

**Learning Difficulties Australia**

Learning Difficulties Australia is an association of teachers and other professionals dedicated to assisting students with learning difficulties through effective teaching practices based on scientific research.



 [www.ldaustralia.org](http://www.ldaustralia.org)
 @LearningDifficultiesAustralia  
 [enquiries@ldaustralia.org](mailto:enquiries@ldaustralia.org)
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**Setting SMART targets for students with learning difficulties**



November 2023  
Julie Scali



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**Julie Scali**

- Director of Literacy Impact, Perth WA
- Bachelor of Arts, Pmy, Grad Cert LD
- Primary teaching background- Perth; London and Belfast- 24 years in total
- Learning difficulties support Teacher- SSEND, DoE, WA
- Deputy Principal for 8 years- leading literacy improvement
- Started Literacy Impact in 2021- consulting in schools; online masterclasses, professional learning for schools, coaching
- Learning Difficulties Australia Bulletin- Editor
- Author of *High Impact Reading Instruction and intervention in the Primary Years*



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### Acknowledgement of Country

I would like to acknowledge that this meeting is being held on the traditional lands of the Whadjuk-Noongar people. We acknowledge them as the traditional custodians of this land and pay our respects to the elders both past, present and future for they hold the memories, the traditions, the culture and hopes of Aboriginal Australia.



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### Session outline:

- What and why of documented plans
- Why behind setting SMART targets
- Essential considerations for setting targets for students with learning difficulties
- Assessment suggestions
- The components of SMART targets
- Example IEP goals
- Targeted Literacy Cycles for tracking student progress and schoolwide sprints
- Further resources



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### What is a documented plan?

An umbrella term used to describe a range of ways of catering for the educational needs of individual or smaller groups of students with identified needs. It is primarily a teaching and learning planning document, and it identifies short to medium term educational outcomes.

May take a variety of forms, including:

Individual Education Plans (IEP); Individual Behaviour Plans (IBP); Individual Transition Plans (ITP); Risk Management Plans (RMP)

Department of Education, WA: <https://www.education.wa.edu.au/o/article/pdf/web/policies/-/students-at-educational-risk-in-public-schools-policy-1>



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### Why documented plans?

- It is our obligation to make reasonable adjustments for students' students with disabilities and imputed disabilities and it is how we record them and share with stakeholders

Two guidelines educators must know:

- DDA – Disability Discrimination Act (1992)
- DSE- Disability Standards for Education, (2005, reviewed 2020)




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### AITSL standards requirements- use of assessment data

Graduate	Proficient	Highly Accomplished	Lead
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.	Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.	Work with colleagues to use data from internal and external student assessments for evaluating learning and teaching, identifying interventions and modifying teaching practice.	Co-ordinate student performance and program evaluation using internal and external student assessment data to improve teaching practice.

<https://www.aitsl.edu.au/standards>



- AITSL standards- it is a requirement (5.4)
- Without data to inform our planning, how do we know the starting point and how to move students forward?
- Benchmarking of reading doesn't support this

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### AITSL standards- students with disability

Graduate	Proficient	Highly Accomplished	Lead
Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.	Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.	Work with colleagues to access specialist knowledge, and relevant policy and legislation, to develop teaching programs that support the participation and learning of students with disability.	Initiate and lead the review of school policies to support the engagement and full participation of students with disability and ensure compliance with legislative and/or system policies.

AITSL standards: <https://www.aitsl.edu.au/standards>




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**What do we need to know/do before administering medication?**

Can you ever imagine prescribing antibiotics to a child without a specific type, dosage or end date?

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**When giving a child a medication like antibiotics, what do we need to know/do?**

- The type of antibiotics
- Is it addressing the right condition/illness?
- Is it at the right dosage to make a difference considering age/weight/severity of need?
- What time is going to make the greatest impact to take it?
- Who is administering it (ie the most senior/qualified person in the family- eg not a child who can make errors)?
- When should it be taken for? (eg end date)
- When to review progress on if another dosage is required (eg repeat script/ to continue the medicine)?

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### This is where SMART target setting comes in...

- Specific**- what dosage is required based on age/need/weight?
- Measurable**- the dosage is carefully measured and pre and post data is observed on its impact
- Achievable**- the type of medicine has been proven to make a difference for the child's need/illness
- Realistic**-the type of medicine is suitable for the child ie a syrup instead of a tablet, the amount and time of day is realistic to administer
- Timebound**- the child's health is monitored over a week or two and the medicine ceases at a particular date or continued for another script dosage if it hasn't worked; review with doctor again if no improvement



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### Let's apply this to Education/Learning Difficulties

- Specific**- what intervention is required based on end of year requirements, reading difficulty profile, writing difficulty, maths difficulty- what exactly is the issue?
- Measurable**- the intervention is carefully measured and pre and post data is observed on the impact of the intervention
- Achievable**- the type of intervention has been proven to make a difference for the child's need- it is evidence based
- Realistic**-the type of intervention is suitable for the child ie the type of intervention, the amount and time of day is realistic to administer
- Timebound**- the child's learning and progress is monitored over a week or two and the intervention has a review date or continued for another intervention dosage if it hasn't worked and then review the case and targets again if no improvement- what is the reason behind limited improvement



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### What do we need to know about a child before setting targets in an IEP?

- What are the concerns?
- Is there a diagnosis?
- Overarching goal/s for the student
- What are the specific difficulties?
- What is the data telling you?
- What are the end of year expectations?
- What are the child's strengths?
- What are the child's interests and 'carrots'?



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### Other Essential Considerations:

- What do you ultimately want the student to achieve by the end of the year?
- Backward map the steps to achieve this standard.
- Are there any recommendations from external reports? Previous teachers? Parents?
- What do you see as expected achievement each week towards the goal- is it realistic, yet challenging?
- High expectations for every child are essential!



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### What data do you have to make informed decisions?

Must be evidence based assessments

Must inform what a child can and cannot do, eg not a level

If a universal screener determines there is risk, then further diagnostic screeners may be necessary

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### Assessment Suggestions for Literacy

#### Phonemic Awareness and Decoding

- CUBED DDM, Phonics Books UK Placement test

#### Language and oral retell

- CUBED NLM

#### Fluency

- Dibels 8<sup>th</sup>
- Acadience
- WARP/WARL



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### Assessment Suggestions for Numeracy

#### Basic number facts

- Westwood One Minute Basic number skills test

#### General numeracy proficiency

- SENA 1 or 2
- Acadience Maths
- Key Maths 3- can contribute to a dyscalculia diagnosis




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### Start with the end-of-year goal first

Using the **end of year expectations from the curriculum**, identify where you intend your student to get to.

**Work backwards** from there, alternately, identify how many weeks you have moving forward and map forward to where you will get your students to- with high expectations!

What is the **subskill/s** focus of the goal/s in terms of of literacy or numeracy?




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### The components of SMART target setting




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### Timebound- Literacy


State the exact date or week

When will the goal/ intervention be formally reviewed?

\*Cannot leave this out!

Example:

By the end of Week 8, Term 4, 2023...



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### Timebound- Numeracy


State the exact date or week

When will the goal/ intervention be formally reviewed?

Cannot leave this out!

Example:

By the end of Week 8, Term 4, 2023...



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### Measurable- Literacy

..with accuracy on 4/5 occasions

Example:

..with 90% accuracy on 9/10 occasions.



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### Measurable- Numeracy

..with accuracy on 4/5 occasions

Example:  
..with 90% accuracy on 9/10 occasions.



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### Achievable/Realistic/Achievable-Literacy

'Student' will be able to...identify/blend/read/write/spell (be specific about the complexity of the code/type of text)

Example: John will be able to segment and blend CVC words orally from Unit 2 of the Sounds-Write program  
  
Read a Year 3 Progress Monitoring Dibels ORF passage



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### Achievable/Realistic/Achievable-Numeracy

'Student' will be able to...calculate/ identify/ add/ subtract/ choose the appropriate operation..... etc

Counting Example: John will be able to  
Count on by 1s, 2s, 5s, 10s, 25s, and 100s past 1,000 and back by 1s from any number less than 1,000 with and without number grids, number lines, and calculators.



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### Other 'number and algebra' examples

- Read, write, and model with manipulatives whole numbers up to 10,000; identify places in such numbers and the values of the digits in those places; read and write money amounts in dollars-and-cents notation.
- Demonstrate automaticity with all addition and subtraction facts through  $10 + 10$ ; use basic facts to compute fact extensions such as  $80 + 70$ .
- Use manipulatives, number grids, tally marks, mental arithmetic, paper & pencil, and calculators to solve problems involving the addition and subtraction of 2-digit whole numbers; describe the strategies used; calculate and compare values of coin and bill combinations.

University of Chicago: <https://adayinourshoes.com/math-iep-goals/#/math-goals-for-an-iep>



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### From the goals to the how/strategies to achieve it



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### From the goals to the how- Literacy

Example IEP with the strategies to do it. eg Year 1 student-Tim, with imputed dyslexia..

If this is the goal, these are the strategies to achieve it:

Tier 1	Tier 2	Tier 3
	Small group structured synthetic phonics instruction 4 times per week for 30 minutes with ... in a group of 4 students  Daily practice of the associated alphabetic code utilizing the Talisman decodable texts	



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## From the goals to the how- Numeracy

Example IEP with the strategies to do it.  
If this is the goal, these are the strategies to achieve it:

Tier 1	Tier 2	Tier 3
	<p>Small group structured Maths Mastery instruction 4 times per week for 30 minutes with ... in a group of 4 students</p> <p>Daily practice of the associated maths skills utilizing the...</p>	



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## When beginning the planning..

- What is the underlying reading or maths difficulty profile?
- What assessments have been done?
- What else do you know about the student?
- Are there other factors you need to know? eg problems at birth

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## Non-example of an effective IEP- Why?

Name: \_\_\_\_\_ Individual Education & Behaviour Plan Term: 1 Date: 6<sup>th</sup> March 2022

Learning Area: English, Maths, Behaviour, Year 2

Outcomes	Strategies	Goal	Demonstrated
To improve Student's phonological awareness and self concept	Identify reward chart daily Investigate activities related to interest eg Dora the Explorer	Student will show consistently appropriate behaviour and demonstrate responsibility for the artwork	
Has/Shows good listening skills etc	Read/Write program, back into monitor to match up with Student, focusing on art and craft		
Modified program on the road to story per week for 2 weeks or eight rounds and set for Phonics	School Visitation program, back into monitor to match up with Student, focusing on art and craft		
Reading writing to improve listening, listening and reading CVC words		Decoding: Student will be able to blend and segment single sounds into CVC words of the target sounds consistently in 5 consecutive occasions	
Drawn Rags, memories, Jolly Phonics cards		Spelling: Student will be able to write CVC words and write them using single sound graphemes	
Spoken activities with...		Word level fluency: Student will be able to identify words that rhyme with a given word	
Fortnightly assessments on the focus words		Sound level fluency: Student will be able to identify words that rhyme with a given word	
Read Dr Seuss books at home and have Dr Seuss books read to her so Student begins to hear and discriminate between rhyming and non rhyming words		End set for her	



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## Non-example of an effective Numeracy IEP- Why?

<b>External Advice used to formulate IEP/ISP:</b>	<b>Goal 2: Numeracy</b>	<ul style="list-style-type: none"> <li>I will be able to recall number facts to 10 and use these to solve addition and subtraction problems.</li> </ul>	<ul style="list-style-type: none"> <li>Group work with other students of similar abilities/goals.</li> <li>Use resources such as number lines, hundreds charts and MAB blocks to practice bridging to 10.</li> <li>Continue to use mathseeds at school and home.</li> </ul>	<ul style="list-style-type: none"> <li>P will be able to rapid recall all number facts to 10.</li> <li>P will be able to use bridging to 10 to solve 2 and 3 digit problems.</li> </ul>	
<b>Date of Advice:</b>					

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## Effective Maths IEP with SMART targets

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## Year 2 student with Intellectual Disability

<b>Numeracy Priorities - Number Sense Skills</b> <small>Use number names in sequence to count in everyday situations, initially from one to 100.</small>	Develop number sense skills, including 1:1 correspondence and subitising skills (whole - part - whole) <b>SMART goals:</b> By week 5 of Term 3, M will be able to confidently count to 25.	<b>What the school/teacher will do:</b> The school will assess M's numeracy skills using a range of resources to and ascertain his number sense skills. <ul style="list-style-type: none"> <li>Targeted maths goals will be developed and incorporated into his modified curriculum.</li> <li>A maths visual schedule will be developed to support his maths goals.</li> </ul> <b>What Muhammad will do:</b> M will participate in short numeracy sessions that are modified and relevant to his entry point. Short term SMART goals will be developed to support his progress.	<ul style="list-style-type: none"> <li>M can count from 1 - 100 accurately, without the use of a visual aid.</li> <li>M can add single digit numbers together using his fingers or modified examples.</li> </ul>	<b>Semester 1 progress:</b> M can confidently count from 1 - 10 and is building proficiency with counting from 11 - 50. He can add by 1s using [manipulatives] M (p. 666) recognises the value of some coins.
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### Where educators often go wrong

- Lack of high expectations- "the child has dyslexia so.."
- Lack of understanding of the Simple View of Reading
- Lack of understanding of what an evidence-based assessment is, how to use it and how to interpret it to set targets
- IEPs not being used- there should be a *working document*, with annotations included. They should look messy!
- Under-utilising parents and not collaborating on the plan
- Lack of rigour in making a difference for students/lack of urgency in terms of the targets being set.
- Not knowing what strategies and approaches to put in place for students (which is reflected in the IEPs)



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### IEP example templates and target setting trackers



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Individual Education Plan		
Student Name:		
Date of Birth:		
Class/Year:		
Year Group:		
Date of Plan:		
Background Information		
Please provide a brief history of the student's educational and personal background.		
Student Assessment:		
Student Strengths:		
Areas of need:		
Adjustments:		
Additional notes (not printed on cards):		
Goals	Strategies and resources	Monitoring/evaluation
Teacher Signature:	Date:	
Parent Signature:	Date:	



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### Setting SMART targets from the Dibels data

In terms of colour range and also groups of students and students needing Tier 3 support

**Targeted Literacy Cycle Tracking Dibels Target Setting**  
Room: Term 3 Teacher:


School target			
Reading Fluency: All students to reach end of year expected standards for reading fluency through Dibels screening.			
Year level target: Year 3			
By the end of Year 3, all students will be able to read Year 2 Dibels benchmark with 90 Words Correct Per Minute (WCPM)			
By the end of week 6, Term 3, 2023, there will be less than 25% of students in Year 3 that are at significant risk in oral reading fluency (ORF) according to Year 2 progress monitoring tools for 3;2 benchmark			
Students	Differentiated Targets		
	By Week 6, Term 3	By Week 8, Term 3	By Week 6, Term 3
DL	These students will be able to read a year 2 level Dibels benchmark with an ORF of 55 WCPM	These students will be able to read a year 2 level Dibels benchmark with an ORF of 75 WCPM	These students will be able to read a year 2 level Dibels benchmark with an ORF of 80 WCPM
TL			
BL			
SL			

We will achieve this through the following evidence-based approaches:

**Key messages**  
All Dip students must attend with reading, following the school's reading, word ability fluency plan for 15 mins per day, for 2 interventions. Screened students need to be in 20 through the week and attend reading for 30 mins per day when not reading Intervention 1 or Intervention 2. (Intervention 1 or 2) depending on the age of student with evidence based

**What Progress Monitoring?**  
All Progress Monitoring runs 2 or 4 weeks using ORF (Dibels) progress monitoring averages to ensure students are on track, meeting the progress monitoring progress monitoring of students and identify those at risk for the group (high/low) or individual

[www.starlinprospect.com.au](http://www.starlinprospect.com.au)




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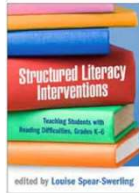
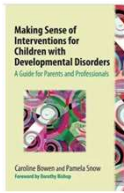
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### Further reading/listening/resources

#### NCCD Podcast


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## Q & A

Does anyone have a student in mind to workshop some SMART targets?




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Where would you start in supporting this student?

28-5-21

The Sad trol

Once a pon u time Ther was  
a dig trol he livd in a forest  
Thoy he is going to go to  
the ril wold SO when he  
got there every One rund  
alwai from him and wen  
he got to the icecream truck  
the girl ran awit of the  
icecream truck. SO he whent  
to finde a postere. wen he  
got to the postere Room  
he found the Rite postere  
he qickly pond the dings  
into his mouf and wen  
he went bak to the wold  
ery One was happy thy End

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Where would you start in supporting this student?

- Phonological- syllable and phoneme
- Orthographic- incorrect orthographic choice
- Morphology and spelling rules

28-5-21

The Sad trol

Once a pon u time Ther was  
a dig trol he livd in a forest  
Thoy he is going to go to  
the ril wold SO when he  
got there every One rund  
alwai from him and wen  
he got to the icecream truck  
the girl ran awit of the  
icecream truck. SO he whent  
to finde a postere. wen he  
got to the postere Room  
he found the Rite postere  
he qickly pond the dings  
into his mouf and wen  
he went bak to the wold  
ery One was happy thy End

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**Thank you**

julie@literacyimpact.com.au

www.literacyimpact.com.au





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## References

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Westwood, P. One Minute Basic Number facts test




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