



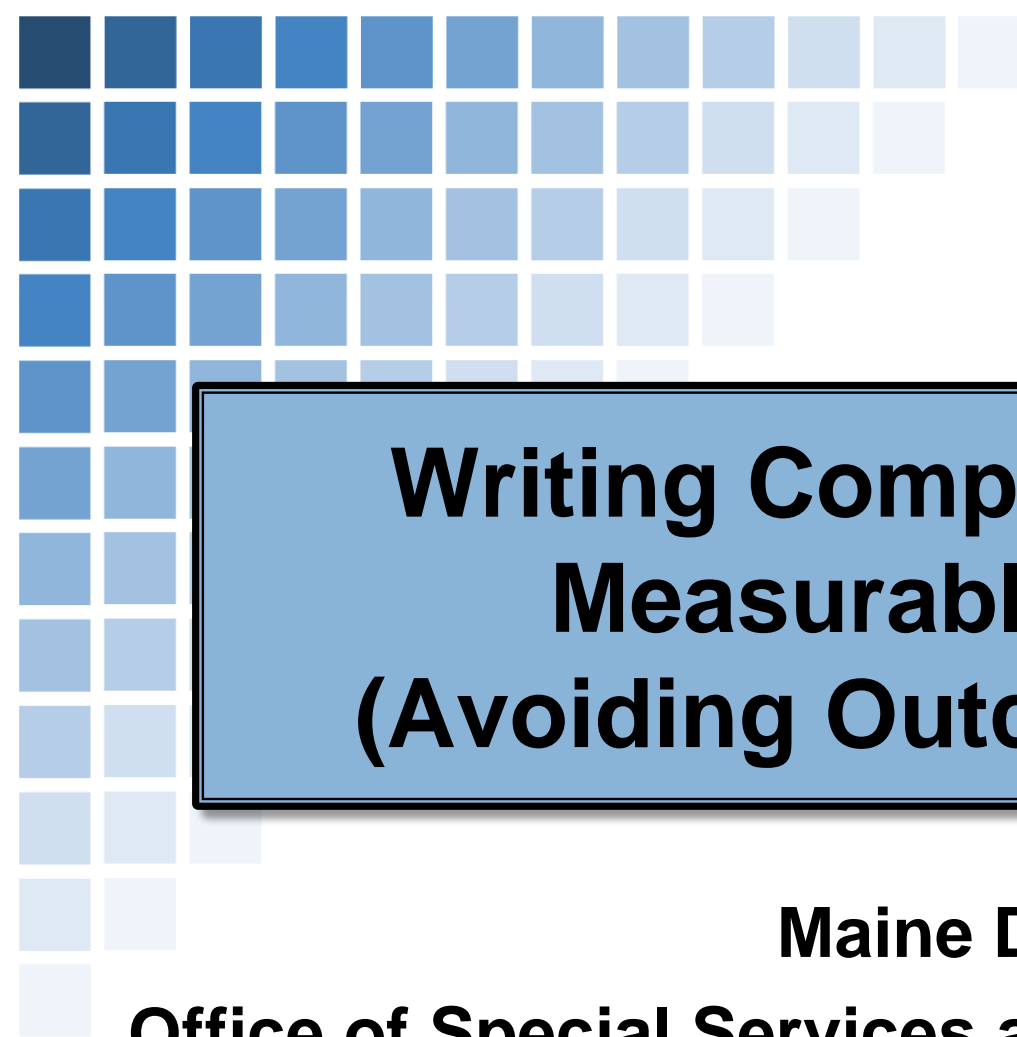
Welcome

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This is a Recorded Module.

***Please feel free to contact any team member
with questions or follow up.***

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GRACIAS
THANK YOU
ありがとうございます MERCI
DANKE धन्यवाद
شُكراً OBRIGADO



Writing Compliant IEPs – Measurable Goals (Avoiding Outcome Goals)

**Maine DOE
Office of Special Services and Inclusive Education
Monitoring Team**

Updated 4/18/2023





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Procedural Manual



<https://www.maine.gov/doe/learning/specialed/manual>



Maine Unified Special Education Regulations (MUSER)



05-071 Chapter 101

Maine Unified Special Education Regulation Birth to Age Twenty

Effective Date:

August 25, 2017

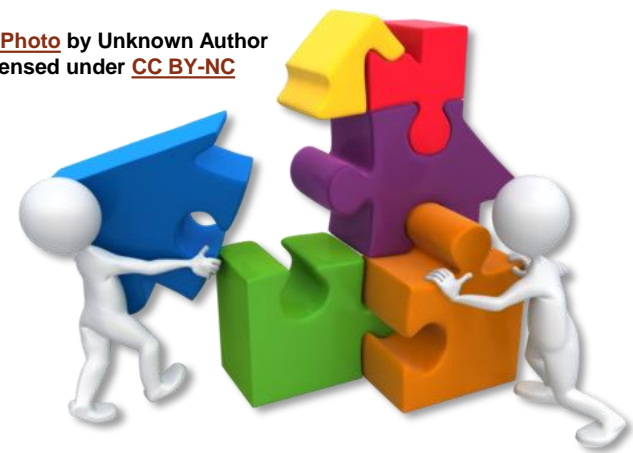
<https://www.maine.gov/doe/cds/muser>



Avoid Outcome Based Goals

Outcomes = Age-Appropriate Expectations

We want all students to meet these expectations.



When considering **Skill Deficits** versus **Outcomes** and **Age-Appropriate Expectations**, it is very important to work with your team to review evaluations, data collection, observations, and similar info to figure this out.

Use your Team to determine those **skills** that *might* facilitate a change in any outcome.

Procedural Manual

Pg. 26

Functional/Developmental present levels and annual goals should address gaps in the child's functional/developmental performance, not intended and hopeful outcomes (attendance, work completion, passing classes/grades).

Example:

If a child is not attending school, the child's IEP should not include a goal related to the child attending school 75% of the time. The functional/developmental needs, present levels, and goals should identify and address the gaps that are manifesting in the child not attending school (such as a need for instruction in the utilization of coping skills).

Think about it this way...



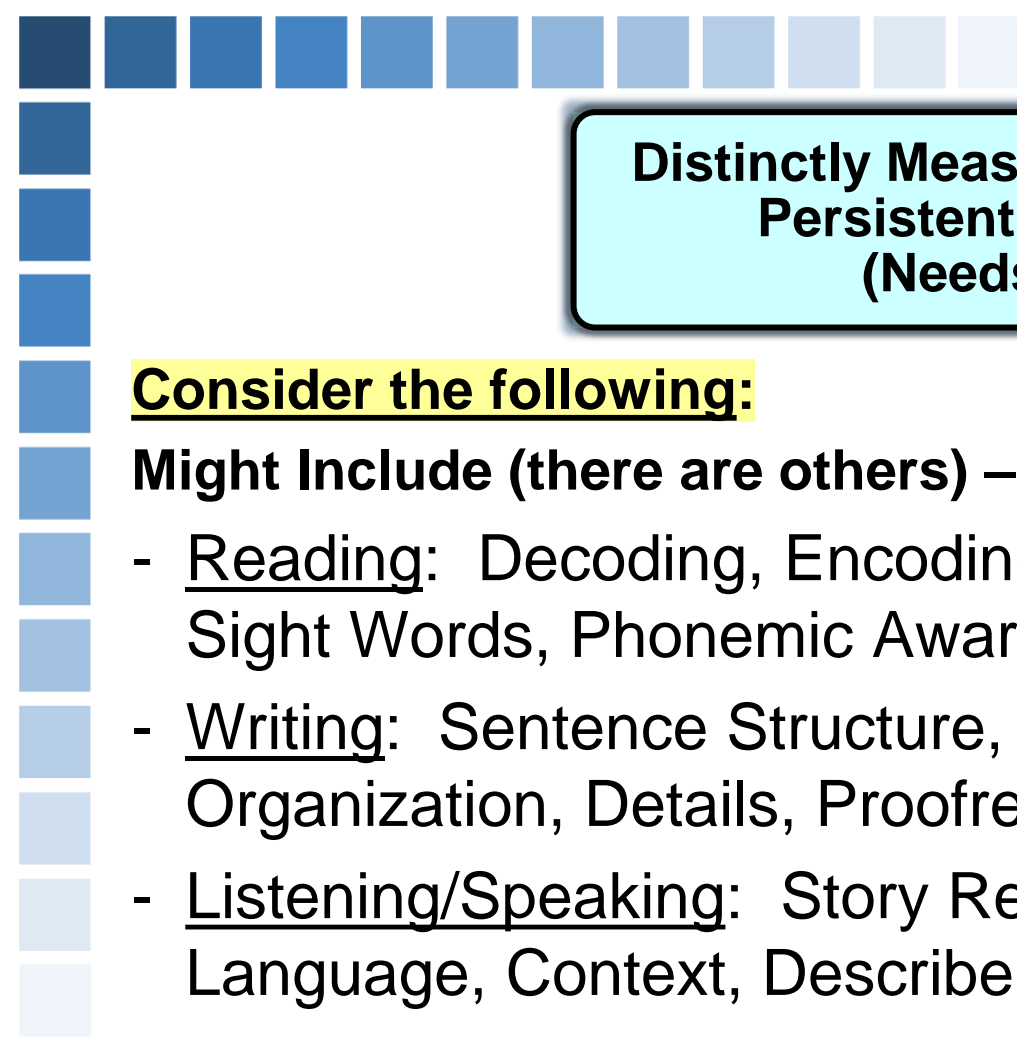
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Academic



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- Reading
- Writing
- Listening
- Speaking
- Mathematical Problem Solving



**Distinctly Measurable and
Persistent Gaps
(Needs)**

Consider the following:

Might Include (there are others) –

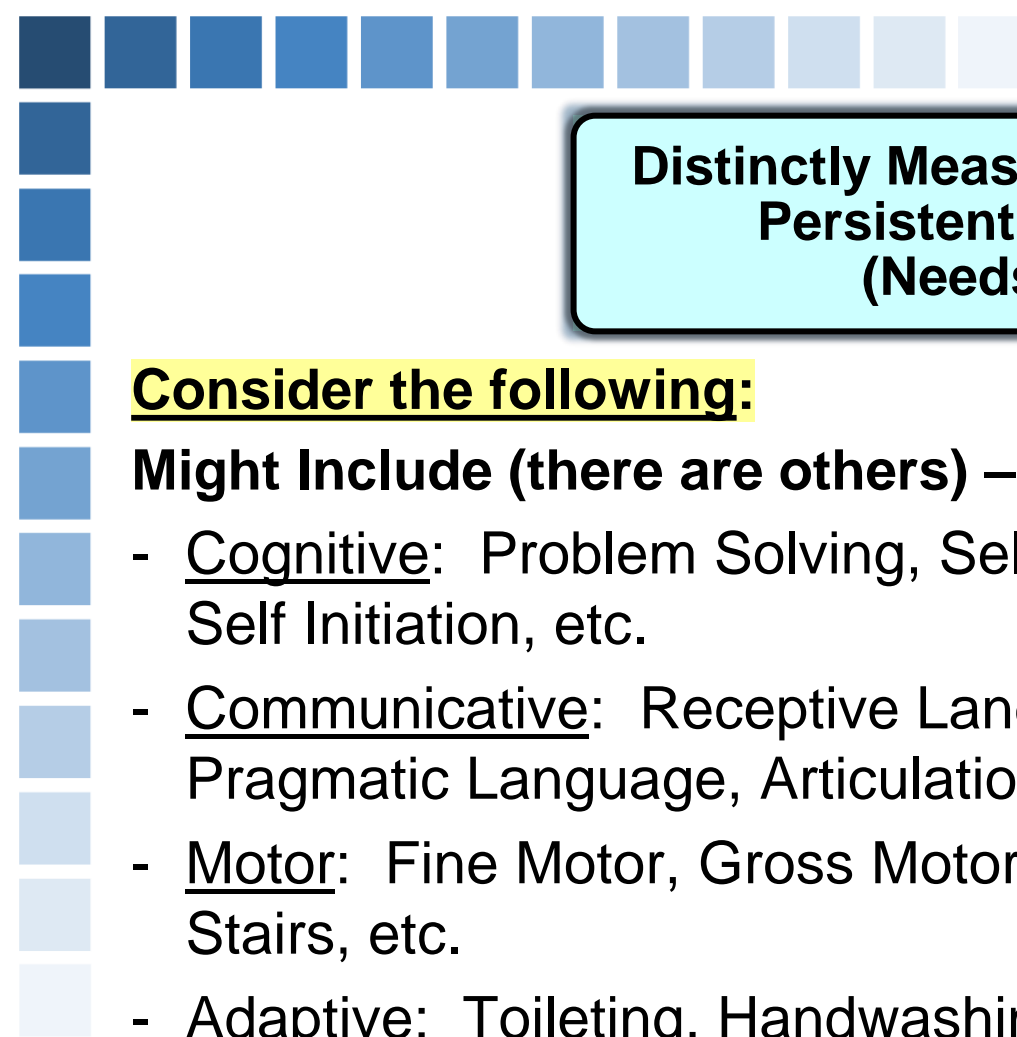
- Reading: Decoding, Encoding, Fluency, Comprehension, Sight Words, Phonemic Awareness, Vocabulary, etc.
- Writing: Sentence Structure, Paragraph Development, Organization, Details, Proofreading, etc.
- Listening/Speaking: Story Retell, Collaboration, Language, Context, Describe, Summarizing, etc.
- Mathematical Problem Solving: Addition/Subtraction, Multiplication/Division, Word Problems, Fluency, Measurement, etc.

Functional

- Cognitive
- Communicative
- Motor
- Adaptive
- Social/Emotional
- Sensory



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Distinctly Measurable and Persistent Gaps (Needs)

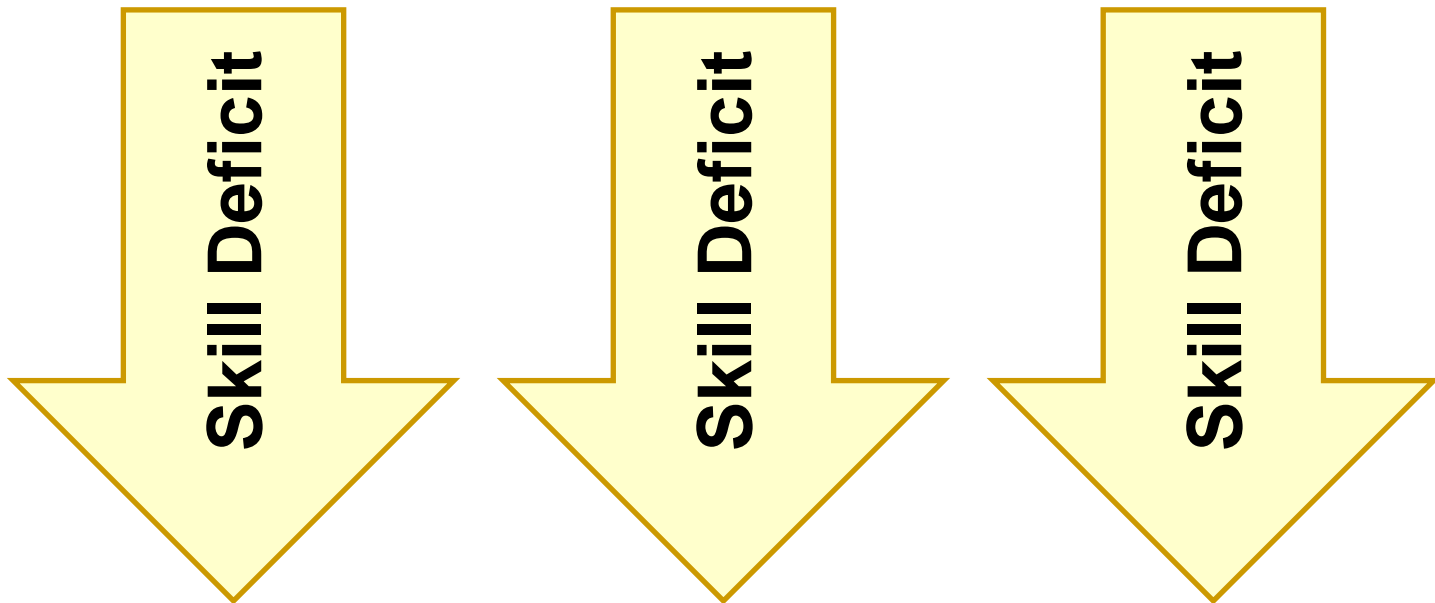
Consider the following:

Might Include (there are others) –

- Cognitive: Problem Solving, Self Awareness, Peer Interaction, Self Initiation, etc.
- Communicative: Receptive Language, Expressive Language, Pragmatic Language, Articulation, etc.
- Motor: Fine Motor, Gross Motor, Coloring, Cutting, Walking, Stairs, etc.
- Adaptive: Toileting, Handwashing, Cooking, Eating, Dressing, etc.
- Sensory: Processing, Attention to Task, Self Regulation, Self Advocacy, etc.

What are the outcomes/age-appropriate expectations we have for the student?
What are the skill deficits that interfere with their ability to get there?

Then... what will we teach them?



**Outcome/
Age-Appropriate Expectation**

Academic Outcome Based Goals = Academic Age-Appropriate Expectations

What do we expect and/or want for ALL students?

Examples:

- Reading on Grade Level
- Math skills on Grade Level
- Writing skills on Grade Level



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Meet Eli.



- Eli is in first grade and has been identified with an SLD in Reading.
- There are evaluations to support this, and they are documented in Section 4A.
- His IEP team identified the following specific skill deficit/How in Section 4C –

C. Based on evaluative information in **4A**, what are the child's distinctly measurable and persistent gaps in **academic performance**, and **how** do they affect the child's involvement and progress in the general education curriculum?

- **Fluent Letter Identification**

Skill gaps in this area impact Eli's ability to participate in literacy activities with same age peers.

- Because he has this very specific skill deficit, he has been unable to reach the age-appropriate expectation of reading at the first-grade level.
- Therefore, we will write a goal around Letter Id in Section 5 –

Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)):

Eli can expressively identify 17 of the 26 alphabet letters.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c))

By date, given service, child's name will skill as measured by evidence.

By 12/5/2023, given specially designed instruction, Eli will expressively identify all 26 letters in the alphabet, as measured by data collection and teacher observation. R.2



**We will teach
him Letter
Identification**

OUTCOME:

**We want Eli to read at the
first-grade level.**



Other examples might include:

Fluency

Spelling

**Phonemic
Awareness**

Read on Grade Level

Functional Outcome Based Goals = Functional Age-Appropriate Expectations

What do we expect and/or want for ALL students?

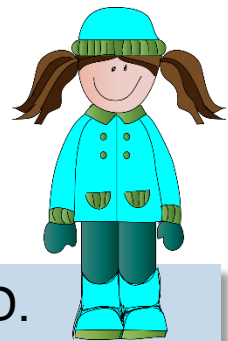
Examples of Outcomes:

- Increased Attendance
- Increased Work Completion
- Decreased Aggression/Biting/Bolting etc.
- Increased Safety
- Increased Attention to Task



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Meet Jane



- Jane is in third grade and has been identified with an OHI due to ADD.
- There are evaluations to support this, and they are documented in Section 4A.
- Her IEP team identified the following specific skill deficit/How in Section 4D –

D. Based on evaluative information in **4A**, what are the child's distinctly measurable and persistent gaps in **functional performance**, and **how** do they affect the child's involvement and progress in the general education curriculum?

Jane has deficits in her ability to self-initiate.

This impacts her ability to maintain attention and complete assigned tasks.

- Because she has this very specific skill deficit, she has been unable to reach the age-appropriate expectation of work completion.
- Therefore, we will write a goal around Self-Initiation in Section 5 –

Present Levels of Functional/Developmental Performance (MUSER IX.3.A.(1)(a)(i) & (ii):

Jane is demonstrating self-initiation skill deficits and can start work tasks within 12 minutes, in 100% of opportunities.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c)

By date, given service, child's name will skill as measured by evidence.

By 12/1/2022, Jane will demonstrate increased self-initiation skills by starting work tasks within 5 minutes, with less than 2 adult prompts in 80% of opportunities, as measured by data collection and teacher observation.



**We will teach
her
Self-Initiation.**

OUTCOME:

We want Jane to complete work commensurate to her peers.

Meet Nina



- Nina is in first grade and has been identified with Autism.
- There are evaluations to support this, and they are documented in Section 4A.
- Her IEP team identified the following specific skill deficit/How in Section 4D –

D. Based on evaluative information in **4A**, what are the child's distinctly measurable and persistent gaps in **functional performance**, and **how** do they affect the child's involvement and progress in the general education curriculum?

Nina has skill deficits in her ability to request HELP in situations that are challenging for her.

This impacts her ability to engage socially with peers in ways that are not aggressive.

- Because she has this very specific skill deficit, she has been unable to reach the age-appropriate expectation of a day without aggressions.
- Therefore, we will write a goal around Requesting HELP in Section 5 –

Present Levels of Functional/Developmental Performance (MUSER IX.3.A.(1)(a)(i) & (ii):

When prompted by an adult, Nina can pick up a HELP card, reach and release to a communicative partner, in 100% of opportunities.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c)

By date, given service, child's name will skill as measured by evidence.

By 12/1/2022, Nina will independently pick up a HELP card, reach and release to a communicative partner, when presented with situations that require her to do so, in 70% of opportunities, as measured by data collection and teacher observation.



**We will teach
her to
request Help.**

OUTCOME:

**We want Nina to decrease the
number of aggressions she
exhibits across a day.**

Meet Louis



- Louis is in fourth grade and has been identified with Emotional Disturbance.
- There are evaluations to support this, and they are documented in Section 4A.
- His IEP team identified the following specific skill deficit/How in Section 4D –

D. Based on evaluative information in **4A**, what are the child's distinctly measurable and persistent gaps in **functional performance**, and **how** do they affect the child's involvement and progress in the general education curriculum?

Louis has skill deficits in his ability to read and follow a schedule.

This impacts his ability to attend school and participate in all daily activities across his day.

- Because he has this very specific skill deficit, he has been unable to reach the age-appropriate expectation of consistent attendance in school.
- Therefore, we will write a goal around Self-Initiation in Section 5 –

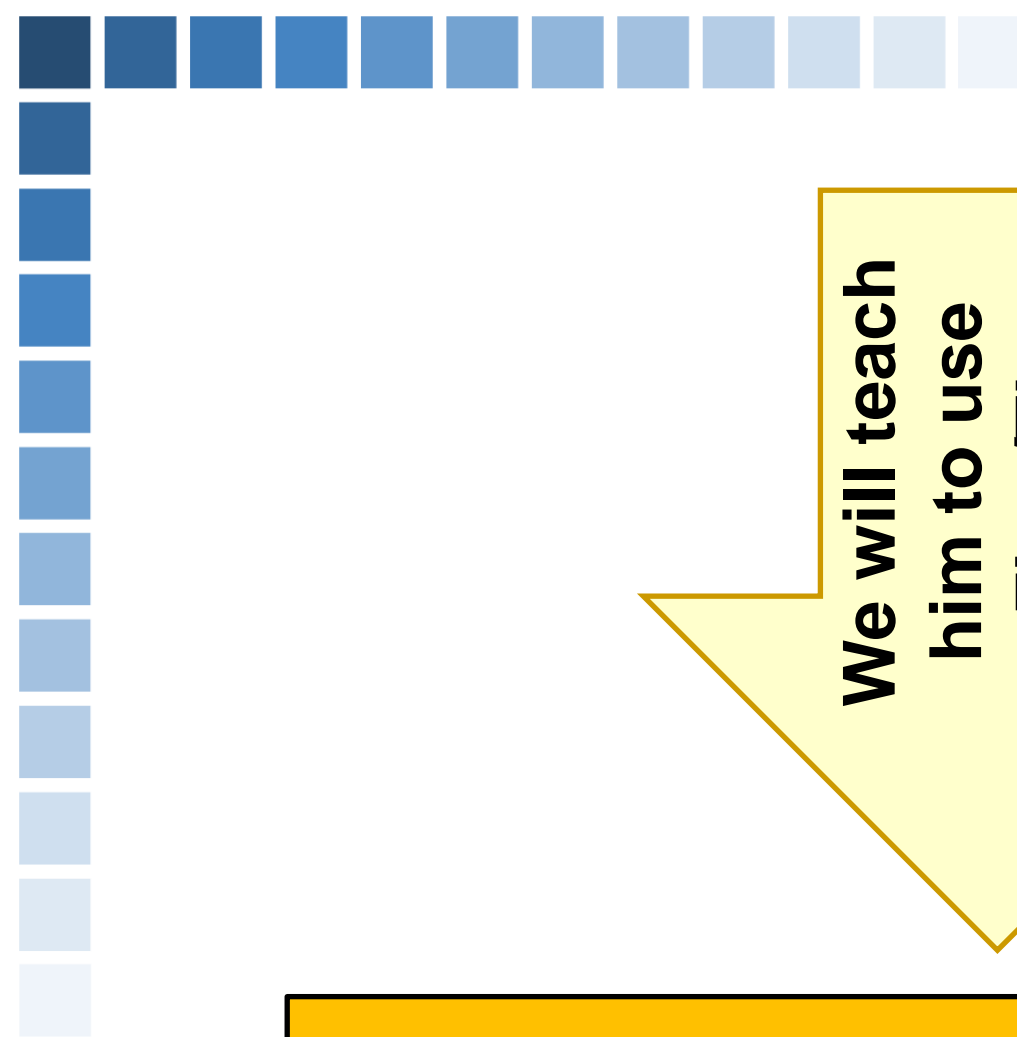
Present Levels of Functional/Developmental Performance (MUSER IX.3.A.(1)(a)(i) & (ii):

When presented with a schedule that outlines activities, Louis can identify First/Then in 18% of opportunities.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c)

By date, given service, child's name will skill as measured by evidence.

By 12/1/2023, Louis will independently respond to a visual First/Then board by transitioning between two presented activities with 50% accuracy, as measured by teacher observation and data collection.



**We will teach
him to use
a First/Then
Board.**

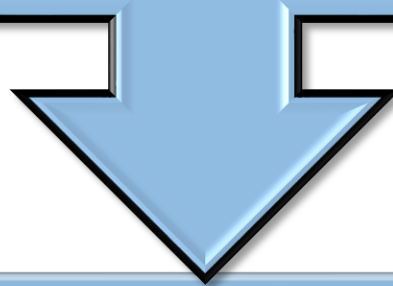
OUTCOME:

**We want Louis to increase his
attendance.**

Remember

**Teach the skill that helps the student reach the Outcome/
Age-Appropriate Expectation.**

*** Write the goal around that skill ***



**Outcome =
Age-Appropriate Expectation**

Consider Possible Skill Deficits:

Teach them 

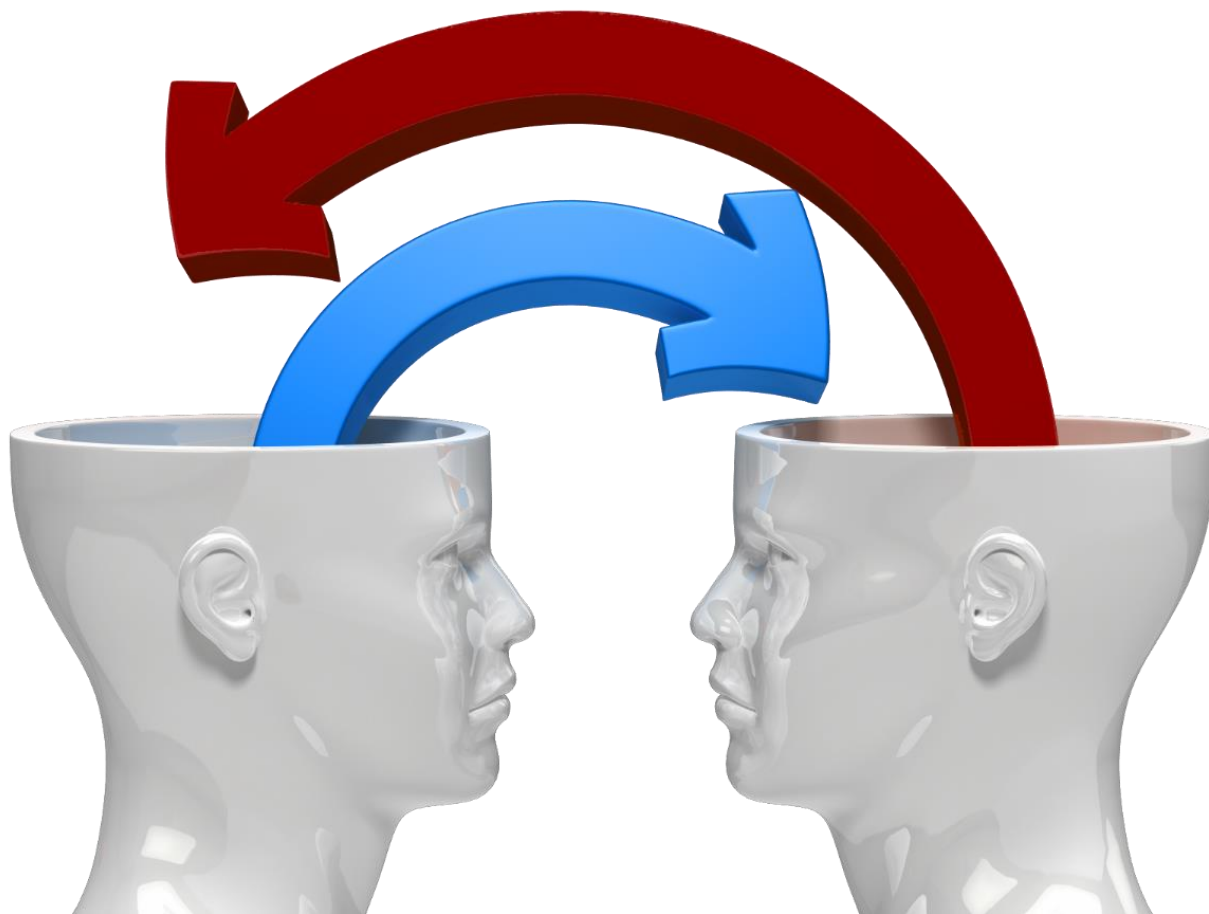
- **Communication Deficits?**
 - to request preferred color, size, shape, etc.
 - to request “Help”
 - to request, “Break”
- **Anxiety?**
 - First/Then and Non-Preferred/Preferred
 - calming activities
- **Impulsive?**
 - a visual schedule
 - a visual timer
 - self control/self regulation tools
- **Organization?**
 - to use a planner
 - to write a To Do list



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- You will have to maintain data on Request Help for Progress Monitoring.
- You will also have to maintain data on Reduction of Aggressions to ensure that teaching the child to Request Help is effective.
- If Aggression data does not change, or decrease, then Requesting Help is not working.
- You might need to teach another skill.



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Let's Review...



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Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)):

Margaret is demonstrating reading skills at the 4th grade level.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c))

By date, given service, child's name will skill as measured by evidence.

By 9/17/2022, given specially designed instruction, Margaret will demonstrate reading skills at the 5th grade level, as measured by data collection, teacher observation, work samples or similar. CITATION HERE

What's wrong?



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Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)):

Margaret is demonstrating reading skills at the 4th grade level.

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By 9/17/2022, given specially designed instruction, Margaret will demonstrate reading skills at the 5th grade level, as measured by data collection, teacher observation, work samples or similar. CITATION HERE

Why is this not compliant?

What's wrong?



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Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)):

Margaret is demonstrating reading skills at the 4th grade level.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c))

By date, given service, child's name will skill as measured by evidence.

By 9/17/2022, given specially designed instruction, Margaret will demonstrate reading skills at the 5th grade level, as measured by data collection, teacher observation, work samples or similar. CITATION HERE

- Margaret is in 5th grade; this is an age-appropriate expectation
- Present Level is too broad
- Goal is not measurable, too broad
- No specific skill deficits

Instead...



Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)):

Margaret demonstrates reading fluency of 37% when presented with a 3rd grade reading passage.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c))

By date, given service, child's name will skill as measured by evidence.

By 9/17/2023, given specially designed instruction, Margaret will demonstrate reading fluency of 80% when presented with a 3rd grade reading passage. CITATION HERE



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Let's Review...



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Present Levels of Functional/Developmental Performance (MUSER IX.3.A.(1)(a)(i) & (ii):
Jeffrey demonstrates aggressive behavior 64% of his day.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c)

By date, given service, child's name will skill as measured by evidence.

By 10/9/2023, Jeffrey will reduce aggressive behaviors to 15% of his day, as measured by teacher observation and data collection.

What's wrong?



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Present Levels of Functional/Developmental Performance (MUSER IX.3.A.(1)(a)(i) & (ii):
Jeffrey demonstrates aggressive behavior 64% of his day.

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Why is this not compliant?

What's wrong?



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Present Levels of Functional/Developmental Performance (MUSER IX.3.A.(1)(a)(i) & (ii):

Jeffrey demonstrates aggressive behavior 64% of his day.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c)

By date, given service, child's name will skill as measured by evidence.

By 10/9/2023, Jeffrey will reduce aggressive behaviors to 15% of his day, as measured by teacher observation and data collection.

- Outcome based (age-appropriate expectation)
- We want all kids to be free from aggressions
- No skill deficits

Instead...



Present Levels of Functional/Developmental Performance (MUSER IX.3.A.(1)(a)(i) & (ii):
When presented with situations that require Jeffrey to take a break before becoming aggressive, he will exchange the Break card with a partner with 19% accuracy.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c))

By date, given service, child's name will skill as measured by evidence.

By 10/9/2023, when presented with situations that require Jeffrey to take a break, he will independently exchange the Break card with a partner with 50% accuracy, as measured by teacher observation and data collection and reduced aggressions.

If you are teaching supports that help a student to be successful, make sure those tools are added to Section 6 of the IEP.

6. SUPPLEMENTARY AIDS, SERVICES, MODIFICATIONS, AND/OR SUPPORTS (MUSER IX.3.A.(1)(d) & (g))

In addition to ongoing classroom supports and services, supplemental aids, and modifications, include a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district-wide and classroom assessments (MUSER IX.3.A.(1)(f)(i)).

A. Supplementary aids, modifications, accommodations, services, and/or supports for SAU personnel	Location	Frequency	Duration Beginning/End Date	
Sensory Tool Kit Help Card Break Card Squishy First/Then Board	<input checked="" type="checkbox"/> Classroom Instruction <input checked="" type="checkbox"/> Classroom Assessment <input type="checkbox"/> District-wide Assessment <input type="checkbox"/> State Assessment	Special Education and Regular Education	As needed	12/13/2020-12/12/2021
Visual Aids and Supplements Daily Check In Reduce number of problems to demonstrate proficiency	<input checked="" type="checkbox"/> Classroom Instruction <input checked="" type="checkbox"/> Classroom Assessment <input type="checkbox"/> District-wide Assessment <input type="checkbox"/> State Assessment	Special Education and Regular Education	As needed	12/13/2020-12/12/2021
	<input type="checkbox"/> Other			

We get this question a lot –

What about Related Services? Outcome versus Skill



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Example: We want all children to have appropriate communication skills. The child has skill deficits in articulation, expressive/receptive language. These deficits result in decreased ability to communicate appropriately. Therefore, we will work to teach them skills that = Improve Communication.

Articulation
(including specific
sound patterns etc.)

**Expressive
Language**

**Receptive
Language**

Improved Communication



Remember!

You would NOT want to write goals around Outcomes or Age-Appropriate Expectations

Instead...

Use your **Data Collection** to help you identify **skills** that *might* facilitate a change in any outcome.

Work with your team to review evaluations and other info to determine

Skill Deficits.

Consider Possible Skill Deficits:

Teach them 

- **Communication Deficits?**
 - to request preferred color, size, shape, etc.
 - to request “Help”
 - to request, “Break”
- **Anxiety?**
 - First/Then and Non-Preferred/Preferred
 - calming activities
- **Impulsive?**
 - a visual schedule
 - a visual timer
 - self control/self regulation tools
- **Organization?**
 - to use a planner
 - to write a To Do list



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Please take a few minutes to give us some Feedback.

Feedback and Contact Hours

Complete this form to provide us with feedback and receive your contact hour certificate. Your feedback matters to us!

* Required

1

Did the training content meet your expectations? *

Yes

No

2

Do you feel that your knowledge or skills have improved with this PD? *

Use the link to complete the form on your computer
OR
Use the QR code to complete the form on your mobile device

<https://forms.office.com/g/by472QQLDJ>



Feedback and Contact Hours

Complete this form to provide us with feedback and receive your contact hour certificate. Your feedback matters to us!

* Required

1

Did the training content meet your expectations? *

Yes

No

Thank You

To the world
you may be just
a teacher but to
your students
you are a HERO!





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**thank
you!**

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