



**COMPLETE  
UPDATES  
for  
IDEA 2004**

*Writing  
Measurable  
IEP  
Goals and  
Objectives*

Barbara D. Bateman and Cynthia M. Herr

**IEP**



**RESOURCES**

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Preface .....	6
<b>Part I: About GO/Bs (Goals and Objectives/Benchmarks /Progress Markers) .....</b>	<b>9</b>
IDEA 2004 .....	10
Measurability.....	14
Measurable.....	16
Non-measurable .....	20
Vagueness/Specificity.....	24
Almost Measurable.....	27
Myths of Measurability .....	29
Question/Answers.....	31
From Appendix C .....	32
From Appendix A .....	34
<b>Part II: Writing Goals and Objectives .....</b>	<b>39</b>
Introduction .....	40
GO/Bs in Perspective .....	42
The Writing Process .....	43
Present Levels of Performance .....	46
Writing Goals and Objectives/Benchmarks/Progress Markers.....	48
A Quick Review — PLOPs.....	52
Writing Measureable GO/Bs .....	52
A Quick Review — Goals .....	54
Factors in Projecting the Annual Goal.....	54
Moving the Child’s Performance from PLOP to Goal.....	56
Putting the PLOP — Objectives/Benchmarks — Goals on the Form.....	57
Form #1 — PLOP — Goal .....	59
Form #2 — PLOP.....	60
<b>Part III: Sample Best Practice PLOPs, Objectives, Goals .....</b>	<b>63</b>
Matrix of PLOPs/Objectives/Goals.....	65
75 Sample PLOPs, Objectives, Goals.....	66-140

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## *About the Author*

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### *Barbara Bateman*



Barbara Bateman, Ph.D., J.D. is a nationally recognized expert in special education and in special education law. She has taught special education students in public schools and institutions, conducted research in learning disabilities, assessment, visual impairments, mental retardation, attitudes toward people with disabilities, and effective instruction for children with disabilities. She joined the faculty of the special education department at the University of Oregon in 1966

and while there also held visiting or summer appointments at several universities including the University of Virginia, the University of Maine and the University of Wisconsin.

She has authored over 100 professional articles, monographs, chapters and books. Dr. Bateman graduated from the University of Oregon School of Law in 1976, the year before the federal special education law (then called P.L. 94-142 and now known as IDEA) went into effect, and since then has worked in all 50 states, serving as a hearing officer, an expert witness, a consultant to attorneys and agencies, a speaker and a teacher of special education law. Presently, Dr. Bateman is a special education consultant in private practice.

When not writing, conducting in-service education for school districts, providing assistance to parents of children with disabilities, consulting with attorneys involved in IDEA legal actions, Dr. Bateman can be found traveling the world with binoculars and snorkel in search of birds, fish, and shells.

## *Cynthia Herr*



Dr. Herr is an assistant professor and Research Associate in the Department of Special Education at the University of Oregon and has been in the field of special education for 30 years. Currently, she is the program director for the Secondary Special Education Teacher Training program at the University of Oregon and has coordinated it for the past 17 years.

Dr. Herr has written and been involved in a number of federal grant projects in the area of secondary special education.

She is currently the co-director of Project AIM, which trains secondary special education teachers to administer Oregon's alternate assessments, designed as alternates to required statewide tests of achievement. In addition to grant work, Dr. Herr teaches courses in the special education department including Law and Special Education.

Throughout her career, Dr. Herr has specialized in the areas of teaching students with learning disabilities and in the impact of the law on special education. Dr. Herr taught adults with learning disabilities for seven years at the community college level before beginning her career at the University of Oregon in 1985. As a consultant, she has conducted numerous workshops and made many presentations for the Oregon Association for Children and Citizens with Learning Disabilities (ACLCD), the Western College Reading Association and other professional groups. She is also a certified trainer in the University of Kansas Strategies Intervention Model and has conducted in-service training for local school districts in learning strategies developed at the University of Kansas. Dr. Herr is one of the few specialists in Oregon in the area of learning disabilities assessment with adults.

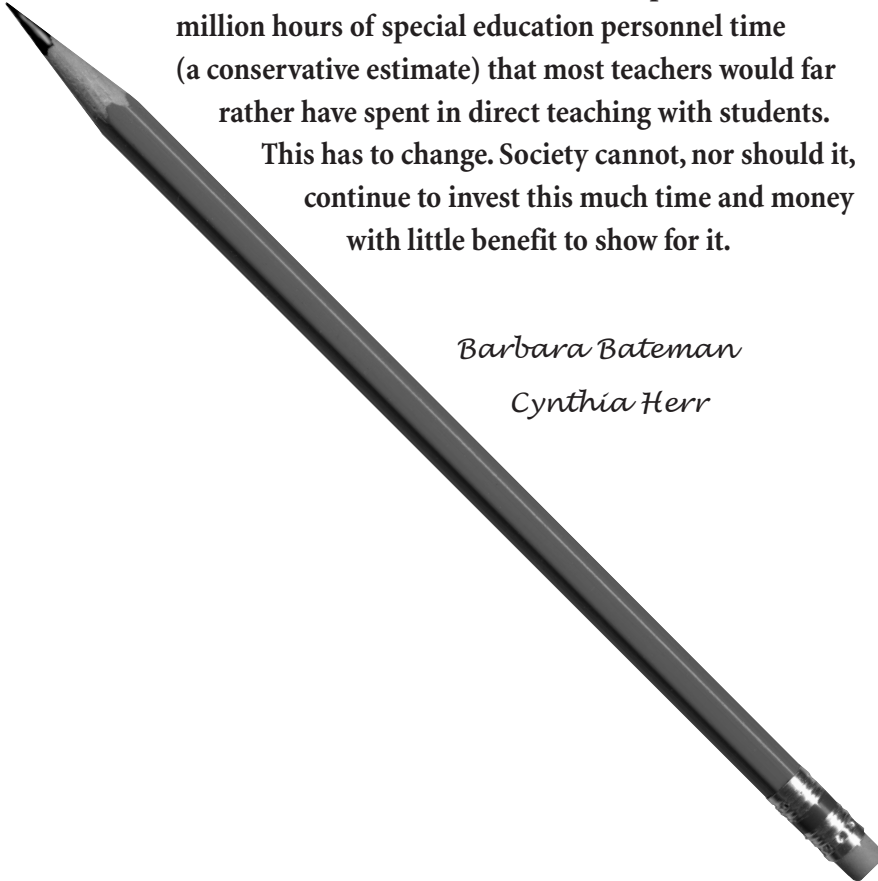
In her leisure time, Dr. Herr is an avid reader of mysteries and science fiction/fantasy books and spends time with her family: A dog, a cat, and an African Grey Parrot.

**Sadly, many professionals who work with Individualized Education Programs (IEPs) if given the chance, would vote to abolish them. IEPs have taken up several hundred million hours of special education personnel time (a conservative estimate) that most teachers would far rather have spent in direct teaching with students.**

**This has to change. Society cannot, nor should it, continue to invest this much time and money with little benefit to show for it.**

*Barbara Bateman*

*Cynthia Herr*



This book proposes a way to prepare the heart and soul, the nitty-gritty, the critical parts of the IEP in a way that is SIMPLE, CLEAR, USEFUL, ECONOMICAL, WORTHWHILE, COMMON ‘SENSICAL,’ LEGALLY CORRECT and REVOLUTIONARY. It is different from the way almost all of us have been writing **Individualized Education Program (IEP)** present levels of performance, goals and statements of service.

Sadly, many professional people who work with Individualized Education Programs (IEPs) would vote, given the chance, to abolish them. IEPs have taken up several hundred million hours (a conservative estimate) of special education personnel time that most teachers would far rather have spent in direct teaching with students. This has to change. Society cannot, nor should it, continue to invest this much time and money with little benefit to show for it.

In 1997 and again in 2004 when Congress revisited special education law (IDEA, the Individuals with Disabilities Education Act), it detailed the need for increased emphasis on measurable and measured goals, on students making genuine and measured progress, and on that student progress being regularly and meaningfully reported to parents.

This book will help every IEP team member respond effectively and without undue effort to this Congressional mandate.

However, be alerted — this is not IEP business as usual. It’s much more than that. Please join us . . .

*Barbara Bateman*

*Cynthia Herr*



*Part I:  
About GO/Bs  
(Goals and  
Objectives/  
Benchmarks/  
Progress Markers)*



## **IDEA 2004**

Since 1975 one federal law has guided every aspect of special education services in the United States. This law, most recently amended in 2004<sup>1</sup>, is the Individuals with Disabilities Education Act, commonly called IDEA. IDEA provides many benefits and protections to every eligible child who has a disability, and to his or her parents. The detailed framework of IDEA provides for full and individual evaluations, independent evaluations, the provision of special education and related services, individualized placement decisions within a continuum of placement options, protections in disciplinary actions, and much more. The major purpose of IDEA is to make a free, appropriate public education (FAPE) available to every child who has a disability.

The heart of IDEA is a written document called an Individual Education Program (IEP). While all benefits and protections are important, it's the IEP process, with parents as full and equal participants with the school personnel, that determines what services the child will actually receive. These services, as spelled out in the IEP, constitute FAPE. Thus the IEP determines what happens in the child's education. The IEP is the "make or break" component in FAPE for every IDEA child.

The IEP document must include certain elements for all children plus two additional for students sixteen and older. The first three components of the IEP are key, and they are what this book is about:

1. The child's present levels of performance;
2. Measurable annual goals (and measurable benchmarks or objectives some students)<sup>2</sup>, and
3. A statement of needed special education and other services.

Just as the IEP is the heart of IDEA, these three items are the heart of the IEP. Together, they are the key pieces of the whole law and of the child's education.

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1. Statutory references are to IDEA 2004, regulations cited are the 1999 IDEA regulations.

2. Prior to IDEA 2004, objectives or benchmarks were required for all students. Now they are required only for certain students, as discussed below.

A three-fold inquiry determines these key pieces of the IEP:

1. What are the child's unique needs?
2. What services will the school employ to address each need?
3. What will the child be able to accomplish as a result of the services?

This three-fold inquiry translates directly into three critical elements of the IEP: The present levels of performance (PLOPs), goals, and a statement of the special education services which will move the child from the PLOP to the goal. This book is about the heart within the heart, shown in Fig. 1.



Fig. 1

*The IEP is the heart of the Individuals with Disabilities Education Act (IDEA), and measurable goals and objectives/benchmarks/progress markers are the heart of each IEP.*

When IDEA was amended by the U.S. Congress in 1997 and even more so in 2004, new importance and emphases were placed on:

1. Special education students making more progress;
2. Special educators accurately and objectively measuring student progress; and
3. That progress being accurately and meaningfully reported to parents.

### **GO/Bs Redefined**

Prior to July 1, 2005, IDEA required that all annual IEP goals have measurable short-term objectives or benchmarks. Short-term objectives were defined as breaking "the skill described in the annual goal down into discrete components" while benchmarks were described as "the amount of progress the child is expected to make within specified segments of the year" (IDEA 1999 Regulations, Appendix A, Question 1).



*Part III:  
Sample  
Best Practice  
PLOPs,  
Objectives,  
Goals*

## *Acknowledgement*

The authors would like to acknowledge the work of graduate students in Dr. Herr's summer, 2002 Law & Special Education class in developing the PLOPs, goals and objectives that are included in the following section.

*Matrix of PLOs/Objectives/Goals*

	Early Childhood/Preschool Developmental ages 0 - 5	Primary/Elementary Developmental ages 6 - 11	Middle School/High School/Post School Developmental ages 12 - 18
Access to General Curriculum	43	6, 12, 37, 74, 75	14, 30, 33, 49, 54, 62, 74
Reading (decoding, fluency, comprehension)	17	1, 2, 7, 15, 26, 48, 51, 74	3, 74
Mathematics	29, 39	4, 22, 23, 39, 46, 50, 52	
Written Language	32	32, 36, 44, 53, 58, 72	30, 31, 49, 57, 64, 73
Behavioral/Social	43	6, 8, 12, 19, 37, 41, 71	33, 41, 62
Expressive/Receptive oral/aural Language	5, 9, 10, 16, 17, 18, 35	13, 26, 35, 40	27
Physical (fine, gross motor)	11, 24, 25, 28, 38, 47, 55	42, 45, 56, 63, 66	
Vocational & Pre-vocational			20, 21, 31, 49, 57, 61, 65, 67, 69, 72
Special Education Curriculum (including self-help and functional academics)	11, 18	4, 22, 23, 45, 56, 59, 66, 71	31, 34, 60, 61, 68, 70, 72, 73

Note: Numbers reflect sample PLOs, objectives and goals, #1-75, on which subjects in left column are addressed. Items may appear in more than 1 category on age/grade column.

## *Present Levels of Performance*

Jay is a non-reader who knows no sound-symbol relationships. In print, he recognizes his name and the words “Coca Cola” and “Nike.”

## *Objectives*

1. Given vowels, consonants, digraphs, and 5 common diphthongs, Jay will say the correct sounds at 30 sounds per minute with no more than 2 errors.
2. Given the 200 most common sight vocabulary words, Jay will read them aloud at 110 wpm with only random error.
3. Given first grade material, Jay will read a passage orally at 50-80 wpm with no more than 5 errors.

## *Goal*

Given first grade material, Jay will read a passage orally at 110-130 wpm with only random errors.

## *Present Levels Of Performance*

Given third grade material, Walter reads 50-70 wpm with 4-6 errors.

## *Objectives*

1. Given third grade material, Walter will read 110-120 wpm with 1-3 errors.
2. Given fourth grade material, Walter will read 70-100 wpm with 1-3 errors.
3. Given fifth grade material, Walter will read 70-100 wpm with 1-3 errors.

## *Goal*

Given fifth grade material, Walter will read 120 wpm with only random error.

## *Present Levels of Performance*

Given 3 paragraphs of expository reading material, Emily can decode fluently and accurately (at least 100 wpm with random error) but is unable to state or write the main idea and two supporting details for each paragraph.

## *Objectives*

1. Given 3 paragraphs of expository reading material which Emily can decode fluently and accurately (at least 100 wpm with random error), she will state or write the topic sentence of each paragraph.
2. Given 3 paragraphs of expository reading material which Emily can decode fluently and accurately (at least 100 wpm with random error), she will state or write the main idea of each paragraph.
3. Given 3 paragraphs of expository reading material which Emily can decode fluently and accurately (at least 100 wpm with random error), she will state or write the main idea of the paragraph and one detail for each paragraph.

## *Goal*

Given 3 paragraphs of expository reading material which Emily can decode fluently and accurately (at least 100 wpm with random error), she will state or write the main idea and two supporting details for each paragraph.

*Comment:* Students should not be expected to comprehend written material unless they can decode the material easily and accurately.



## *Present Levels of Performance*

Carol does not tell time.

## *Objectives*

1. Given pictures of clock faces with the short hand pointing to an hour, Carol will state the hour and also demonstrate that she can count to 60 by 5s, 9 out of 10 trials.
2. Given pictures of clock faces with the long hand pointing to the half hour, Carol will state the time by saying the hour and the word thirty (e.g., seven-thirty) and demonstrate, by showing the direction on the clock, the rule that the clock hands always move in a "clockwise" direction, 9 out of 10 trials.
3. Given pictures of clock faces with the long hand pointing to the quarter hour, Carol will state the time by saying the hour and the words "fifteen" or "forty-five" (e.g., two-fifteen or eight forty-five) and state the rule "short hand points, long hand counts."

## *Goal*

Given pictures of clock faces with the hands in any position, Carol will state the correct time in "minutes after the hour," accurate to the nearest 5 minutes, 9 of 10 trials.

## *Present Levels of Performance*

Emil promptly follows simple, one-step directions such as “Touch the block” or “sit down” fewer than 1 of 5 times.

## *Objectives*

1. Given a one-step direction, Emil will promptly follow the direction 9 out of 10 times.
2. Given a two-step direction, Emil will promptly follow at least the first of the two steps 9 out of 10 times.
3. Given a two-step direction, Emil will promptly follow both directions 9 out of 10 times.

## *Goal*

Give a three-step direction, Emil will promptly follow all three steps, in the correct order, 9 out of 10 times.

## *Present Levels of Performance*

Gerry completes and submits fewer than half of his homework assignments.

## *Objectives*

1. Gerry will submit at least 6 of 10 assignments.
2. Gerry will submit at least 8 of 10 assignments.
3. Gerry will submit 10 of 10 assignments.

## *Goal*

Given homework assignments within his academic capabilities, Gerry will continue to complete and submit each assignment at a level judged as satisfactory by his teacher.