

**PLAAFP: Please Lay an Articulate and Aligned Foundation
in the PLAAFP**

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Importance of PLAAFP*

- **PLAAFP are the starting point and foundation of the IEP.** The ARD Committee must determine the student's present levels of performance before it can determine an appropriate program for the student.
- **PLAAFP tell the story of the student,** through description of current evaluations and performance, discussion of where the student needs to be, explanation of curricular and non-curricular issues that describe the student's needs, and utilization of a variety of sources of data in telling the student's story.
- **PLAAFP identify and prioritize the needs of the student.** They include learning and behavioral strengths and needs as well as data on attendance, performance on assessments, discipline data, and other related areas.
- **PLAAFP establish the student's current baseline for developing an appropriate plan.** They explain how the disability and the student's needs currently affect his/her participation and progress in the general education curriculum, and provide direction for moving the student toward greater access and greater success.
- **PLAAFP provide a description of current skill sets and expectations for future learning.** They should contain specific and measurable baseline data, and establish the connection between where the student is currently functioning and the enrolled grade level standards.

**Adapted from training materials created by Northside ISD, San Antonio, TX*

The ***Individualized Education Program (IEP) Annual Goal Development Question & Answer Document*** (2/6/2012), developed by the Texas Education Agency and the Statewide Access to the General Education Curriculum Network, includes multiple references to the importance of PLAAFP in developing IEP goals and short-term objectives/benchmarks. Some examples are:

- **#1.9**—describes the role of PLAAFP in developing measurable annual goals
- **#1.11**—explains how the ARD Committee uses PLAAFP to support development of annual goals and then determine specially designed instruction needed by the student to support the goal
- **#1.15**—states that the ARD Committee uses PLAAFP to determine the number of goals needed in the IEP
- **#1.16**—explains that the ARD Committee must use PLAAFP to determine the area(s) for which the student needs annual goals
- **#1.17**—states that PLAAFP will help determine whether one annual goal can cover multiple subject areas or courses
- **#1.27**—describes how PLAAFP are used to determine whether speech goals are academic in nature
- **#1.33 and #2.17**—explain how PLAAFP help determine whether goals from previous year should be continued if student does not master them but progresses to the next level
- **#2.11**—clarifies how PLAAFP are used to determine whether goals need to be written for each tested objective on state assessments
- **#3.3**—explains how PLAAFP help the ARD Committee determine if the student needs a functional goal

- #3.4—describes how PLAAFP are used to develop functional goals
- #3.9—clarifies whether a student’s IEP can include only functional goals, based on PLAAFP

Legal Requirements for PLAAFP:

Section 300.320 defines the requirements for an individualized education program and states in part that the IEP must include:

A statement of the child’s present levels of academic achievement and functional performance, including...

- (I) *How the child’s disability affects the child’s involvement and progress in the general education curriculum (i.e. the same curriculum as for nondisabled children); or*
- (II) *For preschool children, as appropriate, how the disability affects the child’s participation in appropriate activities.*

[§300.320 (a) (1) (I) and (II)]

Sample Format for PLAAFP (UT-UCS)

Reading, Written Expression, Math, Social Studies, Science:

- Current Access to Enrolled Curriculum
- Subject Area Strengths
- Area of Need/Impact of Disability
- Instructional Accommodations
- Curricular/Performance Modifications

Speech/Related Services, Behavior, Functional

- Same as above **unless** student does not receive/does not present behavioral or functional issues; then:
- Statement that student does not demonstrate needs in this area AND/OR
- Statement regarding behavioral strengths regularly presented in class

Sample #1 PLAAFP from UT-UCS

Student—3rd Grader ARD’ed to take TAKS-M in 2011

NAME OF STUDENT	ID#	MEDICAID #	CAMPUS	DOB
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Present Levels of Academic Achievement and Functional Performance

READING: Current Access to Enrolled Grade Level Curriculum:

Student currently participates in modified 3rd grade level curriculum

Subject Area Strengths/Baseline:

In February 2011 *Student* was given the DRA-2 test and achieved a Level 1—Developing. At this level the student reads simple sentences paired with illustrations. The sentences are presented in patterns with one or two words changed between presentations. For example, "the car is red", "the car is blue." This level of reading represents a beginning Kindergarten level. He had good one to one correspondence while reading in that he was able to accurately point to each word he read when prompted. He did not use any other strategies while being tested.

During the presentation of the DRA-2 assessment, *Student* exhibited low motivation towards reading seemed. He does not know all of his Kindergarten sight words. On a Kindergarten sight word list containing 37 words he correctly identified 4 words. He is currently working on identifying both Kinder and 1st grade level words in both isolation and text. He knows all the letter names and missed a few letter sounds (e, l, u, y). He struggles with identifying rhyming words as well as picking out initial, medial and ending sounds of words. He struggles (but has shown improvement) in segmentation and blending CVC words. He uses a strategy taught to him (Elkin boxes-a technique in which the student touches and moves letters while sounding out words) to help him figure out unfamiliar CVC words. He does not independently attempt to sound out his words while reading words in text or in isolation.

Area of Need/Impact of the Disability:

Student qualifies as a student with a health impairment, ADHD, which impacts his ability to develop age/grade appropriate phonological awareness and decoding skills. He requires multiple redirections during each activity. In a span of ten minutes, *Student* requires 10-15 prompts to return his focus to task. When working he frequently becomes nonresponsive and drifts off. He struggles with recalling basic facts presented in text on all levels at this time, whether the text is read to him or he reads a lower level text independently. *Student's* difficulty with comprehension is most likely a further result of his inability to attend and focus. He has to be redirected to task once or twice for each sentence he reads or each sentence that is read to him. Comprehension is not going to be addressed through a goal at this time because, in order to advance to a higher reading level, *Student* needs intensive instructional focus in phonological awareness (segmenting and blending sounds) and phonics/decoding (blends, long vowels, consonant digraphs). In addition, practice in identifying sight words will enhance his ability to read text with greater fluency. As these skills improve, *Student's* comprehension is likely to increase as well. Goal # 1 will address *Student's* need to increase his ability to read sight words fluently. Goal #2 will address *Student's* need to increase his phonological awareness and his ability to decode unfamiliar words.

Instructional Accommodations:

One-to-one presentation of new concepts and manipulatives presented in conjunction with unfamiliar words increases *Student's* ability to focus. He needs to sit near the teacher during the presentation of group instructions. In addition, he needs multiple presentations of directions and frequent and immediate feedback to ensure he understands expectations. He requires assignments with reduced complexity and length to accommodate struggle with attention and focus. He is not penalized for spelling errors. Assessments are simplified in content and targeted to measure acquisition of basic academic skills.

Curricular/Performance Modifications:

When reading independently *Student* uses lower level, simplified text so that he is able to read with greater fluency and demonstrate at least minimal comprehension. When 3rd grade text is used, it is read to him. Although oral presentation of 3rd grade level material does not consistently improve *Student's* ability to answer comprehension questions, he cannot independently read grade level text and his frustration level when presented with this expectation results in his refusal to participate in any activities for extended periods of time.

SPEECH/RELATED SERVICES:

Student does not receive speech or related services at this time.

WRITTEN EXPRESSION: Current Access to Enrolled Grade Level Curriculum:

Student currently participates in 3rd grade level writing curriculum with accommodations.

Subject Area Strengths/Baseline:

Student has neat handwriting. He is currently learning his writing strategies and how to apply them to his daily writing. He needs constant reminders to use the strategies he is learning. His reading struggles make it difficult for him to sound out words on his own while writing but he is beginning to show improvement in this area.

Area of Need/Impact of the Disability:

Student's disability does not impact his ability to participate in writing assignments. The impact of his ADHD might be reduced by the tactile nature of writing, thus helping his focus his attention more effectively.

Instructional Accommodations:

Instructional accommodations are not needed in this area.

Curricular/Performance Modifications:

Modifications are not needed in this area.

MATH: Current Access to Enrolled Grade Level Curriculum:

Student currently participates in 3rd grade level math curriculum with modifications and accommodations.

Subject Area Strengths/Baseline:

Student was given the 2nd grade diagnostic Envision exam when he first came to this school. This exam assesses basic 2nd grade skills including place value, greater than/less than, counting coins, single and double digit calculation, and single step problem solving. The exam is untimed and was administered over multiple days. *Student* struggled through the first few pages, getting very frustrated and not being able to answer any questions correctly. As he became angry he refused to work or attempt the problems or simply guessed without looking at the problem. The teacher administering the exam tried to give *Student* support by helping him work several of the problems but *Student* would not engage further in the task. The exam was stopped and he was given the Kindergarten level exam instead. At this level the student identifies basic shapes and patterns and uses visual cues to solve simple problems such as what figure goes next in a series *Student* was able to complete this

assessment independently and he showed stronger basic math skills at this level. His main struggle in completing the Kindergarten level assessment was with problem solving.

Area of Need/Impact of the Disability:

Student qualifies as a student with OHI/ADHD. His difficulty paying attention and focusing impacts his ability to make adequate progress as noted in the reading section. In addition, *Student's* difficulty coping with frustration impacts his ability to persevere through difficult tasks. This impacts his ability to acquire age/grade appropriate math skills. In order to make progress work toward grade level math skills, he will continue to work on single and multiple step math problem solving skills as well as 1 and 2 digit addition/subtraction and multiplication. Goals # 3 and # 4 will address *Student's* need to increase his ability to fluently solve multiple digit addition/ subtraction/multiplication problems. Goal # 5 will address *Student's* need to improve his ability to solve multiple step problems.

Instructional Accommodations:

He is given use of number lines, 100 charts and multiplication charts. He is able to correctly complete most single digit addition and subtraction problems using these manipulatives. One-to-one presentation of new concepts. He needs to sit near the teacher during the presentation of group instructions to facilitate his ability to pay attention. He requires multiple presentations of directions and frequent and immediate feedback to ensure he understands expectations. His assignments are reduced in complexity and length. Assessments are simplified in content and targeted to measure acquisition of basic academic skills.

Curricular/Performance Modifications:

He is currently working on one digit addition, subtraction and multiplication and problem solving involving only one step. This represents simplified content as 3rd grade students are expected to work with multiple digit numbers and be able to solve multiple step problems.

BEHAVIOR: Current Access to Enrolled Grade Level Curriculum:

Student's behavior does impact his access to enrolled grade level curriculum. He has a functional behavior assessment and a behavior improvement plan will be presented to the ARDC for review.

Subject Area Strengths/Baseline:

Student is a very polite, helpful boy. He is always nice to his peers at school. He has a lot of trouble staying in a full day of school. He currently has a daily schedule to help motivate him through his day. He began this schedule on 2/18/11. If he is able to get through a center, complete all his work and participate during class he is able to take 5 minutes of "reward" time on the computer. This plan has caused him to stay in school more regularly. *Student* stays a full day at school 4/5 days. When he needs to leave it is usually because he is refusing to do work, yelling, not following directions or walking around the classroom without permission.

Area of Need/Impact of the Disability:

Due to his disability of ADHD, *Student's* main struggle is staying focused during lessons. He often drifts off and stops paying attention. When he is asked question he is unable to answer it because of his struggles with staying focused. He needs constant prompts to stay on any task from a lesson to just washing his hands. He does not ask for help when he can't independently complete a task. Goal #6 will address *Student's* need to increase his ability to attend to task for greater periods of time. Goal #7 will address *Student's* need to productively ask for help when he needs support.

Instructional Accommodations:

Instructional accommodations and behavior strategies are outlined in the behavior support plan.

Curricular/Performance Modifications:

Curricular modifications are not warranted in this area.

FUNCTIONAL:

Student does not have functional needs at this time.

SOCIAL STUDIES:

See Reading section.

SCIENCE:

See Reading and Math sections.

Sample #2 PLAAFP from UT-UCS

Student—9th Grader ARD'ed to take STAAR-ALT in 2012

NAME OF STUDENT	ID#	MEDICAID #	CAMPUS	DOB
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Present Levels of Academic Achievement and Functional Performance

READING: Current Access to Enrolled Grade Level Curriculum:

Student will have access to 9th grade curriculum in reading (English I) with accommodations and modifications.

Subject Area Strengths/Baseline:

Student, when focused, can read at the rate of 74 wpm. The DRA 2 (Developmental Reading Assessment that assesses reading engagement, oral reading fluency, and comprehension), the DORA (Diagnostic Online Reading Assessment that assesses high-frequency word recognition, word recognition of leveled lists, phonics, spelling, oral vocabulary, and comprehension), and teacher observations were utilized as assessments. Though it can be difficult to understand his verbal answers (he will often say his answer very quickly and softly after constant positive encouragement), he can discuss some details of a story or selected text. He has shown word recognition at the 2nd/3rd grade level. He can sometimes visually attend and listen (for 5 to 10 minutes at a time before getting up to walk around the room) when books are read to him.

Area of Need/Impact of the Disability:

Student has met the eligibility requirements as a student with Autism and a Speech/Language Impairment. *Student* demonstrates significant deficits in basic social skills and this impacts *Student* in the classroom in that he has difficulty understanding basic social expectations and understandings with regard to appropriate interactions between his peers and the adults in his environment. *Student* often responds to these misunderstandings with aggression, opposition, and elopement from the setting. These significant behaviors impact his progress in the classroom. Regarding *Student*'s

Speech/Language Impairment, *Student* often does not understand basic communication skills and this will manifest in the classroom as opposition or work refusal. The impact of his disabilities of Autism and Speech/Language Impairment has also been observed to affect his educational functioning in that *Student* will have difficulties focusing and will demonstrate inappropriate behaviors by responding frequently to internal stimuli (ex. he will often continuously and loudly quote the same lines from television shows and movies, laughing in the process). Therefore, his disabilities often cause *Student* to demonstrate poor attention and concentration in the classroom, making it difficult to progress in the enrolled curriculum as his same-age peers. Concerning reading assessments, the DRA 2 (Developmental Reading Assessment that assesses reading engagement, oral reading fluency, and comprehension), DORA (Diagnostic Online Reading Assessment that assesses high-frequency word recognition, word recognition of leveled lists, phonics, spelling, oral vocabulary, and comprehension), and teacher observations were utilized. The DRA 2 showed that *Student* was below grade level, currently falling into the 2nd grade range. Concerning the San Diego Quick Assessment (word lists that provide a basis of which level to begin the DRA 2 reading assessment), *Student* recognized words on the 2nd/3rd grade level. The DORA assessment revealed that *Student* is below grade level in the areas of high-frequency word recognition, word recognition of leveled lists, phonics, spelling, oral vocabulary, and reading comprehension. For the typical 9th grade student in English I, the student is expected to understand, make inferences, and draw conclusions about text and the structure and elements of fiction and provide evidence from the text to support his or her understanding. When attempting to read narrative text, he will often read only a few words or phrases correctly, while stopping quite frequently (he becomes distracted easily). *Student* enjoys reading books about dinosaurs, rainforests, and various kinds of animals. However, *Student* still has difficulty participating in reading comprehension discussions. When asked questions by the teacher, *Student* will often not respond unless asked repeatedly with positive encouragement. Also, when asked comprehension questions about a text, *Student* will often begin to walk around the room quoting the movie and television show lines mentioned above. Therefore, according to teacher observations, he is significantly below grade level, and the focus of his IEP will be on prerequisite skills. *Student* has a difficult time maintaining his focus on group and individualized tasks for more than five to ten minutes. His limited focus and his focus on internal stimuli greatly decrease his participation in lessons (discussions about stories, analysis of characters, acquisition of listening and speaking vocabulary) and affect his comprehension of new concepts. Needs will be addressed with Goal #1.

Instructional Accommodations:

- One-to-one assistance when engaged in learning for focus, behavior, and academic reasons
- Seating close to teacher for behavior and academic reasons
- Frequent breaks due to his need for movement (standing up, stretching, and walking around)
- Extra time to complete assignments to solidify retention
- Immediate positive feedback and encouragement to provide information that he is following directions /attempting task correctly.
- Supervision during transition activities that provides 1:1 guidance for safety due to *Student's* community unawareness and potential for aggression.
- Prompt *Student* to utilize coping strategies to decrease agitation.
- Proper class behavior instructions written and displayed in front of him
- Availability of an AlphaSmart or a class computer for typing

Curricular/Performance Modifications:

- Change the complexity of the content by simplifying the activities

SPEECH/RELATED SERVICES: SPEECH THERAPY

Student currently receives 60 minutes weekly of Speech/Language Therapy

Subject Area Strengths/Baseline:

Student has been able to complete a series of language-based tasks. *Student* was able to participate in the creation of a visual check list to develop a goal for his sessions with the therapist and responded well to the implementation of this check list.

Area of Need/Impact of the Disability:

Student demonstrates significant communication deficits in that he has limited functional communication when interaction socially with others in his environment. He can have some functional two way exchanges with others; however, for the most part *Student* talks to himself repeating what he's previously heard others say, or stating lines from TV shows or movies. *Student* does not consistently answer questions or in other words he does not always respond when either asked a closed or open ended question. These difficulties in answering questions will be addressed by Goal #7.

Instructional Accommodations:

-Allow for extra time for verbal responses to ensure that *Student* has enough time to process and respond.

Curricular/Performance Modifications:

Student does not require modifications in this area.

SPEECH/RELATED SERVICES: OCCUPATIONAL THERAPY

Student currently receives 30 minutes of consult Occupational Therapy services per 18 weeks (semester).

Subject Area Strengths/Baseline:

Student has exposure to sensory integration coping strategies and has success in the classroom when these strategies are consistently utilized.

Area of Need/Impact of the Disability:

Student has a highly charged sensory system. His engine speed runs in high gear most of the time and he is in a constant state of over arousal. He has vestibular and proprioceptive weakness which causes him to use quickly, inaccurate movement with a lack of control over his body. He likes to push his body into things. *Student* is very sensitive to others in his personal space, but lacks respect for the personal space of others. *Student* has auditory hypersensitivities. *Student* requires assistance to engage in appropriate sensory processing coping strategies to address his difficulties with over arousal in the classroom and to address behavioral concerns that result due to these difficulties. Consult Occupational Therapy services will be implemented to assist with the integration of these sensory processing coping strategies in the classroom environment to increase *Student's* on task behaviors and participation in the classroom. Goal #8 will address these needs.

Instructional Accommodations:

-Allow for Sensory breaks to allow *Student* to engage in sensory motor processing coping strategies to increase focus and decrease behavioral concerns in the classroom.

Curricular/Performance Modifications:

Student does not require modifications in this area.

WRITTEN EXPRESSION: Current Access to Enrolled Grade Level Curriculum:

Student will have access to 9th grade curriculum in writing with accommodations and modifications.

Subject Area Strengths/Baseline:

Student is able to copy sentences from the board or from other notes and books. His writing is neat and legible most of the time. When focused, he can copy sentences neatly with the proper spacing and spelling. *Student* does prefer to type his assignments when given the choice to type or write.

Area of Need/Impact of the Disability:

Student meets the eligibility requirements as a student with Autism and a Speech/Language Impairment. *Student* does demonstrate significant deficits in basic social skills and this impacts *Student* in the classroom in that he has difficulty understanding basic social expectations and understandings with regard to appropriate interactions between his peers and the adults in his environment. *Student* does often respond to these misunderstandings with aggression, opposition, and elopement from the setting. These significant behaviors impact his progress in the classroom. With regard to *Student's* Speech/Language Impairment, *Student* often does not understand basic communication skills, and this manifests in the classroom as opposition or work refusal. The impact of his disabilities of Autism and Speech/Language Impairment have also been observed to affect his educational functioning in that *Student* will have difficulties focusing and will demonstrate inappropriate behaviors by responding frequently to internal stimuli (ex. he often continuously and loudly quotes the same lines from television shows and movies, laughing in the process). As a result, his disabilities often cause *Student* to demonstrate poor attention and concentration in the classroom, making it difficult to progress in the enrolled curriculum as his same-age peers. In writing, a typical student will be expected to use elements of the writing process (planning, drafting, revising, editing, and publishing) to compare text. A student in the 9th grade will also be expected to write legibly and use appropriate capitalization and punctuation conventions in their compositions. *Student* has a short attention-span and limited writing endurance when copying sentences (he has often said that he does not want to write). Additionally, it has been very difficult for him to write independently when responding to questions asked about a text. Yet, *Student* has been more willing to type his responses to questions or discussions, though his endurance and focus have still been limited. These needs will be addressed by Goal #2.

Instructional Accommodations:

- One-to-one assistance when engaged in learning for focus, behavior, and academic reasons
- Seating close to teacher for behavior and academic reasons
- Frequent breaks due to his need for movement (standing up, stretching, and walking around)
- Extra time to complete assignments to solidify retention
- Immediate positive feedback and encouragement to provide information that he is following directions /attempting task correctly.
- Supervision during transition activities that provides 1:1 guidance for safety due to *Student's* community unawareness and potential for aggression.
- Prompt *Student* to utilize coping strategies to decrease agitation.

- Proper class behavior instructions written and displayed in front of him
- Availability of an AlphaSmart or a class computer for typing

Curricular/Performance Modifications:

- Change the complexity of the content by simplifying the activities

MATH: Current Access to Enrolled Grade Level Curriculum:

Student will have access to 9th grade curriculum in math (Algebra I) with accommodations and modifications.

Subject Area Strengths/Baseline:

Student can add and subtract single-digit numbers. He can add and subtract double and triple-digit numbers with and without regrouping. He can also work single-digit multiplication and has some knowledge of how to work double-digit multiplication with regrouping. *Student* can work two-by-one digit division problems. The EnVision Assessment (tests students in the areas of math operations, graphs/charts, and math reasoning), DOMA (Diagnostic Online Math Assessment assessing numbers skills, fraction knowledge, and measurement skills), and teacher observations were utilized to assess *Student*. His focus is usually short, for he can visually attend (from 5 to 10 minutes) to group math lessons and will sometimes attempt individual math activities (from 10 to 15 minutes).

Area of Need/Impact of the Disability:

Student has met the eligibility requirements as a student with Autism and a Speech/Language Impairment. *Student* demonstrates significant deficits in basic social skills and this impacts *Student* in the classroom in that he has difficulty understanding basic social expectations and understandings with regard to appropriate interactions between his peers and the adults in his environment. *Student* often responds to these misunderstandings with aggression, opposition, and elopement from the setting. These significant behaviors impact his progress in the classroom. Regarding *Student's* Speech/Language Impairment, *Student* often does not understand basic communication skills and this will manifest in the classroom as opposition or work refusal. Concerning assessments, the EnVision Assessment (tests students in the areas of math operations, graphs/charts, and math reasoning), DOMA (Diagnostic Online Math Assessment assessing numbers skills, fraction knowledge, and measurement skills), and teacher observations were utilized. The EnVision assessment revealed that *Student* is below grade level in the areas of math operations, graphs/charts, math reasoning, probabilities, ratios, estimating, rounding, and equivalent fractions. In addition, the DOMA assessment revealed that *Student* has low math skills in the areas of numeric computation, measurement skills, and fractional computation. In 9th grade Algebra I, the typical student will be expected to understand that a function represents a dependence of one quantity on another and can be described in a variety of ways. This student will also be expected to gather and record data and use data sets to determine functional relationships between quantities. *Student* does have difficulty understanding the concepts of algebraic equations. He also has difficulty with multi-step word problems. These difficulties will hinder *Student's* access to the general curriculum and make it very difficult for him to move forward with some of the more advanced math concepts in 9th grade (Algebra I). He will need to work on prerequisite skills. These needs will be addressed with Goal #3.

Instructional Accommodations:

- One-to-one assistance when engaged in learning for focus, behavior, and academic reasons
- Seating close to teacher for behavior and academic reasons
- Frequent breaks due to his need for movement (standing up, stretching, and walking around)

- Extra time to complete assignments to solidify retention
- Immediate positive feedback and encouragement to provide information that he is following directions/attempting task correctly.
- Supervision during transition activities that provides 1:1 guidance for safety due to *Student's* community unawareness and potential for aggression.
- Prompt *Student* to utilize coping strategies to decrease agitation.
- Proper class behavior instructions written and displayed in front of him
- Availability of an AlphaSmart or a class computer for typing
- Use of manipulatives (ex. fraction cubes, fraction pizzas, and charts) for concrete representations of fractions
- Use of a calculator to help with retention and accuracy when working equations

Curricular/Performance Modifications:

- Change the complexity of the content by simplifying the activities

BEHAVIOR: Current Access to Enrolled Grade Level Curriculum:

Student will have access to 9th grade curriculum in all subjects with accommodations and modifications for behavior.

Subject Area Strengths/Baseline:

If continually encouraged, *Student* will sometimes participate (for 5 to 10 minute intervals before standing up and walking around the room) and contribute to group lessons and projects. He does often work more consistently by himself on individual lessons rather than group lessons,

Area of Need/Impact of the Disability:

Student has met the eligibility requirements as a student with Autism and a Speech/Language Impairment. *Student* demonstrates significant deficits in basic social skills and this impacts *Student* in the classroom in that he has difficulty understanding basic social expectations and understandings with regard to appropriate interactions between his peers and the adults in his environment. *Student* often responds to these misunderstandings with aggression, opposition, and elopement from the setting. These significant behaviors impact his progress in the classroom. Regarding *Student's* Speech/Language Impairment, *Student* often does not understand basic communication skills and this manifests in the classroom as opposition or work refusal. The impact of his disabilities of Autism and Speech/Language Impairment has also been observed to affect his educational functioning in that *Student* will have difficulties focusing and will demonstrate inappropriate behaviors by responding frequently to internal stimuli (ex. he will often continuously and loudly quote the same lines from television shows and movies, laughing in the process). Therefore, his disabilities often cause *Student* to demonstrate poor attention and concentration in the classroom, making it difficult to progress in the enrolled curriculum as his same-age peers. *Student* sometimes refuses to participate in classroom group lessons and learning centers, walking around the room while loudly saying "yes to Tucson" or by quoting movie or television lines as stated above. He will sometimes laugh continually and start to roll around on the floor. Though he often starts by being playful with incidents of horseplay, he can turn aggressive with staff or peers if he does not get his way. Yet, his willingness to communicate with me (the teacher) has improved. It does help to have written instructions on expected behavior and to remind him that he can get back to Tucson ("yes to Tucson") if he follows directions consistently. *Student* does have a short attention-span and can easily become distracted, greatly affecting his focus during group and individual lessons.

Instructional Accommodations:

- One-to-one assistance when engaged in learning for focus, behavior, and academic reasons
- Seating close to teacher for behavior and academic reasons
- Frequent breaks due to his need for movement (standing up, stretching, and walking around)
- Extra time to complete assignments to solidify retention
- Immediate positive feedback and encouragement to provide information that he is following directions/attempting task correctly.
- Supervision during transition activities that provides 1:1 guidance for safety due to *Student's* community unawareness and potential for aggression.
- Prompt *Student* to utilize coping strategies to decrease agitation.
- Proper class behavior instructions written and displayed in front of him
- Availability of an AlphaSmart or a class computer for typing

Curricular/Performance Modifications:

- Change the complexity of the content by simplifying the activities

FUNCTIONAL:

Student does not have functional needs at this time.

SOCIAL STUDIES: Current Access to Enrolled Grade Level Curriculum:

Student will have access to 9th grade curriculum in social studies (World Geography) with accommodations and modifications.

Subject Area Strengths/Baseline:

Student (when focused properly) shows the ability to learn new concepts in social studies activities (in World Geography) and projects. With consistent motivation by the teacher and staff, he will sometimes listen to discussions.

Area of Need/Impact of the Disability:

See the reading and writing section. Needs will be addressed in Goal #5.

Instructional Accommodations:

- One-to-one assistance when engaged in learning for focus, behavior, and academic reasons
- Seating close to teacher for behavior and academic reasons
- Frequent breaks due to his need for movement (standing up, stretching, and walking around)
- Extra time to complete assignments to solidify retention
- Immediate positive feedback and encouragement to provide information that he is following directions/attempting task correctly.
- Supervision during transition activities that provides 1:1 guidance for safety due to *Student's* community unawareness and potential for aggression.
- Prompt *Student* to utilize coping strategies to decrease agitation.
- Proper class behavior instructions written and displayed in front of him
- Availability of an AlphaSmart or a class computer for typing

Curricular/Performance Modifications:

- Change the complexity of the content by simplifying the activities

SCIENCE: Current Access to Enrolled Grade Level Curriculum:

Student will have access to 9th grade curriculum in science (Integrated Physics and Chemistry) with accommodations and modifications.

Subject Area Strengths/Baseline:

Student (when focused properly) has shown an interest in attempting and working on hands-on activities in science (Integrated Physics and Chemistry) when working on science experiments, projects, and activities.

Area of Need/Impact of the Disability:

See the math section. Needs will be addressed in Goal #4.

Instructional Accommodations:

- One-to-one assistance when engaged in learning for focus, behavior, and academic reasons
- Seating close to teacher for behavior and academic reasons
- Frequent breaks due to his need for movement (standing up, stretching, and walking around)
- Extra time to complete assignments to solidify retention
- Immediate positive feedback and encouragement to provide information that he is following directions/attempting task correctly.
- Supervision during transition activities that provides 1:1 guidance for safety due to *Student's* community unawareness and potential for aggression.
- Prompt *Student* to utilize coping strategies to decrease agitation.
- Proper class behavior instructions written and displayed in front of him
- Availability of an AlphaSmart or a class computer for typing
- Use of manipulatives (ex. fraction cubes, fraction pizzas, and charts) for concrete representations of fractions
- Use of a calculator to help with retention and accuracy when working equations

Curricular/Performance Modifications:

- Change the complexity of the content by simplifying the activities

Setting Up a Process for Quality PLAAFP

The process used in UT-UCS includes:

- I. *Timeline for ARD/IEP Meeting Preparation*
- II. *Procedures for Writing PLAAFP*
- III. *Components of Maintaining Compliance with Special Education Standards*

I. Timeline for ARD/IEP Meeting Preparation

Days Prior to ARD/IEP Meeting	Responsibility
30	Drafts of required documentation complete in eSped
8—(afternoon before 7 th day)	All required documentation complete in eSped

Days Prior to ARD/IEP Meeting	Responsibility
7	Designated individual* reviews documentation and if necessary, makes comments in the documentation or in a Word document
6	The originator is notified by email that there are comments and corrections that need to be made
5	Originator makes any necessary corrections
4	Designated individual reviews to see that all corrections have been satisfactorily completed
3	<ul style="list-style-type: none"> • Designated individual notifies the Principal that corrections have been satisfactorily completed • After consultation with the Campus Special Education Coordinator (CSEC), the Principal determines whether to proceed with having the originator complete the required corrections or to cancel and reschedule the ARD/IEP meeting <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Designated individual notifies the Principal and CSEC that corrections have been satisfactorily completed • The Principal and CSEC each review all ARD/IEP documentation in preparation for the meeting. This includes PLAAFP, Goals, Accommodations, TAKS/STAAR, Transition Information, and any other documentation that should be prepared prior to the ARD/IEP meeting.
2	If any documentation is not adequate, the ARD/IEP meeting is cancelled and rescheduled

*Designated individual to be determined by the Principal and approved by Superintendent

*If the ARD/IEP meeting is cancelled or rescheduled due to inadequate documentation, the designated individual or CSEC works with the originator in preparing ARD/IEP paperwork.

NOTE: In order to facilitate preparation of quality PLAAFPs, it is suggested that the teachers create running records of relevant student documentation in the draft PLAAFP.

II. Procedures for Writing PLAAFP

Purpose	These procedures outline the requirements for the completion of the Present Levels of Academic Achievement and Functional Performance (PLAAFP) in the Individual Education Program (IEP) for students with disabilities.
Process	Each teacher or special education service provider is responsible for completing the academic/functional area related to their assignment for each student. The PLAAFP may detail all student needs. Those needs that are not related to the student's identified disability should include a statement indicating that the needs will be addressed through general education. All sections must be addressed; no section may be left blank
Developing the PLAAFP	Each PLAAFP is written in draft form in eSped prior to the Admission, Review, and Dismissal/Individual Education Program (ARD/IEP) meeting. (See ARD/IEP Process section for required timeline.)
Subject Areas of PLAAFP	The following areas must be addressed when writing PLAAFP statements: <ul style="list-style-type: none"> • Reading • Written Expression • Math • Social Studies • Science • Speech/Related Services* • Behavior* • Functional*
*Speech/Related Services, Behavior, and Functional	If the student does not receive speech/related services and/or does not present behavior or functional issues, write a one sentence statement in the appropriate PLAAFP section indicating the student does not demonstrate needs in this area. No other information is necessary.
Required Information	For each subject area, the following elements must be addressed: <ol style="list-style-type: none"> 1. Current Access to Enrolled Grade Level Curriculum 2. Subject Area Strengths/Baseline 3. Area of Need/Impact of Disability 4. Instructional Accommodations 5. Curricular/Performance Modifications <p>These requirements are detailed in the sections below.</p>
Current Access to Enrolled Grade Level Curriculum	This section is comprised of a one sentence statement indicating the student's current enrolled grade level and how the student accesses enrolled grade level curriculum. Choose one of the following sentences as a template for this statement: <ul style="list-style-type: none"> • [Student's name] accesses grade [student's current grade level] curriculum without accommodations or modifications. • [Student's name] accesses grade [student's current grade level] curriculum with accommodations only.

	<ul style="list-style-type: none"> • [Student's name] accesses grade [student's current grade level] curriculum with accommodations and modifications
Subject Area Strengths/Baseline	<ul style="list-style-type: none"> • Related to the subject area, describe the strengths the student exhibits in class. Use data from several sources, if possible, to illustrate strengths. Types of data that may be used include, but are not limited to, Developmental Reading Assessment-2 (DRA-2), Diagnostic Online Reading Assessment (DORA), Adam K-7, skills demonstrated on state assessments, classroom assessments and assignments, behavioral observations, etc. For each piece of data, describe how it was gathered and provide a description of the tool, if one was utilized. Example: <i>The Developmental Reading Assessment 2 (DRA2) on 3/9/2011. The DRA2 is utilized to assess the three components of reading: reading engagement, oral reading fluency, and comprehension. It is used to determine each student's independent reading level (the level at which a student can read and understand without teacher support) and the instructional level (the level at which a student is expected to continue developing reading skills with teacher support).</i> • If the student displays something regularly in class such as showing initiative, perseverance, or use of multiple strategies, include it in this section.
Area of Need/Impact of Disability	<p>Describe the student's disability and how it affects classroom performance in the subject area utilizing the following components:</p> <ol style="list-style-type: none"> 1. Write a one sentence statement indicating the student's disability (ies) Example: <i>[Student] qualifies for special education with [list disability(ies)] – list specific area(s) of qualification.</i> 2. If there is not a need related to the subject area being addressed, write one sentence stating that the disability does not affect the area. Example: <i>[Student's] disability of [list disability] does not impact [list subject area].</i> 3. If there is a need related to the subject area: <ol style="list-style-type: none"> a. Discuss the specific need(s) for the subject area relative to the disability. The needs that have been observed in the classroom for this subject area should be described for each of the areas of impact. Example: <i>The student's learning disability impacts his reading decoding and fluency.</i> b. Relative to the subject area being addressed, include observable and measureable baseline data to describe and support areas of need. c. Compare student functioning to expectations for the student's enrolled grade level. d. For each area of need identified, specifically state the goal number that will address the area of need. Example: <i>Goals #1 and #3 will address the student's decoding needs.</i>

Instructional Accommodations	<p>Instructional Accommodations may be required in order for the student to be successful.</p> <ul style="list-style-type: none"> • If there is not a need for accommodations in the area being addressed, write one sentence stating the student does not require accommodations. Example: <i>[Student] does not require accommodations.</i> • If accommodations are required, address the following information relative to the needed accommodations: <ul style="list-style-type: none"> ○ List the accommodations in a bulleted format and describe how they will benefit the student. ○ Ensure that accommodations needed for state assessment are described and supported. ○ Any accommodations listed here must appear on the Accommodations and Modifications page in eSped in the same order as found in the PLAAFP.
Curricular/Performance Modifications	<p>Curricular/Performance Modifications may be required for the student to successfully master the elements of the curriculum that the ARD Committee determines are essential to the student’s education.</p> <ul style="list-style-type: none"> • If there is not a need for modifications in the area being addressed, write one sentence stating that the student does not require modifications. Example: <i>[Student] does not require curricular modifications.</i> • If accommodations address the area of need, write one sentence stating the accommodations listed address the student’s needs and the student does not require modifications. Example: <i>[Student] accommodations meet the student’s need and he does not require curricular modifications.</i> • If modifications are required, describe and support how the enrolled grade level expectations will be modified for the student – how content is different, how complexity is adjusted, or how the performance criterion is changed. List the modifications in a bulleted format and describe how they will assist with the student’s needs. <p>Any modification listed here must appear on the Accommodations and Modifications page in eSped in the same order as found in the PLAAFP.</p>

III. Components of Maintaining Compliance with Special Education Standards

1. Special Education Policies and Special Education Guidelines

Purpose	The purpose of Special Education Policies and the Special Education Guidelines is to provide a set of comprehensive, standardized policies and procedures that are legally compliant for the provision of special education services.
Processes and	<ul style="list-style-type: none"> • Develop, review and revise policies.

Procedures	<ul style="list-style-type: none"> • Develop, review and revise procedures (guidelines). • Disseminate electronically via server folder and other locations as appropriate. • Annually review and update each summer as needed
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2. Special Education Folder Review

Purpose	The purpose of the special education folder review is to ensure continued compliance through monitoring student special education records and by providing immediate feedback to staff regarding the quality of completed ARD paperwork.
Processes and Procedures	<ul style="list-style-type: none"> • Monitor a randomly selected representative sample of at least 10% of all annual ARDs conducted per month. • Provide monthly results of monitoring results that includes specific campus feedback to each campus leadership team and the Superintendent. • Provide a redacted summary of monitoring results for the entire district to all campus leadership teams. • Review internal consistency in monitoring folders quarterly. <ul style="list-style-type: none"> ○ Once a quarter, all Campus Special Education Coordinators will review three annual ARDs separately and compare results to verify internal consistency and adjust practices accordingly. ○ At the beginning of the year, mid-year, and at the end of the year, all Campus Special Education Coordinators (CSEC) will review written monitoring procedures, monitoring document, and rubrics to ensure monitoring practices match district needs.

3. Maintaining Standards

Purpose	The purpose of a standardized communication process is to ensure that all relevant staff receive copies of and understand standards for the provision of special education services and the interpretation of those standards.
Processes and Procedures	<ul style="list-style-type: none"> • Campuses will be visited for on-site monitoring of the provision of special education services. • A “Question(s) of the Month” process will be implemented to create contribute to a FAQ resource. <ul style="list-style-type: none"> ○ Create a format for principals and teachers to pose questions. ○ Discuss questions at monthly special education meetings. ○ Electronically distribute questions and answers to the district. ○ Add to FAQ document and file on the server as an ongoing resource. • Campus Special Education Coordinators will join the Principals’ Meeting each month for at least one-half day to discuss issues and create solutions. • Campus Special Education Coordinators will meet monthly after the joint meeting with principals. Agenda and meeting notes will be posted on the server after each meeting for district staff reference

	<ul style="list-style-type: none"> • Special Education news and updates will be distributed electronically and maintained in a district-wide accessible folder with the FAQ document.
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4. Resource & Capacity Building

Purpose	To ensure new and existing staff are provided information and resources needed to perform special education duties
Processes and Procedures	<ul style="list-style-type: none"> • New Teacher Orientation – Decision about presenting this material at the district level verses the campus level needs to be discussed with the staff development planning committee. <ul style="list-style-type: none"> ○ Overview of Disabilities ○ Expectation for writing a PLAAFP for ARDs ○ Expectations for writing Goals/Objectives/Benchmarks ○ State Testing Decision Making training ○ Timeline expectations for the ARD process ○ Special Education Progress Monitoring ○ Training on eSped ○ Confidentiality Training • Training Bank <ul style="list-style-type: none"> ○ Special Education Coordinators and Behavior Specialists will each create one special education mini lesson (30 minutes to 1 hour in length) to create a bank of lessons that can be used by district staff at faculty meetings. Attached is a list of the topics that will be addressed this summer ○ New topics will be developed into lessons upon request or as need is determined ○ All materials needed for the presentation of the lesson will be included (presentation, notes, handouts etc.) • Sample ARD Bank: Samples will be added to the ARD bank based on identified student profiles (for example, ED with behavior impact, ED with cognitive impact, etc.)

5. Campus Support

Purpose	To ensure campus staff are provided the special education support required for the unique needs of the campus.
Processes and Procedures	<ul style="list-style-type: none"> • AOC staff will visit each campus at least two times per semester • The focus of the campus visit will be discussed with the principal prior to the visit and may include classroom observations, teacher support conferences, team meetings, faculty meeting, presentations, question and answer sessions, attending an IEP meeting or other activities requested by the principal

Session Take-aways

- PLAAFP are the foundation and cornerstone of a quality IEP
- PLAAFP should tell the student's story so articulately that the rest of the IEP just flows naturally
- The format and process used by UT-UCS is an exemplary example of how an LEA is addressing the *intent* of IDEA, not just the compliance part
- It takes having a well-defined process, with administrative expectations clearly stated, internal support and monitoring, and ongoing discussion and refinement