



REGION 9
EDUCATION COOPERATIVE

Developing PLAAFPs and Goals using
Evaluation Information.
How do related services fit in the
puzzle?

August 13, 2018

Welcome and Introductions



Overview of the Day



Good Morning!
Wake up with This or
That!



Morning, Day or
Evening



Cats, Dogs, both or
neither



Text Message, Call,
either or neither?



Capitan, Carrizozo,
Cloudcroft, R9, or
Hondo?



Teacher, Director,
Educational
Assistant, Related
Service Provider, or
Other?



Introduce Yourself (Name, District, and Role)



Norms for Today

Listen like it is all brand new, even though most of it is not

Maintain a collegial and friendly atmosphere

Please refrain from sidebars as we are a large group

Agree that questions may have to be answered at certain breaking points to keep us on track

Agree to move on from specific questions, with follow up if needed

Please provide constructive feedback and suggestions following the training today.



Guidelines for Today's Case Study

Stay on the same page as the rest of your team and the other groups.

Only open your booklet or turn the page when instructed to do so.

Encourage active and equal participation by all team members.

You will be provided time to work on each section and brought back together as a whole group.

Recognize that you may have unanswered questions.

Make note of them, and we can follow up later if there is not enough time today.



Let's Meet Marcie



Marcie is a 1st grade student who was referred for a multidisciplinary evaluation for the need for special education and related services by her school SAT. The Eligibility Determination Team found Marcie to be eligible as a student with a Specific Learning Disability.

The initial referral for evaluation was related to concerns in reading and math. Marcie's teacher also reported her speech was difficult to understand when the context is unfamiliar. In addition, Marcie sometimes exhibits challenging behaviors such as tantrumming.



Identifying Strengths and Areas of Need in the Report



Identify the
Awesome!



Marcie's EDT Report



As Marcie's IEP team, identify the areas of awesome and the areas of need as established through the multi-disciplinary evaluation conducted by Small Town Elementary School.

Take 15 minutes to review Marcie's report independently. We will pull you back together after that, then you will have another 15 minutes to work in your group to identify Marcie's areas of challenge and areas of awesome.

Areas in the report to focus on may include observations, district & state assessment data, standardized assessment scores, strengths & challenges.

Use the T-Chart in your booklet to make note of Marcie's areas of awesome and challenges.



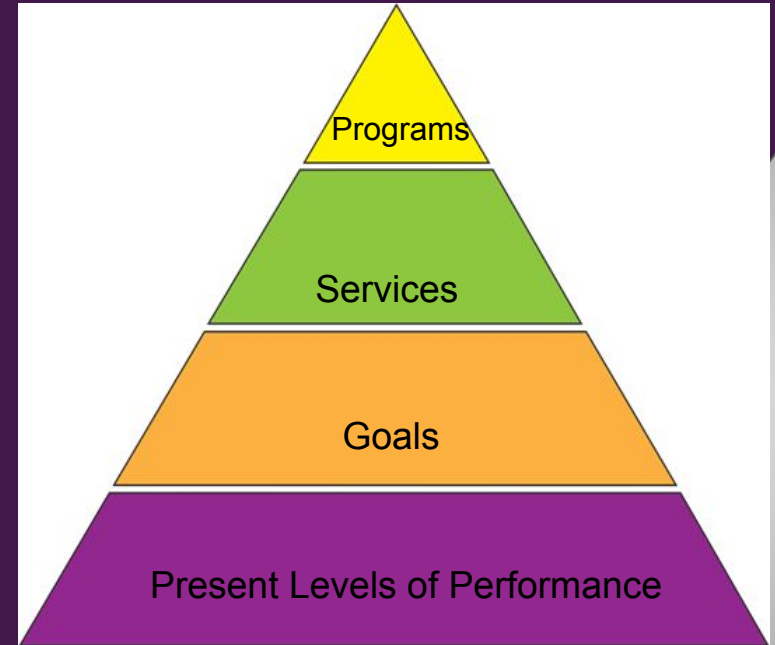
Present Levels of Academic Achievement and Functional Performance



Present Levels of Academic Achievement and Functional Performance (PLAAFP)

The purpose of the PLAAFP is to...

- identify **precisely** where the student is currently functioning;
- lay the **groundwork** for developing an appropriate and quality plan.



Information should be...

- current (based on recent data, observations, and evaluation)
- specific (described as precisely as possible)
- avoid jargon

■ [Just Yell Duck](#)



Information should be...

- relevant (related to how the student's disability affects his/her education)
- objective (unbiased and from a variety of sources)



Information should be...

- measurable (conclusions from assessments, test scores, and other quantifiable data)
 - Qualitative Data → Quantitative Data



Getting to Know Marcie: Drafting a PLAAFP

Step 1: Choose one of the areas of need (identified in Activity 1) for Marcie to develop and write at least one present level for Marcie (Academic Achievement or Functional). Use the following guiding questions to help.

Step 2: Write your draft PLAAFP.

Step 3: Does Your PLAAFP meet criteria?

Step 4: Make any adjustments to your draft present level based off of the criteria above. Use chart paper and markers to write your final PLAAFP. Post on the wall.



Helpful Hints:

Statements to include in the PLAAFP

☐ Data: _____

☐ Student's Strengths: _____

☐ Student's Needs: _____

Identify Skill Deficit

☐ Impact of disability on progress in general education _____



Checking Your PLAAFP

- ☐ contains current information
- ☐ objective (non-judgmental)
- ☐ relevant
- ☐ uses assessment that are standardized (PARCC), short cycle and/or curriculum-based
- ☐ uses measurable classroom performance observational data
- ☐ provides clear foundation for the development of measurable goals
- ☐ uses curricular baseline data
- ☐ discussion and summarization of results of most recent evaluation if applicable
- ☐ jargon free language
- ☐ states how the student functions independently (strengths) and with supports in compared to other peers
- ☐ references state standards/benchmarks and/or common core
- ☐ includes multiple voices (e.g., parent/family, student, general education, special education & related service)
- ☐ identifies area of need requiring specialized instruction (educational need);
- ☐ description of extra-curricular/non-curricular factors, if applicable
- ☐ identifying factors that impact access to and progress in general education;
- ☐ multiple sources of data;
- ☐ statement of how the disability impacts involvement in and progress in the general education statement (not a restatement of disability)



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Gallery Walk



10 Minute Break



GoNoodle

<https://app.gonoodle.com/activities/fist-and-flat?s=category&t=Fine%20Motor%20Skills>



Writing an Annual Measurable Goal in Identified Area of Need



Why is a Goal Needed?

- A goal provides a road map, originating with the PLAAFP, illustrating the direction the child will be heading, and what the child will be working on during the year, academically and functionally.



Think About



Does your goal make sense?

Think About

71 Federal Register 46586 (August 14, 2006) states that “each child’s educational placement will be determined on an individual case-by-case basis depending on each child’s unique educational needs and circumstances, rather than by the child’s category of disability, and will be based on the child’s IEP.”



Drafting a SMART Goal

SMART Stands For	What That Means	Example of a Non-SMART IEP Goal	Example of a SMART IEP Goal
Specific	The goal is specific in naming the skill or subject area and the targeted result. Details matter!	Adam will be a better reader.	Adam will be able to read a passage orally in a grade-level book at 110–130 words per minute with random errors.
Measurable	The goal is stated in a way that your child's progress can be measured. That can be done using standardized tests, curriculum-based measurements or screening.	With the aid of a calculator, Emma will be able to solve math problems.	With the aid of a calculator, Emma will be able to solve math problems that involve the computation of fractions and decimals, with 75 percent accuracy.

Attainable	The goal represents progress that is realistic for your child.	Jackson will write at grade level, with no errors in spelling or punctuation.	Jackson will write a paragraph with at least 5 sentences each greater than 8 words, with no more than 2 errors in spelling and punctuation.
Results-oriented	The goal clearly lays out what your child will do to accomplish it.	During small group activities Dana will have good eye contact with others.	During small group activities Dana will look at the speaker of the group 90 percent of the time, in 4 out of 5 opportunities.
Time-bound	The goal includes a time frame in which your child will achieve it, with the right supports and services. It also states when and how often progress will be measured.	Jeremy will be able to orally explain class vocabulary words, with 90 percent accuracy, on 8 out of 10 tries.	By May 15, Jeremy will be able to orally explain class vocabulary words, with 90 percent accuracy, on 8 out of 10 tries. His progress will be

Let's Learn from Each Other!

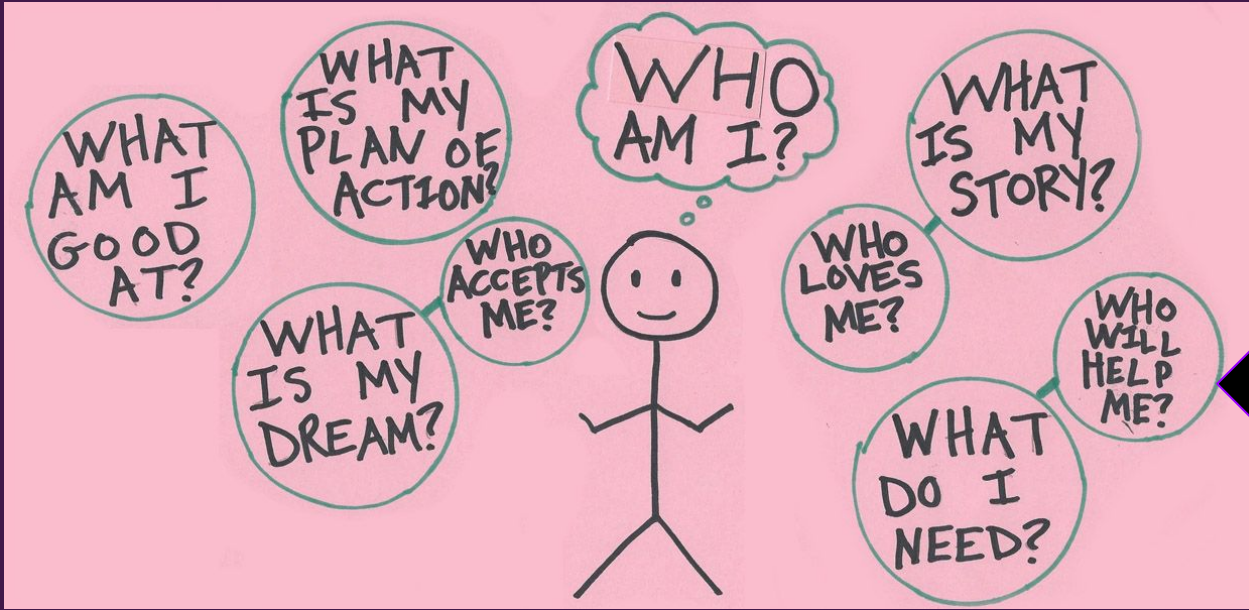


GoNoodle

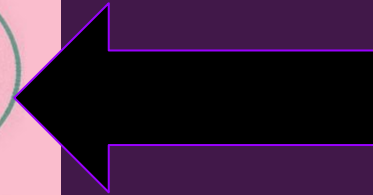
Let's Unwind



Next Step



Who might support this goal?



Think About

If the EDT has determined that, “Yes, the child is a child with a disability” during the discussion of question one (does the child have a disability), they must then address the child’s need for specially designed instruction as a result of his or her disability. The role of the EDT is to document the child’s need for specially designed instruction as a result of the child’s disability.

IEP teams, not EDTs, determine the most appropriate placement for the child, the child’s specific service needs, and the child’s need for related services based on the goals outlined in the child’s IEP



Think About...

- What can the special education teacher provide to support these areas first?
- Does this goal require a direct related service?
- Where might it be appropriate to provide consultation services to the staff?
- How can related services and the special education teacher work together to provide services to meet the student's goals?



Let's Learn from Each Other!



Have a Great Year!

Know you can do what you think
can't be done!

