

The background of the slide features dark blue silhouettes of several individuals. One person in the foreground is sitting and reading a book. Behind them, other figures are visible, some appearing to be writing or reading. The overall scene suggests a quiet, studious environment.

MAINE DEPARTMENT
OF EDUCATION

Goal Writing For Related Service Providers

Presented by: The OSSIE Supervision, Monitoring and Support Team



Meet The Team



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- Care in the clinic or at school
 - Why are the rules different?
- Consultation
- Skill Gaps
- IEP Goals and Objectives
- Examples and Discussion

Why are the rules different?

In the clinic or at school



Clinical Services

- Department of Health and Human Services
- Medicaid: Title XIX of the Social Security Act
- Individualized Treatment Plan (ITP) or Authorized Plan of Care
- Medically necessary
- “patient” “client” “consumer” “child”

Educational Related Services

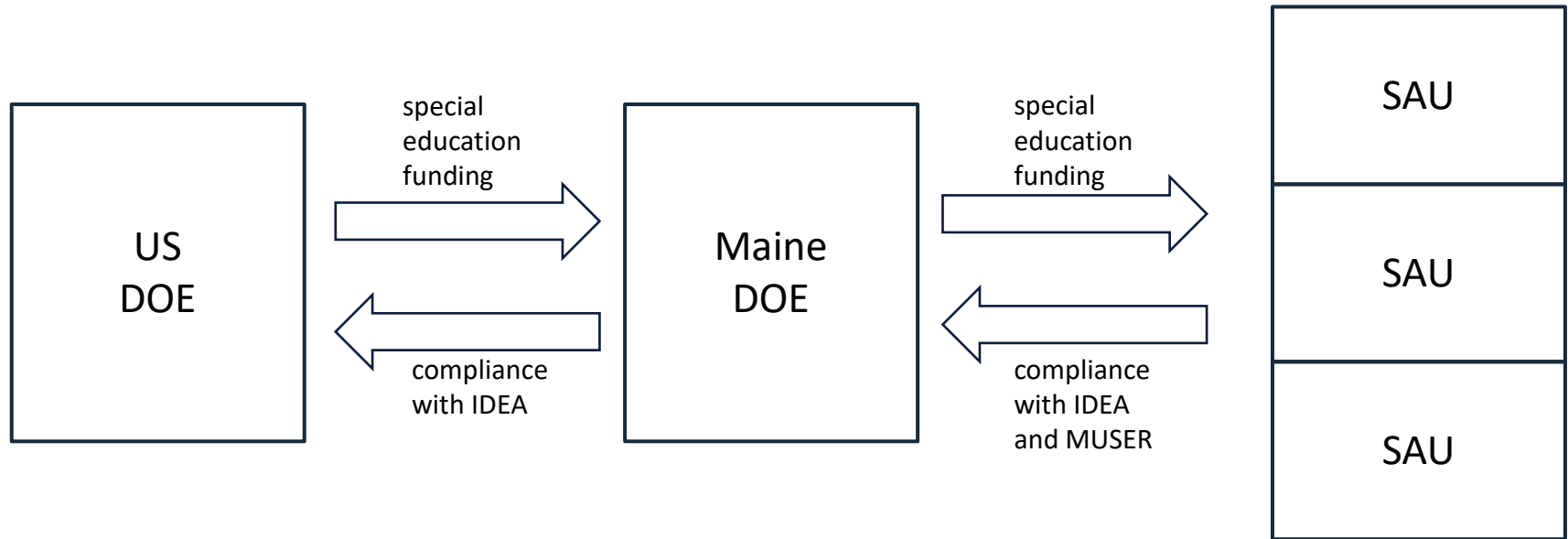
- Department of Education
- Office of Special Education Programs (OSEP)
- Individuals with Disabilities Education Act (IDEA)
- Individualized Education Plan (IEP)
- Required to assist the child to benefit from special education
- “student” “child”

Special Education and Related Services

IDEA [34 CFR §300.34](#)

- Special education services are services that are required to assist the child to benefit from the general education curriculum.
- Related services are services that are required to assist the child to benefit from special education.

How does IDEA work?



For information on MaineCare documentation requirements

MaineCare encourages anyone involved with the oversight and delivery of MaineCare-covered services to participate in the posted MaineCare in Education online learning modules which are posted on the [MaineCare in Education web page](#). Specifically, the “MaineCare 101 Introduction to School Health-Related Services” and “MaineCare in Education102 Advanced School Health-Related Services for Providers” modules provide background and information on exactly what documentation is required for the delivery of MaineCare-covered services. The modules also explain who at MaineCare reviews IEPs, and under what circumstances.

During the prior authorization request process, providers are asked to indicate if the requested service will be provided pursuant to IDEA regulations. If the answer is yes, the provider must submit the IEP cover page along with sections six and seven of a member's IEP for Acentra Health's review. If the answer is no, the provider will not be required to submit an IEP.

Acentra Health will review the submitted IEP documents to ensure services are documented in accordance with the DHHS/Maine DOE [joint guidance](#). Acentra Health will notify providers if documentation is not in compliance; providers can then correct and update the member's IEP if needed.

Acentra Health will place authorizations on hold until providers upload the updated IEP. Please remember, only the IEP team can determine a member's need for IEP services, and services cannot be altered or added solely for the purpose of MaineCare authorization of payment.

MaineCare in Education 101: Introduction to School Health-Related Services

Guidance on Required Documentation for Maine Care Reimbursable Services on the Individualized Education Plan

[IEP Documentation Training One Video - June 2, 2021](#), Passcode: %r^KpD51

[Presentation Slides \(PDF\)](#)

[Guidance on IEP Documentation – May 2021 \(PDF\)](#)

The [MaineCare In Education Presentation \(PowerPoint\)](#) explains how to access MaineCare services in schools.

Consultation





- **Consultation** is typically used to ensure that skills developed in a previously more restrictive setting (SDI) are being carried over into a less restrictive setting (general education setting). It is specific to student goals and should be documented in the goal itself. *“Given consultation, child will...”* or *“Given specially designed instruction and consultation child will...”*

- General discussion of progress and accommodations is not consultation. This would be a **collaboration** and should be documented in **Section 6** as an accommodation.



Section 5

Present Levels of Functional/Developmental Performance (MUSER IX.3.A.(1)(a)(i) & (ii):

Elaine can independently utilize a tool from her individualized tool kit, in 0 out of 5 opportunities.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c)

Progress:

By date, given service, child's name will skill as measured by evidence.

By 10/14/2024, given specially designed instruction and consult from an occupational therapist, Elaine will independently utilize a tool from her individualized tool kit, (including but not limited to break card, help card, fidget, first/then board, or similar) in 4 out of 5 opportunities as measured by teacher observation and data collection.

7. SPECIAL EDUCATION AND RELATED SERVICES (MUSER IX.3.A.(1)(d) & IX.3.A.(1)(g))

Special Education Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Specially Designed Instruction Self-Regulation Skills	Special Education Teacher	Special Education	30 minutes per day	10/15/2023- 10/14/2024
Related Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Occupational Therapy Consultation	Occupational Therapist	Special Education/General Education	15 minutes per month	10/15/2023- 10/14/2024

“Other” could include collaboration and recommendations from related service providers that are **not** directly related to an annual IEP goal (For example, manipulation of the child’s environment or instructional materials) - Procedural Manual pg. 27

6. SUPPLEMENTARY AIDS, SERVICES, MODIFICATIONS, AND/OR SUPPORTS (MUSER IX.3.A.(1)(d) & (g))

In addition to ongoing classroom supports and services, supplemental aids, and modifications, include a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district-wide and classroom assessments (MUSER IX.3.A.(1)(f)(i)).

A. Supplementary aids, modifications, accommodations, services, and/or supports for SAU personnel		Location	Frequency	Duration Beginning/End Date
Educational Technician/BHP support in core content	<input checked="" type="checkbox"/> Classroom Instruction	General and Special Education Setting	As Needed	11/14/2022-11/13/2023
	<input checked="" type="checkbox"/> Classroom Assessment			
	<input checked="" type="checkbox"/> District-wide Assessment			
	<input checked="" type="checkbox"/> State Assessment			
	<input type="checkbox"/> Classroom Instruction			
	<input type="checkbox"/> Classroom Assessment			
	<input type="checkbox"/> District-wide Assessment			
	<input type="checkbox"/> State Assessment			
Regular Education Teacher/Occupational Therapist Collaboration	<input checked="" type="checkbox"/> Other	General Education Setting	As Needed	11/14/2022-11/13/2023

- Discussion of progress and accommodations is not consultation. This should be documented in **Section 6** as an accommodation.

- **Consultation** is to ensure that skills developed in a previously more restrictive setting (SDI) are being carried over into a less restrictive setting (general education setting). It is specific to student goals and should be documented in the goal itself. *“Given consultation, child will...”* or *“Given specially designed instruction and consultation child will...”*

Section 7

Related Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Speech/Language Services				
Occupational Therapy Consult	Occupational Therapist	Special Education	30 min monthly	11/15/2023- 10/14/2024

 **Goal**

- Discussion of progress and accommodations is not consultation. This should be documented in **Section 6** as an accommodation.

Section 6

Related Services	Position Responsible	Location	Frequency	Duration Beginning and End Date
Regular Education Teacher/Occupational Therapist Collaboration	<input checked="" type="checkbox"/> Other	General Education Setting	As Needed	11/14/2022- 11/13/2023

 **Goal**



IEP Skill Gaps



U.S. Office of Special
Education Programs

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Functional

- Cognitive
- Communicative
- Gross/Fine Motor
- Adaptive
- Social/Emotional
- Sensory



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Skill Deficits/Gaps –

Consider the following: Might Include (there are others)

<u>Broad Functional Areas</u>	<u>Specific Skills</u>
Cognitive	Problem Solving, Self Awareness, Peer Interactions, Self Initiation or similar
Communicative	Articulation, Following Directions, Answering Wh-Questions, Turn-Taking, Grammar or similar
Motor (Fine/Gross)	Coloring, Cutting, Walking, Stairs or similar
Adaptive	Toileting, Handwashing, Cooking, Eating, Dressing, Bathing or similar
Social/Emotional	Peer Interactions, Self Regulation, Communication, Pragmatic Skills or similar
Sensory	Processing, Self Advocacy, Attention to Task, Self Regulation or similar

Section 4D: Distinctly Measurable and Persistent Gaps in Functional Performance and “How” Statement

D. Based on evaluative information in 4A, what are the child's distinctly measurable and persistent gaps in functional performance, and how do they affect the child's involvement and progress in the general education curriculum?

Identification of the distinctly measurable and persistent gaps in Functional performance

AND

How do the distinctly measurable and persistent skill gaps affect the child's involvement and progress in the general education curriculum

<u>Student Needs</u>	<u>How Statement</u>
(Cognitive) Mary's deficits in self initiation	impact her ability to complete classroom tasks.
(Communicative) Sarah's deficits with answering wh-questions	impact her ability to engage in conversations with peers during play activities.
(Motor) Michael's deficit with grasping items	impacts his ability use writing tools in class.
(Adaptive) Beth's deficits in handwashing	impact her ability to engage socially with same aged peers.
(Social/Emotional) Tom's self regulation deficits	impact his ability to comprehend and apply social rules in the general education setting.
(Sensory) Barb's tactile defensiveness	impact her ability to stay on task in all grade level activities.

Skill Deficits/Gaps – What are those specific areas?



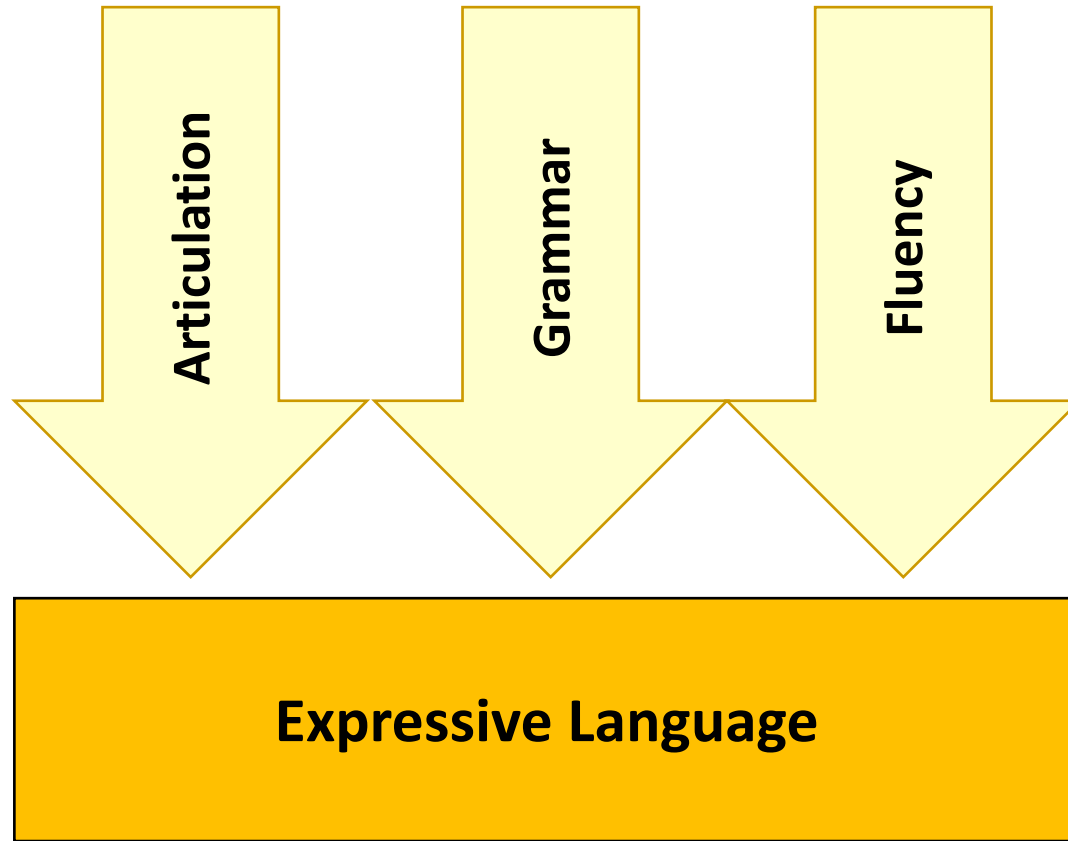
- Be very specific
- Do not include or reference:
 - Broad Areas
 - Evaluation Results
 - Standard Scores

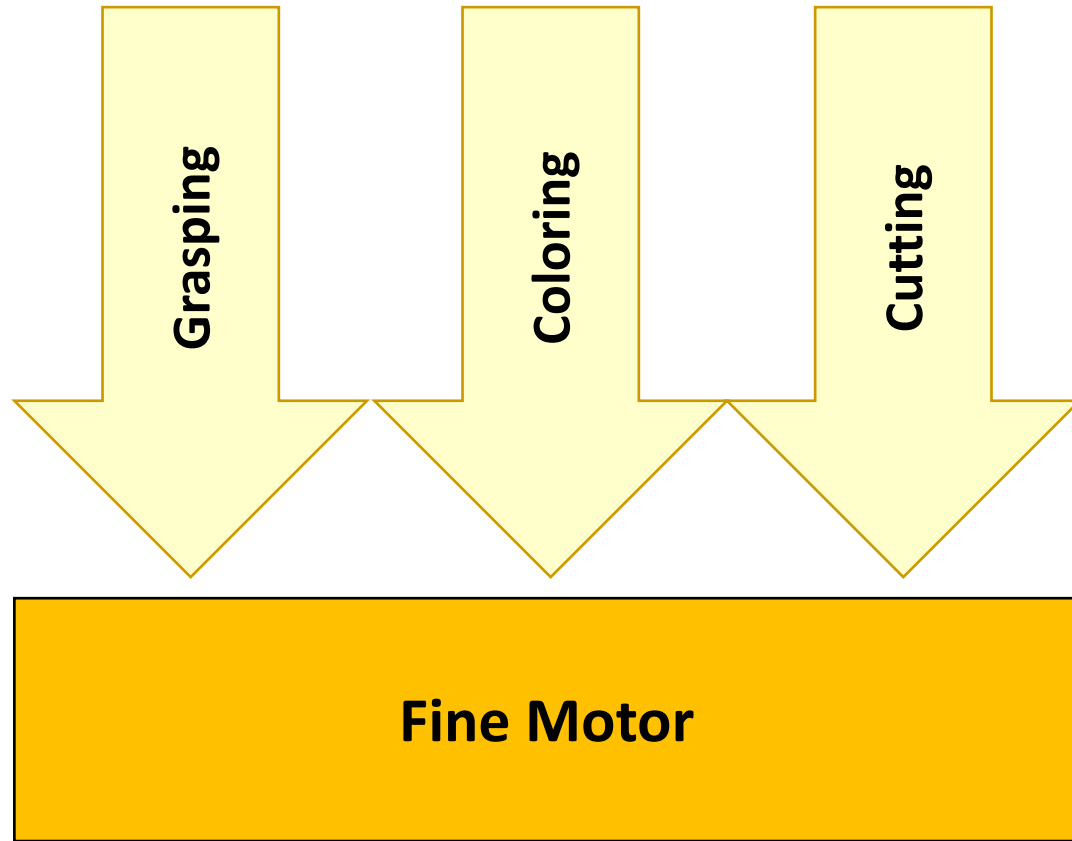
**Phonemic
Awareness**

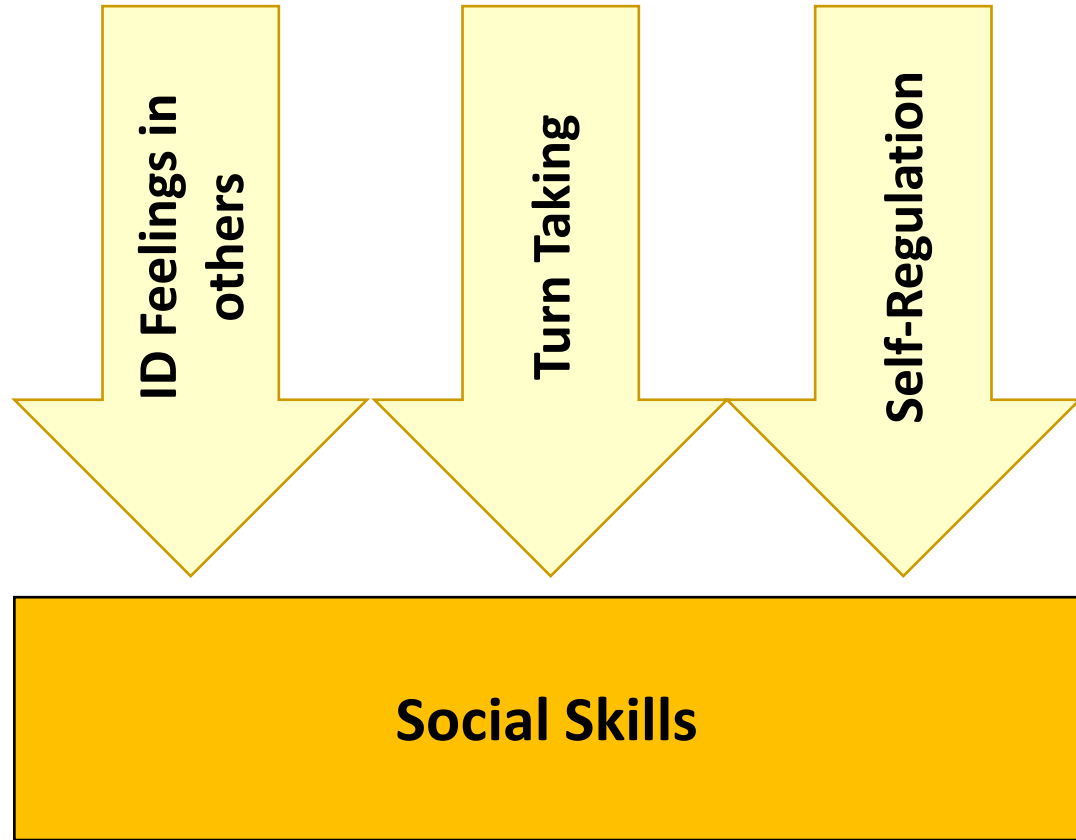
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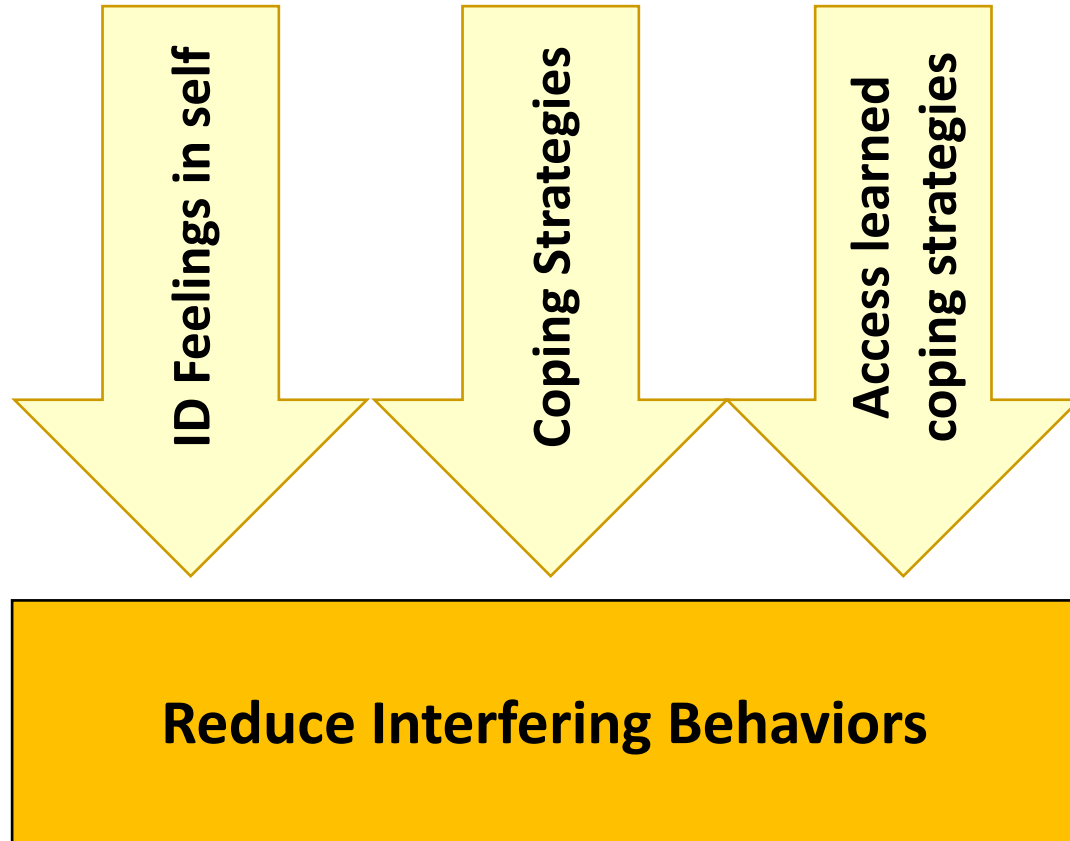
Decoding

Read on Grade Level









Evaluations listed in Section #4A guide distinctly measurable and persistent skill gaps.

4. ACADEMIC AND FUNCTIONAL/DEVELOPMENTAL EVALUATIONS, STRENGTHS, AND NEEDS (MUSER IX.3.C.(1))

A. Results of all initial evaluations or most recent evaluations of the child:

Fine Motor

Broad



D. Based on evaluative information in 4A, what are the child's distinctly measurable and persistent gaps in **functional performance**, and **how** do they affect the child's involvement and progress in the general education curriculum?

- Cutting
- Coloring

These skill gaps affect Stanley's ability to access grade level classroom activities.

Specific



IEP Goals and Objectives



U.S. Office of Special
Education Programs

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Evaluations

Disability
Identification

Academic and
Functional Skill
Gaps

Special
Education and
Related
Services

Measurable
Goals

Present Level
of
Performance

1-to-1 correspondence
Gap -> Present Level -> Goal

Present Level of Performance is:

[Procedural Manual pg 25](#)

Baseline
Data for Specific
Skill Gap

Understandable
to all, including
parents

Aligned with
each Skill Gap in
Sections
4C, 4D, & 4E

Aligned with Goal
Immediately
Following

Present Level of Performance is not:

Subjective:

- struggles with
- about
- sometimes
- moderate
- maximum
- mild

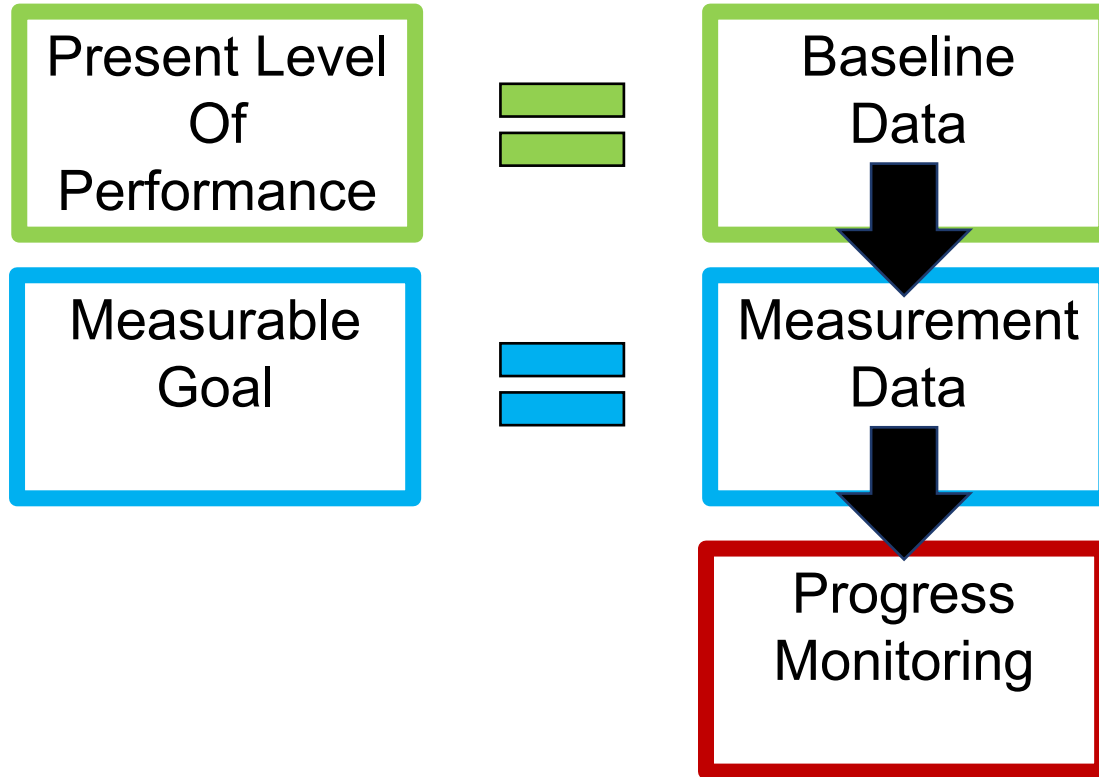
Approximate:

- Less than 60%
- About 55%
- 60-70%
- ~ 40%

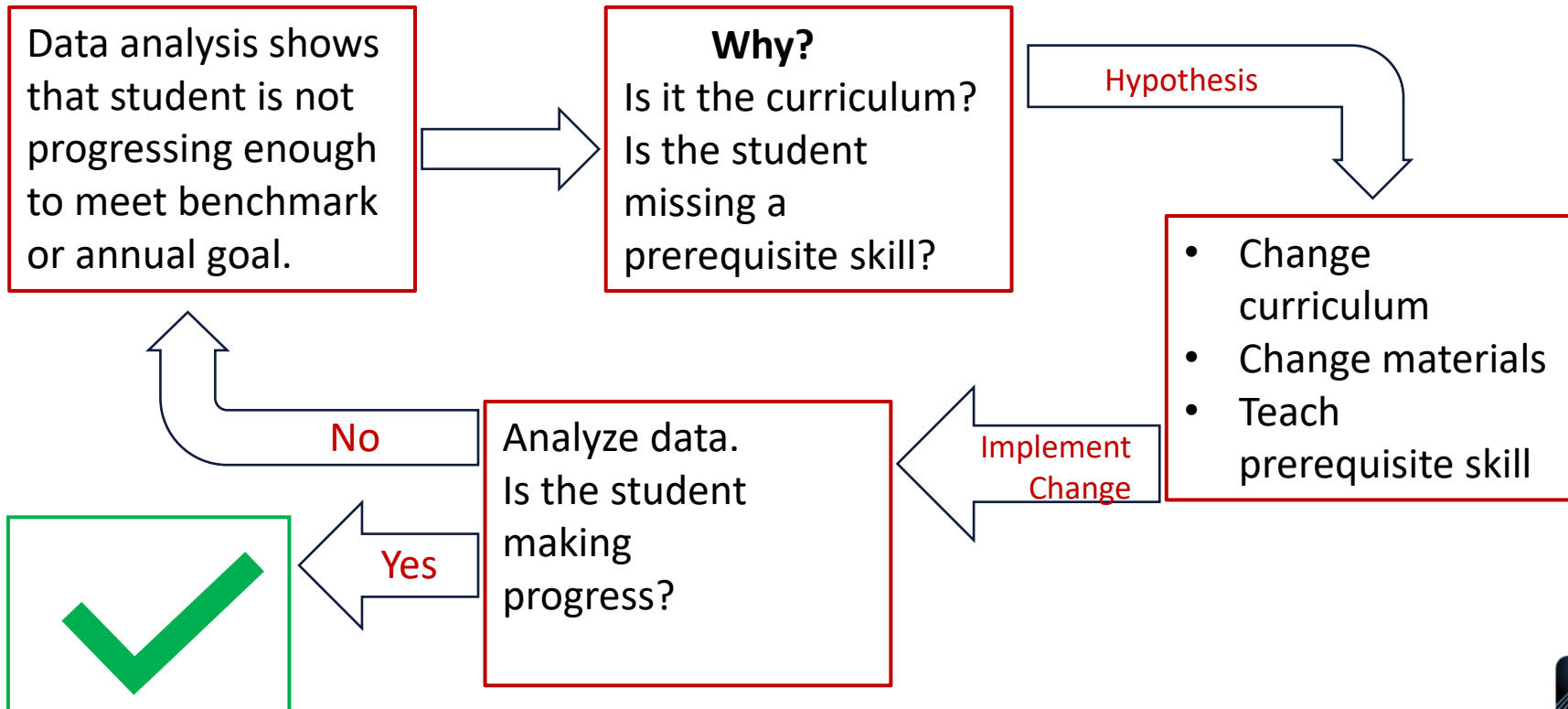
Present Level and Goal Measurement are not:

- Standard Scores
- Percentiles
- Multiple Skills

Same Data Point



Data Collection and Analysis



Measurable Goal for each distinctly measurable and persistent skill gap.

D. Based on evaluative information in 4A, what are the child's distinctly measurable and persistent gaps in **functional performance**, and **how** do they affect the child's involvement and progress in the general education curriculum?

- Cutting
- Coloring

These skill gaps affect Stanley's ability to access grade level classroom activities.



Present Levels of Functional/Developmental Performance (MUSER IX.3.A.(1)(a)(i) & (ii):

Stanley cuts a 1/4" straight line with 80% accuracy. He cuts a 1/8" straight line with 20% accuracy.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c)

Progress:

By date, given service, child's name will skill as measured by evidence.

By December 2024, given direct OT services and OT consultation, Stanley will cut a 1/8" straight line with 50% accuracy as measured by OT data collection and work samples.

Objective(s) required? Yes No

By date, given service, child's name will skill as measured by evidence.

Present Levels of Functional/Developmental Performance (MUSER IX.3.A.(1)(a)(i) & (ii):

Stanley colors with 1/4" lines in 0% of opportunities.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c)

Progress:

By date, given service, child's name will skill as measured by evidence.

By December 2024, given direct OT services and OT consultation, Stanley will color within 1/4" lines in 30% of opportunities as measured by OT data collection and work samples.

Objective(s) required? Yes No

By date, given service, child's name will skill as measured by evidence.

Measurable Annual Goals are:

- Annual: achievable in one year
- Formulated to address distinctly measurable and persistent gaps
- Measurable
- Measurement is the same data point you will use for progress monitoring

Short-Term Objectives are:

- Short-Term: benchmarks, less than one year
- Typically follow progress report timeline but don't need to
- Never required for functional goals but always allowed.
- Measurable
- Measurement is the same data point you will use for progress monitoring



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Examples and Discussion



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Present Levels of Functional/Developmental Performance (MUSER IX.3.A.(1)(a)(i) & (ii):

At times Madison continues to struggle with emotional regulation and balancing everything going on in her life which results in tuning out or disengaging and she becomes avoidant to the point of not interacting with staff, peers, or completing her work.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c)

By date, given service, child's name will skill as measured by evidence.

By 3/12/2025, given social work services, Madison will learn and practice skills related to self-awareness and self-management by utilizing 1-2 coping/regulatory skills, practicing mindfulness, and address thinking errors, to increase positive behavioral responses to emotions and situations and appropriate school behaviors as measured by teachers/staff per teacher/staff reports, self-reports, and social work reports/observations.

Objective(s) required? Yes

By date, given service, child's name

- No baseline data in the present level
- Multiple skills
- No measurement data

Present Levels of Functional/Developmental Performance (MUSER IX.3.A.(1)(a)(i) & (ii):

Matilda is able to demonstrate appropriate social-pragmatic skills in the learning environment with a baseline to be reported at the end of the first reporting period.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c)

By date, given service, child's name will skill as measured by evidence.

By 3/12/2025, given SLP consultation services, Matilda will maintain appropriate social pragmatic skills at >90% accuracy across all learning settings as measured by teacher reports and observation.

Objective(s) required? Yes No

By date, given service, child's name will skill as measured by evidence.

- No baseline data in the present level
- What are “appropriate” social pragmatic skills?
- What are you teaching?
- What are you measuring?

Present Levels of Functional/Developmental Performance (MUSER IX.3.A.(1)(a)(i) & (ii):

Henry needs speech and language services to improve receptive language. He is able to receptively identify approximately 20 different objects. He does not demonstrate understanding of prepositions (on, under, over, etc). Henry answers wh- questions after a story less than 25% of the time.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c)

By date, given service, child's name will skill as measured by evidence.

By 3/12/2025, given speech and language services, Henry will improve receptive language skills from severe to moderate as measured by clinician administered assessment.

Objective(s) required? Yes No

By date, given service, child's name will skill as measured by evidence.

By 3/12/2025, given speech and language services, Henry will receptively identify 50 different objects in a field of three as measured by clinical data collection and teacher observation.

By date, given service, child's name will skill as measured by evidence.

By 3/12/2025, given speech and language services, Henry will follow one-step directions involving prepositions in 65% of trials as measured by clinical data collection and teacher observation.

By date, given service, child's name will skill as measured by evidence.

By 3/12/2025, given speech and language services and a paragraph read out loud, Henry will answer "what" and "who" questions correctly 70% of the time as measured by clinical data collection and teacher observation.

- Baseline data is unclear.
- Measurement is from evaluations. How will progress monitoring be done?
- Multiple skills
- Objectives have clear measurement data.
- Objectives aren't short-term

Present Levels of Functional/Developmental Performance (MUSER IX.3.A.(1)(a)(i) & (ii):

Priscilla is showing increased anxiety and is asking to leave the classroom 4-5 times per day in order to call her mother.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c)

By date, given service, child's name will skill as measured by evidence.

Area of Focus: Behavioral

By 3/12/2025, given direct social work services, Priscilla will learn and apply anxiety coping skills in order to remain in the classroom as measured by teacher report, self-monitoring & clinical observation.

Objective(s) required? Yes No

By date, given service, child's name will skill as measured by evidence.

- Baseline data isn't aligned to goal
- No goal measurement
- Are learn and apply different skills?

Present Levels of Functional/Developmental Performance (MUSER IX.3.A.(1)(a)(i) & (ii):

In the area of school material use, Edna requires moderate physical assistance to manipulate tools such as loop scissors, and maximal physical assistance to manipulate school related tools that require increased fine motor strength. In the area of functional writing, Edna demonstrates the ability to independently to trace her name and letters on the iPad, however carryover to writing on paper is inconsistent at this time. In the area of set up/clean up, she requires verbal cueing and physical assistance to set up/put away belongings in the locker and complete school related jobs including scooping and cleaning tasks.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c)

By date, given service, child's name will skill as measured by evidence.

By 3/12/2025, given Occupational Therapy consult services, visual/verbal cues, modeling, repetition, and accommodations as needed, Edna will demonstrate the fine motor skills required to complete teacher assigned school related physical tasks including the use of materials, setup/cleanup, and functional writing when provided with minimal physical assistance in 80% of opportunities as measured by teacher report, work samples, observation, and quarterly progress reports.

Objective(s) required? Yes No

By date, given service, child's name will skill as measured by evidence.

- No baseline data
- Multiple skills
- Moderate/maximal /minimal physical assistance: Is this understandable to all?

Present Levels of Functional/Developmental Performance (MUSER IX.3.A.(1)(a)(i) & (ii):
Justin is able to use his coping skills 65% of the time when feeling anxious.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c)

By date, given service, child's name will skill as measured by evidence.

By 3/12/2025, given direct social work services, Justin will consistently apply pre-learned coping skills in 80% of opportunities as measured by teacher observation & self-monitoring.

Objective(s) required? Yes No

By date, given service, child's name will skill as measured by evidence.

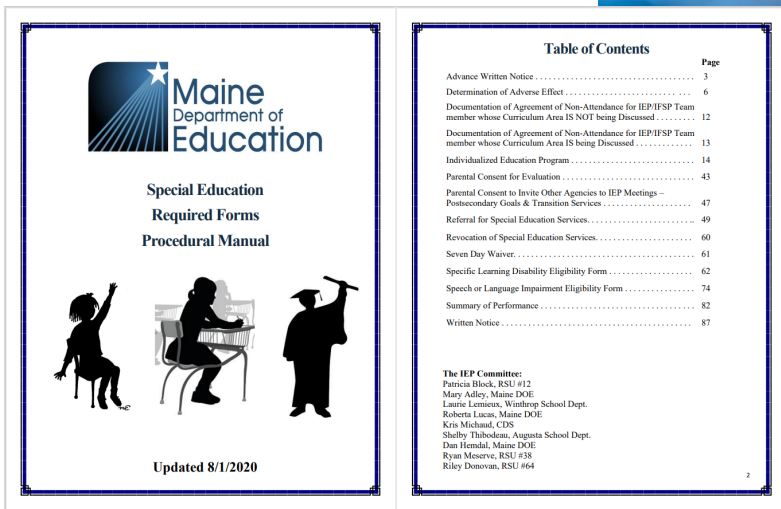
- Baseline data is clear.
- Goal measurement and progress monitoring are clear.
- Language is understandable to all.

Resources



Resources

Procedural Manual



The image shows the cover and table of contents of a procedural manual. The cover features the Maine Department of Education logo, the title 'Special Education Required Forms Procedural Manual', and silhouettes of three students. The table of contents lists various forms and their page numbers.

Maine Department of Education

**Special Education
Required Forms
Procedural Manual**

Updated 8/1/2020

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The IEP Committee:
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Dan Hensdal, Maine DOE
Ryan Meserve, RSU #38
Riley Donovan, RSU #64



Resources

Annual

Maine Unified Special Education Regulations (MUSER)



05-071 Chapter 101

**Maine Unified Special Education Regulation
Birth to Age Twenty**

Effective Date:

August 25, 2017



Resources

(MUSER)

2023-24 Cohort IEP Quick Reference Document

2023-2024 Cohort – Tips and Tricks for Writing a Compliant [IEP](#)

[For more information, click here for the Special Education Required Forms Procedural Manual](#)

<u>Finding</u>	<u>Location</u>	<u>MUSER Citation</u>	<u>Criteria</u>
RAE1	Section 4A	Results of initial or most recent evaluations of the child. 34 CFR 300.324(a)(1)(iii) MUSER IX.3.C(1)(c)	<ul style="list-style-type: none"> - Include evaluations that support the eligibility discussion - Include evaluation name - All evaluations must be dated
AFS1	Section 4B	Academic, Functional, and/or Developmental strengths of the child 34 CFR 300.324(a)(1)(i) MUSER IX.3.C(1)(a)	<ul style="list-style-type: none"> - Based on observations - Include areas of strength and relative strengths - NOT a restatement of evaluations
APG2	Section 4C	Academic needs (distinctly measurable and persistent skill gap) of the child. 34 CFR 300.324(a)(1)(iv) MUSER IX.3.C(1)(d)	<ul style="list-style-type: none"> - Academic - Distinctly Measurable and Persistent Skill Gaps - Best documented in a bulleted list - Make sure to include specific skill deficits <ul style="list-style-type: none"> - Fluency, Comprehension, etc. instead of Reading



Resources



[Professional Development Calendar](#)

[Link for Recordings and Power Points](#)



[Special Education Resources](#)

[Special Education Laws and Regulations](#)



[Special Education Forms and Reporting](#)

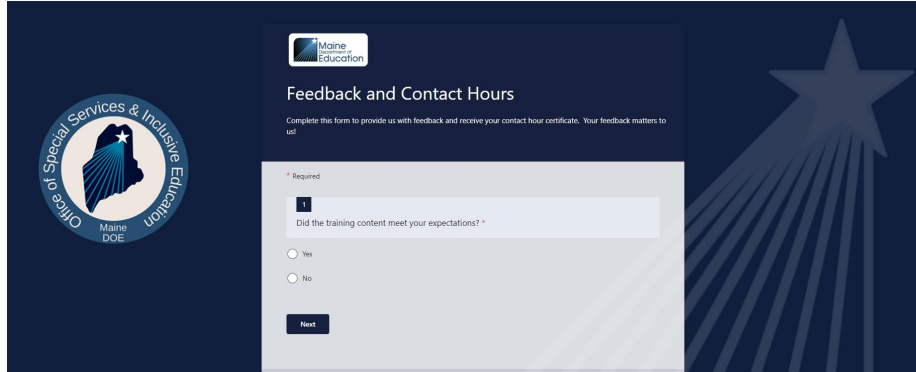


2023-24 Professional Development

<u>DATE</u>	<u>TOPIC/DESCRIPTION</u>	<u>REGISTRATION LINK</u>
Wednesday 5/22/24	Data Collection	<u>Data Collection Registration Link</u>
Friday 5/24/24	<u>Q&A Session</u>	<u>Q & A Registration Link</u>

[Recordings of past topics here.](#)

Professional Learning Feedback and Contact Hour Form.



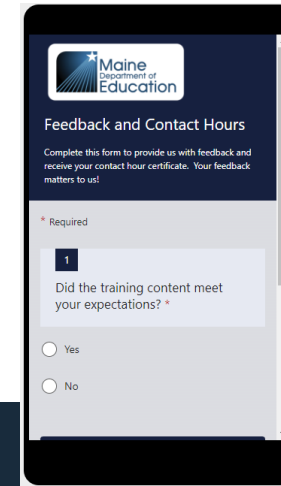
The screenshot shows the desktop version of the 'Feedback and Contact Hours' form. On the left is the circular logo for the Office of Special Services & Inclusive Education, Maine DOE. The main content area features the Maine Department of Education logo at the top, followed by the title 'Feedback and Contact Hours' and a brief instruction: 'Complete this form to provide us with feedback and receive your contact hour certificate. Your feedback matters to us!'. Below this is a form field with a question number '1' and the text 'Did the training content meet your expectations? *'. There are two radio button options: 'Yes' and 'No'. A 'Next' button is located at the bottom of the form field.

Use the link to complete the form
on your computer

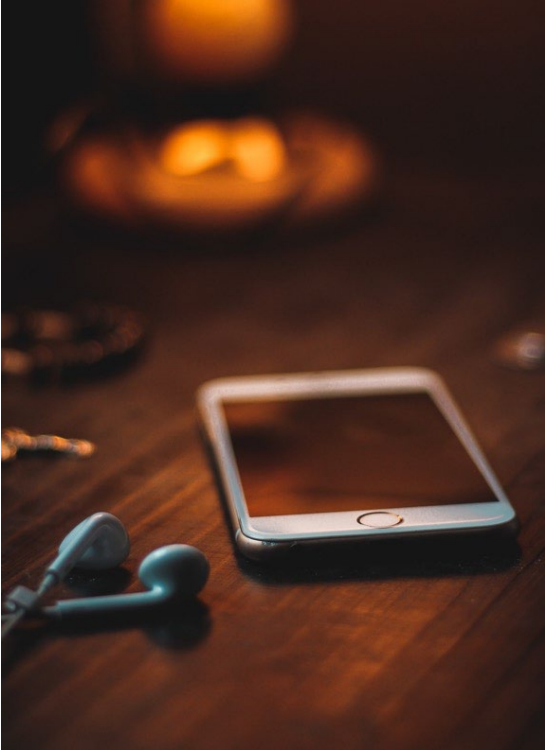
OR

Use the QR code to complete the
form on your mobile device

<https://forms.office.com/g/by472QQLDJ>



The screenshot shows the mobile version of the 'Feedback and Contact Hours' form. It features the same layout as the desktop version, including the Maine Department of Education logo, the title, the instruction, and the question '1: Did the training content meet your expectations? *' with 'Yes' and 'No' radio button options.



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THANK YOU!

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