



HAWAII STATE

Department of Education

Developing and Implementing High-Quality IEPs

Nicole Schmitz

State Educational Specialist
Exceptional Support Branch



Preschool

- Least Restrictive Environments (LRE)
- Outcomes

High Quality IEPs

- Programming to Meet Individualized Needs

2025-2026
Priorities

Dispute Resolution

- Continue with Dispute Strategic Plan, Year 5
- IEP Facilitation
- Pro Se Guidance to Parents
- Mediation and Conflict Resolution Trainings
- IDEA Training for School Administrators and Parents

Secondary Transition

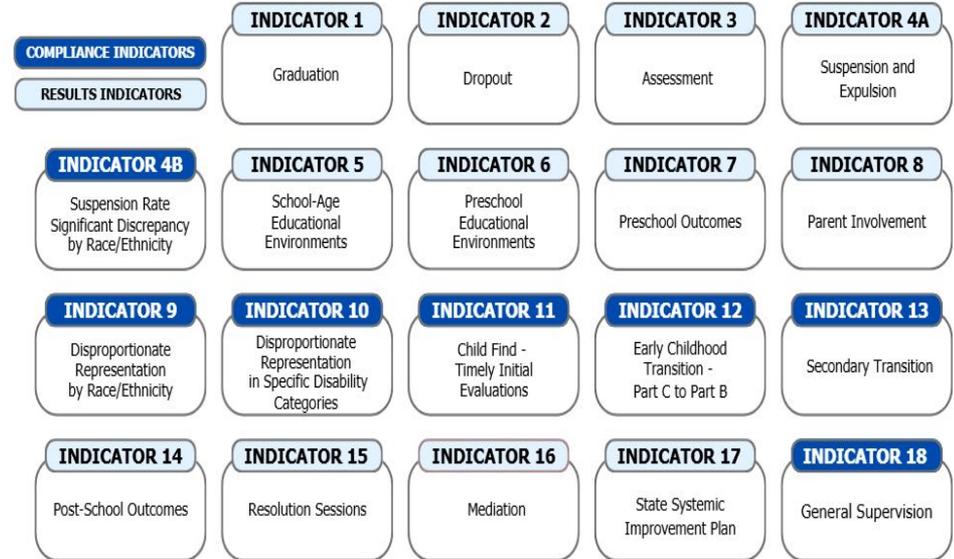
- Work-Based Learning
- Continue Training & Support for Indicator 13



SPP/APR - Federal Requirements

- Under IDEA, each state is required to develop an SPP/APR that evaluates the state's implementation of IDEA requirements (20 U.S.C. § 1416(b).
- The plan includes baseline data, rigorous targets for 18 compliance and results indicators.
- Each February, the plan must be submitted to the U.S. Department of Education, Office of Special Education Programs (OSEP) that includes the indicator data from the previous school year with a detailed plan for improvement.
 - SPP/APR FFY 2023 submitted Feb. 3, 2025, reports on school year 2023-2024 performance.

18 Compliance & Results Indicators





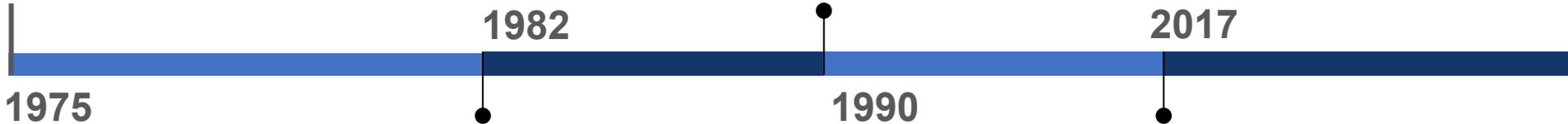
A quick history lesson...

The Education for All Handicapped Children Act (EHCA)

This law ensured that all individuals with disabilities be provided a free and appropriate public education (FAPE)

Individuals with Disabilities Education Act (IDEA)

The Education for All Handicapped Children Act (HEA) was amended and renamed to Individuals with Disabilities Education Act (IDEA)



Rowley v. Hendrick Hudson School District

Established the importance of procedural aspects of the law

Andrew F. v. Douglas County School District

Established the importance of substantive aspects of the law



Procedural

Did the IEP team adhere to the procedural requirements of IDEA (Rowley, 1982)?

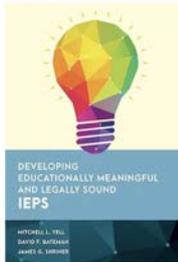
Substantive

Was the IEP reasonably calculated to enable a student to make progress (Endrew F., 2017)?

Implementation

Was the IEP implemented as agreed upon? (Instructional services, amount of services and fidelity of services)

FAPE REQUIREMENTS





Present Levels of Academic Achievement and Functional Performance (PLAAFP)

Key Components:

- Eligibility Category and Area of Concern
- Special Factors Consideration
- Background / Health / Developmental Information
- Strengths and Needs
- Impact of the Disability
- Input From Parents, Student and any Service Providers

IEP Tip Sheet
PLAAFP Statement
Present Levels of Academic Achievement and Functional Performance

This tip sheet introduces the present levels of academic achievement and functional performance statement, or PLAAFP statement. It includes a brief summary of federal regulations and tips for implementation. To learn more, review the additional resources and check with state law for additional requirements.

What Does IDEA Say?

According to IDEA Sec. 300.322(a)(1), each child's IEP must contain...
 (1) A statement of the child's present levels of academic achievement and functional performance, including—
 (i) How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or
 (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities.*

*There should be a direct relationship between the present levels of performance and the other components of the IEP. U.S. Department of Education, Code of Federal Regulation, 1999, Appendix C, Question 36.

Elements of a High-Quality PLAAFP Statement*

A fully developed, well-written PLAAFP statement is the foundation of the individualized education program (IEP) and is used to specify appropriate goals, services, supports, accommodations, and placement for the student. The IEP team can begin the process of developing a high-quality PLAAFP statement by holding a discussion that centers around four essential elements: student needs, effect on progress in general education, baseline information, and connection to goals and/or services.

PLAAFP Element	Description	Guiding Questions
Student Needs	Information on the student's current academic and/or functional needs	What are: <ul style="list-style-type: none"> • The impacts of the disability as identified in evaluation? • The academic and functional needs resulting from the disability? • The parents' concerns? • The instructional adaptations the student needs? • Ways in which the student's strengths can help address the identified areas of need?
Effect on Progress in General Education	An explanation of how the disability affects the student's involvement and progress in the general education curriculum	How does the student's disability affect: <ul style="list-style-type: none"> • Involvement in general education? • Access to the general education curriculum? • Progress in the general education curriculum?
Baseline Information	Baseline data for monitoring student progress	Are the data being reviewed to determine whether the student is making progress: <ul style="list-style-type: none"> • Specific? Objective? Measurable? • Something that can be collected frequently? And do these data relate to: <ul style="list-style-type: none"> • Identified areas of need? • State content standards?
Connection to Goals and/or Services	Bridge between the PLAAFP statement and measurable annual goal	<ul style="list-style-type: none"> • Is there enough information in the PLAAFP statement to develop a challenging, ambitious, measurable annual goal? • Is there enough information in the PLAAFP statement to determine what special education, related services, supplementary aids and services, and program modification or supports for school personnel are needed?

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Progress on previous goals is described with data.

- For initials, specific interventions that were tried and progress made

Strengths in each academic/functional area as it relates to eligibility

- What can the student do in relation to grade level standards or what are the relative strengths in this area?

Needs or concerns in each academic/functional area as it relates to eligibility

- Performance Gap
- Prioritize essential skills (not a bulleted list of everything a student cannot do)
- Academic and/or Functional Evidence-Based Practices or Strategies
- Academic and/or Functional accommodations/assistive technology

Strengths and Needs are linked to results of multiple high-quality data sources



Measurable Goals

The 2017 Supreme Court decision *Endrew F. v. Douglas County School District* highlighted the importance of monitoring students' progress toward appropriately challenging **individualized educational program (IEP) annual goals** and making changes to students' educational programs when needed. The process for setting an IEP goal should be closely tied to **progress monitoring**, a valid, reliable method for providing frequent, ongoing assessment of a student's performance.





Calculate the Goal to enable a Child to Make Progress in Light of their
Circumstance

Benchmark

Level of performance on an assessment that is predictive of proficiency

National Norms

Average rate of growth per week (ROI) for a certain measure

Ambitious National Norms

Average rate of growth per week (ROI) for a certain measure with an ambitious multiplier

Intra-Individual Framework

Based on the student's last eight data points to determine the students ROI (SROI).



Writing *Smarter* SMART Goals

ABCD+T

Audience, Behavior, Condition, Degree, + Timeline

Figure 1 The ABCD+T (audience, behavior, condition, degree, and time) method of goal writing

Audience	Zeke will
Behavior	read aloud
Condition	when given selection from the 3 rd grade reading textbook and one minute to read
Degree	Number of correct words to 84 words per minute
+Timeline	In 36 weeks

Annual IEP Goal: *In 36 weeks, when given a selection from the third-grade reading textbook, Zeke will increase the number of correct words read aloud to 84 per minute.*

Goran, L., Harkins Monaco, E., Yell, M., Shriner, J., Bateman, D. (2020). Pursuing academic and functional advancement: Goals, services, and measuring progress. *Teaching Exceptional Children, (52)5*, p.333-334).

Audience

Who is the goal written for? (student)

Behavior

What is the target behavior that the student is expected to be able to do. (behavior is anything you can measure)

Condition

Specifies the **content** in which the performance is expected. The IEP team must consider the relevant **stimulus condition** under which the student is expected to demonstrate the desired behavior (i.e., under what circumstance will the student perform the desired behavior). This includes **setting** (i.e., math class, cafeteria) as well as **context** (i.e., when given a picture prompt, provided with a numberline, when given a data set, after repeated reading,, a graphic organizer, etc).

Degree

The degree, criterion, or standard required. This provides clarity regarding the expectations for student performance. **Criteria**= the materials necessary for completion and the required levels of support

Timeline

What is the expected date (time) by which the goal will be met?



Specially Designed Instruction (according to IDEA)

Adapting to the needs of the child the:

Content

Knowledge and **skills** to be mastered

How have the core instructional standards (e.g., Springboard, Wonders, Acellus) been adapted?

Methodology

Strategies and **interventions** used to target specific skills

Explicit instruction, self-regulated strategy development, behavioral self-monitoring, Collaborative strategic reading, dialogic reading

Delivery

Teaching that results in access to and **progress** in the curriculum for students with disabilities; instructional context or conditions.
(i.e., UDL, small group, whole group, at-elbow, etc.)

To address the **unique needs** of the child that **result** from the **disability**; and **ensure access** to the general curriculum, so that the child can **meet the educational standards** within the Department that apply to all children.



SDI Content Adaptations: What Educators Need to Know

According to **IDEA Sec. 300.201(d)(2)**, "[s]pecially designed instruction (SDI) means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction (i) to address the unique needs of the child that result from the child's disability; and (ii) to ensure access to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children [emphasis added]."

- Key Considerations for Adapting Content**
- Adapting content is one element that an IEP Team may consider when developing SDI.
 - Content adaptations may vary based on content area, student age, and **impact of disability**.
 - Content adaptations change what academic and functional content the child is learning.
 - Content adaptations address the unique needs of the child that result from the child's disability.

When identifying needs for content adaptations, what IEP Team consider?

In defining the disability categories, **IDEA Sec. 300.810** identifies functions associated with the eligibility determination for that disability. While the IEP Team doesn't dictate specific SDI content adaptations, it helps the IEP Team consider content adaptations. Teams might ask:

- How does the disability impact the child's access to the curriculum?
- What does the child need to be taught to address the disability?
- What knowledge, skills, and strategies does the child need to increase the child's access to and progress in the school experience?
- What does the evidence suggest are content adaptations that address the child's unique needs?
- What similar instructional needs do other students with similar instructional needs have?

Check out the **IDEA Disability Category Tip Sheet Series** to find examples of known content adaptations. Check out the **IDEA Disability Category Tip Sheet Series** to find examples of known content adaptations. Check out the **IDEA Disability Category Tip Sheet Series** to find examples of known content adaptations.

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SDI Methodology Adaptations: What Educators Need to Know

According to **IDEA Sec. 300.201(d)(2)**, "[s]pecially designed instruction (SDI) means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction (i) to address the unique needs of the child that result from the child's disability; and (ii) to ensure access to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children [emphasis added]."

- Key Considerations for Adapting Methodology**
- Adapting methodology is one element that an IEP Team may consider when developing SDI.
 - Methodologies may vary based on content area, student age, and **impact of disability**.
 - No one methodology is effective for all students with disabilities, but most students with disabilities respond to explicit, systematic instruction.
 - Methodology adaptations change how the teacher guides students' learning and functional knowledge, skills, and strategies to address the unique needs of the child that result from the disability.

When identifying needs for methodology adaptations, what IEP Team consider?



IEP Team

- How does the disability impact the child's access to the curriculum?
- Does the student need an adaptation to the instructional methodology?
- What instructional methodologies have the student used when acquiring knowledge and skills?
- What instructional methodologies have the student used when acquiring knowledge and skills?
- What are effective methodologies for the student's instructional academic and functional needs?

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SDI Delivery Adaptations: What Educators Need to Know

According to **IDEA Sec. 300.201(d)(2)**, "[s]pecially designed instruction (SDI) means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction (i) to address the unique needs of the child that result from the child's disability; and (ii) to ensure access to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children [emphasis added]."

- Key Considerations for Adapting Delivery**
- Adapting delivery is one element that an IEP Team may consider when developing SDI.
 - There is not a comprehensive list of potential SDI delivery adaptations. Delivery adaptations vary based on content area, student age, and **impact of disability**.
 - Unless data suggest otherwise, delivery of SDI should be in the general education environment to promote access to peers with and without disabilities in the least restrictive environment.
 - Delivery adaptations change elements of the delivery approach, including where and when the instruction will occur or who will deliver the instruction, to address the unique needs of the child that result from the disability.

When identifying needs for delivery adaptations, what questions should the IEP Team consider?



IEP Team

- Understanding the unique needs of the child as well as the evidence-based practices for addressing those needs can assist IEP Teams in identifying, evaluating, and documenting SDI delivery adaptations for students with disabilities. Teams may ask:
- Does the child receive sufficient opportunities to practice and receive explicit feedback?
- Do the data indicate a needed adaptation to the provider's specialized knowledge and skills?
- Do the data suggest that the student requires that the instruction is delivered at a specific time(s) or using a specific grouping model?

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SDI is...

- The **intentional (planned) teaching** of skills within goals and objectives to access the general education curriculum and close the learning gap.
- Uses teaching methods that are **backed by research** (Evidence-Based Practices)
- Has a **clear frequency and duration** that are determined by a combination of the current intervention plan, previous progress monitoring data, and what research says about instruction
- Is **progress monitored** using valid and reliable tools

SDI is not...

- Is not an accommodation (graphic organizers, guided notes, sentence starters, text-to-speech, etc.)
- Is not a location (every minute spent physically in a classroom with a student is NOT SDI)
- Is not differentiated instruction or universal design for learning (UDL) that is accessible to all students, but SDI may draw on UDL practices within the instructional design to address the unique needs of the child that result from their disability.



Core is

BOSS



Least Restrictive Environment

According to HAR 60:

“Least Restrictive Environment” is defined as:

to the maximum extent appropriate, educating students with disabilities, including students in public or private institutions or other care facilities, with students who are non-disabled and removing students with disabilities from the regular educational environment only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.



How we are supporting

Collaboration with MAC and expanded monitoring

Collaboration with OCID through the CLSD Grant and MTSS-R Coaching and PD

Individual Support for Complex Areas

Collaborative Support with the Complex Area for Individual Schools

Admin PD Sessions



Small Groups

Breakout Room Discussion Questions:

- *Where do you see the biggest challenges or barriers in ensuring IEPs are meaningful and individualized?*
- *What supports or tools would help families participate more fully and confidently in IEP meetings?*
- *How might we make information about HQIEPs more accessible and understandable to families of students with disabilities?*



Text

Text