

Stephanie:

Hey everyone. My name is Stephanie. I'm your founder and host here at the intentional IEP for the summer PD series and all of our monthly guest speaker trainings. I am so excited to chat with you today about reverse planning for IEP goals. Now, maybe you've never heard of this, or maybe you've done it, but never heard it called that. Or maybe you've never really thought about starting with the end in mind, working backwards to give the student the IEP goals that they need to succeed. So I want to share this best practice with you. It's gonna change your life. So first, let me say that the IEP matrix is linked below. What you're gonna need is a list of prerequisite skills. Some states will give this to you. Others do not. Um, in my experience, across multiple states and schools, I've only worked for one out of seven that have given me any type of guideline, um, with no training though, about how to do this.

Stephanie:

So I'm really excited to be able to bring this to you so that you can use the reverse planning and write all of your students IEP goals, and know that the IEP goals that you're writing are meeting students where they are. So first let me say again, that the IEP matrix is linked below this, and if you need any help with it, just let me know, but I'm gonna walk you through it right here. So it's no secret that our students are diverse learners, right? They come from, uh, many different walks of life. They have a range of abilities, but they are so much expected to meet all of the grade level standards. And a lot of our students, this can be very overwhelming, not just for them, but also for us as their IEP team member, their caseload manager and their special education teacher.

Stephanie:

How do you know that a third grade student working on X skill right in the general education classroom is going to meet that skill, but maybe they're only working on this kindergarten level skill. So what is the difference between those skills? How do you know what to work on and how do you know that it aligns with that state standard? I'm gonna answer all of those questions for you today. I'm so excited. So let's just dive right in. So the first place that you wanna start is with the data that you have. So this comes from the present level section of the IEP. So first you wanna have the present level section written. Now, now you're gonna get data for the present levels. Um, that's called the PLA the plot, the PLA there's so many different names for it, but it's the present levels section of the IEP.

Stephanie:

And you're gonna have, um, your input forms. So any input forms, questionnaires that you're sending out to teachers, parents, paras students, anyone on the IEP team, that's filling those out. That data from those questionnaires is gonna be in the present levels. You're gonna have your progress monitoring data. You're also going to have your evaluation data, whether that is new evaluation data, or it's a couple of years old, you also are gonna have your state and district-wide assessment. So whether they're state testing or benchmarks, all of that data is going to be written into the present levels. If you need a present levels template, the IEP toolkit has one for you. I will also link that below this training. So, but first you wanna start with the data and the present levels because the present levels data is going to guide you to where you need to be to what your IEP goals need to be for that student.

Stephanie:

You cannot choose IEP goals without data at the present levels first. So you wanna make sure that when you're writing IEPs, you're starting with the present levels. So step one, present levels. Step two, then is going to be looking at the grade level standards. And this may come with, come from, or with looking at

it with the general education teacher. Even if your students are in a self-contained setting, you definitely wanna sit down with the general education teacher, see what the grade level standards are for a third grade or whatever grade that student is in. I'm gonna use my own name just as a reference, um, as a starting point for us. So maybe Stephanie is in third grade. Um, we know that she's working at a kindergarten level or a first grade level, but she has to meet those third grade level standards, right?

Stephanie:

So while I'm going to adapt and accommodate and modify those grade level standards, I still need to know what they are to meet Stephanie, where she is. So in able to do that, I need to look at the state standards. And that might come again from meeting with the general education teacher meeting with that general education teacher and just saying, Hey, Stephanie is, you know, in third grade, I just need to know what the grade level standards are for math and for English or for writing or reading or whatever the grade level standards are that you need to meet. And then you can work backwards from there. So step one, present level data, step two, look at the grade level standards. Now, when it goes beyond that, you need to look at the prerequisite skills. And again, this is where the IEP matrix is going to come into play.

Stephanie:

You're gonna look at the prerequisite skills. So what skills, so maybe, okay. Example, <laugh> let me use an example. It's the easiest way for me to, to share this with you. And I have an example written here. So let's say you have third grade student, Stephanie, who is the grade level curriculum standard is to be able to multiply one digit numbers by 10, completely just throwing that out there. That might not even be your third grade level standard, but we're gonna say that that's what Stephanie is working towards. That's where she needs to be. However Stephanie's data and her present levels states that she's currently working on adding one digit numbers with regrouping. So there are a bunch of skills, a prerequisite skills standards, whichever you wanna call them between one, um, one digit numbers with regrouping, adding them and multiplying numbers by 10, there are multiple skills in between there, but what are they and how do I know what they are to choose which step Stephanie needs to take next to meet that grade level standard.

Stephanie:

So you as a teacher would get your IEP matrix out and you're gonna locate the grade level standard in math numbers and operations in base 10. Now, you know that it's numbers and operations in base 10 because you've looked at the standards, right? You know, that multiplication is underneath, um, math numbers and operations in base 10. So you're gonna pull out that matrix. You're gonna look at it. You're gonna find that grade level standard. Now the prerequisites are gonna have you working backwards. So before you're looking at, um, this math multiplication standard, you have another standard that your students in general education need to meet that first. You have a standard below that and a standard below that they have to have all these other skills before they can do, um, that high level, third grade skill, right? So you have to look at the prerequisite.

Stephanie:

This is where your data comes into play. And this is why you need to have your state standards, um, out and know what standards need to be met. So you're gonna find your state standard on the matrix. And then what you're gonna do from there is you're gonna look at the backwards. You're gonna work backwards. Again. We know that Stephanie needs to be here for reverse planning. We know that she

needs to be at the state grade level standard, but we're not there yet. So we have to work backwards. So we're gonna work backwards. The data says that she can do a digit, um, single digit edition without regrouping. So I know she needs to work on, she's currently working on adding one digit numbers with regrouping, but what comes next? What is that next skill? Right? So we look at the state standard on the IEP matrix, we're gonna work backwards.

Stephanie:

And then we're gonna find that current data where she currently is. And then you're just gonna look at the next level up and the next level up and see what comes in between and see what makes the most sense for Stephanie to get her to that grade level standard. Now, she, if she is working on one digit addition with regrouping in one year, she may not get and probably will not get to that third grade level standard of multiplying numbers by 10. She might, you never know. It depends on how many levels are different prerequisite skills are in between where she is and the grade level standard. So once you get there, you can also, um, I had to close that, uh, a page, sorry. So once you get there, you know, that you can then go into writing IEP goals. Now, if you need help with writing IEP goals, I teach all about how to write IEP goals inside of, um, intentional IEP writing.

Stephanie:

But if you would also like specific training on the IEP matrix, how to use it, how to write goals with it, how to lesson plan with it, I'm gonna leave the link for the matrix below. Again, this comes, um, you can add on the bonus trainings that, um, were live. And we did inside of a live Facebook group a couple of weeks ago. And you can see and learn just all from that and learn how to do more of the reverse planning, not just for IEP goals, but also for lesson planning and how to write IEP goals and all of that fun stuff. This is your basic overview of how to do that reverse planning. But if you would like more in depth training, check out the matrix below. Also, if you would like a present levels template, check out the IEP toolkit, which is also linked below.

Stephanie:

I hope that this training was helpful for you. Um, if you have any questions, please reach out. I am happy to help, but yes. So start with the present levels, then go to your grade level curriculum, see what the standards are for that grade level. And then you're gonna go and look through your prerequisites and determine where your student and what your student needs to be working on for their IEP goals for that year. I hope this training was valuable. I hope that you learn something that you can take and learn, um, and take into next school year. I'll see y'all in the next training.