

# Individualized Education Programs: Goals, Objectives, and Home Tracking

**Down Syndrome Network of Montgomery County**

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# Today's Topics

- Know your terms
- Look for Alignment
- Include needs and strengths
- Data Collection: Data is all around you

Know your terms  
and feel free to ask  
school staff for  
definitions

- Some terms are not always defined during meetings

Decoding

Fluency

Sight words

Science of reading

Comprehension (literal)

Comprehension (inferential)

Manipulatives

Check for understanding

# Present Levels of Academic and Functional Performance: **Look for alignment**

- Ensure you are able to examine each part of the present levels section so that you can easily see why the new goals were created
- If the PLAAFP (or PLOP) is not comprehensive, then the goals will not be comprehensive
- Ask for dates/sources for the information that goes into the PLOP section

# Strengths and preferences are not the same thing

## Strengths in the IEP

What can your child do?

What is your child interested in?

What background knowledge do they have

What skills do they demonstrate?  
(including social skills)

What hobbies do they have?

Other classes that are NOT need areas (math, PE, art, etc.): data from those classes can be included

# Why are strengths so important?

**Strengths tell a story**

**Competence**

**Capabilities**

**Skills not seen at school**

**Can be a starting point for a need area**

# Students are not taught to name their strengths

Most students do not know how to name some of their strengths, so adults need to put a name on those strengths.

## **Examples:**

Cooperative, curious, persistent, optimistic, empathetic, outgoing, patient, focused, proud, fastidious, organized, flexible, positive, observant, motivated, thorough

# Goals

Look at all areas of need on page 1 of the IEP for areas where there should be a goal

Ex. Reading comprehension

**Given a text at Cassie's reading level, she will identify the main characters, with 75% accuracy, in 3 out 4 trials, as measured by work samples and quizzes.**



# Goals/Objectives

- What will the student accomplish
- Under what condition(s)
- By when
- How does everyone know they will have accomplished that goal

**DO THEY LOOK JUST LIKE GOALS FROM LAST YEAR?**

**WHY?**

Students need to be  
given time and  
space to  
demonstrate their  
skills

If you have data that your child is performing a skill at home, what is different?

If a student needs a minute before they respond, they still know the response. They just need more time.

Data is all around you

Data collection:  
Digital or paper?  
You decide

## Digital

PDFs of staff emails

Work samples: take a picture and email it to yourself

IEPs, progress reports

## Paper

Binder

Spiral notebook with post its

Copies of work from homework folder

# Some areas for home based/ parent data collection

- Homework engagement
- Homework completion
- Verbal commentaries
- Community Activities
- Work Samples
- Teacher Daily check ins
- Teacher emails
- Work with siblings
- Observed and stated preferences
- Observations from others

Data source:

Interview

When we interview a student we find out information we might not know otherwise

### EXAMPLES:

Dance, sports, travel, YouTube, TikTok, relatives, cooking skills, pets, aspirations, future goals, talents, favorite movies, collectibles, fashion, history, science, etc., how they feel about certain subjects, what subjects are easy, what subjects are hard, etc.

Some of this can be collected through yes/no responses because many students won't elaborate on the "why" of their preferences.

Do not accept school staff saying that if they didn't see your child perform that skill then your child can't perform that skill

- **Your child may exhibit strengths after they get home from school because then they have the following:**
- **Extended time, preferential seating, no hunger/thirst, a break, familiar surroundings, encouragement, visual cues, reminders of knowledge shown previously**

**School data:  
You don't have to  
wait for the  
meeting to obtain  
information**

Feel free to request work samples,  
samples of quizzes,  
rubrics, etc. and input from specific teachers and service providers before any IEP meeting.

# Why your data is so important

What you have seen and what you know your child can do

Data across providers (year to year)

Data across settings (in the community, at a relative's house, etc.)

Data at home

Preferences: Why do they prefer the Wizards vs. Golden State?  
Hockey vs. soccer?



Before the meeting:  
Set your goals to  
share

Feel free to inform the team of your intention to share your child's strengths

If they say it is not relevant, ask for that information to be included anyway

Question: Why WOULDN'T they want to give your child credit for everything they know?

Feel free to  
document their  
data

If you are concerned about **decoding** and they are only focusing on **comprehension**, feel free to ask them to repeat it for your data collection purposes.

Thank you for  
attending.

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