

# AESD/OSPI Webinar Series:

## INCLUSIVE IEPS FOR OUR NEW WORLD

### Progress Monitoring & Collaboration for Inclusive Practices

November 12, 2020



# AESD/OSPI Monthly Webinar Series:

## INCLUSIVE IEPs FOR OUR NEW WORLD

**Dec 10, 3pm:  
Family &  
Community  
Partnerships**

[Dec Registration Link](#)

**Jan 14, 3pm:  
High School &  
Beyond Plan  
(HSBP)  
Case Studies**

[Jan Registration Link](#)

[Webinar Series Flyer Link](#)

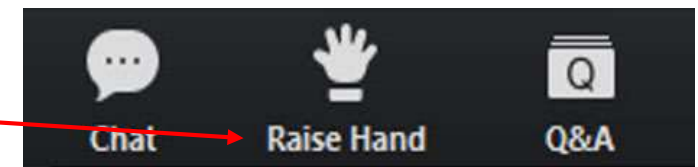
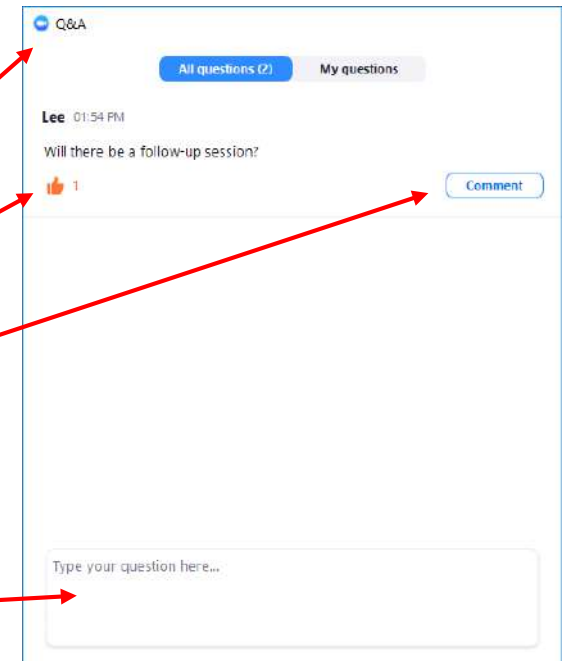
# Webinar Series Learning Objectives:

- ❑ Foster collaboration among special educators, general education partners, and system leaders to support inclusionary practices.
- ❑ Highlight effective strategies for providing inclusive instruction across school reopening models.
- ❑ Share strategies, innovations, and resources.



# Webinar Engagement Options

- Webinar sessions will be recorded
- Recordings & Presentations will be added to the [OSPI Website HERE](#)
- Links will be dropped in chat periodically
- Use the Q & A Screen for the following actions:
  - Thumbs up (Yes, I have same question)
  - Comment on existing question
  - Ask a question
  - Raise your hand



# Today's Presenters



**Tania May**  
Director of  
Special Education



**Dr. Rebecca Lynn**  
Special Education  
Program Supervisor



**Jennifer Story**  
Special Education  
Program Coordinator



**Andrew Stashefsky**  
Dispute Resolution  
Investigator



**Amy Campbell**  
Special Education Teacher  
Integrated Communication  
Program, Camas, WA  
2020 WA State Teacher of the  
Year



# Today's Discussion:

[http://clipart-library.com/data\\_images/141710.jpg](http://clipart-library.com/data_images/141710.jpg)

## ☐ Progress Monitoring

- Overview & Requirements
- Data Considerations

## ☐ Voices from the Field

- Amy Campbell, Camas School District

## ☐ Example: Collaborative Progress Monitoring

- Math & ELA Tracking and Progress
- Group Discussion Activity



# Progress Monitoring and IDEA

The IDEA requires that student progress toward meeting annual IEP goals be measured, and periodic reports on the progress toward meeting the annual goals be provided and used to make instructional or curriculum changes.

- Shows progress on goal over time to inform interventions
- Goals must be aligned with the PLAAFP
- Persons monitoring goals must be identified
- Annual goals should be challenging, ambitious, measurable and reflect progress that is appropriate in light of the student's circumstances.
- Shared vision, goals, and language related to progress monitoring facilitates collaboration and inclusionary practices

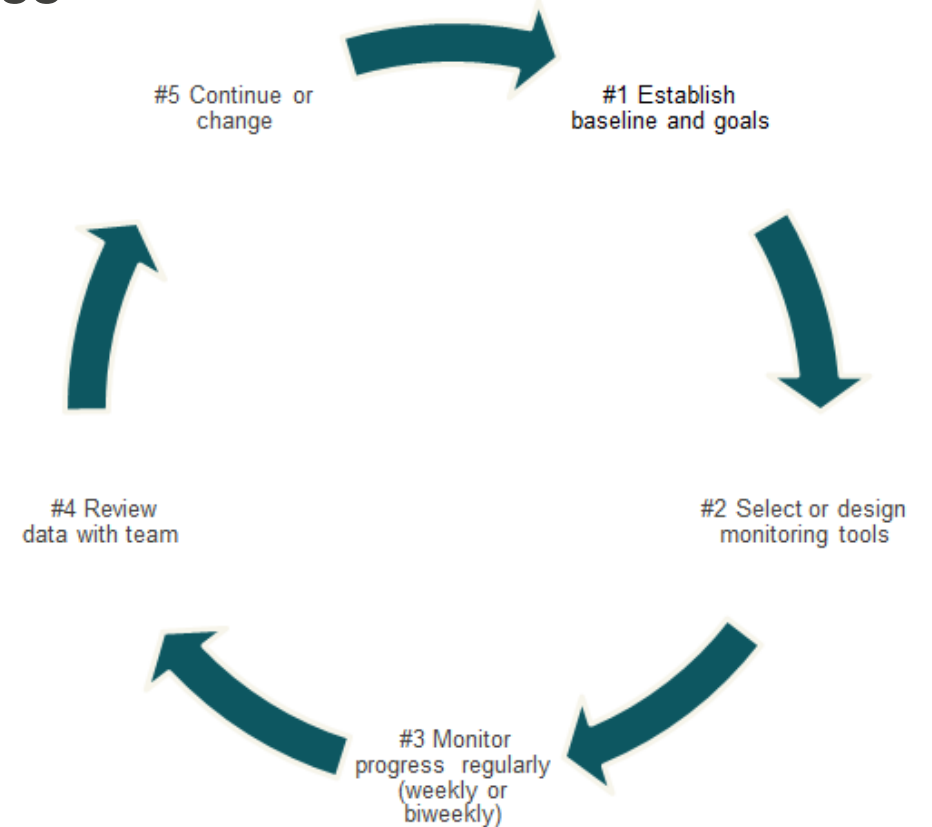


# Progress Monitoring Process

Monitoring progress on IEP goals must occur across all learning environments and is accomplished collaboratively as an inclusive practice and in RTI models.

The process is circular and involves:

- establishing a baseline from goals,
- selecting or creating monitoring tools,
- creating a schedule and system for collecting data,
- reviewing the data with the team,
- and making decisions to continue, modify or change instruction / intervention.



# Progress Monitoring IEP Data

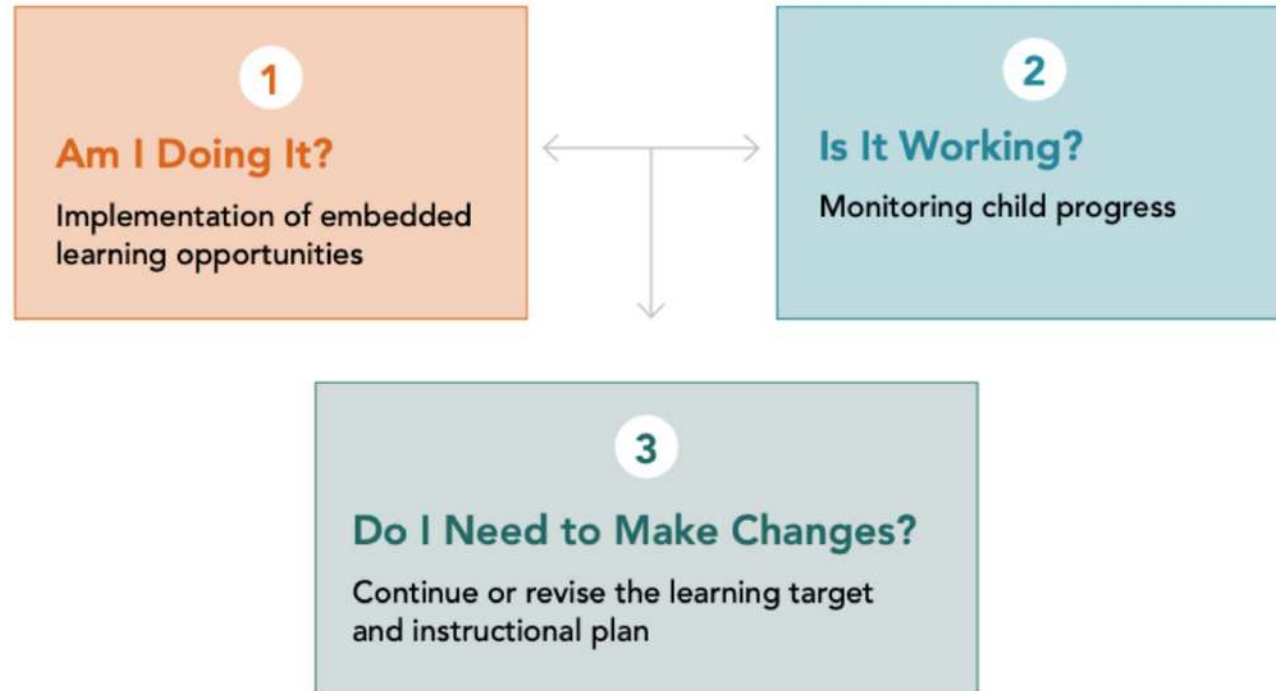
**Data Collection:** Combination of quantitative and narrative data can be used to evaluate student progress across learning environments. Data collection for progress monitoring must be consistent with the criteria of the goals and collected frequently enough to show effectiveness of instruction.

**Documentation types:** anecdotal notes, paper or electronic data sheets, tally sheets, samples of work/portfolio, video, audio, art, photos of work or actions, data cards.

**Data sources:** review of previous data, observations, general education teacher report, parent report, related service providers, paraeducators, and/or student self-report..



# Progress Monitoring of Embedded Learning



Adapted from Head Start Center for Inclusion: Embedded Interventions

**Am I doing it?** Are learning opportunities embedded and/or implemented as planned or intended to include instructional sequence and strategies?

**Is it working?** Is data collected on frequency of opportunities and child response showing progress?

**Do I (we) need to make changes?** How did child progress based on both implementation / intervention and response data and what changes need to be considered by the team? ( progress monitoring).



# Embedded Home-based Intervention Matrix

Review the daily routines with the family and choose together where the family might work on goals, asking:

- What are the typical activities, routines, and transitions that occur each day?
- What learning opportunities are there across typical activities, routines, and transitions?
- What goals could the family target during these activities?
- Is it a natural and logical time to teach?
- How many opportunities throughout the day will the child need to practice?

	Cognitive	Social	Adaptive
Waking up	Making predictions – morning story - day events	Social-communication skill for greetings	Choose clothing to wear by type (pants, shirt, etc)
Breakfast	Naming / identifying objects at the table	Receptive and expressive language prompting "more" "done"	Independence with breakfast routine and clean up
Learning time	Structured time with technology online with teacher or parent to work on sequencing	Online with peer(s) or viewing pre-selected videos of peers with adult - directed questions/comments	Prompts toward independence with technology, with organization of toys/materials



# Perspectives from Special Ed Monitoring

Annual Goal for Math: By 1/28/20, when given 20 problems, [STUDENT] will be able to add, subtract, multiply, and divide positive and negative integers improving algebraic skills from 20% accuracy to 80% accuracy.

Progress on Goals	1	2	3	4	5
Date of Review:	2/2/19	4/13/19	6/15/19	11/2/19	1/28/20
Progress:	IP	IP	IP	SP	SP

*ES = Emerging Skill*

*IP = Insufficient Progress*

*SP = Sufficient Progress*

*M = Mastered this annual goal*



# Perspectives from Dispute Resolution

## IEP Implementation & Progress Reporting

- IEPs must include a statement indicating how the student's progress toward the annual goals will be measured and when the district will provide periodic reports to the parents on the student's progress toward meeting those annual goals, such as through the use of quarterly or other periodic reports concurrent with the issuance of report cards. WAC 392-172A-03090 (1)(c).
- Progress reporting provides information about whether and how an IEP was implemented and the special education services provided.



# Perspectives from Dispute Resolution

## Problematic Progress Reporting Spring 2020:

- “Due to the state-wide COVID-19 school closure, and resulting remote learning, the team was not able to obtain measurable data on this goal.”
- “Progress will be updated when schools reopen and the team is able to collect current performance data.”
- “No progress”
- “Not Applicable”



# Perspectives from Dispute Resolution

## Concerns:

- Not individualized to student or goal
- Does not provide any information about student progress
  - Even in complaints where districts asserted services were being provided
- Stating “no progress” based on a failure to collect data (versus situations where progress was measured and indicated the student was not making progress)



# Perspectives from Dispute Resolution

Examples of Good Progress Reporting Spring 2020:

- **Goal: Sufficient Progress** “During the closure of the school building during ...instruction toward this goal continued through distance learning and was documented within the Continuous Learning Plan. [Student] can [specific information about goal.]”
- **Goal: Insufficient Progress** “Due to the closure of school buildings...it was determined that instruction towards this goal was not appropriate and/or safe and or meaningful. This was documented within the [CLP]. Once in person sessions have resumed, our team will determine how instruction will proceed for this goal.”



# Recommendations for 2020-21

- If you are providing services, there should be progress data.
- Progress reports should be individualized and address the specific goal areas.
- Districts should develop systems for collecting progress data in a remote, virtual setting, or hybrid setting.
- Report the progress information you have: narrative information, observations, input from parents- more communication about progress with parents is generally helpful.
- Remember- progress data will be key for assessing whether students require recovery services.



# Voices from the Field: Camas School District

Amy Campbell



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# Data starts with the goals

- Teams need to collaborate to create meaningful and aligned goals.
- The more people contribute to the goal the more they are connected to the outcomes
- What data will inform if instruction is effective and when will you know to change course?

IEP team meets  
and discuss  
Present Levels and  
discuss goals

Team members  
discuss how  
instruction will be  
provided and  
monitored

Team determines  
who will be  
incharge of data  
collection and  
when it will  
happen



# Building stamina for inclusive data collection and monitoring

- Starts with observations, artifacts and anecdotes
- General education teachers can observe staff during inclusion but also need to develop their own relationships with students
- Arrange observations across settings
- Share data collection forms that include examples
- Plan time to talk about the data
- Did you get what you were hoping for



# Simple Data collection

Goal (Reading COMPREHENSION): when given passage read out loud to him by a teacher or peer and paired with simple visual supports, --- will demonstrate evidence of reading comprehension improving comprehension of a variety of texts from answer 0/5 wh (who, what, where, when) questions for a 3rd grade level book read out loud to him to answer 4/5 wh (who, what, where, when) questions for a 3rd grade level book read out loud to him as measured by weekly data collection.

Prepare visuals to match content of the book (pictures of key characters, main events for sequencing, places from the story, major events). Have staff or peer read story to student, visually reference the content in the book (visuals can also be made the spot using sticky notes). Throughout and at the end of the story ask questions and provide opportunities for student to select answer out of field of 2 pictures. Indicate type of question and +/- for each question asked.

Date/story	Wh 1	Wh 2	Wh 3	Wh 4	Wh 5

# Enhancing instruction at home

Content Area/Goal	Extension 1	Extension 2	Extension 3
given passage <b>read out loud to him by a teacher or peer</b> and paired with <b>simple visual</b> supports, --- will improve comprehension of a variety of texts answering 4/5 wh (who, what, where) questions for a 3rd grade level book read out loud	Use icons for “who,” “what,” “where” when reading stories and model questions <b>throughout stories</b> . Allow student to use pictures in book to point to pictures of answer.	Use icons for “who,” “what,” “where” when watching <b>movies or cartoons</b> . Draw characters, places and events on sticky tabs to point to and respond	Use icons for “who,” “what,” “where” when having <b>conversations</b> . Use the icons to help reinforce who is a person, what is a thing and where is a place. Ask student questions about their day using the words and icons.
Reading Fluency: --- will read words with fluency and automaticity improving reading fluency from identifying 5/40 PrePrimer sight words independently	Practice flashcard games, sorting, choosing out of 2, sight word apps on computer or ipad	Look for sight words on items you have at home: cereal boxes, toys, or other labels	When you are reading books out loud to student pause and point for the high frequency words so they can help read by adding in just the few words they are working on.

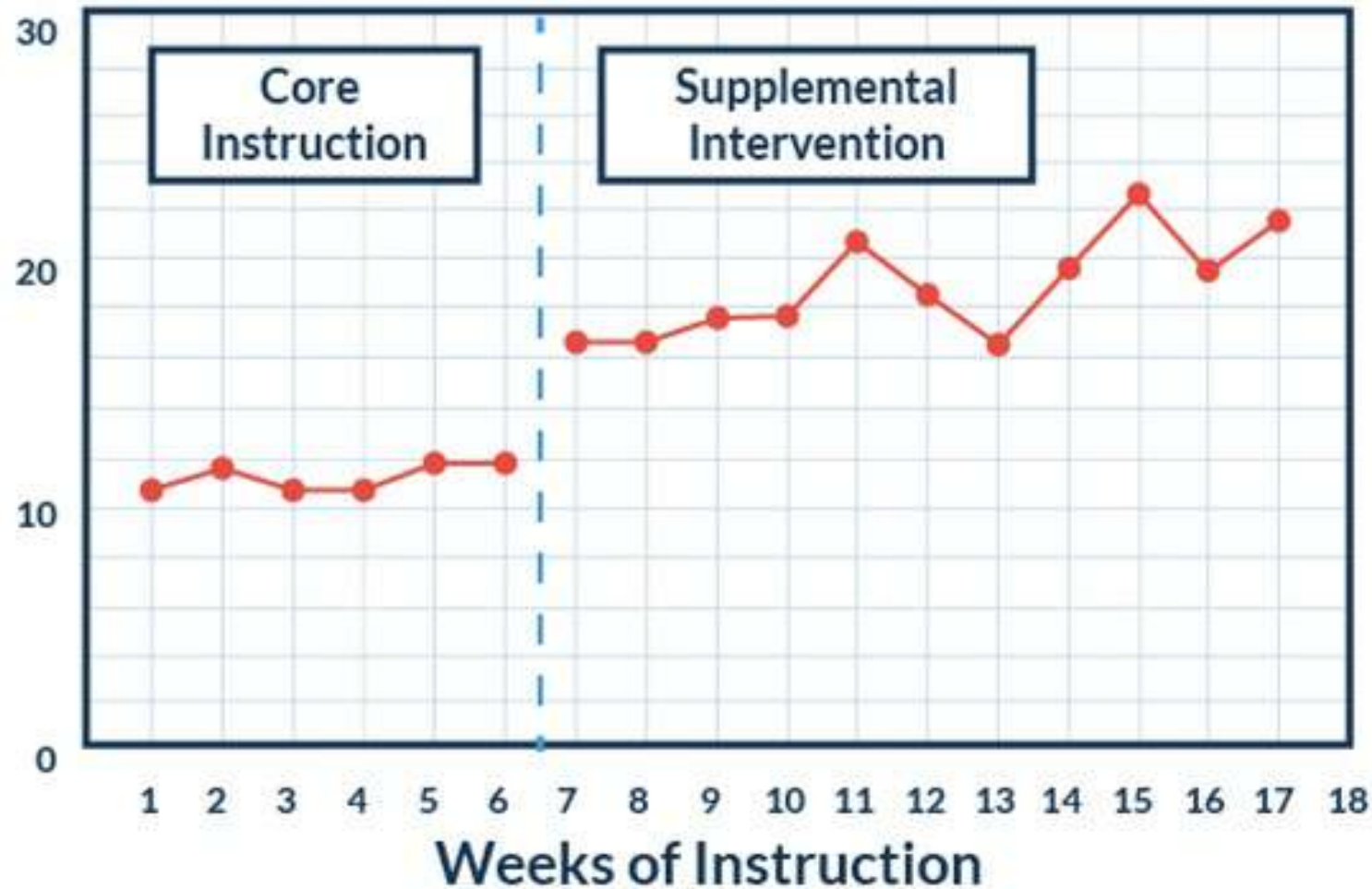


# Communication is key

- Using virtual teaching times to model how to use teaching strategies and behavior strategies to increase stamina
- Providing time to collaborate based on the anecdotal data to decide if instruction is working or need to change course
- Model how to use the data collection sheet to keep track of progress



# Example: Collaborative Progress Monitoring



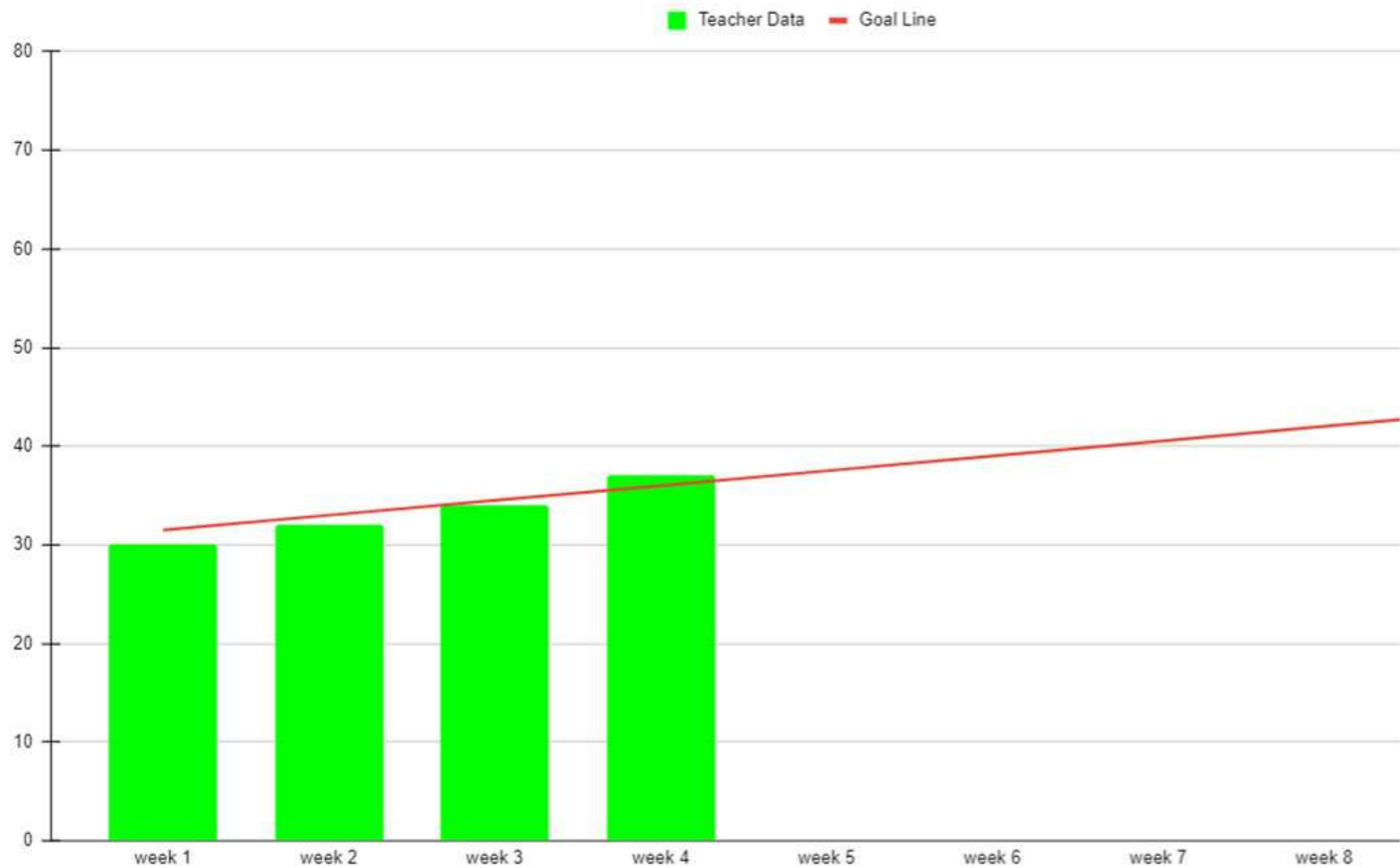
# IEP Progress Monitoring Example

Math goal: When given double digit addition student will solve problems improving AB's operations in base ten from 30% to 80% based on Teacher Data

[PBIS Matrix](#)

Date	Correct Work Sample	Aimline	Method of Service	Staff Monitor	Engagement Rating
week 1	30	31.5	Face to Face ▼	Case Manager ▼	2 - Basic ▼
week 2	32	33	Synchronous Virtu ▼	Related Service Provider ▼	3 - Proficient ▼
week 3	34	34.5	▼	▼	▼
week 4	37	36	▼	▼	▼
week 5		37.5	▼	▼	▼
week 6		39	▼	▼	▼
week 7		40.5	▼	▼	▼
week 8		42	▼	▼	▼





# Family/Staff Communication Log

[illegible]



## In your breakout groups:

- Start with introductions: name, district/school, and role.
- Decide on tasks:
  - ◆ Time-keeper: set a 10-minute countdown.
  - ◆ Facilitator: Open the [IEP Progress Monitoring Example](#) and share screen. Review the template and discuss the questions.
  - ◆ Note-taker: Record group reflections for share out.



## Questions for Share Out:

- What do you notice?
- How does this example compare with progress monitoring in your system?
- What questions do you have?



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*Thank You!*





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