Developing the IEP: PLAAFP Sections 1-5

CUSD SPECIAL EDUCATION DEPARTMENT

It All Starts With the PLAAFP!

PLAAFP → Goals → Accommodations/Modifications → Services

PLAAFP: Form B – IDEA Sec.300.320 (a)

Per IDEA §300.320   Definition of individualized education program

(a) *General.* As used in this part, the term individualized education program, or IEP, means a written statement for each child with a disability that is developed, reviewed, and revised in a meeting in accordance with §§300.320 through 300.324, and that must include—

(1) 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;

PLAAFP: Form B – ADE Guide Steps III.A.3

Statute and Forms	Explanation and Review Method
300.320(a)(1) 300.324(a)(1) SF, SASF, SCSF	The IEP includes the student's present level of academic achievement and functional performance (PLAAFP), which should include strengths and needs and how the disability affects the student's involvement and progress in the general curriculum. Information should relate to the most recent evaluation data as well as include current classroom data. Beginning at age 16, the student's current functioning in relation to identified post-school outcomes should be described in the PLAAFP (or in another section of the IEP related to transition). Student File Review Method: Review the IEP to determine whether there is a present level of academic achievement and functional performance. Look for documentation more extensive than test scores or grade-level equivalents. Areas pertinent to the student's needs must be addressed in the PLAAFP. This requirement includes preschool students at the functional or readiness level. In annual IEP reviews of preschool students, assessment data from Teaching Strategies GOLD/My Teaching Strategies/COS may be included.

PLAAFP: Form B - Section 1
Current IEP Information

Section 1: Current IEP Information

Display Prior Goals Written and Met

Goal Number Written:
0

Goal Number Met: 0 ⟳ *(last refreshed 8/11/2023 12:26 AM)*

Summarize special education services the student is receiving:

Information should reflect the services the student is currently receiving prior to the implementation of this IEP.

If this is an initial IEP, indicate the student is not currently receiving services since this is an initial IEP.

Spell Check   Save Changes

- This hyperlink will generate a pop-up window to display the previous IEP goals and indicate if the goals were met by reflecting "yes" or "no"

Prior IEP Goals Information for IEP Dated: 8/4/2021

Goal Written: When given ten objects, Ella will verbally count the objects with one-to-one correspondence with 75% accuracy as measured by teacher made data sheets. Data will be collected one time per week.

Was the Goal met?: No

Goal Written: When shown individual letters of the alphabet, Ella will verbally identify the sounds of all 26 letters of the alphabet with 80% accuracy as measured by teacher made data sheets. Data will be collected nine times per quarter.

Was the Goal met?: No

Total Number of Goals Written: 2   **Total Number of Goals Met:** 0

Remove Section 2 ☐ (Check and save to remove Strengths, Needs and Other Evaluation Information below.)

Section 2: Evaluation Information

Linked MET Creation Date:

Note: The prompts below do not print so please write complete sentences when answering the prompts.

List student's academic, functional, and behavioral strengths:

☐ Load data from Most Recent MET E6 or Transfer File Review)

[DO NOT change this information]

Spell Check | Save Changes

List student's academic, functional, and behavioral needs:

☐ Load data from Most Recent MET E6 or Transfer File Review)

[DO NOT change this information]

Spell Check | Save Changes

List student's other evaluation information and/or issues (related service review):

☐ Load data from Most Recent MET E6 or Transfer File Review)

[DO NOT change this information]

Spell Check | Save Changes

Documentation of the impact of educational implications of suspected disability:

☐ Load data from Most Recent MET E6 or Transfer File Review) (see examples)

Carefully consider any proposed changes to information in this section. For example, students currently enrolled and/or transitioning from preschool may require updates to address how their disability impacts performance.

Spell Check | Save Changes

DO NOT select this box as it will remove Strengths, Needs, and Other Evaluation Information

Select each of these boxes to load the *most recent MET data* into each section and click 'save'.

III.A.3 General Required Components of the IEP Are Included	
Statute and Forms	Explanation and Review Method
300.320(a)(1) 300.324(a)(1) SF, SASF, SCSF	The IEP includes the student's present level of academic achievement and functional performance (PLAAFP), which should include strengths and needs and how the disability affects the student's involvement and progress in the general curriculum. Information should relate to the most recent evaluation data as well as include current classroom data.

Qualitative and Quantitative Data

Qualitative Data

▶ based on an assessment of characteristics or attributes

▶ provides information about the *qualities* of someone or something

▶ addresses questions about the how, what, or why of an occurrence

▶ often subjective

Quantitative Data

▶ based on hard evidence

▶ measurable information

▶ can be *quantified* using numbers

▶ addresses 'how much, or 'how many' of an occurrence

▶ objective

PLAAFP: Form B - Section 3
Present Level of Academic Achievement

The IEP team uses both qualitative and quantitative data to make informed decisions when developing a student's individualized education program (IEP). Examples include:

- MET information
- Goal data
- Formal and informal assessment
- Teacher data
- Therapist data
- Parent input
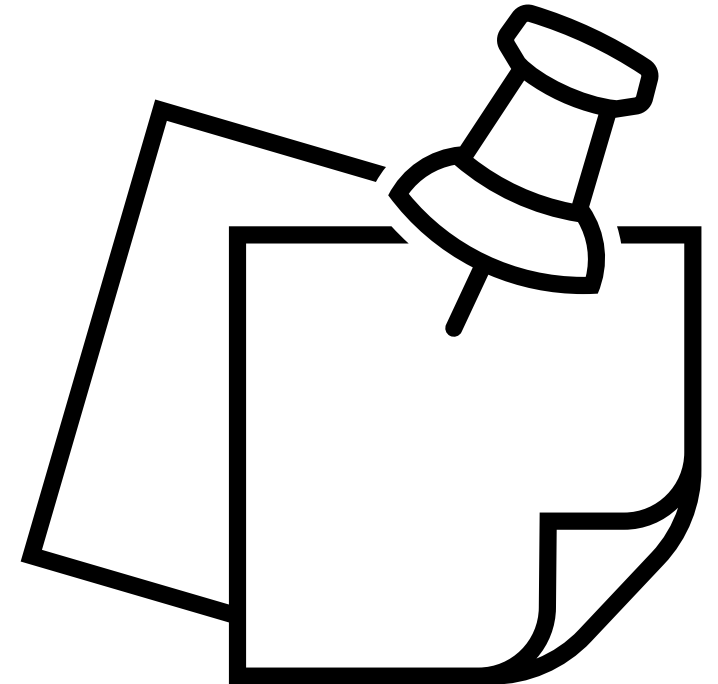
Site Teacher Input Form

- To **locate** the forms:
  - CUSD Website (Dept)
  - Special Education/Student Services
  - Staff links Forms
- The form should ask specific questions to elicit quantitative and qualitative data based on appropriate grade level standards
- Input is needed on strengths, needs, accommodations in each academic area based on the data collected
- Current Classroom-Based Data should include: information shared by the child's teachers, observations related to classroom achievement, such as reported quarterly grades, portfolio information, anecdotal records, or assessment and performance information from early intervention programs for children birth to 3

PLAAFP: Form B - Section 3

COGNITIVE SKILLS (Preschool Only)

1. Detail specific cognitive strengths.

READING SKILLS

1. Detail specific reading strengths.

WRITING SKILLS

1. Detail specific writing strengths.

MATH SKILLS

1. Detail specific math strengths.

Data, Data, Data!!!

Spell Check   Save Changes

CUSD Best Practice: **Do not name specific curriculum or methodology in the PLAAFP.** Instead, describe the components of the curriculum. Example: Jimmy shows progress in basic reading utilizing a multi-sensory structured language program.

1. **Detail Specific Strengths:**
   - **Cognitive (if preschool)**
   - **Reading**
   - **Writing**
   - **Math**

The case manager inputs both qualitative and quantitative data detailing the student's strengths as stated by the general education teacher(s) and special education teacher(s) from the teacher input form.

Possible data to include:
   ➤ results of formative/summative classroom assessments
   ➤ diagnostic data from informal classroom assessments
   ➤ summative standardized data from in-district assessments
   ➤ progression in curricula

Preschool IEPs: Consider the difference between cognitive skills and academic (reading/writing/math) skills when completing these sections – they should be different

PLAAFP: Form B - Section 3

COGNITIVE SKILLS (Preschool Only)

2. Detail specific cognitive needs for improvement.

READING SKILLS

2. Detail specific reading needs for improvement.

WRITING SKILLS

2. Detail specific writing needs for improvement.

MATH SKILLS

2. Detail specific math needs for improvement.

Data, Data, Data!!!

Spell Check | Save Changes

Noted needs may be addressed through possible IEP goals and/or accommodations

1. **Detail Specific Needs:**
   - **Cognitive (if preschool)**
   - **Reading**
   - **Writing**
   - **Math**

The case manager inputs both qualitative and quantitative data on skills impacting the student's ability to access grade level content.

Possible data to include:
➢ results of formative/summative classroom assessments
➢ diagnostic data from informal classroom assessments
➢ summative standardized data from in-district assessments
➢ progression in curricula

Special Education Instructional Resources
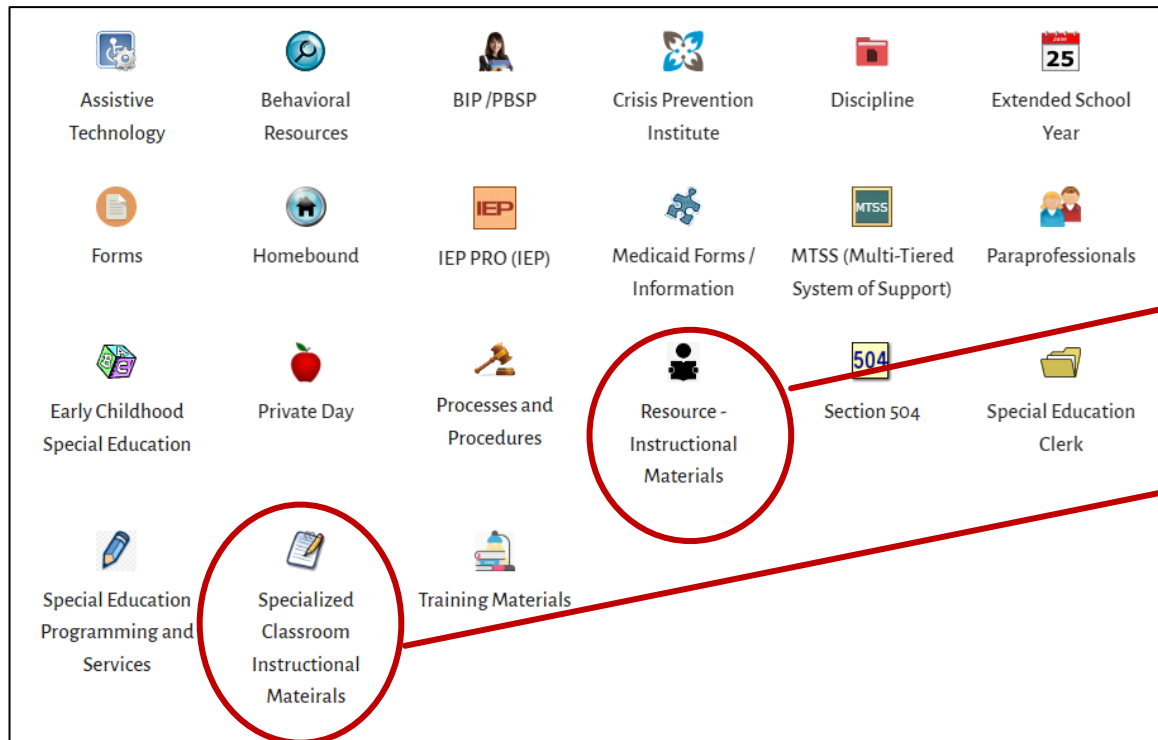
PLAAFP: Form B - Section 3

COGNITIVE SKILLS (Preschool Only)

3. List current cognitive accommodations/modifications and assistive technologies (if any) and when they are needed to access the general curriculum. *(Indicate if the student is not receiving any accommodations or modifications in this area).* **Note:** This field can be left blank as long as the accommodations page clearly indicates what is needed in each

READING SKILLS

3. List current cognitive accommodations/modifications and assistive technologies (if any) and when they are needed to access the general curriculum. *(Indicate if the student is not receiving any accommodations or modifications in this area).* **Note:** This field can be left blank as long as the accommodations page clearly indicates what is needed in each

WRITING SKILLS

3. List current cognitive accommodations/modifications and assistive technologies (if any) and when they are needed to access the general curriculum. *(Indicate if the student is not receiving any accommodations or modifications in this area).* **Note:** This field can be left blank as long as the accommodations page clearly indicates what is needed in each

MATH SKILLS

3. List current cognitive accommodations/modifications and assistive technologies (if any) and when they are needed to access the general curriculum. *(Indicate if the student is not receiving any accommodations or modifications in this area).* **Note:** This field can be left blank as long as the accommodations page clearly indicates what is needed in each area.

Data drives needed accommodations/modifications/AT

Spell Check   Save Changes

Accommodations/Modifications/AT are a ***need*** not a want or benefit to perform better.

3. **Current Accommodations/Modifications/AT Utilized**

- List any current accommodations, modifications, or assistive technology the student is using that are **specific to their individual needs** to access the general education curriculum.

- Accommodations and modifications are ***individualized*** for the student. This does not include what is provided to all students in the general education classroom.

300.320(a) (6)(i)	The IEP includes documentation of any accommodations in the administration of state- or PEA-wide assessments.
SF, SASF, SCSF, SCSAI, SCSEAI	**Student File Review Method:** Determine whether the IEP contains documentation of the accommodations used for state (to include language proficiency) and district assessments. Accommodations must be included for each type of assessment in which the student will be participating during the duration of the IEP, to include AZELLA, ACT, MOWR assessments, etc. **Standard and/or universal accommodations must have a relationship to the accommodations used with the student during instruction.**
	This item cannot be marked **U**.

PLAAFP: Form B - Section 3

Parent/Adult Student's Input on Student's Current Academic Achievement:

Include current information shared by parents or guardian regarding their perceptions of their student's ACADEMIC performance.

Spell Check | Save Changes

- ✓ Gather current information from parents about this area ahead of the IEP meeting, or during the IEP meeting
- ✓ Do not forget to add this information BEFORE locking the IEP. Best practices for locking IEPs within 5 school days.

PLAAFP: Form B - Section 3

Teacher Reports: Current Classroom-Based Data: (record information shared by the child's teachers, observations related to classroom achievement, such as reported quarterly grades, portfolio information, anecdotal records, or assessment and performance information from early intervention programs for children birth to 3) (Suggestions: use course titles to identify reports, 'science teacher reports... math teacher reports... social studies teacher reports...')   (HTML Text Edit Tips)

Include classroom teacher observations, grades, classroom achievements on projects/assignments, etc.

For children birth to 3: Include performance information from early intervention programs.

Spell Check   Save Changes

PLAAFP: Form B - Section 3

State and District Assessments: (optional) (identify specific needs based on assessment results including the statewide achievement test, Teaching Strategies GOLD, alternate assessments, and district assessments; if no testing data is available you need to record that no testing data is available)

☐ Load State and District Assessments from Student Profiles Module

This may load data from the Student Profiles Module if checked.

Include any and all available state and district assessment results.

[Spell Check] [Save Changes]

✔ Check box to Load State and District Assessments from the Student Profile Module. Case managers can keep this section updated on the Student Profile in e-IEP PRO for easier data entry on the IEP.

PLAAFP: Form B - Section 4 Functional Performance

Social Emotional and Behavior

Behavior

Counseling

Physical

OT

PT

Adaptive PE

O&M

Functional ADLs

Communication

Speech/Language

ASL (Other)

Audiology/Hearing Impaired

Test Your Knowledge: True or False

- When describing how behavior impacts access to general education curriculum, both qualitative and quantitative data is needed.

- IEP's only need to address behaviors impacting access to curriculum when the behaviors are physically aggressive.

- The IEP must include all educational and related services that are appropriate for the student's disability either by indicating a service is given or clarifying why a service is not needed.

PLAAFP: Form B – Section 4: Functional Performance

Social Emotional and Behavior: how does the student's behavior impact his/her involvement and progress in the general curriculum?

Note: The prompts, 1 - 5, below do not print, so please write complete sentences when answering the prompts.

1. **List behavior strengths.**

What are the student's behavioral strengths?
How does the student interact socially with peers?
What strategies and interventions are used to regulate his/her emotions?

Spell Check   Save Changes

PLAAFP: Form B – Section 4: Functional Performance

__Ask yourself__ : How does the student's behavior impact his/her involvement and progress in the general curriculum?

2. **Conclusion: select one of the following.**
   - ☐ Behavior does significantly and adversely impact the progress in the general curriculum.
   - ☐ Behavior does not significantly and adversely impact the progress in the general curriculum.

If behavior impacts progress in the general curriculum, then complete sections 3-5

PLAAFP: Form B – Section 4: Functional Performance

Does the student require a Functional Behavioral Assessment (FBA), Behavioral Intervention Plan (BIP), or both? Does the student already have one or both?

▶ If so, are they still currently aligned with the student's needs?

▶ Are they being followed with fidelity?

▶ Are they being reviewed according to the timeline established?

300.324(a)(2)(i) SF, SASF, SCSF, SCSAI, SCSEAI	The IEP team considered the use of positive behavioral interventions and supports and other strategies to address behaviors that impede the student's learning or the learning of other students. **Student File Review Method:** Determine whether the IEP team considered if the student needs behavioral interventions. If there is documentation that a student has displayed behavior that has impeded the student's learning or that of others, this area must be addressed in the IEP. The term "behavior" includes actions such as consistent tardiness, failure to complete homework, and self-destructive but non-confrontational actions. Evidence may be located throughout the IEP, such as in the annual goals, PLAAFP, accommodations and/or modifications, services to be provided, and behavior plans. This item cannot be marked **U**.

PLAAFP: Form B – Section 4: Functional Performance

3. **Detail recurring inappropriate behavior and its impact on classroom performance.**

Include qualitative and quantitative data defining behavior(s).
    Data should include frequency and duration

Describe the impact on the classroom performance, and the access to the general education
Remain focused on <u>FACTS</u> that can be supported by data, rather than statements that are based on emotions or opinions.

Spell Check   Save Changes

PLAAFP: Form B – Section 4: Functional Performance

4. **List current behavioral interventions and strategies and when they are needed to access the general curriculum.**

Provide detailed, elaborate explanations of behavioral and social-emotional interventions, strategies, reinforcers and/or charts and systems used to access general education

This information should align with the current Behavior Intervention Plan (BIP)

Spell Check   Save Changes

PLAAFP: Form B – Section 4: Functional Performance

5. **Discuss discipline referrals/attendance/tardies/time-outs and other behavior that affects progress in the general curriculum.**

Provide an explanation that states whether or not these factors affect the student's progress in the general curriculum.

Spell Check   Save Changes

PLAAFP: Form B – Section 4: Functional Performance

Physical Development: how does the child's physical development impact his/her involvement and progress in the general curriculum? *(Describe the student's sensory/motor development, health, vitality (for OHI), and physical skills or limitations that pertain to the learning process. Identify levels and strengths and needs and assistive technology (if any). If applicable, identify how this area will affect desired post school outcomes)* (HTML Text Edit Tips)

Describe the student's fine and gross motor skill abilities. Consider if the student can access the campus independently as well as playground equipment. Can the student access classroom materials/tools independently?

Spell Check   Save Changes

Detail strengths, and weakness (if necessary)
Do not state: No needs noted in this area. (N/A)

PLAAFP: Form B – Section 4: Functional Performance

☐ Occupational Therapy (OT) ([view/edit notes](#))
☐ Physical Therapy (PT) ([view/edit notes](#))
☐ Adapted P.E. (PE) ([view/edit notes](#))
☐ Orientation and Mobility (O&M) ([view/edit notes](#))
☐ Functional Activities of Daily Living (Adaptive) ([view/edit notes](#))

If student receives OT, PT, Adapted PE, O & M, Functional ADLs, include detailed and specific information to address the following:
- Strengths and needs
- Assistive Technology (if needed)
- Provider data collected
- Affect on post-school outcomes (if applicable

PLAAFP: Form B – Section 4: Functional Performance

Physical Development: how does the child's physical development impact his/her involvement and progress in the general curriculum? *(Describe the student's sensory/motor development, health, vitality (for OHI), and physical skills or limitations that pertain to the learning process. Identify levels and strengths and needs and assistive technology (if any). If applicable, identify how this area will affect desired post school outcomes)* ([HTML Text Edit Tips](#))

[Spell Check] [Save Changes]

☐ Occupational Therapy (OT) ([view/edit notes](#))
☐ Physical Therapy (PT) ([view/edit notes](#))
☐ Adapted P.E. (PE) ([view/edit notes](#))
☐ Orientation and Mobility (O&M) ([view/edit notes](#))
☑ Functional Activities of Daily Living (Adaptive) ([view/edit notes](#))

This area is required for all preschool students.

This should reflect overall functioning in the area of adaptive skills. Any need for assistance with ADLs should also be clearly outlined in this section for any student with adaptive needs.

[Spell Check] [Save Changes]

Functional Activities of Daily Living (Adaptive) will default to checked, as it is a <u>required</u> portion of the PLAAFP for <u>preschool-age students</u>.

For all other students, it does not default to checked

PLAAFP: Form B – Section 4: Functional Performance

Communication: how does the child's communication skill impact his/her involvement and progress in the general curriculum? *(Describe the student's communication abilities. Identify present levels of strength and need, assistive technology, augmentative communication, sign language, total communication, picture exchange, what affect on desired post school outcome. If applicable, identify how this area will affect desired post school outcomes)* (HTML Text Edit Tips)

Describe the student's receptive and expressive communication skills. Consider how the student uses language to communicate with others.
Is the student able to express his/her wants and needs? Follow directions? Engage in conversation with staff and peers? What is the student's preferred mode of communication? Does the student communicate appropriately and effectively, and if not, why not?
Should assistive technology be considered?

[Spell Check] [Save Changes]

☐ Speech/Language (SL) (view/edit notes)
☐ ASL (view/edit notes)
☐ Audiologist/Teacher of Hearing Impaired (view/edit notes)

300.324(a)(2)(iv)	The communication needs of the student were considered.
SF, SASF, SCSF	**Student File Review Method:** Determine whether the communication needs of the student have been considered within the IEP. Examples: • Student's stuttering increases when speaking before a group without notes. Student should be allowed to read classroom reports at the beginning of the year and gradually reduce dependency on reading as the year goes on. = **I** • Student uses simple signs to convey basic needs such as toileting and hunger. = **I** • Student has no needs in the area of communication. = **I** • N/A = **O** This item cannot be marked **U**.

PLAAFP: Form B – Section 4
Parent Input on Functional Achievement

Parent/Adult Student's Input on Student's Current Functional Achievement:

Include current information shared by parents or guardian regarding their perceptions of their student's FUNCTIONAL performance.

Spell Check   Save Changes

- ✓ Gather current information from parents about this area ahead of the IEP meeting, or during the IEP meeting

- ✓ Do not forget to add this information BEFORE locking the IEP. Best practices for locking IEPs within 5 school days.

PLAAFP: Form B - Section 4
Summary of Work Habits

Summary of Work Habits: including Transition/Vocational when appropriate: (Possible areas to address: class participation, organization, time management, homework management, study skills, learning style, test-taking skills, note taking, keyboarding; address independence and ability to ask for assistance with learning, ability to work with peers, take directions from teacher, ability to complete assigned task, dependability, For Post-Secondary Transition address: job training, employment/work experiences, post-secondary interest, career exploration, career interest)

Remember to use factual information, including qualitative and quantitative data that paints a picture of the student's work habits.

Spell Check   Save Changes

PLAAFP: Form B - Section 5
Summary of Educational Needs

Section 5: Summary of Educational Needs

This section is a summary of the student's educational needs. When selecting an educational need, it must be related to the students disability(s). Each educational need requires a goal and service time. All special education and related services on page I are linked to this section. If the educational need does not require special education service time, uncheck the box and explain why in the clarification text box.

Special Education Services: (select all areas of educational need that are appropriate)

	Special Education Services	Delete	Will Service Be Provided?
(1)	Behavior Support ⌄	🗑	☑
(2)	Basic Reading Skills	🗑	Service Will Be Provided ☑
(*)	-- Please select -- ⌄		

Add New/Save

Related Services: (select all related services that are appropriate for this student; must include all areas that are listed on the eligibility page)

	Related Services	Delete
(1)	Speech/Language ⌄	🗑
(*)	-- Please select -- ⌄	

Add New/Save

IMPORTANT NOTE: each area identified above must have a goal and service. If an area will not have a goal and service, explain why in the Clarification text box.

All special education and related services on Form I are linked to this section.

Each identified area of need (service) requires a goal and service

SLD: areas will appear from the eligibility selections on Coversheet; all others can be selected from the drop downs

PLAAFP: Form B - Section 5
Summary of Educational Needs

Clarification: (all areas of disability must be listed as educational needs that require goals and service; if there is an educational need the IEP team has determined not to provide a goal and/or special education service on page I, explain why; example: oral expression addressed through speech goals and services; senior in high school has met math requirements, not taking a math class).

If an educational need does not require special education services, uncheck the box above and explain WHY the team decided there is no need for goal(s)/service(s) in the area(s) in this box.

FOR EXAMPLE: senior in high school is eligible for SLD in math calculation but has met math requirements and is not taking a math class.

Spell Check   Save Changes