

**Problem Based Learning:
Developing Present Levels of Performance and Goals using
Evaluation Information.**

How do Related Services Fit in the Puzzle?

**Case Study:
Marcie Daniels
August 2018**

Training Team: Amy Gonzales, Carma Patterson, Cecilia Romero, and Dahn Freed

Note: Please work through this case study as a group, as instructed by your training team, and respect the following guidelines:

- Do not “read ahead.” As a group, stay on the same page in the case study. Do not turn the page until instructed by the training team to move forward.
- Encourage dialogue between all members of your group.
- Consider having a designated “note taker” who can record your discussion, questions, conclusions, etc.

Your group is the Individualized Education Program (IEP) Team for Marcie Daniels.

It is **August 2018**.

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.

Activity 1

Please Open Marcie's Report.

Take 15 minutes and read through Marcie's report independently. After you have read through Marcie's report, as her IEP team, identify the areas of awesome and need within her EDT report? Chart those in the following T-Chart. You will have 10 minutes.

Areas of Awesome

Areas of Need

The image shows a large T-chart structure. It consists of a thick horizontal line at the top, which serves as the header for two columns. A thick vertical line descends from the center of this horizontal line, creating two empty rectangular boxes for writing. The left box is intended for 'Areas of Awesome' and the right box is for 'Areas of Need'.

Activity 2

Develop a Present Levels of Academic Achievement and Functional Performance.

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.

Guiding Questions

What are the data sources?

What is the student's strength?

What is the student's need?

What is the Impact of the disability on progress in general education?

Step 2: Write your draft present level here.

Step 3: Does Your PLAAFP meet criteria?

- 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)

Step 4: Make any adjustments to your draft present level based off of the criteria above. Using chart paper and markers, write your revised Present Level of Performance. Post on the wall.

Activity 3

Step 1: Using the present level the IEP team wrote, develop one goal for Marcie. Make sure it is SMART, using the following criteria. You will have 15 minutes.

Specific (i.e., names the skill or subject area)

Measurable (i.e., progress can be measured through standardized tests, curriculum based measures, screening)

Attainable (i.e., progress that is realistic)

Results Oriented (i.e., clearly lays out what student will do to accomplish goal)

Time bound (i.e., includes a time frame in which student will achieve goal)

Step 2: Identify a person to report out to the whole group.

Activity 4

Step 1: Group Discussion: How do related services fit in the picture?

- 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?

Step 2: Report Out any Aha moments today