

## Going Places with a Standards-based IEP (GPS-IEP)

**K.D. Scenario** (K.D.'s IEP is available to review with this scenario.)

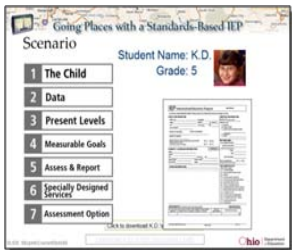
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### Introduction

Going Places with a Standards-based IEP, the GPS-IEP, introduces a *Seven-Step Process to Creating Standards-based IEPs* and relates those steps to the relevant sections of Ohio's IEP form. This scenario is one of several that will be available to illustrate the application of the seven steps that are introduced in the GPS-IEP.

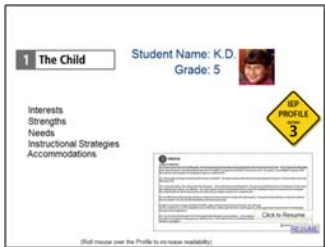
This scenario for K.D. is interactive and presents the viewer with several questions related to the development of an IEP for K.D. The sections of K.D.'s IEP that relate to the seven-step process are included in both the scenario and the script. This scenario may be used in conjunction with the GPS-IEP by an individual to review the seven-step process; for professional development to provide participants with an opportunity to discuss the seven-step process and how they might further develop K.D.'s IEP; and as an orientation to standards-based IEPs for students in teacher-training programs.

### Slide 1 - Start



Let's try applying the *Seven-Step Process to Creating Standards-based IEPs* to a child named K.D., a fifth grader with a cognitive disability.

### Slide 2 – Step 1 – Consider the Child



**Step1.** The first step in the process is to consider the child.

Let's take a closer look at K.D. and determine what we know about her. K.D.'s IEP team discussed her interests, strengths and needs, and reviewed the types of instructional strategies and accommodations that K.D. had benefited from during the past school year. They included this information in the Profile, Section 3 of her IEP. The Profile can be referred to as the "big picture" of the child.

**K.D. is 12 years old and in fifth grade. She has received special education and related services since she was three years old. She is assigned to a fifth-grade home room and receives specially designed instruction in the resource room. She participates in the fifth-grade social studies and science classes with a modified curriculum and support from a teaching assistant. She also participates in the regular physical education program.**

**K.D. has an adequate functional vocabulary to convey her wants and needs and uses natural facial and nonverbal gestures to communicate. However, her speech is unintelligible a majority of the time. She receives speech and language therapy as a related service.**

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**K.D. likes people and enjoys interacting with her peers and adults. She enjoys acting out favorite movies and cartoons and playing board games. She loves looking at books and listening to music. She also enjoys swimming.**

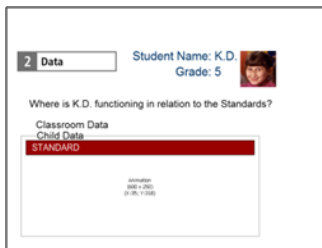
**K. D. is neat and orderly. She works at jobs she enjoys. She is self-directed and independent. She gets around familiar locations including her school, home, and neighborhood without any difficulty. She solves routine environmental problems when a model for handling the situation is practiced and role-played. She comprehends the literal meaning of what she reads and uses visuals to enhance her comprehension.**

**K.D. lacks age-appropriate skills. K.D. has difficulty transitioning from activity to activity. She wants to keep working on a task when allotted time has elapsed and cries when told she will have time to return to the task later. At times she refuses to comply with adult requests. However, given time and behavioral choices, she will eventually respond appropriately. She also has difficulty expressing and labeling her feelings correctly.**

**K.D. benefited from the following accommodations:**

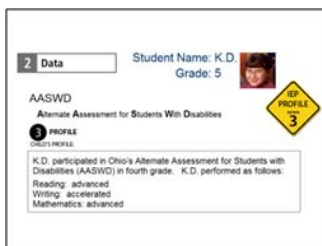
- Step-by-step directions,
- Hands-on experiences,
- Use of manipulatives,
- Visual supports, and
- The opportunity to demonstrate her knowledge through practical applications.

**Slide 3 – Step 2 – Examine classroom and child data to determine where the child is functioning in relation to the standards and the grade-level benchmarks and indicators.**



**Step 2.** Prior to examining the data, K.D.'s IEP team spent time reviewing Ohio's Academic Content Standards to determine what fifth-grade children are expected to know and be able to do. Even though K.D. has been using a modified curriculum and has participated in the Alternate Assessment for Students with Disabilities, the IEP team knows that K.D.'s IEP goals need to be aligned to the benchmarks and indicators for her enrolled grade level. The team will need to carefully consider the fifth grade-level benchmarks and indicators and decide which grade-level indicators need to be addressed to support K.D. in making progress in the general education curriculum and which benchmarks and indicators will have an impact on her subsequent learning and future performance.

### Slide 4 - AASWD



The IEP team included information on K.D.'s performance on the Ohio Alternate Assessment for Students with Disabilities in the Profile, Section 3 of the IEP.

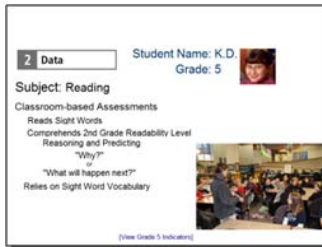
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**K.D. participated in Ohio's Alternate Assessment for Students with Disabilities (AASWD) in fourth grade. K.D. performed as follows:**  
**Reading: advanced**  
**Writing: accelerated**  
**Mathematics: advanced**

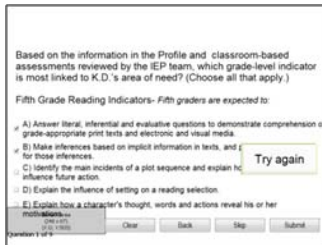
### Slide 5 – Classroom-based Assessments



In addition to the AASWD data, the IEP team reviewed K.D.'s classroom-based assessments.

K.D. reads sight words and comprehends stories she reads that are written at a second-grade readability level. However, her comprehension decreases when reasoning and predicting are required. That is, she cannot answer “Why?” or “What will happen next?” questions or other questions that require more abstract reasoning skills. She cannot decode words quickly or automatically and relies heavily on her sight word vocabulary.

### Slide 6 – Question: Reading Grade-Level Indicators



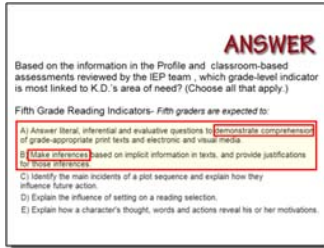
Based on the information in the Profile and classroom-based assessments reviewed by the IEP team, which grade-level indicator is most linked to K.D.'s area of need? Choose all that apply.

- A) Answer literal, inferential, and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
- B) Make inferences based on implicit information in texts and provide justifications for those inferences.
- C) Identify the main incidents of a plot sequence and explain how they influence future action.
- D) Explain the influence of setting on a reading selection.
- E) Explain how a character's thought, words, and actions reveal his or her motivations.

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### Slide 7 – Answer: Area of Need



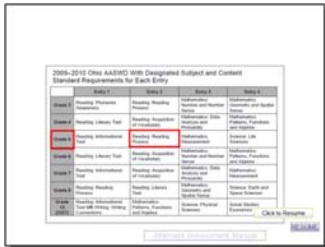
K.D.'s IEP Team concluded that Indicators A and B are most linked to K.D.'s needs.

- A) Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
- B) Make inferences based on implicit information in texts, and provide justifications for those inferences.

These two indicators describe comprehension strategies, strategies that, when applied, increase children's understanding of what they have read. We know that K.D. has been using a modified curriculum and has participated in the alternate assessment. K.D.'s specially designed instruction will address the fifth-grade indicators but what is expected of her will be reduced in depth, breath, and complexity.

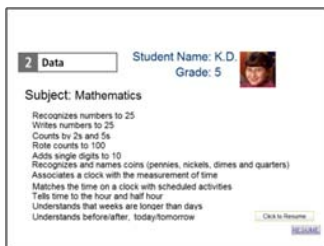
The remaining indicators require children to demonstrate their comprehension by describing and discussing the elements of literature; that is, setting, character, and plot. Based on what we know about K.D., the IEP team determined that it is more important for K.D.'s instruction to focus on her basic reading skills including her decoding skills, vocabulary development, and instruction in strategies for improving her reading comprehension.

### Slide 8 – Assessment



Additionally, the IEP team knows that the AASWD is based on the Ohio Academic Content Standards and the Reading Process Standard including comprehension strategies is assessed in fifth grade. K.D. will be assessed during the year on tasks related to the standards-based applications that are aligned to content standards and fifth-grade benchmarks but are reduced in scope or complexity. The standards-based applications that will be assessed are included in the [AASWD Administration Manual](#).

### Slide 9 – Math



K.D. recognizes and writes numbers to 25. She counts by 2s and 5s and rote counts to 100. She adds single digits to 10 and recognizes and names coins (pennies, nickels, dimes and quarters). K.D. associates a clock with

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the measurement of time and matches time on a clock with her scheduled activities (for example, 12:00 is lunch time). She can tell time to the hour and half-hour on a digital clock and an analog clock. She understands that weeks are longer than days but does not use days or weeks to express a period of time. She understands the concepts of before/after and today/tomorrow.

#### Slide 10 – Question: Math Grade-Level Indicators

Which grade level indicator is most linked to K.D.'s area of need?

- A) Estimate the results of computations involving whole numbers, fractions and decimals, using a variety of strategies.
- B) Round decimals to a given place value and round fractions (including mixed numbers) to the nearest half.
- C) Identify and select appropriate units to measure angles; i.e., degrees.
- D) Make conversions within the same measurement system while performing computations.
- E) Recognize and identify perfect squares and their roots.

Try again

Question 2 of 8

Clear Back Stop Submit

Which math grade level indicator is most linked to K.D.'s area of need?

- A) Estimate the results of computations involving whole numbers, fractions and decimals, using a variety of strategies.
- B) Round decimals to a given place value and round fractions (including mixed numbers) to the nearest half.
- C) Identify and select appropriate units to measure angles; i.e., degrees.
- D) Make conversions within the same measurement system while performing computations.
- E) Recognize and identify perfect squares and their roots.

#### Slide 11 – Answer: Grade-Level Indicators

**ANSWER**

Which grade level indicator is most linked to K.D.'s area of need?

- A) Estimate the results of computations involving whole numbers, fractions and decimals, using a variety of strategies.
- B) Round decimals to a given place value and round fractions (including mixed numbers) to the nearest half.
- C) Identify and select appropriate units to measure angles; i.e., degrees.
- D) Make conversions within the same measurement system while performing computations.
- E) Recognize and identify perfect squares and their roots.

Understand and Use Units of Measurement (C,D)    Click to Reveal

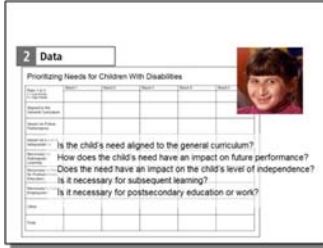
Three of these indicators, A, B and E, require children to demonstrate an understanding of number systems and operations. The other two indicators, C and D, require children to understand and use units of measurement. K.D. has needs in both areas. However, after reviewing the fifth-grade indicators, the IEP team determined that K.D.'s need was most linked to the indicator for making conversions within the same measurement system. K.D. has difficulty using time, a unit of measurement. Telling time is a skill that will have an impact on K.D.'s level of independence. The IEP team also knows that the Measurement Standard is assessed in the fifth grade. K.D. will be assessed during the year on tasks related to the standards-based applications that are aligned to content standards and fifth-grade benchmarks and indicators but are reduced in scope or complexity.

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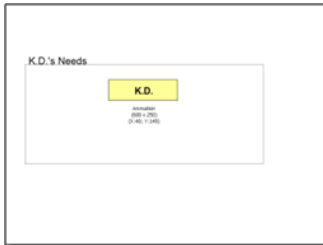
### Slide 12 - Needs Matrix Questions



K.D. has many needs and they may not all be reasonably addressed within a year. Her IEP team will prioritize her needs by using the **Prioritizing Needs for Children with Disabilities Matrix** and develop goals and objectives or benchmarks that will have the greatest impact on K.D.'s progress. This matrix is based on these questions:

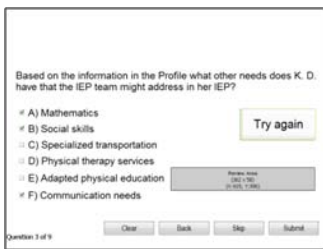
- ✓ Is the child's need aligned to the general curriculum?
- ✓ How does the child's need have an impact on future performance?
- ✓ Does the need have an impact on the child's level of independence?
- ✓ Is it necessary for subsequent learning?
- ✓ Is it necessary postsecondary education or work?

### Slide 13 – K.D.'s Goals



Please note that only two reading goals have been included in this scenario to illustrate the seven-step process for developing a standards-based IEP.

### Slide 14 – Question: What other needs does K.D. have?



Based on information in the Profile, what other needs does K.D. have that the IEP might address in her IEP?

- A) Mathematics
- B) Social skills
- C) Specialized transportation
- D) Physical therapy services
- E) Adapted physical education

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F) Communication needs

### Slide 15 – Answer: Other Needs

**ANSWER**

Based on the information in the Profile what other needs does K. D. have that the IEP team might address in her IEP?

- A) Mathematics
- B) Social skills
- C) Specialized transportation
- D) Physical therapy services
- E) Adapted physical education
- F) Communication needs

Based on information included in the Profile and the review of K.D.'s classroom assessments, K.D.'s IEP team will consider addressing her math and social skills. K.D. requires instruction in math several levels below her age and grade level. Also, if not addressed, K.D.'s lack of age-appropriate social skills will have a detrimental impact on her becoming more independent.

K.D.'s communication needs will be addressed through the provision of speech and language therapy as a related service.

Information reviewed by the IEP team does not indicate that K.D. needs specialized transportation, physical therapy, or adapted physical education.

### Slide 16 - Step 3 – Develop the present levels of academic achievement and functional performance (PLOP).

**3 Present Levels**

**PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE**

IEP team members must provide a clear and concise description of the child's present levels of academic achievement and functional performance. The present level statement must include an analysis of the child's strengths and needs, and must be based on the child's performance on the most recent state assessment and other relevant data.

IEP team members must provide a clear and concise description of the child's present levels of academic achievement and functional performance. The present level statement must include an analysis of the child's strengths and needs, and must be based on the child's performance on the most recent state assessment and other relevant data.

K.D.'s IEP team used this information along with measurable baseline data to develop the present levels of academic achievement for K.D. - Step 3 in creating a standards-based IEP.

The present level statements are included under Section 6, Measurable Annual Goals, of the IEP.

The first present level of academic achievement included in K.D.'s IEP addresses her need for continued skill development in the area of reading, an English Language Arts standard. Continued skill development in reading is essential for K.D. and has an impact on her future performance in school and her functioning as an independent adult.

**K.D. cannot decode words quickly or automatically and relies heavily on her sight word vocabulary. K.D. can read 100/220 of the Dolch sight words. She can read sight words and comprehends stories that are written at a second grade readability level as measured by the Fry Readability Test.**

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K.D. Scenario (K.D.'s IEP is available to review with this scenario.)

### Slide 17 – Question: Which elements are missing?

Is this an acceptable present level of performance statement? If not, which of the following critical elements are missing?

K.D. cannot decode words quickly or automatically and relies heavily on her sight word vocabulary. K.D. can read 100/220 of the Dolch sight words. She can read sight words and comprehends stories that are written at a second grade readability level as measured by the Fry Readability Test.

Check any elements that are missing from the Present Levels statement.

A) Written in a clear and understandable manner

B) Describes how K.D.'s disability affects progress in the general curriculum

C) Is based on current progress data

D) Describes how K.D. is performing in relation to the grade-level benchmarks and indicators.

Try again

Question 4 of 9

This is not a complete present level of performance statement. Which of these critical elements are missing?

- A) Written in a clear and understandable manner.
- B) Describes how K.D.'s disability affects progress in the general curriculum.
- C) Is based on current progress data.
- D) Describes how K.D. is performing in relation to the grade-level benchmarks and indicators.

### Slide 18 – Answer: PLOP Content

**ANSWER**

3 Present Levels

Is this an acceptable present level of performance statement? If not, which of the following critical elements are missing?

K.D. cannot decode words quickly or automatically and relies heavily on her sight word vocabulary. K.D. can read 100/220 of the Dolch sight words. She can read sight words and comprehends stories that are written at a second grade readability level as measured by the Fry Readability Test.

Check any elements that are missing from the Present Levels statement.

A) Written in a clear and understandable manner

B) Describes how K.D.'s disability affects progress in the general curriculum

C) Is based on current progress data

D) Describes how K.D. is performing in relation to the grade-level benchmarks and indicators

Click to Resume

While this present level statement is written in a clear and understandable manner and is based on current progress data, it does not describe how K.D.'s disability affects her progress in the general curriculum and it does not describe how K.D. is performing in relation to the grade-level benchmarks and indicators.

### Slide 19 – Step 4 – Develop measurable annual goals, including benchmarks or objectives that are aligned with the academic content standards.

4 Measurable Goals Student Name: K.D. Grade: 5

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

K.D. cannot decode words quickly or automatically and relies heavily on her sight word vocabulary. K.D. can read 100/220 of the Dolch sight words. She can read sight words and comprehends stories that are written at a second grade readability level as measured by the Fry Readability Test. K.D. showed a growth rate of 1.5 words per week on the Dolch sight words during the last school year. Students are expected to demonstrate fluent oral reading, using sight words and decoding skills by the end of third grade. Fill patterns are expected to use root origins to determine the meaning of unknown words and prefixes. K.D.'s reliance on sight words affects her comprehension of written text in all academic content areas.

READINESS STATEMENT

Goal 1: Given the Dolch sight words both visually and with text at K.D.'s instructional level (2<sup>nd</sup> grade readability), K.D. will be able to read 175/220 words with 100% accuracy by the end of the school year.

Improve word recognition skills  
Vocabulary

GPS GOAL 6

**Step 4.** The IEP team developed a goal for K.D. that is based on information included in a revised present level of academic achievement statement. This revised statement includes a description of how K.D.'s disability affects her progress in the general curriculum and how she is performing in relation to the grade-level benchmarks and indicators.

**K.D. cannot decode words quickly or automatically and relies heavily on her sight word vocabulary. K.D. can read 100/220 of the Dolch sight words. She can read sight words and comprehends stories that are written at a second grade readability level as measured by the Fry Readability Test. K.D. showed a growth rate of 1.5 words per week on the Dolch sight words during the last school year. Students are expected to demonstrate fluent oral reading, using sight**

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**words and decoding skills by the end of third grade. Fifth graders are expected to use word origins to determine the meaning of unknown words and phrases. K.D.'s reliance on sight words affects her comprehension of written text in all academic content areas.**

This goal addresses K.D.'s need to improve her word recognition skills and develop her vocabulary. This goal was included in Section 6 of the IEP, Measurable Annual Goals.

**Given the Dolch sight words both visually and with text at K.D.'s instructional level (2nd grade readability), K.D. will be able to read 175/220 words with 100% accuracy by the end of the school year.**

### Slide 20 - Standards

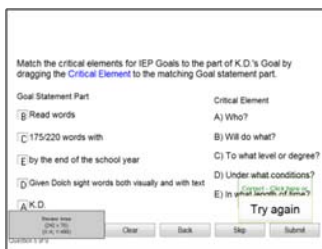


Although the word recognition standard does not go beyond the third grade, learning to recognize frequently used words and building a reading vocabulary of sight words will allow K.D. to focus on comprehension and not just on the process of decoding words. The acquisition of vocabulary standard is addressed in grades K-12. As children progress through the grades, they become more proficient in applying their knowledge of words to acquire specialized vocabulary that aids their comprehension and success in the academic content areas. This goal is linked to the reading process standard and a fifth-grade indicator.

**Answer literal, inferential and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.**

This is step 4 in creating a Standards-based IEP.

### Slide 21 – Question: Critical Elements for Goals



Match the critical elements for IEP goals to the correct part of K.D.'s goal by dragging the critical element to the matching goal statement part. The sixth critical element – How will progress be measured? – is not included here since it is documented in Ohio's IEP by selecting a method or methods from a list provided.

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**K.D. Scenario** (K.D.'s IEP is available to review with this scenario.)

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### Goal Statement Part

K.D.

By the end of the school year

Given the Dolch sight words both visually and with text

175/220 words with 100% accuracy

Read words

### Critical Element

A) Who?

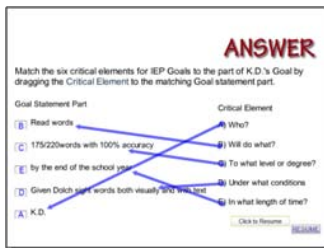
B) Will do what?

C) To what level or degree?

D) Under what conditions?

E) In what length of time?

### Slide 22 – Answer: Critical Elements



### Answer:

Who? – K.D.

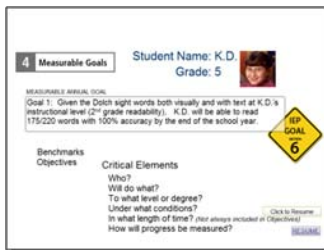
Will do what? – Read words

To what level or degree? – 175/220 words with 100% accuracy

Under what conditions? – Given the Dolch sight words both visually and with text

In what length of time? – By the end of the school year

### Slide 23 – Benchmarks and Objectives



Step 4 in creating a standards-based IEP also includes the development of objectives or benchmarks.

The objectives or benchmarks describe how K.D. will reach her annual goals. Remember, objectives and benchmarks contain the same elements as goals.

Who?

Will do what?

To what level or degree?

Under what conditions?

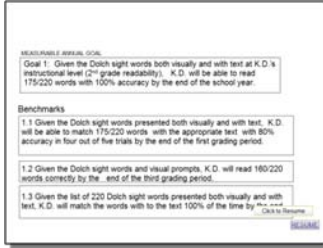
In what length of time? (*Not always included in objectives*)

How will progress be measured?

## Going Places with a Standards-based IEP (GPS-IEP)

K.D. Scenario (K.D.'s IEP is available to review with this scenario.)

### Slide 24 - K.D.'s Benchmarks



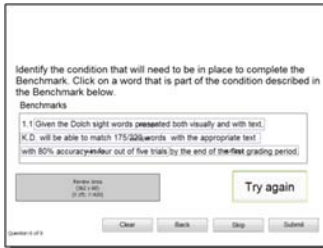
Now let's look at the benchmarks K.D.'s IEP team developed for Goal 1. K.D.'s IEP team chose to use benchmarks to measure her progress. The IEP team has found that benchmarks are more appropriate for measuring progress when goals involve increasing skill levels vs. learning new skills. The benchmarks are written in hierarchical order and describe the progress K.D. is expected to make by specific targeted dates within the 12 month period for her IEP.

**1.1 Given the Dolch sight words presented both visually and with text, K.D. will be able to match 175/220 words with the appropriate text with 80% accuracy in four out of five trials by the end of the first grading period.**

**1.2 Given the Dolch sight words and visual prompts, K.D. will read 160/220 words correctly by the end of the third grading period.**

**1.3 Given the list of 220 Dolch sight words presented both visually and with text, K.D. will match the words with the text 100% of the time by the end of the school year.**

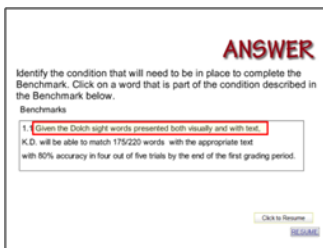
### Slide 25 – Question: Identify the Condition in Goal 1



Identify the condition that will need to be in place to complete the benchmark. Click on a word that is part of the condition described in the benchmark below.

**1.1 Given the Dolch sight words presented both visually and with text, K.D. will be able to match 175/220 words with the appropriate text with 80% accuracy in four out of five trials by the end of the first grading period.**

### Slide 26 – Answer: Identify the Condition



In order to complete the benchmark K.D. will have to be given Dolch sight words visually and with text.

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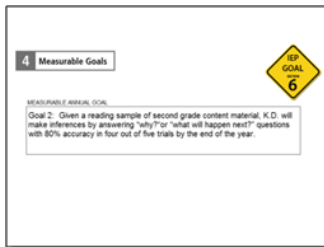
### Slide 27 - K.D.'s PLOP 2



Based on K.D.'s needs, classroom and Alternate Assessment for Students with Disabilities results, the IEP team developed a second present level of academic achievement statement - Step 3 in creating a standards-based IEP. This information is recorded in Section 6 of the IEP form.

**K. D. comprehends the literal meaning of what she has read when using second-grade content reading material and answers "who?" "what?" "when?" and "where?" questions about a story with 80% accuracy. She cannot answer "why?" or "what will happen next?" questions. She needs to be able to predict and infer. This affects her progress in the general education curriculum because fifth- grade children are expected to answer literal, inferential, and evaluative questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media and to make predictions and inferences based on information in texts.**

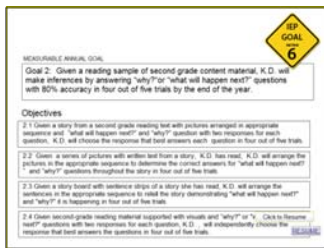
### Slide 28 - K.D.'s Goal 2



Based on the information in the present level of performance statement, K.D.'s IEP team developed this goal:

**Goal 2: Given a reading sample of second grade content material, K.D. will make inferences by answering "why?" or "what will happen next?" questions with 80% accuracy in four out of five trials by the end of the year.**

### Slide 29 - K.D.'s Goal 2 Objectives



The team listed four objectives in K.D.'s IEP.

Objectives and benchmarks are included in Section 6, Measurable Annual Goals of the IEP along with how progress will be reported to her parents.

## Going Places with a Standards-based IEP (GPS-IEP)

**K.D. Scenario** (K.D.'s IEP is available to review with this scenario.)

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**2.1 Given a story from a second-grade reading text with pictures arranged in appropriate sequence and a "what will happen next?" and a "why?" question with two responses for each questions, K.D. will choose the response that best answers each question in four out of five trials.**

**2.2 Given a series of pictures with written text from a story K.D. has read, K.D. will arrange the pictures in the appropriate sequence to determine the correct answers for "what happens next?" and "why?" questions throughout the story in four out of five trials.**

**2.3 Given a story board with sentence strips of a story she has read, K.D. will arrange the sentences in the appropriate sequence to retell the story demonstrating "what will happen next?" and "why?" it is happening in four out of five trials.**

**2.4 Given second-grade reading material supported with visuals and "why?" or "what will happen next?" questions with two responses for each question, K.D. will independently choose the response that best answers the questions in four out of five trials.**

**Slide 30 – Question: Which phrase describes the level or degree in goal 2?**



Click on the phrase that describes "level or degree" in this objective.

**2.1 Given a story from a second grade reading text with pictures arranged in appropriate sequence and a "what will happen next?" and a "why?" question with two responses for each questions, K.D. will choose the response that best answers each question in four out of five trials.**

**Slide 31 – Answer: Level or Degree in Goal 2**



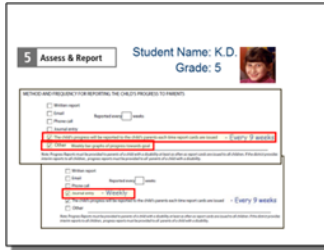
Given a story from a second grade reading text with pictures arranged in appropriate sequence and "what will happen next?" and "why?" questions with two responses for each question, K.D. will choose the response that best answers each question in four out of five trials.

## Going Places with a Standards-based IEP (GPS-IEP)

**K.D. Scenario** (K.D.'s IEP is available to review with this scenario.)

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### Slide 32 – Step 5 – Assess and report a child's progress throughout the year.



Assessing and reporting progress throughout the year is Step 5 in creating a standards-based IEP.

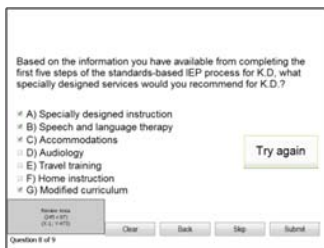
In addition to providing K.D.'s parents with a written progress report each time report cards and interim reports are provided to children without disabilities, the team decided to provide K.D.'s parents weekly graphs of K.D.'s progress toward goal one and weekly journal entries reporting progress for Goal 2. Since K.D. will be participating in the Alternate Assessment for Students with Disabilities, the IEP team must provide her parents written progress reports that include K.D.'s progress on her IEP goals, as well as, progress on her IEP objectives and/or benchmarks. This information is included in Section 6 of K.D.'s IEP, Measurable Annual Goals.

### Slide 33 – Step 6 – Identify specially designed services including specially designed instruction, accommodations, and/or modifications needed for the child to access and progress in the general education curriculum.



**Step 6.** Next, the IEP team identified what specially designed services, including specially designed instruction, accommodations, and/or modifications K.D. needed to access and progress in the general education curriculum.

### Slide 34 – Question: Which services would you recommend?



Based on the information you have available from completing the first five steps of the standards-based IEP process for K.D., what specially designed services would you recommend for K.D.?

- A) Specially designed instruction
- B) Speech and language therapy
- C) Accommodation
- D) Audiology
- E) Travel training

## Going Places with a Standards-based IEP (GPS-IEP)

K.D. Scenario (K.D.'s IEP is available to review with this scenario.)

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- F) Home instruction
- G) Modified curriculum

### Slide 35 – Answer: Recommended Services

**ANSWER**

Based on the information you have available from completing the first five steps of the standards-based IEP process for K.D., what specially designed services would you recommend for K.D.?

- A) Specially designed instruction
- B) Speech and language therapy
- C) Accommodations
- D) Audiology
- E) Travel training
- F) Home instruction
- G) Modified curriculum

Based on information included in this scenario, K.D. will benefit from specially designed instruction, speech and language therapy, accommodations, and a modified curriculum.

K.D. does not appear to need:

- Audiology; that is, services provided to children with hearing losses.
- Travel training including instruction in skills needed for a child to move effectively and safely from place to place within the child's environment.
- Home instruction, an option on the continuum of alternative placements that must be available to meet the needs of children with disabilities.

### Slide 36 - K.D.'s Specially Designed Services

**Specially designed instruction:**

The intervention specialist will provide K.D. direct intensive instruction in basic reading skills including learning the Dolch sight words, phonics and decoding words, and vocabulary development. Also, K.D. will be provided direct instruction in using comprehension strategies including answering "why?" and "what will happen next?" questions. This instruction will be provided in the resource room in a small group for 100 minutes weekly.

The regular education teacher will reinforce vocabulary development through peer assisted sight word activities using visual prompts. This assistance will be provided to K.D. during the time she is in the regular education classroom for social studies and science for 30 minutes weekly.

**Related services:**

The speech and language pathologist will provide K.D. individual therapy that focuses on articulation skills and receptive and expressive language development. These services will be provided by the speech pathologist in the speech room for 30 minutes weekly.

The IEP team determined that K.D. would be provided specially designed instruction to support her mastery of her two IEP reading goals and continue to receive speech and language therapy as a related service. Please note: K.D.'s IEP addresses only two of her many needs (reading and speech and language) to illustrate the process of developing a standards-based IEP. K.D.'s IEP team will address her other needs as they complete her IEP.

#### Specially Designed Instruction

**The intervention specialist will provide K.D. direct intensive instruction in basic reading skills including learning the Dolch sight words, phonics and decoding words, and vocabulary development. Also, K.D. will be provided direct instruction in using comprehension strategies including answering "why?" and "what will happen next?" questions. This instruction will be provided in the resource room in a small group for 100 minutes weekly.**

**The regular education teacher will reinforce vocabulary development through peer assisted sight word activities using visual prompts. This assistance will be provided to K.D. during the time she is in the regular education classroom for social studies and science for 30 minutes weekly.**

## Going Places with a Standards-based IEP (GPS-IEP)

**K.D. Scenario** (K.D.'s IEP is available to review with this scenario.)

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### Related Services

The speech and language pathologist will provide K.D. individual therapy that focuses on articulation skills and receptive and expressive language development. These services will be provided by the speech pathologist in the speech room for 100 minutes weekly.

### Slide 37 – Question: Which accommodations would increase access?

Choose from the list below, all the Accommodations that are appropriate for K.D.

- A) Visual clues to accompany reading assignments.
- B) Extended time for completing assignments or tests (not to exceed one additional day).
- C) Peer buddy to assist with vocabulary practice in the regular fifth grade class.
- D) Reading important information, including tests, aloud to K.D.
- E) Small group administration of tests.
- F) Alternate means for demonstrating knowledge and skills in all subject areas.
- G) Support from the teaching assistant while in the regular education classroom for social studies and science.
- H) Large print materials.
- I) Scribe.
- J) Audio amplification devices.
- K) Have K.D. repeat and explain directions to check for understanding.
- L) Sign language interpreter.

Clear Back Stop Submit

In addition to specially designed instruction and related services, K.D.'s IEP team determined that K.D. would benefit from accommodations that would increase her access to instruction.

Remember that K.D.'s Profile included information about accommodations that have been used with K.D. and found to be effective.

Based on K.D.'s needs, which accommodations would increase her access to instruction?

- A) Visual clues to accompany reading assignments.
- B) Extended time for completing assignments or tests (not to exceed one additional day).
- C) Peer buddy to assist with vocabulary practice in the regular fifth grade class.
- D) Reading important information, including tests, aloud to K.D.
- E) Small group administration of tests.
- F) Alternate means for demonstrating knowledge and skills in all subject areas
- G) Support from the teaching assistant while in the regular education classroom for social studies and science.
- H) Large print materials.
- I) Scribe.
- J) Audio amplification devices.
- K) Have K.D. repeat and explain directions to check for understanding.
- L) Sign language interpreter.

### Slide 38 – Answer: Accommodations

Choose from the list below, all the Accommodations that are appropriate for K.D.

- A) Visual clues to accompany reading assignments.
- B) Extended time for completing assignments or tests (not to exceed one additional day).
- C) Peer buddy to assist with vocabulary practice in the regular fifth grade class.
- D) Reading important information, including tests, aloud to K.D.
- E) Small group administration of tests.
- F) Alternate means for demonstrating knowledge and skills in all subject areas.
- G) Support from the teaching assistant while in the regular education classroom for social studies and science.
- H) Large print materials.
- I) Scribe.
- J) Audio amplification devices.
- K) Have K.D. repeat and explain directions to check for understanding.
- L) Sign language interpreter.

Clear Back Stop Submit

Based on information included in this scenario, K.D. does not appear to need:

- Large print materials – often used by children with visual impairments.
- A scribe – someone who writes down a child's responses.

## Going Places with a Standards-based IEP (GPS-IEP)

**K.D. Scenario** (K.D.'s IEP is available to review with this scenario.)

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- Audio amplification devices – equipment used to increase the clarity of sound.
- Having K.D. repeat and explain directions to check for understanding - K.D.'s speech impairment would make this a difficult task for K.D. and not facilitate her better understanding.
- Sign language interpreter – may be required for children who are deaf or hard of hearing.

### Slide 39 - K.D.'s Accommodations and Modifications



The IEP team decided to provide K.D. with these accommodations. Several of these accommodations have worked well for K.D. in the past and will increase her access to instruction. Additionally, K.D. will continue to be provided with a modified curriculum that will provide her with instruction multiple levels below her fifth-grade level.

#### Accommodations

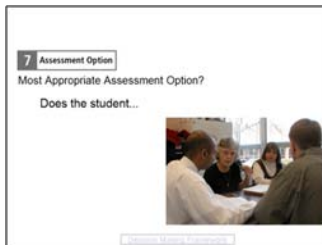
**K.D. will be provided the following in all classes:**

- Visual clues to accompany reading assignments.
- Extended time for completing assignments or tests (not to exceed one additional day).
- Peer buddy to assist with vocabulary practice in the regular fifth-grade class.
- Reading important information, including tests, aloud to K.D.
- Small group administration of tests.
- Alternate means for demonstrating knowledge and skills in all subject areas.
- Support from the teaching assistant while in the regular education classroom for social studies and science.

#### Modifications

- Reading materials will be provided at K.D.'s instructional level.
- Modified curriculum for English Language Arts, mathematics, social studies and science to
- focus on the acquisition of functional life skills.

### Slide 40 – Step 7 – Determine the most appropriate statewide assessment option.



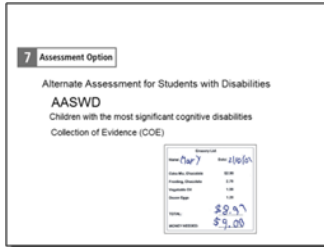
The seventh and last step in the process for creating a standards-based IEP is for the IEP team to determine the most appropriate assessment option. K.D.'s IEP team discussed her participation in state and district-wide testing programs. The team used the **Decision Making Framework** developed by the Ohio Department of Education to assist them in making this decision. The team determined that K.D. will continue to participate in the Alternate Assessment for Students with Disabilities (AASWD).

## Going Places with a Standards-based IEP (GPS-IEP)

**K.D. Scenario** (K.D.'s IEP is available to review with this scenario.)

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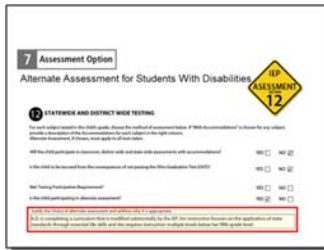
### Slide 41 – AASWD COE



The screenshot shows a form titled "7 Assessment Option" and "Alternate Assessment for Students with Disabilities AASWD". It specifies "Children with the most significant cognitive disabilities" and "Collection of Evidence (COE)". A small table lists items with quantities: "Item 1" (100), "Item 2" (100), "Item 3" (100), "Item 4" (100), "Item 5" (100), "Item 6" (100), "Item 7" (100), "Item 8" (100), "Item 9" (100), "Item 10" (100), "Item 11" (100), "Item 12" (100), "Item 13" (100), "Item 14" (100), "Item 15" (100), "Item 16" (100), "Item 17" (100), "Item 18" (100), "Item 19" (100), "Item 20" (100), "Item 21" (100), "Item 22" (100), "Item 23" (100), "Item 24" (100), "Item 25" (100), "Item 26" (100), "Item 27" (100), "Item 28" (100), "Item 29" (100), "Item 30" (100), "Item 31" (100), "Item 32" (100), "Item 33" (100), "Item 34" (100), "Item 35" (100), "Item 36" (100), "Item 37" (100), "Item 38" (100), "Item 39" (100), "Item 40" (100), "Item 41" (100), "Item 42" (100), "Item 43" (100), "Item 44" (100), "Item 45" (100), "Item 46" (100), "Item 47" (100), "Item 48" (100), "Item 49" (100), "Item 50" (100), "Item 51" (100), "Item 52" (100), "Item 53" (100), "Item 54" (100), "Item 55" (100), "Item 56" (100), "Item 57" (100), "Item 58" (100), "Item 59" (100), "Item 60" (100), "Item 61" (100), "Item 62" (100), "Item 63" (100), "Item 64" (100), "Item 65" (100), "Item 66" (100), "Item 67" (100), "Item 68" (100), "Item 69" (100), "Item 70" (100), "Item 71" (100), "Item 72" (100), "Item 73" (100), "Item 74" (100), "Item 75" (100), "Item 76" (100), "Item 77" (100), "Item 78" (100), "Item 79" (100), "Item 80" (100), "Item 81" (100), "Item 82" (100), "Item 83" (100), "Item 84" (100), "Item 85" (100), "Item 86" (100), "Item 87" (100), "Item 88" (100), "Item 89" (100), "Item 90" (100), "Item 91" (100), "Item 92" (100), "Item 93" (100), "Item 94" (100), "Item 95" (100), "Item 96" (100), "Item 97" (100), "Item 98" (100), "Item 99" (100), "Item 100" (100). The total value is \$5.00.

The Alternate Assessment for Students with Disabilities (AASWD) is designed to evaluate the performance of children with the most significant cognitive disabilities for whom regular assessments, even with accommodations, are not appropriate. The AASWD allows for a collection of a child's work (called a Collection of Evidence or COE) to be submitted as evidence of a child's performance on tasks aligned to the Ohio Academic Content Standards.

### Slide 42 - AASWD Justification

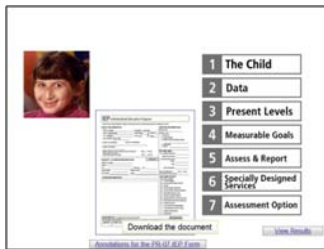


The screenshot shows a form titled "7 Assessment Option" and "Alternate Assessment for Students With Disabilities". It includes a section for "STATEMENT AND DISTRICT WISE TESTING" with a yellow diamond icon labeled "IEP ASSESSMENT 12". The form contains several checkboxes and text boxes for providing justification.

If a child will be participating in the Alternate Assessment for Students with Disabilities, the IEP team must provide a justification about why the child will not participate in the general statewide assessment. K.D.'s IEP team included this statement in Section 12 of her IEP:

**K.D. is completing a curriculum that is modified substantially by the IEP, her instruction focuses on the application of state standards through essential life skills, and she requires instruction multiple levels below her fifth-grade level.**

### Slide 43 - Close



The screenshot shows a navigation menu for the IEP form with the following steps: 1 The Child, 2 Data, 3 Present Levels, 4 Measurable Goals, 5 Assess & Report, 6 Specially Designed Services, 7 Assessment Option. There are also buttons for "Download the document" and "View Details".

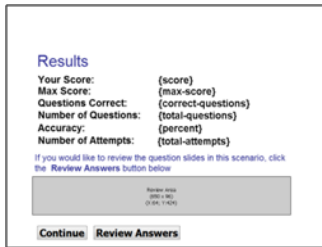
This scenario provides an illustration of how to apply the seven-step process for developing a standards-based IEP. This process does not identify all the information that is to be documented in the IEP. Specific directions for completing Ohio's IEP form are included in the [Annotations for the IEP Form](#).

## Going Places with a Standards-based IEP (GPS-IEP)

K.D. Scenario (K.D.'s IEP is available to review with this scenario.)

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### Slide 44 – Results



**Results**

Your Score: (score)  
Max Score: (max-score)  
Questions Correct: (correct-questions)  
Number of Questions: (total-questions)  
Accuracy: (percent)  
Number of Attempts: (total-attempts)

If you would like to review the question slides in this scenario, click the Review Answers button below

Review Answers

Continue Review Answers

This slide provides the viewer's score on the questions included in the scenario and the option to review the answers the viewer submitted for each of the question slides.

### Slide 45 – Links



Links to Documents

- K.D.'s IEP Form
- IEP Annotations Document
- Evaluate Your IEP Present Levels
- Evaluate Your IEP Goals
- Prioritizing Needs
- OP-6 Progress Report Optional Form
- IDEA Across Time
- History of Special Education in Ohio
- Accommodations and Modifications
- Decision Making Framework

Links to Web sites

- Ohio Department of Education [www.education.ohio.gov](http://www.education.ohio.gov)
- Ohio's Testing Portal
- Accommodations and Modifications (in Ohio's Guidance Document)
- Options for Ohio's Statewide Testing (AA-MAS)
- EdResourcesOhio (Guidance Document, Ohio Forms)

### Links to Documents

- K.D.'s IEP Form
- IEP Annotations Document
- Evaluate Your IEP Present Levels
- Evaluate Your IEP Goals
- Prioritizing Needs
- OP-6 – Progress Report 1.0 Optional Form
- IDEA Across Time
- History of Special Education in Ohio
- Accommodations and Modifications
- Decision Making Framework

### Links to Websites:

- Ohio Department of Education
- Ohio's Testing Portal
- Accommodations and Modifications (in Ohio's Guidance Document)
- Options for Ohio Statewide Tests (AA-MAS)
- EdResourcesOhio (Guidance Document, Ohio forms)