




TEACHING TO DIVERSITY: WRITING SKILL-BASED, STUDENT- CENTERED IIP GOALS

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*“Whenever we dream, we are building plans for our futures.”
– Maureen W. Keyes and Laura Owens–Johnson*



SMART GOALS AND EVIDENCE OF STUDENT LEARNING



TRADITIONAL SMART GOALS

Specific

S

G



What do you
want the
student to

Measurable

M

O



How will you know
when the goal has
been met?

Achievable

A

A



Is it in the
student's power
to accomplish it?

Realistic

R

L



Can it be
achieved
realistically?

Timely

T

S



When do you want
the student to
achieve it?

A SPIN ON SMART GOALS

**Strength-
Based**

S

G



What are the
student's
strengths?

Meaningful

M

O



Is the goal
meaningful to the
student?

Authentic

A

A



Is the goal
authentic to their
unique qualities?

Responsive

R

L



Does the goal
reflect a
missing skill?

Triangulated

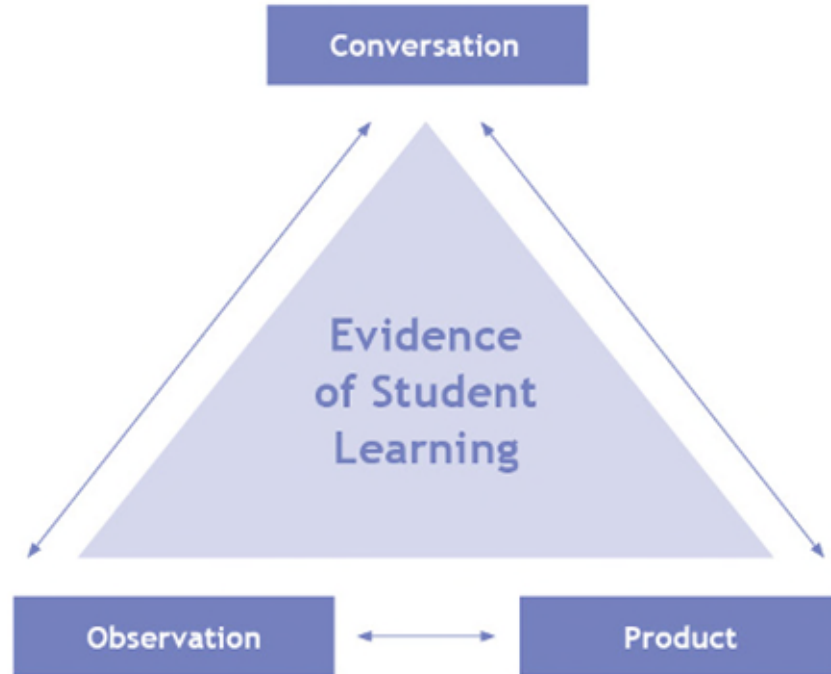
T

S



Is there more than
one way used to
show mastery?

EVIDENCE OF STUDENT LEARNING





WRITING SKILL-BASED AND "I CAN" IIP OUTCOMES




SKILL-BASED VERSUS OUTCOME-BASED GOALS



Rethink how goals are written

Instead of: *Student will complete 80% of their assignments in all of their classes.*
(While this is measurable, there is no skill attached)

Think: What process does the student need to put into place and what skill do we need to teach to increase the potential of that “hopeful outcome”



What about this: *By June 2022, using the calendar on their iPhone, Student will set reminders and due dates for all major assignments at least one week in advance on 3 out of 4 weeks per month.*



How else could it look?



WRITING IIP OUTCOMES AS 'I CAN' STATEMENTS

Traditional:

By May 2022, Max will engage in interactive play with peers in a classroom setting for at least 10 minutes in 3 out of 4 trials over two weeks, during teacher observations.

'I Can':

By May 2022, I can play with my friends during center time for at least 10 minutes, 3 out of 4 times over 2 weeks, as my teacher is watching me.



STRATEGIES FOR WRITING SKILL-BASED, STUDENT-CENTERED IIP OUTCOMES



GUIDING QUESTIONS

Reflection Questions and Considerations

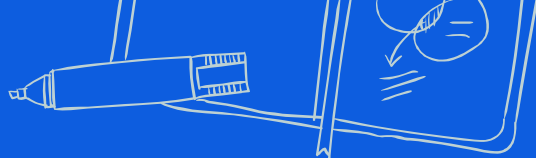
- Are evidence-informed approaches being used?
- Are a variety of instructional approaches being implemented? For example:
 - Differentiation
 - Adaptations
 - Flexible grouping
 - Choice
- Is there evidence of small group or individual support? For example:
 - Visual Schedules
 - Timers
 - Word Walls
- Are supports part of the classroom/school environment?
 - Is there a transition plan to fade support?
- Are the following considerations evident?
 - Student self-determination and independence
 - Opportunities for peer interaction
 - Generalization of skills across different settings
- Is the strategy information clear enough that someone new to the team can pick it up and continue supporting the student with the outcome?
- How can we include parents/guardians and the student in these strategies and supports?

Engaging Parents/Guardians and Students

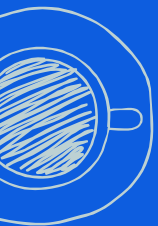
- Do you see yourself being able to support the achievement of this outcome at home?
- Can you see yourself supporting your child develop self-determination and independence?
 - What are your goals for your child?

GUIDING QUESTIONS

Reflection Questions and Considerations
<ul style="list-style-type: none">• Is the outcome specific and meaningful?<ul style="list-style-type: none">• Does everyone on the team have the same understanding of the outcome?• Would a new team member understand the outcome?• Does the outcome focus on the specific skill(s) needed?
<ul style="list-style-type: none">• Is the outcome measurable, manageable and observable?<ul style="list-style-type: none">• Is the outcome worded using verbs that result in observable ways of demonstrating achievement, e.g., "demonstrate understanding by ..." instead of "understand"?• Is the outcome planned with a clear picture of how progress will be observed and measured?• Does the focus of the outcome and the data collected align with the priority needs of the student?• Are the data meaningful to all team members?
<ul style="list-style-type: none">• Is the outcome attainable and realistic in relation to the student's strengths and needs?
<ul style="list-style-type: none">• What impact will the outcome have on the student – academically, emotionally, socially and/or physically?<ul style="list-style-type: none">• Does the student have the prerequisite skills, ability and independence needed to achieve the outcome?
<ul style="list-style-type: none">• Is the outcome written so that parents/guardians, students (where appropriate), teachers, administrators and all team members can understand it and carry out their responsibilities?<ul style="list-style-type: none">• Did we include the student (where appropriate) and parents/guardians in outcome planning?
Engaging Parents/Guardians and Students
<ul style="list-style-type: none">• Do you have any questions about the outcome and its importance to your child's overall level of functioning and well-being?
<ul style="list-style-type: none">• Are there any outcomes that you feel could be supported from home?



TAKING A LOOK AT MAPS MEETINGS





MAPS MEETING QUESTIONS

The following questions are asked during a MAPS meeting:

1. What is your dream for the future? or What are your hopes for (the student)?
1. What are your concerns for the future? or What are your fears for (the student)?
1. What are (the student's) strengths, gifts, and talents?
1. What does (the student) need and what do we require to meet these needs?

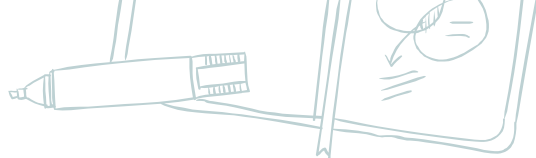
MAPS MEETINGS (REIMAGINED)



-
- NEEDS**
- MOM: MONITORING & CHECKING HIS PROGRESS. SO HE DOESN'T GET "LOST". AM CHECK IN → JUST HAPPENED PM CHECK IN → DURING THE DAY
 - CHRIS: MY WORK CONSISTENTLY "DAILY" INSTEAD OF "SOCIALIZING"
 - BE PREPARED FOR CLASSES WITH BOOKS AND SUPPLIES
 - WRITING MECHANICS PRACTICE - TIME FOR IN HIGH SCHOOL
 - KEY BOARDING INSTRUCTION COULD BE MORE MOTIVATING
 - TAKE PERSISTENCE STICK TO IT ACADEMICALLY!
 - TO INCREASE QUALITY INSTEAD SO THAT HE CAN MAKE PERSONAL CHOICES & BUILD SELF-CONFIDENCE



MEETING TIPS



Prior to the Meeting

1. Develop list of participants in collaboration with student and family; secure written permission when necessary.
2. Invite participants by involving featured person, family, and peers; provide overview of person-centered planning methods and list of key questions.
3. Consult family members first to set time and date for meeting; then consult staff.
4. Determine convenient and favorable location for meeting.
5. Ask student to plan menu for refreshments, may include reading menus, making phone calls, shopping, cooking, and serving snacks to family and friends.
6. Record previous IEP goals on large poster for ready reference.

On Meeting Day

1. Prepare room, place chairs in a semicircle around easel or board; avoid traditional configurations used for meetings.
2. Prepare materials: poster-sized paper, sticky notes, markers, and snacks.

At the Meeting

1. Welcome all participants.
2. Provide reminders that person-centered plans are strength-based and dream-driven and include skills of self-advocacy and advocacy for those on the support team.
3. Refer to poster that contains previous IEP goals; revise and formulate new goals.
4. Schedule follow-up meeting (if needed) to review formally written IEP goals





STUDENT EXAMPLES

ELEMENTARY LEARNER

I can, during unstructured play at recess, play (participate, share, follow directions/rules, take turns) with 1-2 peers for 10 minutes with no more than 1 prompt by an adult, in 4 out of 5 opportunities as measured by staff data and observation. I will do this by May 2021.

MIDDLE YEARS LEARNER

I can identify the problem and come up with two solutions (like asking an adult, walking away, taking a breath) when I'm given examples of social conflicts in 4/5 trials, as measured by data collection. I can do this by May 2021 and by working with Ms. Teacher 3 times a week.

HIGH SCHOOL LEARNER

I can identify when I'm feeling anxious during the school day and use a strategy (such as using my calm down kit, mind jar, stress ball) to bring my anxiety to a Level 1 or 2. I will do this by May 2021.

REFLECTION

Are your IIPs skill based and student centred?

What is one change you can make with your IIPs?

How can you incorporate a MAPS-style format with your next IIP meeting?

How can you include the student?

Is the IIP written in language that describes the student's strengths?

Is there one thing you can do to help focus on the student-first principle?

CREDITS

- ★ For more information, please view the Diversity Series on Connect.
- ★ *Developing Person-Centered IEPs* by Maureen W. Keyes and Laura Owens-Johnson
- ★ *Inclusion and Intervention Plan Guidelines* by the Saskatchewan Ministry of Education, 2017
- ★ *The Inclusive Education Checklist* by Richard A. Villa and Jacqueline S. Thousand
- ★ “Multi-Action Planning System” by Prairie South School Division (retrieved from Connect)
- ★ *See Ya Later Smart Goals* by Shelley Moore
- ★ “Writing Skill Based Measurable Annual Goals” (retrieved from <https://instrc.indiana.edu/pdf/Handout%20Skill%20Based%20Annual%20Goals%20EXAMPLE%20Regional%20Training%202017.pdf>)
- ★ Presentation template by [SlidesCarnival](#)
- ★ Photographs by [Unsplash](#)



THANKS!

Any questions?

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