



Oakland Schools Guidance Present Level of Academic Achievement and Functional Performance (PLAAFP)



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At the heart of each IEP is a thorough understanding of the student's performance academically and in important functional areas within the context of the student's strengths, talents and aspirations. The present level of academic achievement and functional performance (PLAAFP) forms the basis for all other decisions about IEP components. Each area of need identified in the PLAAFP must be addressed in an appropriate section of the IEP.

The PLAAFP serves as both a receiver and distributor of vital information to the rest of the IEP. Data flows into the PLAAFP from multiple sources which forms the basis for direct relationships between the student's current functioning and the other components of the IEP. A well-crafted PLAAFP will identify strengths and weaknesses of the student and identify all of the student's disability-related needs. Every need expressed in the PLAAFP must be addressed in one or more of the following areas: annual goals, supplementary aids and services, special education services and programs, and when required, secondary transition.

The PLAAFP statement is intended to describe a student's abilities, performance, strengths, and needs. It is a concise summary of the information and data previously collected and known about the student. The IEP Team must consider the impact the disability has on the student's ability to learn and do the kinds of things that typically developing peers learn and do. For preschoolers and adult transition students, the discussion needs to focus on how the disability affects the student's participation in age appropriate activities. For preschoolers age 3 through 5, Michigan Administrative Rules for Special Education (MARSE) requires the PLAAFP to include a statement of the child's socialization needs and ability to participate and progress in developmentally appropriate activities.

FEDERAL AND STATE LEGAL FOUNDATIONS

The [Individual with Disabilities Education Act](#) (IDEA), its implementing regulations, and the [Michigan Administrative Rules for Special Education](#) (MARSE) serve as the foundation for the provision of Special Education in Michigan. Together, they provide a comprehensive regulatory platform that establishes the right of each [student with a disability](#) under IDEA to receive a [free appropriate public education](#) (FAPE) to meet his or her unique needs.

IDEA

[Sec. 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 Sec. Sec. 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;

[Sec. 300.324 Development, review, and revision of IEP](#)

(a) Development of IEP.

- (1) General. In developing each child's IEP, the IEP Team must consider--
 - (i) The strengths of the child;
 - (ii) The concerns of the parents for enhancing the education of their child;
 - (iii) The results of the initial or most recent evaluation of the child; and
 - (iv) The academic, developmental, and functional needs of the child.
- (2) Consideration of special factors. The IEP Team must--

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- (i) In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior;
- (ii) In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;
- (iii) In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP Team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child;
- (iv) Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and
- (v) Consider whether the child needs assistive technology devices and services.

Sec. 300.305 Additional requirements for evaluations and reevaluations

- (2) On the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine--(i)(A) Whether the child is a child with a disability, as defined in Sec. 300.8, and the educational needs of the child; or
 - (B) In case of a reevaluation of a child, whether the child continues to have such a disability, and the educational needs of the child;
 - (ii) The present levels of academic achievement and related developmental needs of the child;(iii)(A) Whether the child needs special education and related services; or

71 Fed. 46,662 Reg. (2006)

"Academic achievement" generally refers to a child's performance in academic areas (e.g., reading or language arts, math, science, and history). We believe the definition could vary depending on a child's circumstance or situation, and therefore, we do not believe a definition of "academic achievement" should be included in these regulations.

71 Fed. Reg. 46,579 (2006)

We do not believe it is necessary to include a definition of "functional" in these regulations because the word is generally used to refer to activities and skills that are not considered academic or related to a child's academic achievement as measured on Statewide achievement tests. There is nothing in the Act that would prohibit a State from defining "functional," as long as the definition and its use are consistent with the Act.



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Focus On: Factors to Consider

Strengths of the Student

Identifying the strengths of the student provides an opportunity for the IEP team to discuss the student's individual skills and abilities which can be utilized to facilitate growth and learning. Areas of performance and functioning that may be considered educationally relevant strengths should be noted. Generic statements that aren't informative to educational decision making should be avoided.

While there are no specific regulatory requirements regarding the information to include in this section of the PLAAFP, the following suggestions should help guide the IEP Team

- Focus on Academic and Functional Performance strengths
 - Academic Performance - reading, math, communication, etc.
 - Functional Performance - daily life activities, mobility, behavior, socialization, etc.
- Include information that will help all teachers facilitate instruction and build upon exiting strength areas
 - Consider including information about areas of interest and learning styles
- Strengths include performance areas that will not require specialized instruction

Concerns of the parent

Capturing the concerns of the parent for enhancing the education of the student provides the IEP team with an opportunity to document that parents have input regarding the education of their child.

This also provides the IEP team with an opportunity to gather input on areas of performance that are a priority to the student and the family.

There may be a wide range of parental concerns. The IEP team should encourage maintaining a focus on those concerns that are directly related to accessing and making progress in the general curriculum.

Results of most recent evaluations

This section of the PLAAFP should include information about the student's performance that is pertinent to the educational decisions that will be made in support of the student's learning and growth.

Achievement results from the most recent evaluations – provides the IEP team with an opportunity to review any recent assessments and evaluations of the student. This includes information provided by district or independent evaluators.

Consider the following:

Academic Achievement.

- The child's testing scores (with a narrative of what the scores mean in easy to understand language)
- Curricular performance (such as locally adopted formative and summative assessment)

Functional Performance

- Prevocational and vocational skills assessment (including career and secondary transition information)
- A report of the child's current physical condition.
 - medical or health problems that may impact instructional programming, such as information concerning seizures, medications, equipment needs, allergies, physical limitations/positioning difficulties/gross or fine motor concerns, hearing or visual problems



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- A description of the child's emotional maturity, self-help skills, social adaptation, and development (social history).

Special Factors

The IEP team must consider communication and assistive technology needs for ALL students at each IEP team meeting. Steps for consideration may include:

- Reviewing data
- Reviewing Annual and Transition Goals
- Discussing the communication needs of the student
- Determining if any tasks are difficult for the student.
- Deciding whether or not assistive technology will help the student access, participate or be more independent.

There are additional areas of need the IEP team must consider only as they are appropriate to the student. These areas are:

- Determining whether or not the data indicates that the student's behavior interferes with his/her own learning, or the learning of others. If so, the team must consider positive behavioral interventions and/or supports.
- If the student has limited English proficiency, the team must consider how existing English Learner (EL) services will coordinate with special education services. If the student is not receiving English as a Second language (ESL) services, consider whether the student needs to be connected with these services.
- If the student is blind or visually impaired, the team must consider the need for Braille instruction.
- If the student is deaf or hard of hearing, the team must consider the mode of language and communication.

Steps for consideration may include:

- Reviewing data
- Reviewing Annual and Transition Goals
- Discussing the related needs of the student
 - Behavioral
 - ESL services provision and coordination
 - Braille Instruction
 - Mode of language and communication
- Determining if any tasks are difficult for the student
- Deciding whether or not specialized supports are needed to facilitate learning and growth

For every special factor considered by the IEP team, the team will document the results of the consideration. If student needs are identified, the team will use the appropriate PLAAFP section to document relevant data, the impact of the disability, and resulting special education needs. The team will further address those resulting needs in the relevant sections of the IEP, such as annual goals, supplementary aids and services, special education services and programs, and when required, secondary transition. If the IEP team has considered special factors and determined that there are no resulting needs, it will be necessary to document why these options were considered but not selected. This can be done elsewhere in the PLAAFP statement or in Notice. For additional information, please see Oakland Schools technical assistance related to Notice.



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Factors to Consider: Quick Reference

Factors to Consider	Document
<p>General: The IEP team must consider each of the following:</p> <p>The strengths of the student: Focus on Academic and Functional Performance strengths</p> <p>Academic:</p> <ul style="list-style-type: none"> Academic Performance - reading, math, communication, etc. <p>Functional:</p> <ul style="list-style-type: none"> Functional Performance - daily life activities, mobility, behavior, socialization, etc. <p>Other Educationally Relevant:</p>	<p>Information that will help all teachers facilitate instruction</p> <p>Skills/aptitudes/abilities the student demonstrates</p> <p>Include areas of interest and learning styles</p> <p>Strengths may be real or relative</p>
<p>The concerns of the parent for enhancing the education of the student:</p> <p>Academic:</p> <p>Functional:</p> <p>Concerns about accessing the general curriculum:</p> <ul style="list-style-type: none"> accessing curriculum and instruction <p>Concerns about making progress in the general curriculum:</p> <ul style="list-style-type: none"> learning and growing <p>Other Educationally Relevant concerns:</p> <ul style="list-style-type: none"> social/emotional/health 	<p>Concerns related to achievement/performance in reading, writing, math, language, speech, etc...</p> <p>Concerns related to behavior, activities of daily living, motor/movement, independence, etc...</p> <p>Concerns related to being in, and functioning in, the school environment</p> <p>Concerns related to perceived barriers to learning and growth</p> <p>Concerns about socialization, emotional health, physical health</p>
<p>The academic/pre-academic achievement results of the most recent evaluation(s) of the student:</p> <p>Academic Achievement:</p> <ul style="list-style-type: none"> The child's testing scores (with an evaluation of the scores) Curricular performance Prevocational and vocational skills <p>Functional Performance:</p> <ul style="list-style-type: none"> A report of the child's current physical condition. <ul style="list-style-type: none"> medical or health problems that may impact instructional programming, such as information concerning seizures, medications, equipment needs, allergies, physical limitations/positioning difficulties/gross or fine motor concerns, hearing or visual problems A description of the child's emotional maturity, self-help skills, social adaptation, and development (social history). 	<p>Evaluation/Assessment Tool by name</p> <p>The data produced by the evaluation/assessment tool</p> <p>Relationship to expected achievement/performance</p> <p>Evaluation/Assessment results provided by the family</p>
<p>Special Factors The IEP team must consider the following for the student (check boxes to indicate consideration):</p> <p>The IEP Team must consider each of the following at every IEP Team meeting.</p> <p><input type="checkbox"/> The communication needs of the student.</p> <p>Does the student have communication needs related to a disability? Do these needs require specialized instruction and/or support?</p>	<p>The results of the IEP Team's consideration must be documented either in the IEP or in Notice</p> <p>As these two factors are considered – document:</p> <ul style="list-style-type: none"> the data, impact and resulting need in 5

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The need for assistive technology devices and services for the student.
Does the student have a need for assistive technology related to a disability? Do these needs require specialized instruction, support and/or equipment?

The IEP team **must** consider the following for the student, **as appropriate** (check all that apply):

The IEP team must consider the following special factors **only** if they are individually relevant/appropriate to the student.

- The use of positive behavioral interventions and supports, and other strategies, to address behavior because the student has behavior that impedes his or her learning or the learning of others.
- The language needs of the student because the student has limited English proficiency.
- Braille instruction because the student is blind or visually impaired.
- The mode of language and communication because the student is deaf or hard of hearing.

PLAAFP

- the needed instruction and/or support in the IEP

If a factor is considered but there are no resulting needs – document in Notice that specialized instruction and/or support was considered but not selected. Provide a rationale

If the IEP team determines that any of these additional factors are appropriate for consideration, check the box next to each factor considered. If none of these factors are appropriate for consideration, no further action is necessary.

The results of the IEP Team’s consideration must be documented either in the IEP or in Notice

If a factor is considered – document:

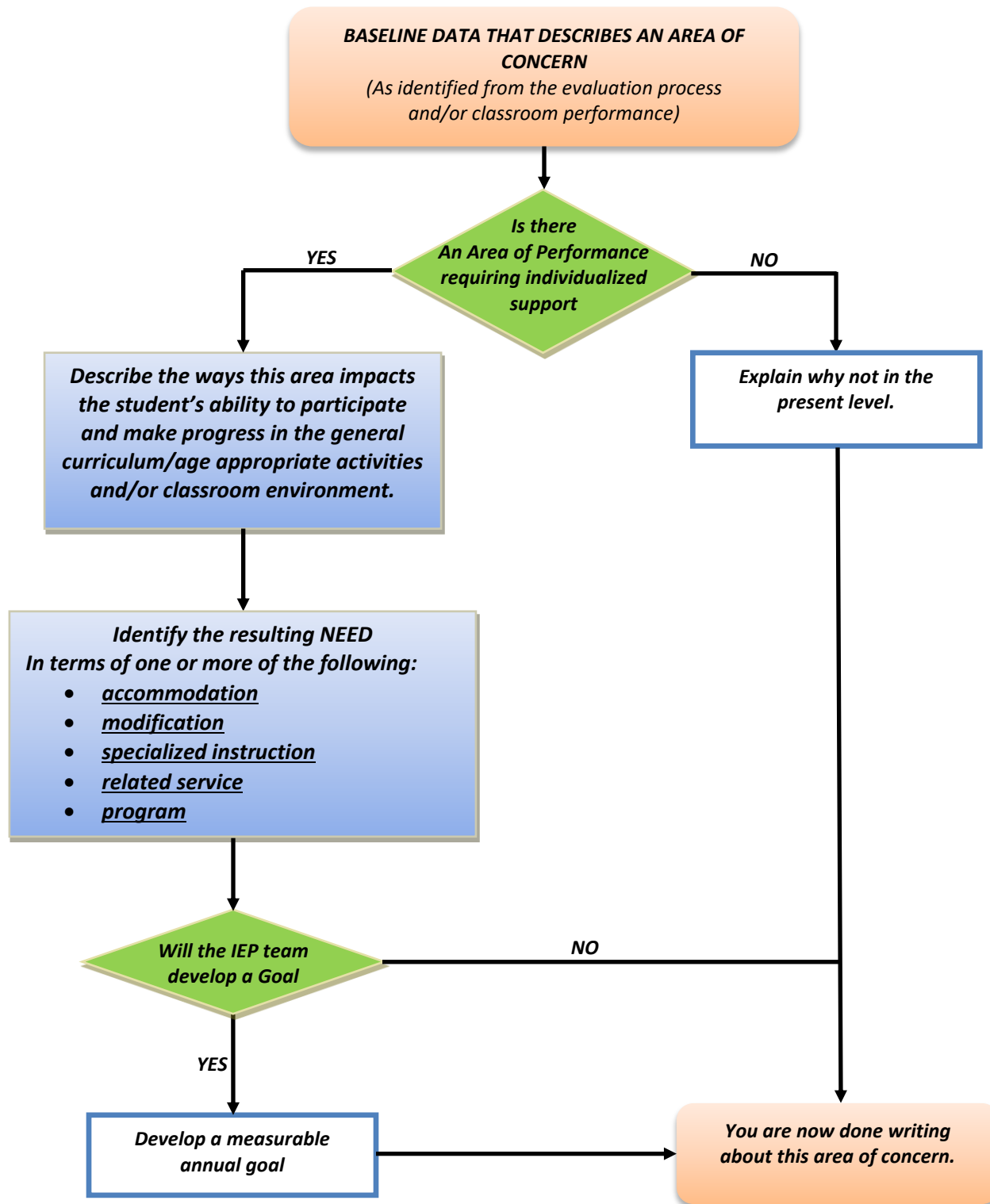
- the data, impact and resulting need in PLAAFP
- the needed instruction and/or support in the IEP

If a factor is considered but there are no resulting needs – document in Notice that specialized instruction and/or support was considered but not selected. Provide a rationale.



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Focus On: Data, Impact & Resulting Need





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Color Coding Chart: Data, Impact and Resulting Need

When you address each of the student's areas of concern, the following COLOR ZONE is crucial to assuring a child benefits from individualized supports.

Baseline Data

Report and describe current data about the area of concern, including progress on previous IEP goals.

THIS IS REQUIRED FOR EACH AREA OF CONCERN IDENTIFIED THROUGH THE EVALUATION PROCESS OR BY THE IEP TEAM BASED ON CURRENT DATA

Impact

How this area of concern gets in the way of the student's ability to participate and make progress in the common core standards and/or classroom environment (or in age-appropriate activities for preschool children.)

THIS IS REQUIRED FOR EACH AREA OF CONCERN LISTED IN THE PRESENT LEVEL

Resulting Needs

Identify the needed special education (accommodation, modification, specialized instruction, related service, program) that will allow the student to participate and make progress in the common core state standards and/or classroom environment (or in age-appropriate activities for preschool children).

*Identify whether or not a **goal** will be developed.*

THIS IS REQUIRED FOR EACH GOAL, SUPPLEMENTAL AID, SERVICE, and/or PROGRAM NEEDED



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Data, Impact & Resulting Need Present Level Statement

<p>AREA OF EDUCATIONAL PERFORMANCE</p> <p><i>Baseline Data: Report and describe baseline data such as curriculum-based assessments, student work, teacher observations, parent input, and other relevant data for each area of need.</i></p> <p><i>Impact and Resulting Needs: Describe how the student's academic, developmental, and functional needs affect involvement and progress in the general education curriculum or participation in appropriate activities for preschool or post-secondary students.</i></p>
<p>GENERAL EDUCATION CURRICULUM – READING</p> <p><i>Involvement and progress in the general education curriculum, or participation in age-appropriate activities for preschool students.</i></p> <p><input type="checkbox"/> <i>Considered, not applicable</i></p> <p><i>Baseline Data:</i></p> <p><i>Impact and Resulting Needs:</i></p>
<p>GENERAL EDUCATION CURRICULUM – WRITING</p> <p><i>Involvement and progress in the general education curriculum, or participation in age-appropriate activities for preschool students.</i></p> <p><input type="checkbox"/> <i>Considered, not applicable</i></p> <p><i>Baseline Data:</i></p> <p><i>Impact and Resulting Needs:</i></p>
<p>GENERAL EDUCATION CURRICULUM – MATH</p> <p><i>Involvement and progress in the general education curriculum, or participation in age-appropriate activities for preschool students.</i></p> <p><input type="checkbox"/> <i>Considered, not applicable</i></p> <p><i>Baseline Data:</i></p> <p><i>Impact and Resulting Needs:</i></p>
<p>SECONDARY TRANSITION ASSESSMENTS</p> <p><i>Age-appropriate assessment related to training, education, employment, and independent living skills.</i></p> <p><input type="checkbox"/> <i>Considered, not applicable</i></p> <p><i>Baseline Data:</i></p> <p><i>Impact and Resulting Needs:</i></p>



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<p>COMMUNICATION/SPEECH & LANGUAGE</p> <p><input type="checkbox"/> <i>Considered, not applicable</i></p>
<p><i>Baseline Data:</i></p>
<p><i>Impact and Resulting Needs:</i></p>
<p>SOCIO-EMOTIONAL / BEHAVIORAL</p> <p><input type="checkbox"/> <i>Considered, not applicable</i></p>
<p><i>Baseline Data:</i></p>
<p><i>Impact and Resulting Needs:</i></p>
<p>PERCEPTION / MOTOR / MOBILITY</p> <p><i>Gross and fine motor coordination, balance, and limb/body mobility.</i></p> <p><input type="checkbox"/> <i>Considered, not applicable</i></p>
<p><i>Baseline Data:</i></p>
<p><i>Impact and Resulting Needs:</i></p>
<p>ADAPTIVE / INDEPENDENT LIVING SKILLS</p> <p><i>Skills for academic success and independent living.</i></p> <p><input type="checkbox"/> <i>Considered, not applicable</i></p>
<p><i>Baseline Data:</i></p>
<p><i>Impact and Resulting Needs:</i></p>
<p>MEDICAL</p> <p><i>Health, vision, hearing, or other physical/medical issues.</i></p> <p><input type="checkbox"/> <i>Considered, not applicable</i></p>
<p><i>Baseline Data:</i></p>
<p><i>Impact and Resulting Needs:</i></p>



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Guide to Writing Data, Impact and Resulting Need Statements

Baseline Data column:

Report the baseline data and **describe** what the data means for each area of need.

Current student performance and comparative data, based on typical age/grade level expectations, should be included. This will allow the IEP team to clearly identify gaps and set reasonable expectations for the student.

Baseline data may include, but is not limited to, curriculum-based assessments, student work, observations, parent input, progress monitoring data, grade-level common assessments, universal screening data, MEAP results, checklists, report cards/grades, IEP progress reports, attendance, informal assessments, criterion referenced assessments, standardized assessments, achievement assessments, behavioral data, discipline data, and written input from various staff. **Data used must be current (no more than 12 months old).**

GENERAL EDUCATION CURRICULUM

(or age-appropriate activities for preschool children.)

- Provide and describe data that identifies the student's involvement and progress in the common core standards and/or classroom environment (or in age-appropriate activities for preschool children.)
- Specify academic area(s) of need as indicated by the data.
- For students with a Specific Learning Disability (SLD), the area(s) of eligibility that apply to the student must be specified with data. However, other areas of need must also be addressed.

SECONDARY TRANSITION ASSESSMENTS

- Includes age-appropriate assessment data related to training, education, employment, and (as appropriate) independent living skills.
- Explain what the assessment data means for the student's transition into post-secondary life.

COMMUNICATION/SPEECH & LANGUAGE

- Provide and describe data that identifies the communication/speech and language needs of the student.
- Data in this section may also support the need for assistive technology to address hearing or augmentative communication needs.
- For students with a speech and language impairment, data should support specific area of eligibility

SOCIO-EMOTIONAL/BEHAVIORAL

- Provide and describe data identifying how the behaviors are affecting the student's progress in the common core standards and/or classroom environment (or in age-appropriate activities for preschool children.)
- For students with an Emotional Impairment (EI), the indicators of eligibility that apply to the student should be specified with data.
- For students with behavioral or mood disorders provide observational data, functional behavioral assessments, success with behavior intervention plans, or other data to identify the student's behavioral needs.
- For students with Autism Spectrum Disorder (ASD), the indicators of eligibility that apply to the student should be specified with data

PERCEPTION/MOTOR/MOBILITY

- Provide and describe data that identifies gross and fine motor coordination, balance, and limb/body mobility.
- For students with a Visual Impairment (VI), provide and describe data provided by an orientation and mobility specialist, if necessary.

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ADAPTIVE/INDEPENDENT LIVING SKILLS

- Includes skills needed to:
 - Access general curriculum
 - Demonstrate proficiency in the general curriculum
 - Live independently

MEDICAL

- Includes health, vision, hearing, or other physical/medical issues.
- Include any relevant information provided by medical personnel.

Impact & Resulting Needs Column:

IMPACT

Describe how each area of concern identified in the baseline data column gets in the way of (competes with) the student's ability to access and make progress in the common core state standards and/or the general education classroom environment (or in age-appropriate activities for preschool children).

RESULTING NEEDS

Identify the resulting needs for individualized support based on the data provided and its impact on the student's education. All areas of need must be addressed in one or more of the following sections of the IEP: goals, supplemental aids & services, services & programs, or transition.

Goals

- Based on data, the IEP team has prioritized an area of concern as needing special education and related services. The goal is the basis for measuring the efficacy of the specialized instruction.

Supplemental Aids & Services

- [Supplementary aids and services](#) means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate. They assist the student to participate in, have access to and make progress in the common core standards and/or classroom environment (or in age-appropriate activities for preschool children.)
 - Accommodations - adaptations that do not fundamentally alter the learning standard or expectations
 - Modifications – adaptations that do fundamentally alter the learning standard or expectations
 - May also include physical changes to the learning environment

Related Services & Programs –

- specialized instruction based on identified need in the present level and supported by data
 - Services and programs may be delivered in across the educational environment (general education/special education) and may vary in time, intensity and duration.

Transition

- Coordinated services and activities based on an identified need and supported by transition assessment data.



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- Transition services must be included as part of the IEP that will be in effect when the student turns age 16.

Present Level Checklist:

- Includes only educationally relevant performance data
- Data is explained in understandable terms
- Comparative data is included
- Impact statements contain no judgmental language.
- Impact statements describe how the disability effects access to and performance in the general education curriculum.
- Resulting needs statements identify a need of the student
Could be one or more of the following: specialized instruction, annual goal, services, accommodations, program, modification
- Resulting needs statements is clear and identifies if a priority area will result in the development of a goal.



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Sample Data, Impact & Resulting Needs Statements

AREA OF EDUCATIONAL PERFORMANCE

Baseline Data: Report and describe baseline data such as curriculum-based assessments, student work, teacher observations, parent input, and other relevant data for each area of need.

Impact and Resulting Needs: Describe how the student's academic, developmental, and functional needs affect involvement and progress in the general education curriculum or participation in appropriate activities for preschool or post-secondary students.

GENERAL EDUCATION CURRICULUM – READING

Involvement and progress in the general education curriculum, or participation in age-appropriate activities for preschool students.

Considered, not applicable

Johnny is a 4 year old child enrolled in a preschool program

Baseline Data:

Baseline Data: According to teacher observations recorded on the curriculum based assessment, John is able to participate in self-directed play activities. During small and large group activities, he requires 4-5 verbal prompts to join the group and will leave the group within one minute of joining the group. When he is in the group setting, he does not respond to teachers or peers. When John is given one-on-one, one-step directions or a question prompt by an adult, he can respond appropriately.

Impact and Resulting Needs: John's pattern of participation in small and large group activities means he is missing important instructional opportunities in early literacy and math. Johnny will need specialized instruction to improve his participation in small and large group activities. This is a priority need identified by the IEPT and a goal will be developed to evaluate progress.

John is in the 5th grade.

Baseline Data:

READING COMPREHENSION

Qualitative Reading Inventory (QRI) indicates that John identifies words independently at the 3rd grade level, reads with 98% accuracy and fluency at a 2nd grade level, and comprehends text with 90% or details retold at a 2nd grade level. In class, John is able to read independently at a DRA Text level 28 (ending 2nd grade level) with 99% accuracy and good comprehension. CORE Reading Vocabulary Screener indicates 40% accuracy with comprehending 5th grade written vocabulary words (Intensive), 70% with 4th grade vocabulary words (Strategic), and 90% with 3rd grade vocabulary words (Benchmark).

Impact and Resulting Needs:

Impact: John is reading with comprehension 3 years below grade level. This impacts his ability to understand grade level reading vocabulary and connected text.

Resulting Needs: John will need specialized instruction to improve reading comprehension. The IEPT has identified this as a priority and a goal will be developed to evaluate progress. He will need tests and directions presented orally. Key vocabulary words will need to be demonstrated or explained in detail.



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Jason is a 5th grader.

BASIC READING

MLPP Letter-Sounds: +21/26 sounds known (missing short vowel sounds). MLPP Hearing and Recording Sounds in Words: +29/36 sounds (missing short vowel sounds). DIBELS Nonsense Word Fluency: 25 correct letter sounds in 1 minute. Words Their Way Elementary Spelling Inventory: Short Vowels 25%, Digraphs & Blends 50%, Vowel Combinations 30%. Fountas & Pinnell Benchmark Assessment indicates that Jason is able to read independently at a level H (ending 1st grade level) with 98% accuracy and satisfactory comprehension. Jason is reading with comprehension 4 years below grade level.

Impact and Resulting Needs:

Impact: Jason is not able to automatically and fluently decode short vowel, consonant blends, or vowel combinations in text. This impacts his ability to keep up with grade level reading requirements in all subjects including math class (reading difficulties impact his ability to read directions and complete word problems.)

Impact: Jason is not able to automatically and fluently decode short vowel, consonant blends, or vowel combinations in text. This impacts his ability to keep up with grade level reading requirements in all subjects including math class (reading difficulties impact his ability to read directions and complete word problems.)

Juan is a 5th grader

GENERAL EDUCATION CURRICULUM – WRITING

Involvement and progress in the general education curriculum, or participation in age-appropriate activities for preschool students.

Considered, not applicable

Baseline Data:

WRITTEN EXPRESSION

Juan's classroom Writing Pathways – Information Writing assessment rubric indicates 5th grade performance in the following areas: Development (Elaboration- 3 points, Craft- 3 points) and Structure (Overall- 3 points, Lead- 2.5 points, Transition- 3 points, Ending- 3.5 points, Organization- 3 points). Areas of concern include Language Conventions (Spelling- <1 point, Punctuation- 1 point) and show that Juan's writing in these areas is at the 2nd-3rd grade level.

Writing CBM Scores are consistent with writing at a 2nd grade level: Words Spelled Correct- 36 (Benchmark), Total Words Written- 20 (Intensive), Correct Writing Sequences- 15 (Intensive).

Impact and Resulting Needs:

Impact: Juan's written expression skills fall 3 years below grade level. He is unable to write complete sentences and paragraphs at grade level. While his idea generation, organization, elaboration and writer's craft are strengths, especially when he is allowed to orally rehearse his writing ideas, he struggles greatly with attaching correct letters and letter sequences to sounds in words, using known word parts to spell new words, and using capitalization, commas, and periods to explain his ideas clearly to others in writing.

Resulting Needs: Juan will need specialized instruction improve spelling, sentence generation, and paragraph writing with conventions. This is a priority need for Juan since information writing is a curricular focus across upper elementary and middle school. An IEP goal will be developed. He will need additional time to complete writing assignments.



Oakland Schools Guidance Present Level of Academic Achievement and Functional Performance (PLAAFP)

GENERAL EDUCATION CURRICULUM – MATH

Involvement and progress in the general education curriculum, or participation in age-appropriate activities for preschool students.

Considered, not applicable

Ahmed – Math Calculation

Baseline Data: Ahmed shows deficits in number sense when compared with same aged peers as shown by his performance on the GLoSS which indicates a deficit in additive strategies and place value. His ability to fluently calculate is impacted by his working memory standard score of 45 which compares to a typical score of 90-109. Ahmed has made progress when using manipulatives. Data also indicates that the student benefits from additional time on assessments.

Impact and Resulting Needs:

Impact: These deficits impact Ahmed's ability to progress in the general education curriculum and to be successful on summative and state assessments because of student's with Ahmed's working memory require more time to recall facts and his ability to calculate.

Resulting Need: He will require *specially designed instruction and accommodations particularly for addition and place value.*

Keisha – math Problem Solving

Baseline Data:

Keisha shows deficits in math problem solving when compared with same aged peers as shown by her performance on CBM where she was successful on the 5th grade probes at the 80% level while her peers would typically achieve 80% at the 8th grade level. Her reading comprehension scores are a concern given her Lexile level of 550 compared 820L-1140L for a typical 8th grade student.

Impact and Resulting Needs:

Impact: *These deficits impact Keisha's ability to progress in the general education curriculum and her ability to take summative and state assessments. She is impacted by her reading comprehension deficits which makes solving word problems and taking standardized assessments a challenge.*

Resulting Need: *Keisha requires specially designed instruction for strategies in solving word problems and accommodations.*

Jeremiah is a 16 year old high school junior.

SECONDARY TRANSITION ASSESSMENTS

Age-appropriate assessment related to training, education, employment, and independent living skills.

Considered, not applicable

Baseline Data:

Jeremiah completed transition & academic assessments in September 2013. Based on the Self-Directed Search Form R, his skills and interests match highly with fields of business data processing and medical technology. The Transition Planning Inventory (TPI) identified needs in the area of career exploration and identifying college or training programs aligned with career interests. Jeremiah shared that he needs help with setting goals and making a plan to achieve goals. Based on the Woodcock Johnson Revised (WJ-R), his math skills were in the average range and he demonstrated strengths related to money management. He has not found a calendar or planner system that works for him. Jeremiah reads at the 8th grade level with fluency, but struggles with oral reading comprehension and written expression.



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Impact and Resulting Needs:

Impact: Jeremiah has difficulty with goal setting and planning and is missing the skills/tools needed to connect his career interests with steps needed to achieve his post school goals (vision).

Resulting Needs: Jeremiah will need to identify jobs that match his interests and abilities. He continues to need accommodations for testing and participating in the general curriculum. He will also need to identify area college/training programs, application requirements, and supports for students with a disability

Janet is in 5th grade.

COMMUNICATION/SPEECH & LANGUAGE

Considered, not applicable

Baseline Data:

LANGUAGE

Test of Narrative Language results indicate below grade-level ability to comprehend and express narratives (Narrative Comprehension SS=5, Oral Narration SS=6, Narrative Language Ability Index = 73, average SS range = 7-10; average index range = 85-115). Qualitatively, when Janet is asked to retell a 5th grade level narrative story read aloud to her, she includes story elements of characters, setting and story ending. Her story retells and stories that she generates often lack an initiating event, internal feelings and a plan to solve the initiating event. She is able to retell 30% of story details at 5th grade level when a story is read aloud to her. When picture support is provided, she can recall 70% of story details at this level.

Impact and Resulting Needs:

Impact: Janet's performance in listening comprehension and verbal expression limit her ability to make meaningful connections across subject areas, talk about similarities and differences among concepts and themes, comprehend grade-level material, participate in collaborative classroom discussions, and summarize information in an organized manner.

Resulting Needs: Janet will need specialized instruction to improve her listening comprehension of grade-level material and improve the quantity and quality of her verbal expression. The IEPT has prioritized this need and a goal will be developed. Janet will benefit from having key story elements and vocabulary demonstrated or explained in detail with visual supports (pictures).

Lisa is a Kindergartener.

ARTICULATION

Norm-referenced and criterion-referenced assessment results show phonological awareness delays and articulation errors persisting beyond the age when these sounds are typically developed by same-age peers. Test of Language Development- Primary- 4th Edition: Word Discrimination = 6, Phonemic Analysis = 5, average subtest scaled score range = 7-13. She can hear the difference between correct and incorrect /k/ and /g/ sounds 50% of the time. MLPP Phonemic Awareness: Blending Phonemes 0/8, Segmenting Phonemes 0/8. Goldman Fristoe Test of Articulation- 3rd Edition: sound substitution errors for /k/ and /g/ present in all word positions and are not developmental in nature (10% accurate) according to the IOWA norms published in MI Speech & Language Guidelines, 2006. Speech intelligibility during conversation is judged by an unfamiliar listener to be 70% understandable.

Impact and Resulting Needs:

Impact: Lisa demonstrates delays with auditory discrimination, phonological, and articulation skills which limit her ability to complete grade-level literacy activities such as participating successfully in phonemic awareness activities and expressing ideas clearly in class.

Resulting Needs: Lisa will require specialized instruction in the areas of phonological awareness (blending and segmenting sounds in 3-sound words) and in articulation for the /k/ and /g/ sounds. The IEPT has prioritized these needs and goals will be developed.



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SOCIO-EMOTIONAL / BEHAVIORAL

Considered, not applicable

Baseline Data:

John is a pleasant student and exhibits a sense of humor. When working in small groups with an adult, he is able to take turns and make appropriate verbal attempts to engage his peers. He does not translate these skills to the larger classroom environment. In the classroom John does not stay in his own space, he is often too close to other students or adults and will touch others. Based on observation, he needs reminders to stay in his own space (no touching) an average of 15x during a 30 min activity. He was also reminded to stay in the group/work area 10x during a 30 min activity. He struggles even more so during transitions and unstructured parts of his day (hallway, recess, lunch).

Impact and Resulting Needs:

Impact: John's struggles with personal space and keeping his hands to himself impede his ability to progress socially with his peers.

Resulting Needs: John will benefit from supports with friendship skills, personal space, and interacting appropriately making good behavior choices at school. School social work supports are recommended to continue to assist John and his teachers with these areas.

PERCEPTION / MOTOR / MOBILITY

Gross and fine motor coordination, balance, and limb/body mobility.

Considered, not applicable

Baseline Data:

John demonstrates many fine motor weaknesses including difficulty with maintaining control of school tools (pencil, scissors) and is inconsistent with the efficiency of his grasp. He is often clumsy and will bump into others inadvertently.

Impact and Resulting Needs:

Impact: Due to the poor regulation and control of his body, John struggles with completing grade level written work and projects on time and legibly.

Resulting Needs: John will need additional time on assignments that involve written work, access to technology to complete lengthy written assignments, and should never be graded on neatness/legibility.

ADAPTIVE / INDEPENDENT LIVING SKILLS

Skills for academic success and independent living.

Considered, not applicable

Baseline Data:

John struggles with sensory regulation, often demonstrating sensory seeking behaviors such as staying in his seat/area in class, touching people and things inappropriately, attending to class instruction, and completing work accurately and in an organized way. Sensory breaks with activities primarily focused on heavy work (avoiding vestibular tasks) and Brain Gym have proven successful. Sensory diet has been most beneficial when it occurs in a non-stimulating, quiet environment.

Impact and Resulting Needs:

Impact: Because Difficulty with sensory regulation impedes John's ability to interact with peers, produce grade-level written work, and participate appropriately with his peers.

Resulting Needs: John requires specialized assistance from an occupational therapist in developing and using sensory strategies to support his sensory regulation needs, sensory diet, and environmental accommodations.

NOTE: While the content of this document reflects general aspects of the law as it pertains to students with disabilities as of the date of its creation, it is not intended to constitute or serve as legal advice for any particular student scenario. Districts should consult legal counsel for advice with regard to specific situations.



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MEDICAL

Health, vision, hearing, or other physical/medical issues.

- Considered, not applicable

Baseline Data:

John has been diagnosed with hypotonia and regulatory sensory processing disorder

Impact and Resulting Needs:

Impact: John's medical condition impacts his ability to demonstrate appropriate and expected behaviors, social skills, and motor tasks for his grade level.

Resulting Needs: John requires support for academics, fine motor skills, and increasing appropriate behaviors.