

iep goals for social studies

IEP Goals for Social Studies: Supporting Student Success in the Classroom

iep goals for social studies play a crucial role in helping students with individualized education programs (IEPs) engage meaningfully with history, geography, civics, and other social studies subjects. Social studies is a subject area rich with content and critical thinking opportunities, but it can also present unique challenges for students with diverse learning needs. Crafting effective IEP goals tailored to social studies not only fosters academic growth but also promotes social awareness and civic responsibility. Let's explore how educators and parents can develop purposeful and achievable IEP goals for social studies that support students' learning and engagement.

Understanding the Importance of IEP Goals for Social Studies

Social studies is more than memorizing dates and facts; it involves interpreting information, understanding different perspectives, analyzing cause and effect, and applying knowledge to real-world contexts. For students with disabilities, these tasks may require targeted support. Well-defined IEP goals provide a roadmap to build essential skills in areas such as reading comprehension, critical thinking, social interaction, and written expression within the social studies content.

An effective IEP goal in social studies should be specific, measurable, attainable, relevant, and time-bound (SMART). It should address the student's current level of performance and focus on growth areas that will help them access the general curriculum alongside their peers. For example, a student struggling with reading historical texts might have goals aimed at improving vocabulary and comprehension strategies, while a student with social communication challenges might focus on group discussions or presentations.

Key Areas to Target with IEP Goals in Social Studies

Reading and Comprehension Skills

Many social studies materials involve complex texts, primary source documents, and informational content. Students with reading difficulties benefit from IEP goals that strengthen their ability to decode words, understand context, and extract main ideas and details.

Examples of reading-focused IEP goals for social studies:

- The student will identify the main idea and two supporting details from a grade-level social studies passage with 80% accuracy.
- The student will use graphic organizers to summarize information from historical texts in four out of five trials.

These types of goals help scaffold the student's ability to engage with content and build confidence in handling academic texts.

Critical Thinking and Analysis

Social studies often requires students to compare viewpoints, analyze causes and effects, and draw conclusions based on evidence. Developing critical thinking skills is essential, and IEP goals can target these cognitive processes.

Sample critical thinking goals include:

- The student will explain the cause and effect relationship in a historical event with 75% accuracy across three consecutive assignments.

- The student will compare and contrast two different cultural traditions using a Venn diagram, achieving proficiency in three out of four opportunities.

By incorporating critical thinking objectives, educators encourage students to go beyond memorization and engage deeply with the material.

Writing and Communication

Expressing understanding through writing and verbal communication is another important aspect of social studies learning. Tailored IEP goals can address challenges with organizing ideas, using content-specific vocabulary, or participating in classroom discussions.

Some communicative IEP goals might be:

- The student will write a two-paragraph summary about a social studies topic, including at least three relevant facts, in four out of five assignments.
- The student will actively participate in a group discussion about a current event by contributing at least two relevant comments or questions.

These goals help students develop practical communication skills that are valuable both academically and socially.

Strategies for Writing Effective IEP Goals for Social Studies

Creating meaningful IEP goals requires collaboration between educators, parents, and specialists. Here are some tips to ensure goals are well-crafted and supportive of the student's needs:

1. Start with a Comprehensive Assessment

Understanding the student's current academic performance and social skills in the context of social studies is essential. Use formal and informal assessments, observations, and work samples to identify strengths and areas for growth.

2. Align Goals with State Standards and Curriculum

IEP goals should complement the general education curriculum, ensuring the student is working toward grade-level expectations while accommodating their individual needs.

3. Break Down Complex Skills

Social studies skills can be multi-step and abstract. Breaking them into manageable objectives makes progress more attainable. For example, instead of a broad goal like "understand history," focus on "identify key events in chronological order."

4. Incorporate Assistive Technology and Supports

Some students may benefit from tools like text-to-speech software, graphic organizers, or visual aids. Goals can include using these supports independently to access social studies content.

5. Monitor Progress Regularly

Frequent data collection helps track the student's growth and informs necessary adjustments to

instruction or goals.

Examples of IEP Goals for Social Studies Based on Common Challenges

For Students with Reading Disabilities

- The student will use context clues to determine the meaning of unfamiliar social studies vocabulary words in 4 out of 5 instances.
- Given a grade-level passage, the student will answer comprehension questions with 80% accuracy.

For Students with Executive Functioning Difficulties

- The student will use a graphic organizer to plan and complete a social studies project with minimal adult assistance in 3 consecutive assignments.
- The student will follow multi-step directions during social studies activities with no more than one prompt in 4 out of 5 opportunities.

For Students with Social Communication Challenges

- The student will express an opinion about a social studies topic during class discussions using complete sentences in 3 out of 4 sessions.
- The student will collaborate with peers to complete a group assignment, demonstrating appropriate turn-taking and listening skills.

Why Social Studies IEP Goals Matter Beyond the Classroom

Setting and working toward IEP goals in social studies does more than improve academic performance. It helps students build critical life skills such as understanding societal structures, developing empathy for diverse perspectives, and becoming informed citizens. These competencies are invaluable as students prepare for adulthood and participate actively in their communities.

Furthermore, mastering social studies content can boost self-confidence, especially when students achieve milestones tailored to their abilities. It fosters motivation and a sense of accomplishment, encouraging lifelong learning.

Crafting thoughtful and individualized IEP goals for social studies ensures that every student has the opportunity to thrive in this dynamic subject area. By focusing on specific skills and providing appropriate supports, educators can make social studies accessible and engaging for all learners.

Frequently Asked Questions

What are IEP goals for social studies?

IEP goals for social studies are individualized objectives designed to help students with disabilities achieve success in social studies by targeting specific skills such as understanding historical events, developing critical thinking, and improving social interactions within the context of social studies content.

Why are IEP goals important in social studies education?

IEP goals are important in social studies education because they provide tailored support to meet the unique learning needs of students with disabilities, ensuring they can access the curriculum, participate meaningfully, and develop essential skills related to social studies.

Can you give an example of a measurable IEP goal for social studies?

An example of a measurable IEP goal for social studies is: 'By the end of the semester, the student will identify and describe three key events of the American Revolution with 80% accuracy in written or oral assessments.'

How can IEP goals address social skills within social studies?

IEP goals can address social skills by incorporating objectives such as improving group discussion participation, practicing respectful debate, or collaborating on group projects related to social studies topics.

What strategies help in writing effective IEP goals for social studies?

Effective strategies include making goals specific, measurable, achievable, relevant, and time-bound (SMART), aligning them with state standards, focusing on both content knowledge and skills, and considering the student's strengths and challenges.

How do IEP goals for social studies support students with learning disabilities?

IEP goals support students with learning disabilities by breaking down complex content into manageable tasks, using accommodations like visual aids or modified texts, and setting achievable milestones to build confidence and understanding.

Are there specific social studies topics that commonly require IEP goals?

Yes, topics such as understanding timelines, distinguishing fact from opinion, analyzing maps, and interpreting civic responsibilities often require targeted IEP goals to support comprehension and skill development.

How often should IEP goals for social studies be reviewed and updated?

IEP goals for social studies should be reviewed at least annually during the IEP meeting, but progress should be monitored regularly, and goals updated as needed to reflect the student's evolving needs and achievements.

How can teachers assess progress on social studies IEP goals?

Teachers can assess progress through quizzes, oral presentations, written assignments, participation in class discussions, and observations of social interactions related to social studies content.

What role do parents play in developing IEP goals for social studies?

Parents play a crucial role by providing insights into their child's strengths, challenges, and interests, collaborating with educators to set realistic goals, and supporting learning at home to reinforce social studies skills and knowledge.

Additional Resources

****Crafting Effective IEP Goals for Social Studies: A Professional Overview****

iep goals for social studies are a critical component in the individualized education program (IEP) framework designed to support students with diverse learning needs. Social studies, as a subject, encompasses history, geography, economics, civics, and cultural studies, demanding a multifaceted approach to instruction and goal-setting. Establishing clear, measurable, and attainable IEP goals for social studies enables educators and specialists to tailor learning experiences that promote academic growth, critical thinking, and social understanding for students who require specialized educational strategies.

Understanding how to formulate effective IEP goals for social studies involves a nuanced appreciation

of both the content standards and the unique learning profiles of students. This article explores the essential components of these goals, offering an analytical perspective on best practices, challenges, and the integration of targeted supports within social studies curricula.

Understanding the Importance of IEP Goals for Social Studies

IEP goals serve as personalized benchmarks that guide instruction and progress monitoring for students with disabilities. In the context of social studies, these goals must align with state or national standards while accommodating the student's cognitive, emotional, and physical capabilities. Social studies education fosters not only content knowledge but also essential skills like critical analysis, empathy, and civic responsibility. Therefore, IEP goals for social studies must reflect a balance between content mastery and skill development.

Crafting these goals requires a professional review of the student's current performance levels, learning style, and the specific challenges they face in grasping social studies concepts. For example, a student with a reading disability might struggle with dense texts or complex vocabulary often found in history lessons, necessitating goals that target reading comprehension strategies alongside content acquisition.

Key Features of Effective IEP Goals for Social Studies

Effective IEP goals for social studies share several key characteristics:

- **Specificity:** Goals should clearly define what the student is expected to achieve, such as identifying historical events or understanding economic principles.
- **Measurability:** Progress must be quantifiable, using assessments, observations, or project completions to evaluate growth.

- **Attainability:** Goals should be realistic, considering the student's abilities and the instructional time available.
- **Relevance:** Goals must connect to broader curricular standards and real-world applications, enhancing student engagement.
- **Time-bound:** Each goal needs a clear timeline for achievement, typically within an academic year or semester.

By integrating these features, educators can develop IEP goals that not only support academic success but also build foundational skills that transfer beyond the classroom.

Analyzing Common Challenges in Setting Social Studies IEP Goals

While the importance of well-designed IEP goals is undisputed, several challenges complicate their development for social studies. Unlike subjects such as math or reading, social studies demands synthesis of diverse information types, including textual, visual, and auditory materials. Furthermore, content complexity varies widely—from understanding local government structures to interpreting global historical events—making it difficult to standardize goals.

Students with disabilities may encounter specific barriers in social studies, including:

- **Processing difficulties:** Challenges in organizing and retaining chronological or thematic information.
- **Language barriers:** Difficulty with subject-specific vocabulary and abstract concepts.

- **Attention and engagement:** Maintaining focus during lectures or when reading lengthy texts.

Addressing these issues requires that IEP goals incorporate accommodations and modifications, such as the use of graphic organizers, simplified texts, or assistive technology. However, balancing accommodations with rigorous academic expectations remains a delicate task.

Examples of IEP Goals Tailored for Social Studies Learning Needs

To illustrate, here are examples of IEP goals that reflect diverse student needs in social studies:

1. **Comprehension Goal:** "By the end of the semester, the student will accurately summarize key events from the American Revolution using a graphic organizer in 4 out of 5 trials."
2. **Vocabulary Development Goal:** "The student will learn and correctly use 10 new social studies terms related to government structures in oral or written form with 80% accuracy."
3. **Critical Thinking Goal:** "Given two historical perspectives on a civil rights event, the student will identify and explain the differences in viewpoints in a written paragraph, scoring at least 75% on a rubric."
4. **Participation Goal:** "The student will actively participate in group discussions about current events at least 3 times per week, demonstrating appropriate turn-taking and relevant contributions."

These examples demonstrate how goals can target content knowledge, language skills, critical thinking, and social interaction—all crucial for comprehensive social studies education.

Integrating Assessments and Progress Monitoring

An essential aspect of IEP goals for social studies is the development of appropriate assessment tools and progress monitoring strategies. Traditional tests may not always accurately reflect the abilities of students with disabilities, necessitating alternative methods such as portfolios, oral presentations, or project-based assessments. Regularly tracking progress ensures that goals remain relevant and adjustments can be made promptly.

Teachers and specialists should collaborate to employ formative assessments that provide ongoing feedback, helping to identify areas needing reinforcement. For instance, using timelines or concept maps as checkpoints can reveal gaps in understanding before summative evaluations.

Balancing Academic Rigor and Accessibility

One of the professional challenges in crafting IEP goals for social studies is maintaining academic rigor while ensuring accessibility. While it is important to set high expectations, goals must be achievable to promote confidence and motivation. This balance requires a detailed understanding of both curriculum standards and the student's individual educational profile.

In some cases, goals may emphasize foundational skills, such as map-reading or chronological sequencing, before progressing to more complex content. Moreover, utilizing multisensory instructional techniques can make social studies more accessible without diluting the academic content.

Collaboration and Communication in Developing IEP Goals

Effective IEP goals emerge from collaborative efforts among educators, specialists, families, and the students themselves when possible. Open communication ensures that goals reflect realistic expectations and meaningful outcomes. Input from social studies teachers is especially valuable in

aligning goals with curricula, while speech therapists or special educators can provide insights into language and cognitive accommodations.

Furthermore, involving families helps contextualize learning objectives within the student's broader life experiences, fostering connections that enhance relevance and motivation.

IEP goals for social studies represent a vital intersection between individualized education and core curricular expectations. Through careful analysis, collaborative planning, and ongoing adaptation, these goals can empower students with disabilities to engage meaningfully with social studies content, developing the knowledge and skills necessary for academic success and informed citizenship.

Iep Goals For Social Studies

iep goals for social studies: Teaching Students with Moderate and Severe Disabilities

Diane M. Browder, Fred Spooner, Ginevra R. Courtade, and Contributors, 2020-03-04 For years the text of choice for developing excellence as a teacher of K-12 students with moderate and severe disabilities, this clearly written work has now been revised and updated. Chapters provide step-by-step procedures for designing standards-based individualized education plans and evaluating and enhancing student progress. Methods and materials for teaching literacy, mathematics, science, and social studies are described in depth. The book also describes effective ways to build functional daily living skills. User-friendly features include extensive vignettes and classroom examples, end-of-chapter application exercises, and reproducible planning and assessment tools. Purchasers get access to a Web page where they can download and print the reproducible materials in a convenient 8 1/2 x 11 size. Subject Areas/Key words: special education, children, adolescents, special-needs learners, disabled, moderately, severely, developmental disorders, academic interventions, academic skills, life skills, intellectual disability, cerebral palsy, autism spectrum disorders, learning disabilities, physical disabilities, inclusion classrooms, systematic instruction, special educators, teachers, literacy, reading, mathematics, textbooks, texts Audience: Students in special education and school psychology; K-12 special educators, school psychologists, reading specialists, classroom teachers, and administrators--

iep goals for social studies: Teaching in Special Education Lisa A. Ferrelli, 2010 How do special education teachers function in general education settings? Ferrelli uses interviews and observation to tell the stories of six special education teachers as they go about the business of teaching, illuminating elements of special education teacher practice and documenting the tensions between special education and general education teachers.

iep goals for social studies: Differentiated Instruction Ervin F. Sparapani, 2013-08-15 In the current standards-based, accountability-driven world of education, it is difficult for educators to use differentiated instruction to cater to the individual learning needs of each student. This book

explains differentiating instruction in a way that connects to current standards and provides examples of challenging best practice lessons.

iep goals for social studies: Curricula for Teaching Students with Autism Spectrum Disorder Hsu-Min Chiang, 2018-01-24 This book provides an extensive overview of curricula and instructional strategies for teaching children with autism spectrum disorder (ASD). It offers an empirically solid framework for designing and developing interventions for learners along the autism spectrum by reducing skill deficits and enhancing learner strengths while being flexible enough to allow for individual differences. The book discusses key concepts in educating individuals with ASD as they impact the processes of syllabus building, from planning goals and objectives to generating content choosing appropriate teaching strategies, and assessing progress. Chapters detail curriculum designs in academic areas such as language skills, science, and social studies, as well as functional skills, including independent living, career development, and preventing social victimization. The book concludes with recommendations for future interventions and curricula-building. Among the topics covered: Communication and autism spectrum disorder. Mathematical problem-solving instruction for students with ASD. Visual arts curriculum for students with ASD. How to build programs focused on daily living and adult independence. Sexuality education for students with ASD. Curricula for Teaching Students with Autism Spectrum Disorder is a must-have resource for researchers, graduate students, and clinicians and related therapists and professionals in clinical child and school psychology, childhood/special education, social work, developmental psychology, behavioral therapy/rehabilitation, and child and adolescent psychiatry.

iep goals for social studies: Creating an Inclusive Social Studies Classroom for Exceptional Learners Darren Minarik, Timothy Lintner, 2024-06-01 Creating an Inclusive Social Studies Classroom for Exceptional Learners serves as a comprehensive reference guide for K-12 educators and university-based social studies methods instructors and special education instructors wanting to create more inclusive opportunities for students with disabilities in the general education curriculum. Numerous research-based methods and instructional strategies are shared that enable teachers to effectively engage all learners in the social studies classroom. Social studies educators are encouraged to become a leading voice in support for the inclusion of students with disabilities in K-12 general education classrooms. Written by scholars with extensive backgrounds in social studies and special education, this book enhances and extends the small but growing body of literature addressing the needs of students with disabilities in social studies classrooms. Divided into three sections, the chapters explore how social studies provides an opportunity to create more inclusion for students with disabilities, how to create an inclusive learning environment through best practices in collaborating and planning, and how to help students with disabilities gain access to social studies content and achieve higher levels of understanding. Each chapter provides a brief theoretical underpinning and the latest research within the chapter topic, and practical and engaging strategies that readers can easily implement within their own classrooms. Educators receive guidance on how to get started with implementing the strategies along with suggestions for future research topics.

iep goals for social studies: Handbook of Special Education James M. Kauffman, Daniel P. Hallahan, 2011-05-15 Special education is now an established part of public education in the United States—by law and by custom. However, it is still widely misunderstood and continues to be dogged by controversies related to such things as categorization, grouping, assessment, placement, funding, instruction, and a variety of legal issues. The purpose of this 13-part, 57-chapter handbook is to help profile and bring greater clarity to this sprawling and growing field. To ensure consistency across the volume, chapter authors review and integrate existing research, identify strengths and weaknesses, note gaps in the literature, and discuss implications for practice and future research. Key features include: Comprehensive Coverage—Fifty-seven chapters cover all aspects of special education in the United States including cultural and international comparisons. Issues & Trends—In addition to synthesizing empirical findings and providing a critical analysis of the status and direction of current research, chapter authors discuss issues related to practice and reflect on trends in thinking. Categorical Chapters—In order to provide a comprehensive and comparative

treatment of the twelve categorical chapters in section IV, chapter authors were asked to follow a consistent outline: Definition, Causal Factors, Identification, Behavioral Characteristics, Assessment, Educational Programming, and Trends and Issues. Expertise—Edited by two of the most accomplished scholars in special education, chapter authors include a carefully chosen mixture of established and rising young stars in the field. This book is an appropriate reference volume for anyone (researchers, scholars, graduate students, practitioners, policy makers, and parents) interested in the state of special education today: its research base, current issues and practices, and future trends. It is also appropriate as a textbook for graduate level courses in special education.

iep goals for social studies: Collaboration for Diverse Learners Victoria J. Risko, Karen Bromley, 2020-11-25 Educators often feel frustrated by their school's lack of comprehensive programs to address the needs of diverse learners. Many noted literacy experts believe that school programs for diverse learners will remain ineffectual until instruction involves teachers, specialists, administrators, and families in collaborative decision making, mediation, negotiation, and respect for differences. Collaboration for Diverse Learners brings together several expert perspectives on achieving effective collaboration to accelerate the literacy development of diverse learners. You will find in this important volume many resources to guide your own decision making and development of successful collaboration programs: in-depth analyses of collaborative efforts, multiple ways to think about collaboration and its implementation, and examples of collaborative projects that are successfully in place in schools throughout the United States. You'll be especially inspired by the first-hand stories of educators, children, and families who present the possibilities for partnerships that advance the learning of all students. Published by International Reading Association

iep goals for social studies: Including Learners with Low-Incidence Disabilities Elizabeth A. West, Chris Forlin, 2015-02-13 This important book highlights the need to include learners with low-incidence disabilities and provides information related to supports and services to achieve that goal across a variety of contexts.

iep goals for social studies: The School Leader's Guide to Special Education Margaret J. McLaughlin, Kristin Ruedel, 2012-04-12 Special education is often a confusing and expensive consideration of running a school. You have IEPs and BIPs in place, but are they really working? Find a refresher on the key legal rights of students with disabilities, along with methods for designing and implementing IEPs and BIPs that work, approaches to creating effective instruction and assessment practices, and opportunities for inclusion in the general education classroom.

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iep goals for social studies: Specially Designed Instruction Anne M. Beninghof, 2021-08-16 In engaging, accessible chapters, expert teacher and author Anne M. Beninghof lays out a road map for providing specially designed instruction in any classroom. This book equips you with the answers to

the most frequently asked questions around incorporating special education services into the general classroom – What is SDI? Who is responsible? How do we make it happen? Focused on creating an effective planning process that you and your team can follow to develop specially designed instruction, this toolkit includes dozens of practical examples, worksheets, and prep tools to ensure readers walk away with a thorough understanding and ready-to-use ideas. Whether you have years of experience working with students with disabilities or are new to the profession, this critical guide provides effective strategies for every classroom.

iep goals for social studies: A Guide to School Services in Speech-Language Pathology, Fifth Edition Trici Schraeder, Courtney Seidel, 2024-07-26 A Guide to School Services in Speech-Language Pathology, Fifth Edition serves as a must read for school-based speech-language pathologists (SLPs), college instructors, and students-in-training. The text begins by providing a brief history of school-based SLP services. The foundations of school services are highlighted, including the legal mandates set forth in the Individuals with Disabilities Education Improvement Act (IDEA); Every Student Succeeds Act, Americans with Disabilities Act; and landmark court cases that have influenced school services – such as the 2023 Midthun-Hensen & Hensen v. GHC court ruling regarding evidence-based practices. Pedagogical features include related vocabulary at the beginning of each chapter to promote equity in comprehension, end of chapter summaries with guiding questions to reinforce important information, facilitate class discussions, and enhance understanding, concrete, real-life success stories from public school SLPs, and links to useful strategies, materials, and resources. This comprehensive textbook addresses issues paramount to school-based SLPs: Options to expand and diversify service delivery models Step-by-step instructions to implement a workload analysis Examples of IEP goals that support flexible scheduling and workload solutions Tables that describe evidence-based practices and provide links to the supportive research Template for writing IEP goals that align with IDEA mandates Methods for assessing multilingual language learners including dynamic, authentic, and criterion-referenced tools Guidance for implementing proactive behavior management, conflict resolution, professional collaboration, conferencing and counseling and cultural competencies Evidence bases that link language, literacy, and the achievement of school standards New to the Fifth Edition: New content regarding COVID-19 impacts and the expansion of telepractice Current references throughout that reflect state-of-the-art research Updated evidence-based content for practices in the areas of: * articulation and phonology * language and literacy * voice, feeding, and swallowing * augmentative and alternative communication * social and cognitive aspects of communication * hearing habilitation * general clinical strategies Modernized use of pronouns and terms that reflect our diverse society Scenarios that promote reflection of neurodiverse practices Please note: Ancillary content such as downloadable forms and checklists may not be included as in the original print version of this book.

iep goals for social studies: Math Instruction for Students with Learning Difficulties Susan Perry Gurganus, 2021-11-29 This richly updated third edition of Math Instruction for Students with Learning Difficulties presents a research-based approach to mathematics instruction designed to build confidence and competence in preservice and inservice PreK- 12 teachers. Referencing benchmarks of both the National Council of Teachers of Mathematics and Common Core State Standards for Mathematics, this essential text addresses teacher and student attitudes towards mathematics as well as language issues, specific mathematics disabilities, prior experiences, and cognitive and metacognitive factors. Chapters on assessment and instruction precede strands that focus on critical concepts. Replete with suggestions for class activities and field extensions, the new edition features current research across topics and an innovative thread throughout chapters and strands: multi-tiered systems of support as they apply to mathematics instruction.

iep goals for social studies: Math Instruction for Students with Learning Problems Susan Perry Gurganus, 2017-02-24 Math Instruction for Students with Learning Problems, Second Edition provides a research-based approach to mathematics instruction designed to build confidence and competence in pre- and in-service PreK-12 teachers. This core textbook addresses teacher and

student attitudes toward mathematics, as well as language issues, specific mathematics disabilities, prior experiences, and cognitive and metacognitive factors. The material is rich with opportunities for class activities and field extensions, and the second edition has been fully updated to reference both NCTM and CCSSM standards throughout the text and includes an entirely new chapter on measurement and data analysis.

iep goals for social studies: A Measure of Success Christine A. Espin, Kristen L. McMaster, Susan Rose, Miya Miura Wayman, 2012-08-07 Simple in concept, far-reaching in implementation, Curriculum-Based Measurement (CBM) was developed in the 1980s as an efficient way to assess the progress of struggling students, including those with disabilities. Today, there are few areas of special education policy and practice that have not been influenced by CBM progress monitoring. The impact of CBM is reflected in recent education reforms that emphasize improvements in assessment and data-based decision making. Gathering an international group of leading researchers and practitioners, *A Measure of Success* provides a comprehensive picture of the past, present, and possible future of CBM progress monitoring. The book will be instrumental for researchers and practitioners in both general and special education, particularly those involved in the rapidly growing Response to Intervention (RTI) approach, an approach used to determine the performance and placement of students with learning difficulties. *A Measure of Success* presents a nuanced examination of CBM progress monitoring in reading, math, and content-area learning to assess students at all levels, from early childhood to secondary school, and with a wide range of abilities, from high- and low-incidence disabilities to no disabilities. This study also evaluates how the approach has affected instructional practices, teacher training, psychology and school psychology, educational policy, and research in the United States and beyond. Timely and unique, this volume will interest anyone in education who wants to harness the potential advantage of progress monitoring to improve outcomes for students. Contributors: Laurence Bergeron; Lionel A. Blatchley; Renee Bradley; Mary T. Brownell, U of Florida; Todd W. Busch, U of St. Thomas; Heather M. Campbell, St. Olaf College; Ann Casey; Theodore J. Christ, U of Minnesota; Kelli D. Cummings, U of Oregon; Eric Dion, U du Québec à Montréal; Isabelle Dubé, U du Québec à Montréal; Hank Fien, U of Oregon; Anne Foegen, Iowa State U; Douglas Fuchs, Vanderbilt U; Lynn S. Fuchs, Vanderbilt U; Gary Germann; Kim Gibbons; Roland H. Good III, U of Oregon; Anne W. Graves, San Diego State U; John L. Hosp, U of Iowa; Michelle K. Hosp; Joseph R. Jenkins, U of Washington; Ruth A. Kaminski; Panayiota Kendeou, Neapolis U Pafos, Cyprus; Dong-il Kim, Seoul National U, South Korea; Amanda Kloo, U of Pittsburgh; Danika Landry, U du Québec à Montréal; Erica Lembke, U of Missouri; Francis E. Lentz Jr., U of Cincinnati; Sylvia Linan-Thompson, U of Texas at Austin; Charles D. Machesky; Doug Marston; James L. McLeskey, U of Florida; Timothy C. Papadopoulos, U of Cyprus; Kelly A. Powell-Smith; Greg Roberts, U of Texas at Austin; Margaret J. Robinson; Steven L. Robinson, Minnesota State U, Mankato; Catherine Roux, U du Québec à Montréal; Barbara J. Scierka; Edward S. Shapiro, Lehigh U; Jongho Shin, Seoul National U, South Korea; Mark R. Shinn, National Louis U; James G. Shriner, U of Illinois, Urbana-Champaign; Paul T. Sindelar, U of Florida; Deborah L. Speece, U of Maryland; Pamela M. Stecker, Clemson U; Martha L. Thurlow, U of Minnesota; RenátaTichá, U of Minnesota; Gerald Tindal, U of Oregon; Paul van den Broek, Leiden U, the Netherlands; Sharon Vaughn, U of Texas at Austin; Dana L. Wagner, Augsburg College; Teri Wallace, Minnesota State U, Mankato; Jeanne Wanzek, Florida State U; Mary Jane White, U of Minnesota; Mitchell L. Yell, U of South Carolina; Naomi Zigmond, U of Pittsburgh.

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of a student's individualized education plan (IEP) is no longer the sole responsibility of a special education teacher. Together the general education teacher and the special education teacher work to ensure each student's progress toward meeting carefully crafted goals. Success with IEPs provides teachers with practical, research-based advice and solutions to five of the most common challenges posed by IEPs: • Understanding the full scope of the teacher's role • Doing the critical prep work for IEP meetings • Offering modifications and accommodations • Contributing to the IEP team • Monitoring student progress Author and educator Vicki Caruana explores principles that debunk some common misconceptions about how to work with students with disabilities. She offers insights, tips, and strategies that will help teachers fine-tune their practice to better meet each child's unique needs. For teachers uncertain of their ability to meet the needs of students with IEPs, this manageable guide is a great place to start.

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