

Meaningful IEP and Program Development

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Individuals with Disabilities Education Act (IDEA 2004): Primary Purpose

To ensure that **all** children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to:

- Meet their unique needs
- Prepare them for further education, employment, and independent living

H.R. 1350 (IDEA 2004)

Individualized Education Program (IEP)

- Process begins when a child is identified and evaluated
- Preparing and delivering appropriate programs begins when a child is identified and ends only when child withdraws or graduates from school

The IEP Team

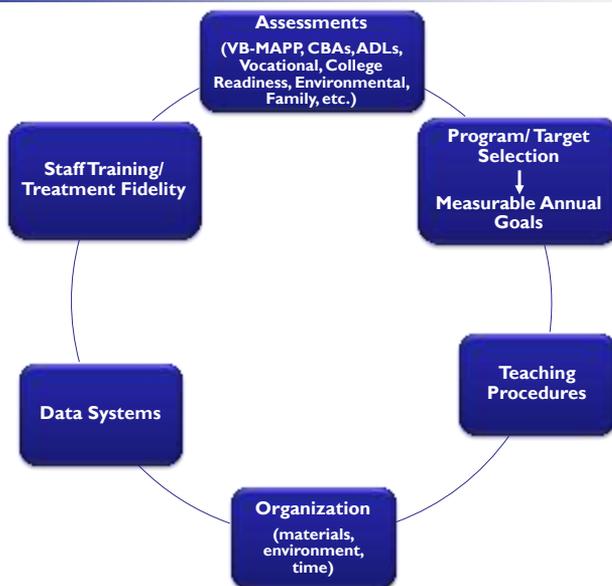
- Parents or Surrogate
- At least one general education teacher
- At least one special education teacher
- LEA representative (qualified to provide or supervise specially designed instruction and knowledgeable about the general education curriculum available resources)
- An individual who can interpret instructional implications of evaluation results
- Other individuals with special knowledge/expertise
- Child, if appropriate

Responsibility of IEP Team

- Determining whether children qualify for special education services and, if so,
- Develop an IEP that describes the child's individual needs and details the special education and related services the district will provide to address those needs
- Design appropriate programs and determining least restrictive placements
- The U.S. Supreme Court has held that a program is appropriate if it was developed according to the procedures required by law and if it is reasonable calculated to allow the child to benefit educationally

How is this accomplished?

An Integrated System of Instruction



ASSESSMENT

Assessment

- Selecting appropriate instruments to present levels of academic achievement and functional performance
 - Objective data that describes what the child knows and is able to do
 - Baseline data is the starting point to developing accurate and useful present levels

Assessment

- Assessments should measure child's functioning in:
 - State standards
 - General education
 - Skill areas most affected by Autism Spectrum Disorders (social and communication functioning, repetitive behaviors.)
- Assessment information is used to derive individualized instructional programs
 - Data from assessment should guide what we teach and the interventions

PROGRAM SELECTION

Teaching Functional Language Skills

- Language is behavior
- Teach full range of social-communicative skills
- Requesting (mand training as central to addressing core deficits of autism)
- Labeling items and events
- Responding to the language of others through conversation
- Developing concept skills
- Listener responding such as following directions and comprehension of language used by others

Social Skills Training

- Almost all social skill is verbal
- Considerations include:
 - Teach under the right conditions (don't forget motivation!)
 - Teach a full range of social skills in a sequential manner
 - Peer relations (such as peer to peer manding/requesting)
 - Play and leisure skills
 - Social initiation (part of mand training but also includes joint attention and shared referencing)
 - Social maintenance
 - Self management (including what is sometimes referred to as self regulation)
 - Perspective taking
 - Organizational skills

Considerations for Transition Age Students

- Specific instructional design and implementation includes skill sequences necessary for activities of daily living, transition skills, and or skills that assist in successful community interactions
- Includes review of transition plans, task analysis of ADLs, and community based instruction in relation to data system, instructional design and instructional delivery
- Plan implementation includes ongoing data analysis or observation
- Assessment and instruction for transition aged students should be guided by and inform the transition plan
- College readiness considerations

Providing Effective Positive Behavior Support Plans for Students with Autism

- Positive Behavior Supports based on Functional Behavior Analysis and specify procedures based on the identified function
- Many problem behaviors can be eliminated :
 - Well designed and delivered instruction through
 - Teaching communication skills, especially appropriate requesting
 - Effective use of reinforcement for cooperative engaged behaviors
- Positive Behavior Supports address 3 areas for each function
 - Reduce motivation to engage in problem behavior
 - Teach a competing appropriate skill that serves same function
 - Insure the problem behavior does not contact reinforcement
- Staff need to monitor behaviors targeted for reduction (frequency data to make sure plan is working)

MEASURABLE ANNUAL GOALS

Measurable Annual Goals

- Based on student's current levels of academic and functional performance
- Align and reference the PA Core Standards
- Family goals and perspectives are incorporated into the educational plan

Measurable Annual Goals

- Must provide clear description of skills needed for student to access, participate, and make progress in the general education curriculum
- Goals must directly relate to areas of need identified in the present levels

Components of a Measurable Annual Goal:

1. Condition:
2. Students Name
3. Clearly Defined Behavior
4. Performance Criteria

I. Condition

- Clear description of the situation in which the students will perform the behavior
 - Given a verbal prompt such as “do your work” or similar phrase
 - After reading a passage of grade level content
 - Given a two-step direction
 - When motivation is present for edibles, activities, and/or for others to perform an action

2. Clearly Define Behavior

- Target behavior should be defined in measurable and observable terms using action verbs of what the student will do
 - Examples: touch, select, solve, describe, say, read orally, etc.
- Avoid vague terms that cannot be observed
 - Examples: discover, recognize

3. Performance Criteria

- Must include:
 1. Criterion Level: performance level student must demonstrate (e.g., number of times, percent of time, correct response per minute)
 2. Number: number of times behavior must be performed (e.g., 3 consecutive school days, 90% correct)
 3. Evaluation Schedule: How frequently they will be assessed (e.g., three consecutive probes, 20 consecutive school days; across two sessions per day)

TEACHING PROCEDURES

Use of Effective Instructional Practices

- Explicit, data-based, systematic instruction is available for learning new tasks. Goals are standards-based, age appropriate and adapted for individual student needs.

ORGANIZATION

Organization Considerations

- Allocation of instructional time
- Instructional materials
- Classroom arrangement
- Location of Instruction (LRE)
- Data systems

Inclusive Practices

Least Restrictive Environment (LRE)

- To the **maximum extent appropriate**, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature of the severity of the disability of a child is such that education in the regular education classes with the use of supplementary aids and services cannot be achieved satisfactorily (20 USC §1412(a)(5)(A))
- Defining “satisfactorily” may be a challenge

Inclusive Practices

- Supports to insure students are successful in general educational setting
- For students in which FAPE requires more “restrictive” placements:
 - Maximum opportunity to participate in general education setting
 - Specific plans to develop supports to return student to general education environment as efficiently as possible
 - More restrictive settings adjusted to mirror general education setting to the maximum extent possible

LRE Considerations

- FAPE trumps LRE
- Is being general education actually providing educational benefit?
- The challenge of balancing grade level content and instructional level

- The least restrictive environment component of IDEA establishes a **preference** for educating students with disabilities in general education classes with supplementary aids and services. Consideration of the regular class must be the starting place for any decision-making about the placement of any special education student. Adaptations and modifications to the general education curriculum and activities are provided to ensure the student is receiving instruction appropriate to his needs.

Impact

- Although adherence to a high level of academic standards is imperative, inclusive education asserts that "*Whether students' needs have been met is reflected not only by whether they have attained certain objectives, but by the impact that educational experiences have had on their lives.*" (Giangreco, 1994).
- The quality of life of an individual with a disability and his acceptance and participation in the community in which he resides are as important as academic growth.
- Will participation in the community be achieved if instruction does not promote maximum achievement?
- Effective goal setting is a major consideration in this process.

School Placement

- It is preferable that students are members of diverse, age-appropriate general education classes in their neighborhood school with supplementary aids and services provided to support learning and participation. The IEP team considers and determines whether or not there is a need for instruction outside of the general education settings, and if so, for what portion of the school day.

DATA SYSTEMS

Progress Monitoring

- Individuals with Disabilities Education Act (IDEA '97) requires that progress toward annual goals be measured for each student who has an IEP. It also requires that parents be informed of their child's progress on a regular basis

Seven Steps of Progress Monitoring

- Writing annual goals and objectives
- Making data collection decisions
- Determining data collection tools & schedule
- Representing data visually
- Evaluating data
- Making instructional adjustments
- Communicating progress

Data considerations

- Dependent variable considerations:
 - Vary only one variable at a time: data systems on IEP should not entail measuring multiple behaviors in a single goal
 - Write simply
 - Make sure data system is doable before putting in IEP
 - Data should be graphed for easy analysis and efficient data-based decision making

Alternative Way of Writing Goals

| Present level | Specific goal (behaviorally stated) | Relevant SDI | Terminal criteria |
|---------------|-------------------------------------|--------------|-------------------|
| | | | |

STAFF TRAINING & TREATMENT FIDELITY

Remember

- The evidence should guide our selection of what we will train as well as what will be recommended as interventions by the school staff we support.
- Currently, selecting interventions from the field of behavior analysis is likely a prudent first step.
- Selection of intervention is only step one: we also need to teach people to obtain direct evidence of effect (**practice evidence**)
- Scientific evidence always has limits: it is a probabilistic process
 - Having a good probability of effect doesn't mean an effect will happen
- To accomplish all of this, we need to train and apply a systematic approach to instructional and behavioral analysis.

Staff Training and Treatment Fidelity

- Roll of supports to staff
- Staff training needs
- Consideration of treatment integrity: SDIs must also be measureable...

A Note on SDIs

- Described in observable and measurable terms
- Specific to student needs (e.g., reinforcement, teaching procedures, location in classroom)
- Can be used as a treatment fidelity checklist

Example SDIs

- Provide wide variety of reinforcers available (edibles, electronics, social, activities)
- Regularly check for motivation to ensure that items available are motivating for Sarah
- Use errorless teaching and error correction procedures:
 - "0" second delay prompt for acquisition (new) skills
 - Error correction: immediately end trial and re-present S^D/instruction followed by a "0" second delay prompt

Example SDIs

- Transfer Trials: following a "0" sec-delay prompt, the stimulus will be represented to give Sarah the opportunity to answer independently. This will be followed by a few easy demands (distracter trials) and finally, stimulus will be presented again to free it from the prompt (check trial)
- Variable ratio of reinforcement=6 (to be discussed and modified upon team agreement as Sarah demonstrates the ability to give a higher number of responses before delivery of reinforcement (good responding without problembehavior)

Family Involvement

- Meaningful family engagement is associated with:
 - Better School Attendance
 - Higher Test Scores
 - Higher Grades
 - Better Social Skills
 - Better adaptation to School
 - Post Secondary Education more likely
- Parental goals, perspectives and concerns should be considered in educational planning
- Parent communication and training section of site review
- Caveat: parent preference is not always consistent with evidence base
- Parent training and communication will assist parents in becoming an active member of the IEP team

A Caveat: Beware of Common Myths

- An emphasis on social-communication development means academics are not being addressed
- Treatment selection by disability type rather than individual, for example:
 - Social stories
 - PECS
 - Picture schedules
 - Sensory Integration
- Establishing social-communicative skills is consistent with SAS/PA Core (VB-MAPP Alignment)

PROGRAMMING AND SAMPLE GOALS

Early Learner Profile

- Limited basic skills
- Weak or no echoic repertoire
- Weak mand repertoire
- Few Listener responses (mostly in context)
- Few imitation skills
- Few tacts
- No intraverbals

Program for Early Learner

- Instructional control
- Saliency of attending response (attending to speakers voice, instructional materials)
- Identification and conditioning of adequate pool of reinforcers
- First programs:
 - Approach behavior
 - Mand
 - Imitation (objects and motor)
 - Tact
 - Match to sample
 - LR in context

Sample Mand Goal

- **During structured teaching as well as natural environment sessions, when the motivation for a particular item is strong and the item is present, John will spontaneously request/mand for the item for at least 40 different reinforcers as evidenced by requesting/manding for each item over 3 consecutive correct probes for each target. CC.1.5.2.C, CC.1.2.2.J, CC.1.3.2.I**
 - CC.1.5.2.C:Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
 - CC.1.2.2.J:Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
 - CC.1.3.2.I:Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools.

Data for Mand Goal:

- Mand Acquisition
 - Probe data
 - Cumulative graph
 - Skill tracking sheet
- Mand Frequency Graph (prompted vs. independent)

Sample Listener Responding Goal

- **During intensive teaching and in the natural environment, when presented with a field of 3 or more pictures of common objects and/or objects and student is instructed to select one of the pictures (e.g. “Give the _____,” “Find the _____,” etc.), student will select the correct picture or object for at least 50 novel items over 3 consecutive correct probes for each target.**
CC.1.3.2.G, CC.1.5.2.A, CC.2.3.2.A.1
 - CC.1.3.2.G: Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
 - CC.1.5.2.A: Participate in collaborative conversations with peers and adults in small and larger groups.
 - CC.2.3.2.A.1: Analyze and draw two- and three-dimensional shapes having specified attributes.

Data for Listener Responding Goal

- Acquisition
 - Probe data
 - Cumulative graph
 - Skill tracking sheet

Intermediate Learner Profile

- Several mands (some spontaneous)
- Many tacts
- Some imitation
- Some match to sample
- Some listener responding LRFFC
- Simple intraverbals

Considerations for Intermediate Programs

Level 2 Programs: Purpose and Considerations

- Careful programming and sequencing of skills helps avoid producing unwanted barriers that will impede development of a broad language repertoire and which we must eventually address in the future.
 - Don't be tempted to move too fast through these intervention programs.
 - Careful analysis of the appropriate sources of control.
 - Build a solid foundation of skills on which to base advanced skill
- Common Programs:
 - Expand mand repertoire (multiple component mands, missing items)
 - Expand imitation programs (imitation with objects in discrimination, imitation fluency, imitation free of verbal S^d, two step imitation)
 - Expand tact repertoire (ongoing actions, parts of items, class, multiple component tacts)
 - Intraverbal: fill in phrases (songs, fun phrases, feature, function, class)
 - Listener Responding: Responding to varied verbal instructions (verbal SD), discriminating items in larger fields, in messy arrays, and with similar stimuli, continue expanding performing motor actions on command, discriminating items in picture/book scenes and/or the natural environment, discriminate parts of items
 - Social Skills: Peer to peer pairing and manding, responding to peer mands, play/leisure skills

Sample Tact Goal

- During intensive teaching sessions and in the natural environment, when presented with an object or a picture of an object (e.g. a car) and asked to label/tact a specific part of it (e.g., “What’s this part? While pointing to the wheel), Alexander will correctly label/tact the part for at least 40 parts across various items over 3 consecutive correct probes for each target. CC.1.1.2.D, CC.1.2.2.F; CC.1.2.2.G
 - CC.1.1.2.D: Know and apply grade level phonics and word analysis skills in decoding words.
 - CC.1.2.2.F: Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.
 - CC.1.2.2.G: Explain how graphic representations contribute to and clarify a text.

Data for Tact Parts Goal:

- Acquisition
 - Probe data
 - Cumulative graph
 - Skill tracking sheet

Advanced Learner Profile

- Many spontaneous mands, mands for attention, help, missing items, mands with yes/no
- Complex tacts, RFFC, and intraverbal repertoire
- Some academics

Program for Advanced Learner

- Advanced Manding (manding for information, manding for removal of items, manding for future events)
- Advanced tacts (multiple component labels)
- Advanced intraverbals (responding to Wh questions)
- Academics (reading, math)-Direct Instruction

- Often a class-wide approach can be effective
- Communication skills in general education can be enhanced through
 - mand training (Sundberg and Partington, 1998); how to ask for information when they are not sure (Ingvarsson, Holobaugh, 2010),
 - how to respond to questions (intraverbals training) and
 - how to improve conversational skills (Davis, Boon, Cihak, and Fore, 2010.)

- Peer interactions have been facilitated through interventions such as social skill training, peer incidental teaching (McGhee, et al, 1992), recess buddies (Laushey and Heflin, 2000) and social scripts (Goldstein and Cisar, 1992)

Self-Monitoring

- Self-monitoring strategies have been shown to be effective in assisting students in adjusting to a wide range of issues that may arise in the general education environment
 - Teach explicitly
 - Fade in, not all at once

Hundert, 2009

- Teaching the skill to participate and learn in a group
- Teaching the skill to initiate and sustain reciprocal peer interactions
- Teaching the skill to complete seatwork assignments independently
- Teaching the skill to communicate needs clearly and independently
- Teaching the skill to follow classroom routines independently
- Reducing problem behaviors that interfere with learning
- Teaching the skill to self-regulate, make inferences, and take the perspective of others

Sample Mand for Information Goal (2nd)

- **During structured teaching as well as natural environment sessions, when the motivation for the information regarding a location or a person is strong, Sarah will request/mand using the appropriate “where”/”who” question for two consecutive sessions and in a variety of novel and naturally occurring settings across two school days. CC.1.2.2.B, CC.1.3.2.B, CC.1.3.2.D, CC.1.3.2.I, CC.1.5.2.A CC.1.5.2.C**
 - CC.1.2.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
 - CC.1.3.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
 - CC.1.3.2.D: Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.
 - CC.1.3.2.I: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools.
 - CC.1.5.2.A: Participate in collaborative conversations with peers and adults in small and larger groups.
 - CC.1.5.2.C: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Data on Mand for Information

- **Mand Acquisition**
 - Probe data
 - Cumulative graph
 - Skill tracking sheet
- **Mand Frequency Graph (prompted vs. independent)**
 - Possible criterion change

Sample Math Goal (2nd)

- **During intensive teaching and in the general education setting, when presented with grade level math tasks such as reading, writing, ordering and comparing numbers to 99; adding 2 digits, add and subtract numbers with and without regrouping and demonstrate place value to 100 as demonstrated by scoring 85% or higher on classroom assessments for each marking period. CC.2.1.2.B.1, CC.2.1.2.B.2, CC.2.1.2.B.3, CC.2.2.2.A.1**
 - CC.2.1.2.B.1: Use place value concepts to represent amounts of tens and ones and to compare three digit numbers.
 - CC.2.1.2.B.2: se place value concepts to read, write, and skip count to 1000.
 - CC.2.1.2.B.3: Use place value understanding and properties of operations to add and subtract within 1000.
 - CC.2.2.2.A.1: Represent and solve problems involving addition and subtraction within 100.

Data on Math Goal:

- % correct on assessments
- Graph % correct

Sample ADL/Self-Management Goal (9th)

- **During arrival, dismissal and transition to Fitness Center and swimming, Alexander will complete the task of getting his key, walking to locker, unlocking with key and putting in or taking out needed items and end by putting lock back on locker for 100% steps of the chain across 10 consecutive school days.
10.3.9.A, 10.3.9.D**
 - 10.3.9.A: Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community.
 - 10.3.9.D: Analyze the role of individual responsibility for safety during organized group activities.

Data on ADL Goal

- % of steps in chain correct

Resources

- <http://webapps.pattan.net/files/PaTTANAutismResources.zip>

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