

## ACCOMMODATIONS

Accommodations are adaptations to presentation or setting that can typically and easily occur in the general education classroom. Accommodations support the student's ability to access the curriculum but do not alter the content or nature of the lesson.

## MODIFICATIONS

Modifications change the curriculum content in some way to enable the student to be successful in the general education environment. When a lesson is modified, the goals of the lesson may stay the same, but the content may change. The student participates in the general education lesson but with adapted materials and/or expectations.

## SPECIALIZED INSTRUCTION

Specialized instruction significantly changes the instructional level, content, and performance criteria of the curriculum. Specialized instruction is not normally available to students in the general education program. A significant modification to instructional material can be considered specialized instruction. Specialized instruction is specifically designed by a special educator for a particular student with a disability.

# GOALS

*IEP goals are written to make the greatest difference for students.*

Goals must be measurable and must specify the expected knowledge, skill, behavior, or attitude to be achieved within the IEP period.

Goal statements address priority needs and focus the instruction over the IEP period.

Most IEP's should include only 3 – 4 direction setting goals.

Goals must be attainable.

Goals should be written so that someone else could understand, implement, and evaluate them.

Goals must be based on the student's current performance, rate of learning and educational needs.

# OBJECTIVES AND BENCHMARKS

*If the present level of educational performance is the starting point and the goal is the ending point, the objectives and benchmarks are the steps in between the starting and end points.*

Objectives break skills within the annual goal into discrete components.

Objectives should establish expected performance levels that allow for regular checks of progress that coincide with progress reporting.

Objectives lay out sequential, logical steps towards reaching the annual goal.

Objectives help organize the instruction for the IEP period.

## Goal Writing Quality Assurance Check

- Do my goals represent skills that will make the greatest difference to this student?
- Are my goals behavioral and measurable?
- Do my goals link to the curriculum frameworks?
- Do my goals link directly to the student's identified needs?
- Are my goals written in a manner that is easily understood?
- Are my goals realistically attainable for this student?
- Do my goals represent enough challenge?
- Can I assess my goals to obtain solid documentation of progress?
- Is my measurement/assessment procedure included or explicit within my goal statement?
- Does my goal address the need specified in my current performance level?