



Course Objectives by Lesson

Click [here](#) to register for the class

Module 1: IEP Worthy Goals

- Lesson 1.1: PLAAFP
 - Participants will **describe** the qualities of a PLAAFP that can serve as an effective guide for all other decisions made related a child's IEP
 - Participants will **revise** how they write PLAAFP using the formula for describing how the student's disability/delay/disorder is impacting their access, participation, and progress in the general curriculum, and for preschoolers, as appropriate, activities
 - Participants will **compare and contrast** PLAAFP statements and decide if they are good, if are they bad, and/or if are they both
- Lesson 1.2: Four Filters
 - Participants will **list and describe** how the "four filters" can be used for generating IEP worthy goals
 - Participants will **develop** questions that help determine what a child needs to learn and if it requires specially designed instruction
 - Participants will **assess** the extent to which IEP goals "pass" the four filters
- Lesson 1.3: Functionality
 - Participants will **distinguish** between functional and nonfunctional outcomes by considering "why" and "how" a child's participation and independence is impacted
 - Participants will **demonstrate** an understanding of the importance of increasing a child's participation and independence during daily activities and routines
 - Participants will **evaluate** IEP goal and objective statements to determine functional importance
- Lesson 1.4: Measurability
 - Participants will **define** measurable as it relates to IEP goals and objectives
 - Participants will **demonstrate** use of the A B C formula for writing meaningful IEP goals
 - Participants will **consider** the extent to which their previous IEP goals/objectives met measurability best practices

Module 2: Disability or Difference

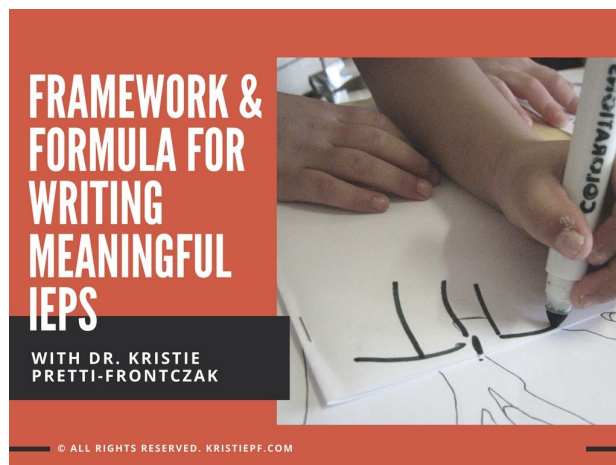
- Lesson 2.1: Needs vs. Wants
 - Participants will **distinguish** between needs and wants as well as disability vs. delay vs. difference
 - Participants will **analyze** stressors that impede learning for children as well as for themselves
 - Participants will **articulate** how triggers have impacted the learning of children they know and/or themselves
- Lesson 2.2: Data-Driven Decision
 - Participants will **identify** each step in the data-driven decision-making process
 - Participants will **demonstrate** how a data-driven decision-making process is required to write meaningful and legally defensible IEPs
 - Participants will **evaluate** how the data-driven decision-making process supports identification and implementation of developmentally appropriate specialized instruction and accommodations/modifications that match children's IEP goals

Module 3: Selecting Criteria

- Lesson 3.1: What will convince you?
 - Participants will **define** the five dimensions of behavior that can be used as criteria for IEP goals
 - Participants will **develop** an IEP goal with matched IEP objectives that include specific, measurable, attainable, realistic, and time-limited (SMART) performance monitoring criteria
 - Participants will **compare and contrast** ways to write criteria using quantitative and qualitative statements
- Lesson 3.2: What can you manage?
 - Participants will **distinguish** between the various ways we can collect, document, and summarize data, and how the way we use DDDM makes IEPs legally defensible
 - Participants will **use** discernment when setting criteria for IEP goals
 - Participants will **evaluate** how to make connections between the need for enough data to make sound decisions, and the resources available to gather trustworthy data
- Lesson 3.3: What matters?
 - Participants will **describe** how relationships between members of the IEP team (including families and students) are foundational to getting at what matters in terms of identifying IEP goals and planning specialized instruction
 - Participants will **engage** in writing IEPs using their hearts and their minds
 - Participants will **consider** what matters to them and the families within their community

Module 4: When Children Struggle

- Lesson 4.1: Zig Zag process
 - Participants will **describe** the concept of the zig zag framework as it applies to diverse learners, including children who struggle but may not qualify for early childhood special education services
 - Participants will **utilize** new skills to identify IEP goals and design instruction that falls within a child's zone of proximal development
 - Participants will **reflect** on when, where, and under what context they have observed any of the seven (7) learning progressions, as well as what they would do in the future to address them
- Lesson 4.2: Every child is a triangle
 - Participants will **define** what the concept "messy middle" means as it applies to the complexities and interrelated nature of early development and learning
 - Participants will **analyze** a child's tiered needs related to common outcomes
 - Participants will **consider** how a child's needs change and vary based upon the demands of the situation
- Lesson 4.3: Learning trajectories
 - Participants will **describe** the importance of looking for patterns and trends across data sources
 - Participants will **demonstrate** how patterns help determine why a child may be struggling or why development has stalled
 - Participants will **reflect** on common themes related to what is known about early learning and development



Click [here](#) to register for the class