

#### Today we will focus on.....

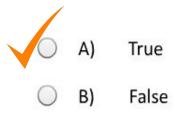
Writing effective and compliant IEP Present Levels of Academic Achievement and Functional Performance (PLAAFP)

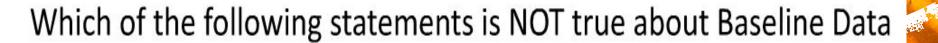
Writing effective and compliant IEP Goals and Objectives



The three parts of the Present Levels of Academic Achievement and Functional Performance (PLAAFP) listed below, move from broad information to very specific information about the student's academic achievement and functional performance.

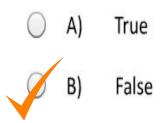
- 1. Current Performance
- 2. Impact of Exceptionality(\*Disability)
- 3. Baseline Data for Each Identified Need





- Most of the "specific" data included in Present Levels of Academic
  A) Achievement and Functional Performance (PLAFFP) is baseline data.
- B) Baseline data is the data collected during the previous school year
  - C) Baseline data is typically collected for needs that are seen as the most significant.
  - Provides the starting point for measurable goals to be written for the student.

For students ages 14 and over, the PLAAFP should focus on the student's strengths, need, interests and preferences without regard to his/her postsecondary goals



#### Which of the following is NOT a true statement regarding a student's Current Performance data?

- A) It includes anything that currently has an impact on the student's performance.
- B) It is limited to academic consideration.
  - C) It may include information about past performance if it is CURRENTLY relevant to the student.
  - D) It includes information about functional issues related to behavior, motor, speech/language or any other concern.

#### Complete the sentence below by filling in the blanks.

One of the characteristics of Measurable Annual Goals is whether or not

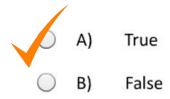
your IEP can pass the " stranger ▼ Test".

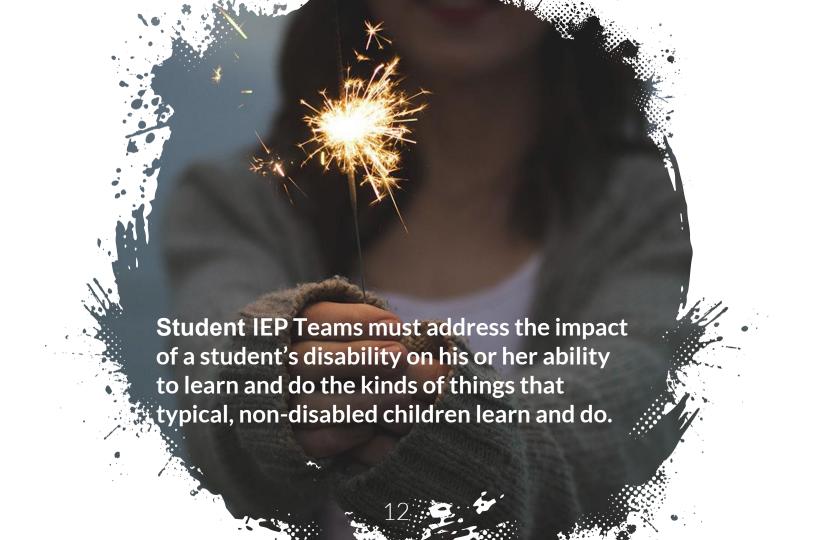
- 1. Substitute
- 2. Guest
- 3. Stranger
- 4. Visitor

#### Which of the following statements regarding measurable annual goals is NOT true?

- A) Measurable annual goals address academic and functional needs.
- Measurable annual goals are to be written in such a way that
  B) describes clearly or specifically the anticipated progress a student will make as a result of our specially designed instruction.
- C) Measurable annual goals can be written in the absence of PLAAFP.
  - (D) Measurable annual goals ALWAYS focus on student performance and NEVER on teacher behavior.

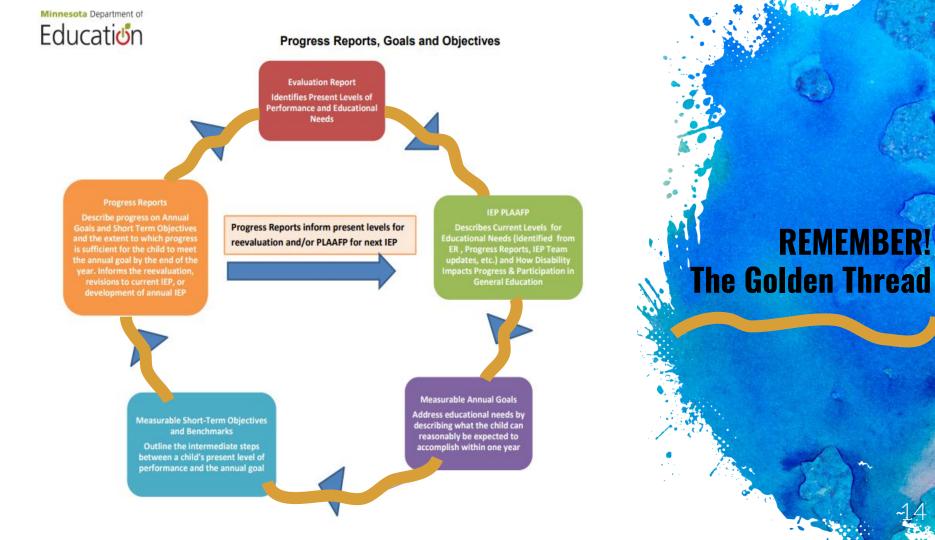
Properly designed short-term objectives and benchmarks allow you to gauge the student's progress toward measurable annual goals at intermediate times during the IEP year.







They must also create a roadmap to that student's success in school. Where's the child heading this year? What will he or she work on, both academically and in terms of functional development? What does the IEP team feel the child can achieve by the end of the year-again, academically and functionally?





#### **IEP PLAAFP**

Describes Current Levels for Educational Needs (identified from ER, Progress Reports, IEP Team updates, etc.) and How Disability Impacts Progress & Participation in General Education







#### **Progress Reports**

Describe progress on Annual Goals and Short Term Objectives and the extent to which progress is sufficient for the child to meet the annual goal by the end of the year. Informs the reevaluation, revisions to current IEP, or development of annual IEP



**Progress Reports inform present levels for** reevaluation and/or PLAAFP for next IEP

# Present Levels of Academic Achievement and Functional Performance (PLAAFP)

#### 3525.2810 DEVELOPMENT OF INDIVIDUALIZED EDUCATION PROGRAM PLAN. Subpart 1.



A."Individualized education program" or "IEP" means a written statement for each pupil that is developed, reviewed, and revised in a meeting in accordance with this part and that includes:

(1)a statement of the pupil's present levels of educational performance, including how the pupil's disability affects the pupil's involvement and progress in the general education curriculum, or for preschool pupils, as appropriate, how the disability affects the pupil's participation in appropriate activities;

(2)a statement of measurable annual goals, including benchmarks or short-term objectives, related to meeting the pupil's needs that result from the pupil's disability to enable the pupil to be involved in and progress in the general curriculum, and meeting each of the pupil's other educational needs that result from the pupil's disability;

#### **PLAAFP Process**

- 1. What are the student's present levels as related to the needs identified (ER or previous IEP)?
- 2. How does the disability impact involvement and progress in general education?



#### Must include...

- Current levels of performance and be more than test scores
  - Strengths and weaknesses, skills related to interests, standardized assessment, parent input, etc.
- How the disability impacts progress and participation in the general education curriculum
  - Compared to peers, degree of match from skills to expectations
- \*\*Either the PLAAFP, Annual Goal or Short Term objective must have a measurable baseline starting point.
  - Running records, mean length of utterances, wpm, number of times a behavior occurs

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### What's functional performance?

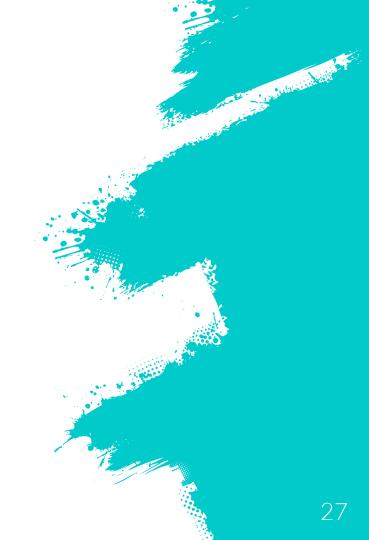
- \* Generally refers to skills or activities that are not considered academic or related to a child's academic achievement.
- Functional is often used in the context of routine activities of everyday living.

## Sample of compliance

 Sam knows many mechanical rules. He correctly capitalizes and uses appropriate ending punctuation for all his sentences. In a recent writing sample, he was unable to spell sight words such as could and respect as well as many of the shorter words (five words or less). Due to his written expression difficulties, he will need to continue to work on spelling.



# **Infinitec Activity: Evaluating PLAAFPs**



Understand the Difference between Current Performance and Baseline Data





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#### **Prioritize the Needs**

- More than 5 goals can be a lot to take on
- How can other needs be addressed?

#### Considerations for Prioritizing Needs for Developing Goals

- Functional for the child
- Priority to the family
- Usable across settings, people and materials
- Address multiple areas simultaneously
- Usable within the child's daily environment
- Observable and measurable
- Build towards Kansas College and Career (MN) Ready Standards
- Build towards postsecondary goals



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# There are many ways within the IEP to address needs identified in the PLAAFPS

- Non-Special Education Supports
- Program Modifications
- Supports for School Personnel
- Assistive Technology
- Supplementary Aids & Services
- Positive Behavioral Supports
- Transition Services
- Related Services
- Measurable Annual Goals for specially designed instruction



#### Goals must...

- Be measurable
  - Clear starting level and ending level
- Be addressed from the data in the PLAAFP
- Include at least two short term objectives which are used to demonstrate that the child is making progress toward the goal
- \* Be accomplished in one year



#### Goals must...

- Academic and functional annual goals must meet all of the student's needs that result from his or her disability as documented in the most recent ER and IEP
- Post secondary goals will drive the annual goals and transition activities
- Annual academic and functional goals drive the services in the IEP



#### Of special note

- Using "age appropriate" and "grade level" are not measurable unless the IEP clearly describes what this means
- Examples of describing grade level may include specific curriculum used by the district or Lexile measures that can be reviewed in order to understand the student level



### Things to remember

- Goals need to be related to specialized instruction not something that is expected of all students (attendance, passing state assessments, earning credits)
- If the student has trouble in the above areas, consider what is causing the problem as an area to address



# Sample of Compliance

Tori will decrease her verbal outbursts (yelling, arguing or crying) that result in a disruption to instruction from an average of 3 per hour to 2 or less per day

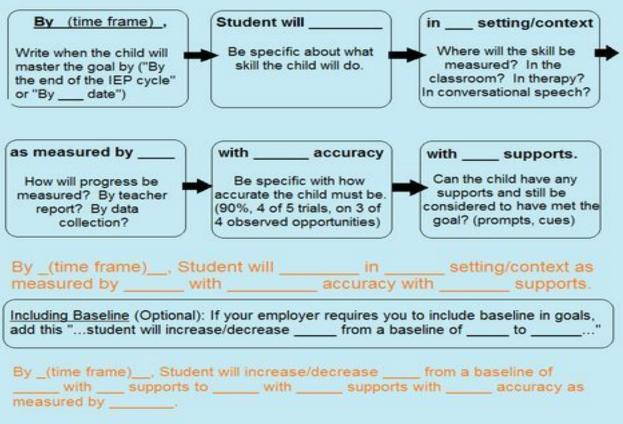


# Sample of Compliance

When given a 3 paragraph writing assignment, Martha will include a topic sentence and at least 3 supporting details and progress from 50% to 85% in writing mechanics.



#### IEP Goal Formula



<sup>\*</sup> Items can be rearranged to help the sentence make logical sense

A Contraction of the Contraction

#### **Objectives**

Benchmarks to determine the student is on track to reaching their goal!



