected level of 110 wcpm)

### **4<sup>th</sup> grade**

September Benchmark = 40 wcpm  
March Benchmark = 55 wcpm  
exceeded her goal of 53.5 wcpm.

*Alice continues to be significantly below grade level in oral reading fluency (expected level is 140 WCPM).*

## Incomplete Interpretation of Data

- The student achieved a reading level of mid first grade on the Brigance Inventory of Basic Skills. The student knows some of the letters and sounds. He has a very limited sight word vocabulary.
- The MLPP was given by the special education teacher and the student achieved a level four this spring. The student has difficulty comprehending and decoding narrative selections at her grade level. It is essential that she get accommodations to help her improve her basic reading skills. The student has shown improvement since the 10-11 school year but still needs extra support to build her skills in reading.
- Based on the written language quotient of 80 (low average range) on the TOWL-R, the student has difficulty organizing paragraphs. She also struggles with functional writing.

## Present Levels of Academic Achievement and Functional Performance

**It is impossible to write clear and measurable goals if you don't have clear and measurable present levels of academic achievement and functional performance.**

## **Present Levels Must...**

- Be data driven (**measurable** and **observable**)
- Provide a starting point (baseline) for development of measurable annual goals and other areas of the IEP
- Reference gaps in instructional level vs. grade level standards/expectations
- Reference post-school transition goals

## **Meet Carly .....**

- 10 years old
- 5<sup>th</sup> grade
- Prefers to use a computer or portable word processor for writing assignments
- Motivated by computer-based reading programs such as Read 180, System 44, and Read Naturally
- Enjoys working in small groups
- Listens to self-selected fiction on her mp3 player
- Utilizes electronic versions of textbooks at home

## Carly - Present Levels - Reading

- Reads 115 words correct per minute with 85% accuracy on 5th grade material using DIBELS Oral Reading Fluency measurement
- Reads multisyllabic words with 75% accuracy from the CORE Phonics Survey Subtest of Multisyllabic words

## Carly - Present Levels - Reading

- The teacher reports that she answers questions requiring inferences or figurative language with 42% accuracy on classroom based assessments
- Kaufman Test of Educational Achievement- overall reading skills in the 65<sup>th</sup> percentile
- Correctly identifies text features such as titles, subtitles, pictures, bold print in a text book

## Carly - Present Levels - Writing

- Writes paragraphs that have a topic sentence and supporting details
- Scores below 3 on the Pennsylvania Writing Assessment Domain Scoring Guide
  - Errors in grammar, spelling and use of proper syntax
  - Content is limited without much explanation
- Uses word processing for assignments that are more than one paragraph in length
- Uses word processing to check spelling and grammar
- Uses text-to-speech to assist with editing of final drafts

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## Goals must be:

- Measurable
- Observable
- Connected to grade level standards

## Goal Examples

- Given multisyllabic word lists containing words with consonant –le, closed syllables with silent e, and/or vowel teams, Carly will orally read the words with 90% accuracy on 2 consecutive weekly probes.
- Given a writing prompt, Carly will write a paragraph using 5<sup>th</sup> grade conventions of standard English grammar, usage, capitalization, punctuation, and spelling with 90% accuracy on 2 consecutive weekly probes.



## Objectives

- Required for students who take the alternate assessment
- Optional for others
- Indicate the interim steps a child will take to reach an annual goal

## Example

**Goal:** Using classroom reading materials, graphic organizers, visuals and symbols, Mary will identify relevant details in order to answer comprehension questions and/or sequence events with 80% accuracy on 5 consecutive weekly probes.

**Objectives:**

- When provided with an array of choices that includes distractors , Mary will identify relevant details in response to teacher prompts with 80% accuracy across 5 consecutive weekly probes.
- When provided with relevant details, Mary will answer comprehension questions with 80% accuracy on 5 consecutive weekly probes.

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## Modifications and Supplementary Aids and Services

- Access to word processor in class for writing assignments greater than one paragraph in length
- Digital/audio version of social studies text book
- Teacher-made graphic organizers and templates for organizing information prior to each unit
- Pre-teaching of vocabulary

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## Educational Placement

- Consideration for LRE with supports
- Recommendations for Carly:
  - Type of Support-
    - Amount - Itinerant (less than 20% of the school day)
    - Type – Learning Support
    - Location – Neighborhood school

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## Contact Information

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