

The IEP Process Demystified: From Planning Through Compliance

Webinar Starts at 4:00 pm Eastern





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Agenda

- Establishing baselines
- Data-driven PLAAFP development
- Linking PLAAFP to goal creation
- Tying in accommodations and/or modifications, state assessment, services, and placement related to PLAAFP and goal creation
- Q & A



What's a PLAAFP again? (*Gesundheit!*)

The PLAAFP is a statement of the child's present levels of academic achievement and functional performance that includes:

1. a description of the child's area(s) of strengths and his/her prioritized critical need to be addressed in an annual IEP goal
2. measurable and observable data from multiple sources that identifies the child's strengths and deficits
3. an explanation of how the child's disability affects and impacts his/her involvement and progress in the general education curriculum

Breaking down the essentials

Critical Needs

1. A description of the child's area(s) of prioritized critical need to be addressed in an annual IEP goal:
 - standards-based (common core / TEKS in TX) for academic needs
 - non-standards-based needs for functional/self-help/behavioral (with some social-emotional exceptions that may be found)
 - heavy emphasis on areas where child is eligible for special education services

Breaking down the essentials

Data Sources

2. Measurable and observable data from multiple sources that identifies the child's strengths and deficits:
 - Objective observational summary
 - Mastery of previous IEP goals and current baseline
 - State assessment information (in applicable areas)
 - Monthly/6-week/9-week report cards or IEP progress reports
 - Reading levels
 - Behavior data
 - Current accommodations, supplementary aides, and/or modifications to content used for the student

Breaking down the essentials

Disability Impact

3. An explanation of how the child's disability affects and *impacts* the child's involvement and progress in the general education curriculum
 - Written to “paint the picture” of that student, not the teacher or how the teacher reacts to the child (unless describing strategies that currently work, such as ways to respond to maladaptive behaviors)
 - Clarifies either how the child accesses general education content based on their eligibility needs OR how their individual needs may support the current LRE that they access (which is different for every child)

Let's look at some examples!

The PLAAFP frames the student to help drive the goals.



A Not-So-Good Example

Reading

- **Strengths:** Clark Kent is a good student. He's always nice to me when coming into my class. Although he doesn't like to read, he never complains out loud; he will just sit quietly until the lesson is over and wait for help.
- **Needs:** Clark is below his peers in reading and writing. He doesn't like to read and he struggles with concepts. He needs a lot of help every day.
- **Disability impact:** Since Clark needs so much help in reading, he has to have an IA or a teacher in the room with him most of the time.
- **Accommodations:** Clark sits in the front of the room, and I also repeat questions to him if he asks.
- **Modifications:** I'm not sure but I think Clark may need more.

A Not-So-Good Example

Math PLAAFP

Jason, grade 5

- Recognizes numbers to 999,999; knows sums up to 5 for addition facts; does not know quotients for divisors; can add decimals as it relates to money; memorized multiplication facts for 1's, 2's, and 5's
- Scored 24/35 for state assessment in math
- Jason cannot complete division at this time



Question: What's wrong with this one?

Much Better!

Reading PLAAFP sample

- **Strengths:** Teacher observations along with reading benchmarks and inventories from October 2019 reflect Clark's reading fluency is on grade level, and he can answer simple comprehension questions accurately when a passage is orally read to him. State assessment in Spring 2019 reported Clark scoring a 71% with district averages reflecting 78% for his grade level.
- **Needs:** Teacher observations, reading benchmarks, and inventories from Oct 2019 indicate Clark has difficulty with sequencing and narrative text at his grade level. He struggles with answering higher-order questions involving analyzing and evaluating information. Teacher observations also reflect that reading comprehension decreases if the topic of the story/text is not interesting to Clark.

Much Better!

Reading PLAAFP sample, *continued*

- **Disability impact:** Clark's reading disability impacts his ability to be fully successful in the general education reading class without the support of instructional accommodations.
- **Accommodations:** Clark is provided with a vocabulary list prior to beginning new reading assignments, shortened tests, large font, oral administration and tape-to-text/read along, graphic organizers, and extra time for assignments (currently receives 1 extra day for writing assignments).
- **Modifications:** None needed; Clark is working on grade level in the area of reading and ELA with provided accommodations and reading supplementary aids.

Better

Paragraph PLAAFP example

Anthony – 4th grade: A review of classroom assessments and teacher documentation indicates that Anthony needs to improve reading for fluency, which will increase his reading comprehension. Anthony can read 80 words per minute of connected text with 100% accuracy, which is within the range of words per minute established for typical peers in the second grade. Anthony is working toward automaticity by reading passages at the second grade level for which he has achieved a high level of accuracy in oral reading fluency. He continues to receive daily reading assignments on the 4th grade reading curriculum but his learning disability in reading makes accessing 4th grade text challenging without his accommodations such as extended time, removing distractions to help with focus, placemarkers, text-to-speech support with classroom iPads, and pre-teaching of new vocabulary prior to lessons.

Better

Paragraph PLAAFP example, *continued*

Determining the meaning of unknown words by reading words in context and applying word structures (prefix, base words, and suffix) are relative strengths for Anthony.

Behaviors such as limited attention span and distractibility can detract from completing assigned tasks, focusing on the details of the reading passage (reading comprehension) and remaining on task. Anthony typically requires multiple verbal and gestural prompts to look back at his materials or the teacher. Reading placemarkers are used for his oral reading, which help him stay focused on sentences.

Not-good-at-ALL

Behavior PLAAFP – Secondary Example

Teacher 1 ELA: Anissa has good days and bad days. She can be adversarial with another specific student but we are working on that. She does not get physical but can be verbally aggressive.

Teacher 2 Math: Anissa needs to work on staying on task and not getting involved in negative conversations, especially with other peers.

Teacher 3 Computer Applications: Anissa has been absent several times this year. She needs to improve her work habits. She has a short attention span.

Question: *What goal would you develop based on this information?*



Better

Behavior PLAAFP – Secondary Example

Teacher 4 Science:

Strengths - Anissa comes to class organized and prepared with a good attitude. She also asks questions for clarification when she doesn't understand something.

Needs - Anissa may “shut down” during a writing assignment that doesn't interest her; she prefers hands-on and visual lessons. She may either demonstrate high energy or low energy when she's off-task, and during low-energy times I provide her a fidget or some other manipulative that is relevant to the lesson (ex. visual vocabulary cards or plastic science manipulatives), which helps her stay engaged. She may shout out verbal comments to a peer she seems to dislike, but proximity control to separate the girls and providing a warm-up activity for the students to start as soon as they enter the room seems to help.

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Behavior PLAAFP – Secondary Example

Needs, *continued* - Anissa needs to work on asking for a break or a walk when she's getting upset by a peer (removing herself from the situation) and staying engaged during independent assignments and writing tasks. Anissa's parents report that they see low energy at home when she is asked to complete her homework or non-preferred chores, but they have her put her iPhone in a basket at home and remind her she can access it as soon as she's finished with homework for a break. This seems to work well as it has become routine.

Mucho Better Behavior

PLAAFP - Paragraph form

Behavior:

Anissa can follow the classroom routine with the support of a written schedule and simple verbal cues. She raises her hand to contribute during class discussions and stays on-topic when responding to discussions. Anissa is maintaining peer conversations more during group work and is now waiting for peers to finish their statement before providing her own. This is significant growth since her end-of-year June 2019 progress report.



Mucho Better Behavior

PLAAP - Paragraph form, *continued*

Anissa has daily behaviors of getting out of her chair or spontaneously leaving her area during class time. A review of current data indicates that Anissa's out-of-seat behavior generally occurs when there are environmental distractions (such as students sharpening pencils, asking to use the restroom, etc.). Anissa has a specific area in the classroom that is relatively free from distractions, and she receives verbal and token reinforcement for remaining in her area and completing work. She can remain in her seat for approximately 10-15 minutes if she is allowed scheduled movement breaks immediately following on-task behavior. Anissa's out-of-seat behavior negatively affects her ability to complete assignments and tests, and distracts her peers.

The Questions You Have to Answer Are:

What is the biggest area of need that is keeping this student from accessing and/or progressing in the general curriculum or a lesser restrictive environment?

Does my PLAAFP help me answer this question, and help me further identify what goal(s) to create in our IEP meeting?



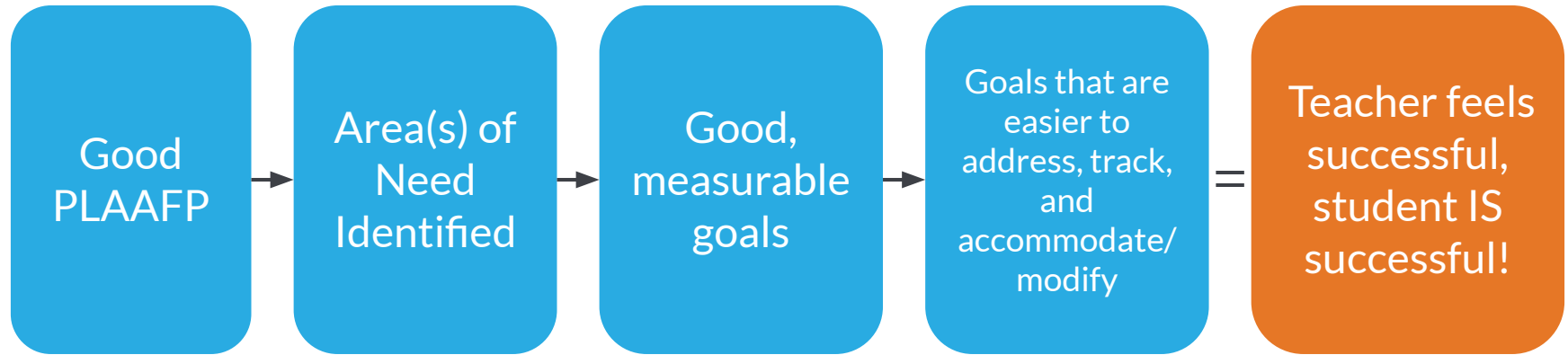
Suggestions to Strengthen Your PLAAFP Perfection

- Develop or revise PLAAFP information sheets for teachers to complete so all areas are targeted.
- Provide high-quality training for all staff - don't fall in the "just spec ed" trap!
- Provide general education teachers with enough time to complete PLAAFP statements for IEP drafts - beware of the "Night Before IEP."
- Use insufficient or unclear PLAAFP feedback as teaching tools for teachers to re-examine.
- Allow mutual planning time to collaborate on needs and strengths.
- Get parent input prior to IEP meeting, especially if it may be a long or adversarial meeting - parent input is non-negotiable and can support a healthy, communicative meeting.

Family Engagement and Participation

- Non-negotiable
- Demonstrates respect for parents/guardian or student themselves (if student is participating) by valuing input from their perspective
- Review IEP meeting norms for all committee members (ex. only one person talks at a time, etc.)
- Avoid asking yes/no questions - try open-ended Q's if parents are reluctant to participate or haven't had a chance to talk:
 - Ex. "What do you feel are Johnny's biggest strengths when it comes to his reading?"
 - Ex. "Are there certain strategies or ways you encourage direction-following at home that may benefit teachers at school?"
 - Ex. "When you say you are concerned about Anissa's math, what are some specific concerns you can share with the team?" [or jump to math PLAAFP and then restate]

Linking to Goals



IEP Goal Creation

- Goals must be written in measurable terms.
- Goals should be linked to student's prioritized needs and how those needs affect access to the general curriculum (PLAAFP is our frame to paint this picture!).
- Goals should have 4 components:.*
 - Timeframe
 - Condition
 - Behavior
 - Criterion

**NOTE: All four components may not be appropriate for post-secondary goals. For examples and standards, go to the National Secondary Transition Technical Assistance Center www.nsttac.org*

IEP Goal Component Examples

Timeframe:

- In 36 instructional weeks
- By the end of ____ school year
- By _____ (specific date)

Condition:

- Using... When given/provided....While...
In the context of...

Behavior:

- Student (by name) will.....(verb/action)

Criteria:

- By (doing something specific...)
- Percentage (80% of trials or opportunities)
- Number of correct responses (4 of 5 ...)
- 50 words per minute

Time Frame	Condition	St. Behavior	Criteria
In 36 instructional weeks	Using decoding skills and oral practice within a 3rd grade reading passage	Joseph will read	70 words per minute with fewer than 10 errors.
By the end of the 2019-2020 school year	When provided a visual schedule of her daily routine and asked, "Where do you go next?"	Christina will take her schedule picture and transition independently to the next activity in her day	with 100% accuracy in 4 out of 5 trials recorded.
By June 3, 2020	Given a 4th grade story prompt and 30 minutes to write	Billy will write a three-paragraph essay	(three-paragraph essay) using transition words in sentences and between paragraphs with 5 or fewer errors.

Post-Secondary Example

Time Frame	Condition	St. Behavior	Criteria
By June 2, 2020	given explicit instruction in workplace communication skills (e.g. say “hello,” ask questions or report concerns)	Alex, an 11th grade student, will demonstrate appropriate communication skills during community-based instruction	in 4 out of 5 opportunities.

Adaptations from goal examples found at www.nsttac.org

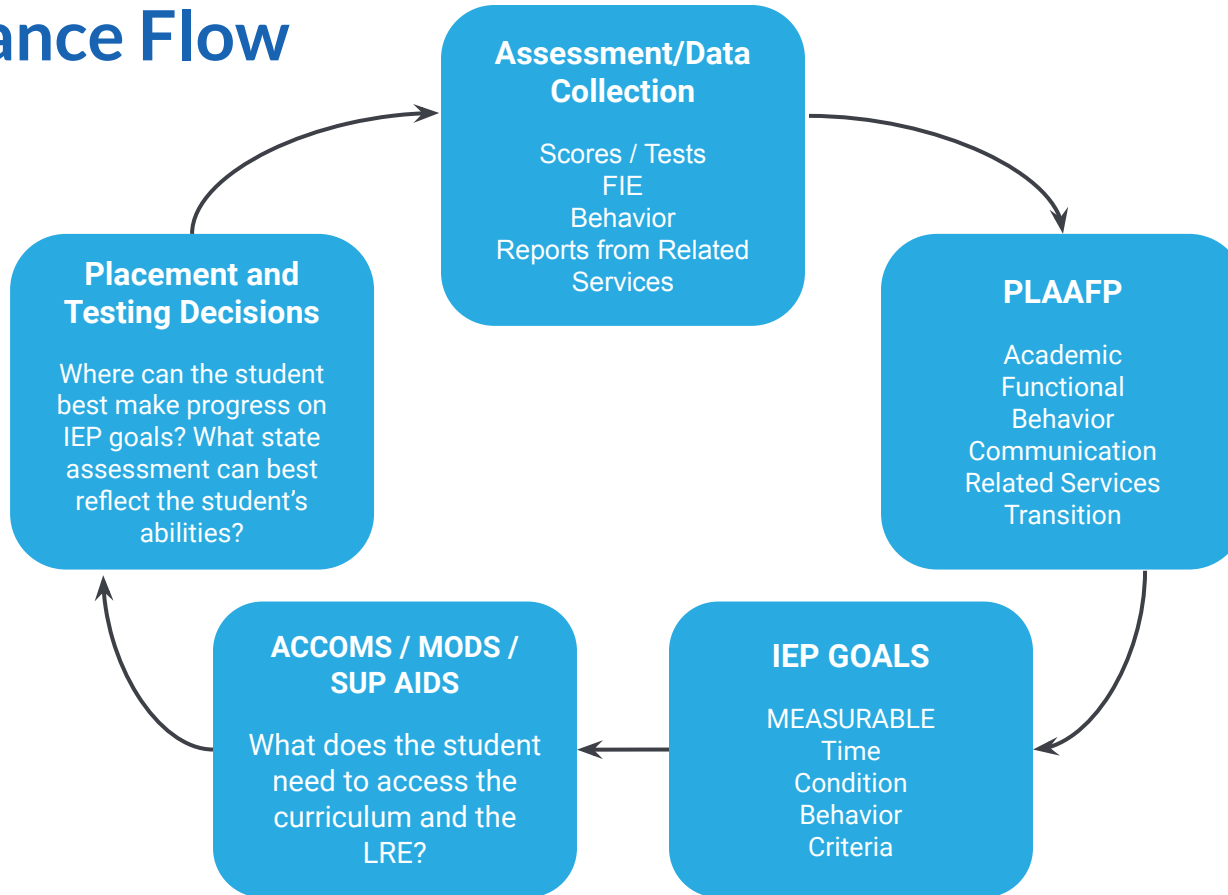


Documenting IEP Goals

- Shared responsibility includes everyone working with students.
- Requirements are based on how IEP goal is written, unless district has additional requirements above-and-beyond the IEP goal criteria.
- Data collection method(s) can be determined by the school district/campus staff, but anecdotal data / scripting should occur at your discretion.
- Avoid “global” phrases like “had a rough time” or “was non-compliant”; be specific but objective.

Question: How do YOU document support?

Compliance Flow



To summarize, the PLAAFP:

- Serves as the keystone of the IEP
- Links to the FIE evaluation and eligibility
- Drives the other IEP components and links them together
- Describes student performance in the general education curriculum
- Provides the IEP committee with sufficient information to determine the student's skill level
- Encourages compliance by targeting critical areas, documenting needed accommodations and other supports, and ensuring collaboration between staff, parents, and student to promote success



Questions?

ASK THE EXPERT





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