

“SMART” IEPs + Quick and Easy Data Collection

Brought to you by
Heidi Evans and LeAnn Barnes
Cobb County School District

ESSENTIAL QUESTIONS

(when writing IEP Objectives):

1. Does the objective address a weakness identified in the student's Current Functioning/Present Levels of Performance?
2. Does the objective pass the "STRANGER" Test?
3. How will I take data on this objective?

Before we get


SMART,

*let's talk data
collection
strategies.....*

Data Collection Ideas and Resources
(LeAnn Barnes/Heldi Evans – IDEAS June 2012)


<http://support.cobbk12.org/555special/education/sns/procedures/datasheets.html>

Help yourself to a wide variety of data collection forms created/shared by CCSD's Special Needs PreK staff. Any of these forms can be modified to fit your specific needs.




<http://www.mciu.org/Divisions/SpecialEducation/EarlyInterventionOverview/ProgressMonitoringTools.aspx>

Here, you will find many more data sheets that can be modified for specific needs.




http://www.interventioncentral.org/tools/chart_dog_graph_maker

This site offers a chart-creating tool. You can use this to chart your data to share with parents, other staff.




<http://www.interventioncentral.org/behavioral-interventions/challenging-students/rubber-band-intervention>

This site describes how rubber bands (hair bands are easier on your wrist!) can be used to collect behavior data without having to stop instruction!



Lap Counter (clicker) - Use to track data when you are observing a student. This is another very helpful strategy for tracking behavior data.



Two kinds of objectives...

- **Skills**
- **Behaviors** (It's harder to take data for these)

DATA Collection Challenge!

**TSW...decrease eye-rubbing behavior
from _____ times per hour to no more
than _____ times per hour.**

1. (Gather baseline data today – Post-It note + Hair Bands)

DATA Collection Challenge!

TSW...decrease instances of looking at watch/clock during instruction from _____ instances per half hour to _____ instances (or less) per half hour.

1. (Gather baseline data today – Post-It note + Lap-Counter)

...and, last but not least...

4. Is the objective **SMART** ?

- **SPECIFIC**
- **MEASUREABLE**
- **ACHIEVABLE / REALISTIC**
- **TIME-BOUND**

“SMART Objectives”

JEOPARDY

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200

200

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400

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400

400

500

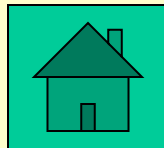
500

500

500

Yes – Specific!

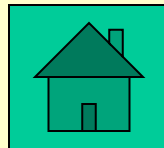
**Throckmorton will accurately
position left and right
margin stops on
the Perkins Braille during
4 out of 5 trials.**



Row 1, Col 1

Yes – This is measurable!

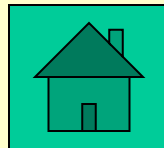
George will use a monocular to scan the environment and locate a targeted stationary object, located 5 to 7 feet away, on 3 out of 5 attempts



No, this is not achievable/realistic.

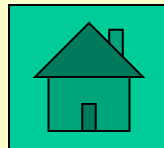
Matilda will accurately set
and read complex fractions
on the abacus.

(Note: Matilda is three years old.)



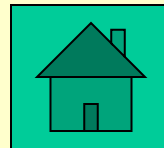
No, this is not effectively time-bound - the time frame is not clear.

**Franco will improve his ability
to turn to face his
communicative partner, some
time before he graduates.**



No, not specific enough – Ideas to improve?

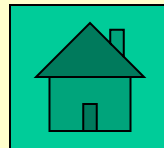
**Freda will localize
sound sources**



2,1

No, this is not measurable. Ideas to improve?

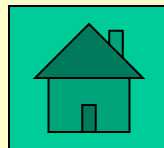
**Brad will braille numbers
better than he did last year.**



Yes, this is achievable/realistic.

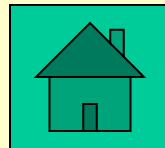
**Fred will enter assigned words
into an electronic /
speaking dictionary
to locate the correct spelling.**

(Note: Fred is in third grade.)



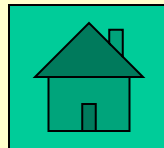
Yes, the time frame here makes sense!

**Vinny will move the tray of the
CCTV to scan for targeted/
requested information with
80% accuracy, completed by
May 15, 2013.**



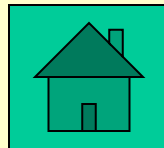
Yes, this is very specific.

Given auditory presentation of common sounds (via CD), Bruce will correctly identify the possible source of each sound (ex: horn blowing = car or truck), with 80% accuracy.



No, not measurable. Ideas to improve?

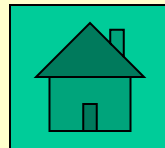
Tom will understand braille.



Yes, this is achievable/realistic!

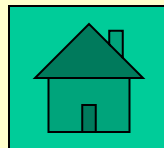
**Tabitha will correctly answer
comprehension questions
using brailled material at her
Independent reading level
presented in basic chart / graph
form.**

(Note: Tabitha is a 6th grader.)



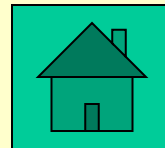
No. The time frame is unclear (and so is the targeted level of mastery).

**Archer will follow a one-step
verbal direction
any time he is asked.**



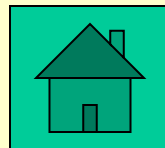
Yes! Specific enough!

Angelina will use monocular to track a slow-moving object (the size of a basketball or larger) at a consistent focal distance (of 5 to 10 feet), during 4 out of 5 trials.



(Yes, this is measurable.)

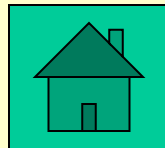
**Sylvester will, when given a
4-paragraph brailled selection,
identify at least 3 key points,
for 3 of 5 trials.**



Not achievable/realistic.

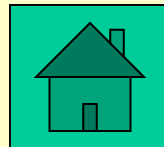
**Vicky will read 42 primary level
short form words**

(Note: Vicky is in pre-school.)



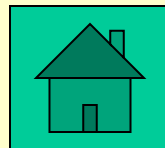
No, there is no time frame provided.

Summer will increase touch-
typing speed



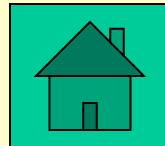
No, not specific enough (ideas to improve?)

**Arnold will use proper
cane technique.**



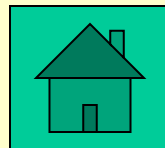
(Yes, measurable!)?

**Ving will accurately subtract
a 3-digit number
from a 4 digit number
on the abacus,
using synthesis method on
4 out of 5 trials.**



No – Not Achievable/Realistic

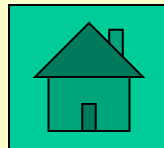
Bartholomew will learn and implement all of the menus, functions, and options of his electronic notetaking device.



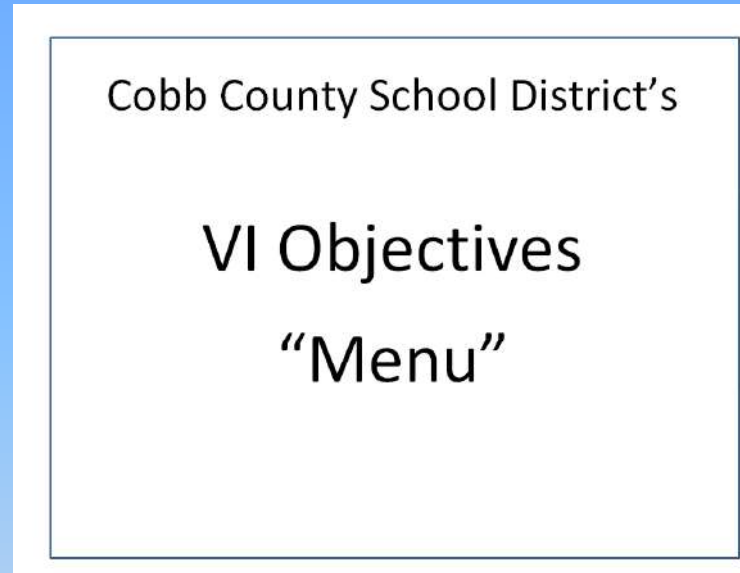
5,3

Yes, the time portion is fine (but the specificity is not too great!)

**Manny will subtract numbers
using the abacus with 80%
accuracy, by January 12, 2013.**



Our Gift to you....



based on ECC-VI Categories

*(They are not all **SMART**,
but they are great “seeds”
for generating ideas for student objectives!)*

Hands-On Project:

*In groups of 2 or 3,
consider some of the ideas
From the VI Objectives “Menu,”
and revise to make them
SMARTer!*