

Don't Make Me PLAAFP:

A Guide to Writing Serious IEPs

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Objectives

- Discuss why we need PLAAFPs and goals
- Learn steps for developing PLAAFPs
- Learn steps for developing annual goals and objectives/benchmarks

Required by NCLB and IDEA 2004

- All students are assessed according to our state assessment system (STAAR)
- All students must have access to the general education curriculum that is being tested
- Makes allowances for “appropriate accommodations” as required by a student’s IEP
- While it also makes allowances for “alternate assessments when necessary,” there will be no STAAR-M beginning the 2014-2015 school year.

(20 U.S.C. §§6311(b)(3)(A), (C)(i)-(ii))

IDEA 2004

- Students who receive special education services must have measurable annual goals designed to meet their needs that result from their disability.
- Goals should help the student to
 - be involved in and make progress in the general education curriculum
 - meet each of the child's other educational needs that result from the child's disability

(34 CFR 300.320)

IDEA 2004 Definitions

- Special Education Services

“specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability...”

- Specially Designed Instruction

“adapting, as appropriate to the needs of...[a] child, the content, methodology, or delivery of instruction to address the unique needs of the child that result from the child’s disability; and to ensure **access** to the child of the general education curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.”

“Access” Means...

- Access to the general education curriculum
- ALL students will have the opportunity to participate in the TEKS that make up the general education curriculum

“Access” Does Not Mean...

- Special Education students, while present in a general education classroom, are doing unrelated activities
- Teachers writing an annual goal based on the TEKS, but really teaching unrelated material

“The IEP is the cornerstone of access to the general curriculum.”

Project Forum - A Seven Step Process to Creating Standards-Based IEPs

- **Step 1:**

Consider the grade-level content standards for the grade in which the student is enrolled or would be enrolled based on age.

- **Step 2:**

Examine classroom and student data to determine where the student is functioning in relation to the grade-level standards.

- **Step 3:**

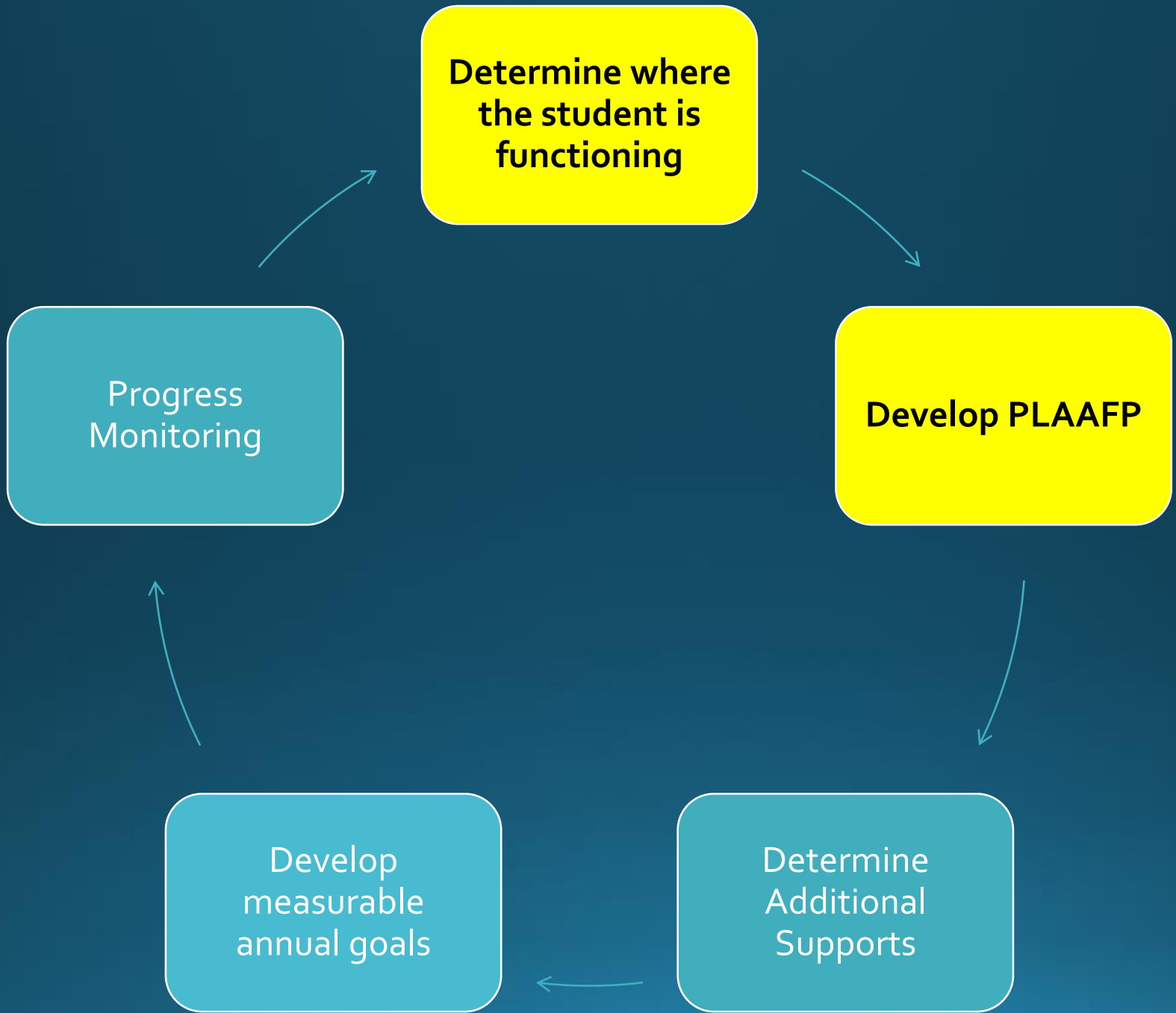
Develop the present level of academic achievement and functional performance.

- **Step 4:**

Develop measurable annual goals aligned with grade-level academic content standards.

Project Forum - A Seven Step Process to Creating Standards-Based IEPs (cont.)

- **Step 5:**
Assess and report the student's progress throughout the year.
- **Step 6:**
Identify specially designed instruction including accommodations and/or modifications needed to access and progress in the general education curriculum.
- **Step 7:**
Determine the most appropriate assessment option.



Determine where the student is functioning

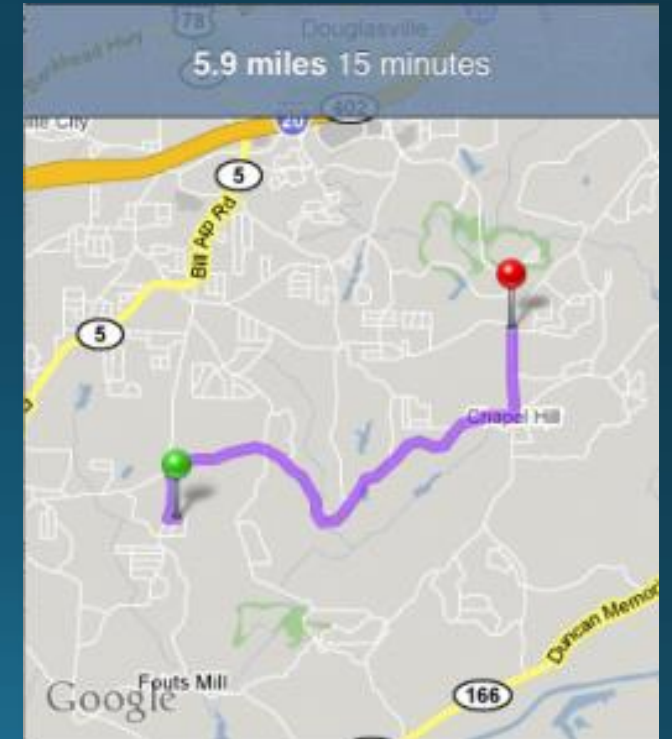
Develop PLAAFP

Determine Additional Supports

Develop measurable annual goals

Progress Monitoring

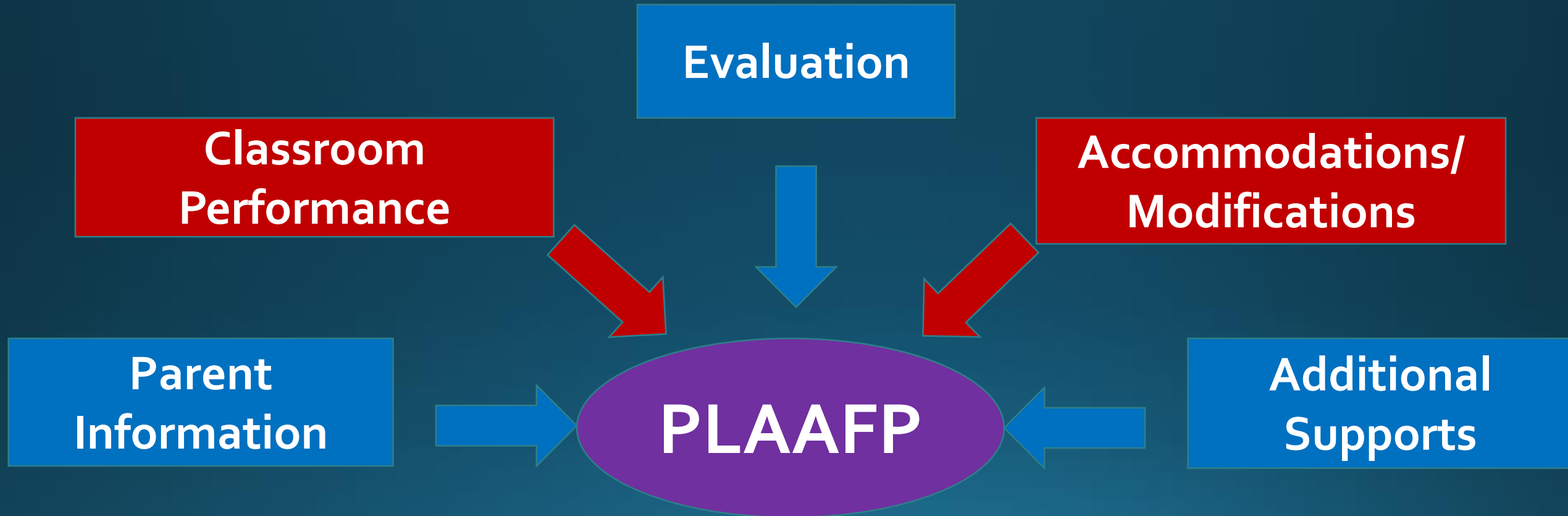
PLAAFPs (Point A)



PLAAFP

- Required for all students receiving Special Education services
- Details the student's Present Levels of Academic Achievement and Functional Performance
- Tells us where the student is both academically and functionally in relationship to TEKS
- Foundation upon which every annual goal is based
- Focuses on the student's performance rather than the teacher's performance
- Should be free of jargon and written in terms that are understood by everyone that will read it ****Stranger Test**

Data Sources for the PLAAFP



Data Sources for the PLAAFP: Evaluation

- Data from the Full and Individual Evaluation (FIE) report
- Performance on STAAR and benchmarks
- Results from universal screenings (BAS, CBMs)
- Data from Behavior Intervention Plan (BIP)
- Norm or criterion-referenced test results (BRIGANCE, WJ-IV)

Data Sources for the PLAAFP: Classroom Performance

- Report card information
- Previous goals performance
- Behavior data (discipline referrals)
- Learning style preferences
- Classroom tests

Data Sources for the PLAAFP: Accommodations/Modifications

- What has been provided?
- What works and doesn't work?
- Is it an accommodation OR modification?

Accommodations vs. Modifications

Accommodations	Modifications
DO NOT change the content Intended to reduce or remove the effect of the student's disability	DO change the nature of the task or skill

Accommodations vs. Modifications

Assignment: All students are expected to write a one-page report on the life-cycle of an insect.

Accommodation

Student is allowed the use of a word processor to produce the report due to physical limitations

Modification

Student is only required to write a 1/2 page paper that includes 2 of the 4 stages of life of an insect

Data Sources for the PLAAFP: Parent Information

- Behavior in outside settings
- Changes in home/community environment
- Outside tutoring/trainings

Data Sources for the PLAAFP: Additional Supports

- Related Services
- Speech Therapy
- Assistive Technology

PLAAFP Summary: What it is...

- Describes how the student is currently performing in the general education curriculum
- Describes the student's current performance using measurable, objective terms
- Identifies the student's current area(s) of need
- Is based on information that is
 - Up-to-date
 - Applicable
 - Comes from a **variety of sources**

PLAAFP Summary: What it is NOT...

- A listing of state assessment or standard scores
- Information written in subjective terms

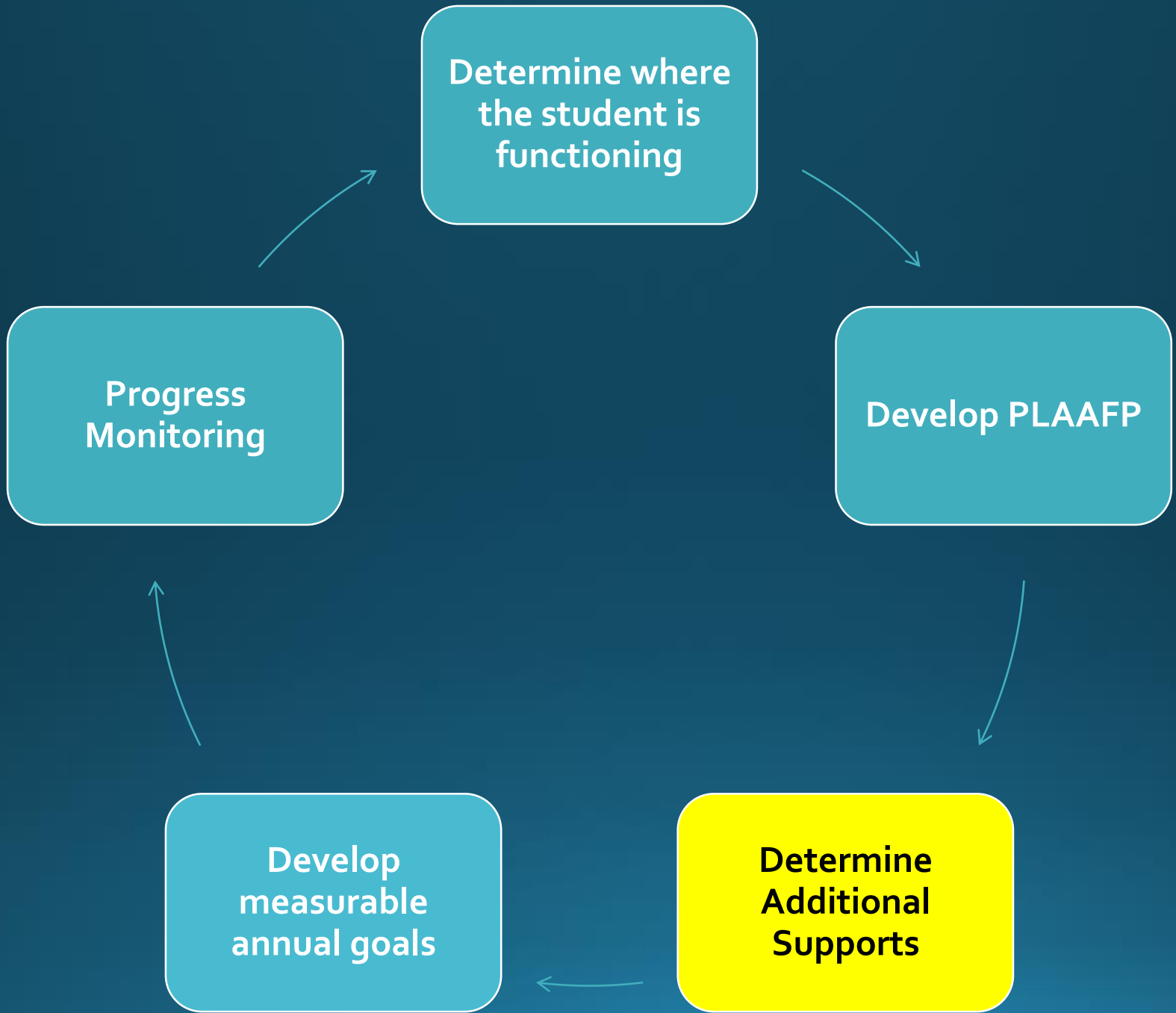
PLAAFP Statements Non-Examples

- Maggie has difficulty reading 4th grade texts
- Johnny has difficulty following classroom rules
- As measured on the EOWPVT-R, Callie's expressive language is at 19 months and as measured by the ROWPVT-R her receptive language is at 26 months
- Miguel has limited mobility but he has good ROM in upper extremities
- Aaron reads at a pre-Primer level
- Martin gets along well with some of the other children in his class

PLAAFP Statements Examples

- Maggie reads 4th grade narrative text at 80 words correct per minute (wcpm)
- Johnny follows classroom rules using visual cues
- Callie uses communications of one-word to express her wants and needs
- Miguel is able to add 2-digit by 2-digit numbers with regrouping when using a calculator
- Aaron follows the steps of the scientific process while using a graphic organizer without assistance
- Mei is able to identify events leading to the American Revolution on a timeline when information is presented orally

Case Study – Anthony PLAAFP Example



Determine where the student is functioning

Develop PLAAFP

Determine Additional Supports

Develop measurable annual goals

Progress Monitoring

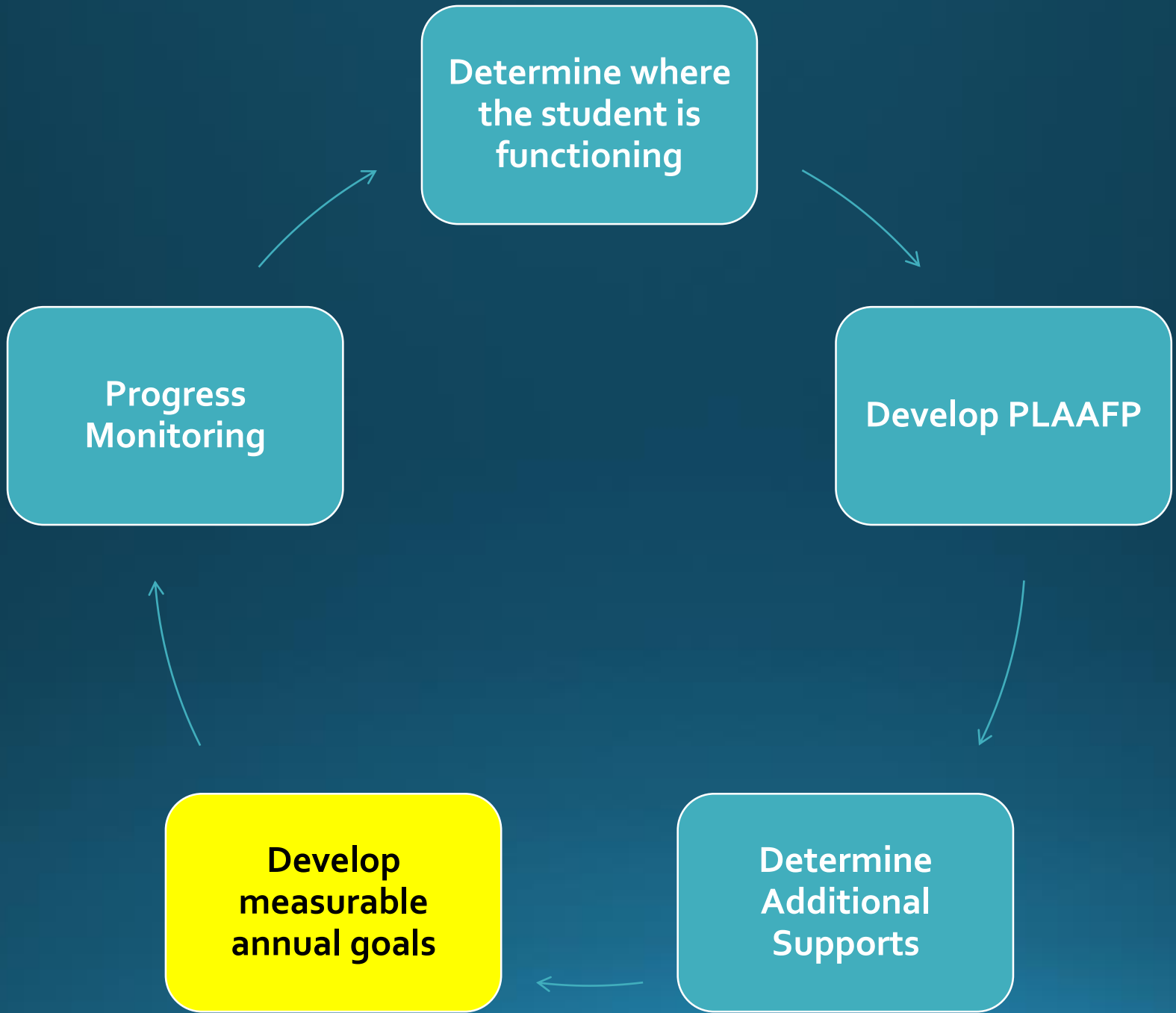
Determine Additional Supports

Based on:

- Data collected for PLAAFP
- Teacher information (Staffing)

Ask yourself:

- What does this student need in order to have an opportunity for success with the curriculum?



Determine where the student is functioning

Develop PLAAFP

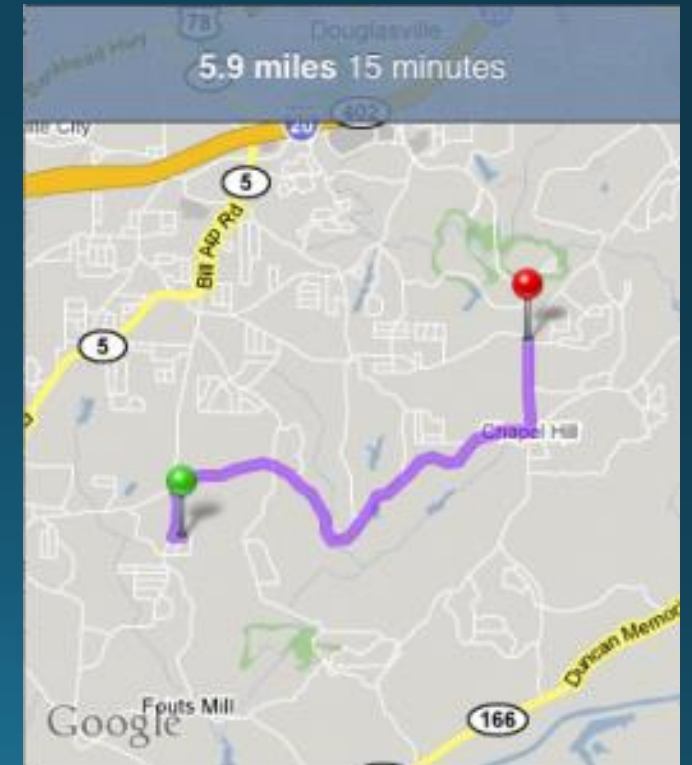
Determine Additional Supports

Develop measurable annual goals

Progress Monitoring

Annual Goals

(Directions to Point B)



What Are Standards-Based Measureable Annual Goals?

- Describes what a student will achieve within a 12-month period
- Specifies a knowledge or skill that will be mastered by the student, not an activity
- Can be measured at intervals against a criterion of mastery

Developing SMART Goals

- Specific – based on the student's PLAAFP
- Measurable – progress is objectively determined at frequent data points
- Achievable – realistic, related to the most critical needs
- Results-oriented – developed with a standard's outcome in mind
- Time-Bound – clearly defined beginning and ending dates

Questions to Consider when Deciding Upon a Goal

- What does the student need to learn to do
 - academically?
 - functionally/behaviorally?
- What is reasonable to expect the student to achieve in a year?
- Is mastery of the goal measurable?

In What Area(s) Should Goals Be Developed?

- When content is modified
- When a student is removed from the General Education setting

If neither of these is the case, there still needs to be a goal(s) for areas of need identified in the student's PLAAFP

ex. OHI (ADHD) – goals for behaviors that are interfering with the student's accessing of the curriculum

****IEP needs to clearly define the specially designed instruction that the child is receiving**

How Do I Make a Goal?



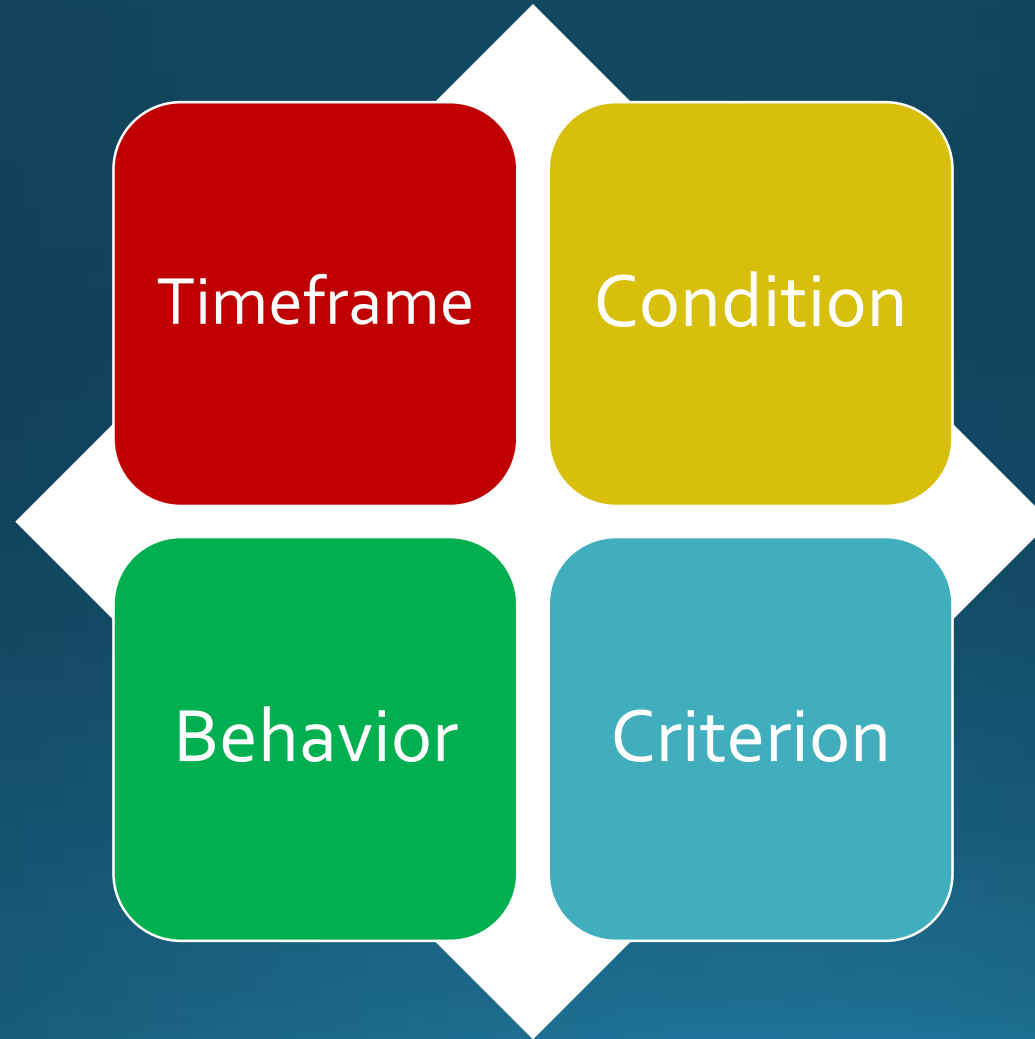
TEKS

(6.15) *Writing/Literary Texts*. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:

(A) write imaginative stories that include:

- (i) a clearly defined focus, plot, and point of view;
- (ii) a specific, believable setting created through the use of sensory details; and
- (iii) dialogue that develops the story

4 Required Elements of a Goal



Timeframe

- Identifies the amount of time in the goal period
- Usually specified as a number of weeks, or a certain date for completion
- Ex: In 36 instructional weeks...
- Ex: By the end of the fourth grading cycle...

Condition

- The manner in which progress toward the goal is reached
- Defines the specific resources that need to be present for the student to reach the goal
- Ex: ...using graphic organizers...
- Ex: ...using guided practice...

Behavior

- The performance that is being monitored
- It is an action that can be directly observed and measured
- Ex: ...Johnny will _____
 - (Knowledge) count, draw, list, point, read
 - (Comprehension) compare, interpret, predict
 - (Application) infer, order, summarize, explain
 - (Synthesis) integrate, prepare, organize
 - (Evaluation) compare, predict, estimate

Criterion

- Identifies how much, how often, or to what standard the behavior must occur in order to demonstrate that the goal has been achieved
- Ex: ...70 words per minute with fewer than 10 errors
- Ex: ...85% of all assigned problems
- Ex: ...for 7 out of 10 trials

Goal Example

Essence Statements

- The TEKS statements and student expectations for each category tested in STAAR are summarized into essence statements used for STAAR Alternate.
- The essence statements link the grade-level expectations to the prerequisite skills.
- Essence statements alone are not measurable, and should be written as a measurable annual goal

Essence Statement Goal Example

Benchmarks/Objectives

- IDEA 2004 requirements:
 - when a student is taking an alternate assessment judged against alternate achievement standards (STAAR-Alt)
- Most districts' requirements:
 - When a student is receiving modified curriculum (must have at least 2 benchmark/objectives)
- Professional judgment:
 - It may not be required in a situation, but may be a good idea for that student

Benchmarks/Objectives (cont.)

- Must be measurable just like the goal
- Minimum of two
- Are a logical breakdown of the major components of the annual goal
- Are the steps that measure the student's progress toward the goal

Benchmark vs. Objective

Benchmark	Both	Objective
Criteria increases for each benchmark as the student comes closer in time to meeting the annual goal	Describe the steps the student will take in order to move from the PLAAFP to reaching the annual goal	Prerequisite skills to reach the annual goal Breaks the goal down into smaller units

Goal Writing Worksheet

	Timeframe	Condition	Behavior	Criterion
Baseline	At the present time,	With these supports:	The student can:	At the following mastery level:
Benchmarks	<ul style="list-style-type: none"> In _____ instructional weeks By the end of the first grading period 	Given:	The student will:	<ul style="list-style-type: none"> _____ of _____ times at _____% on _____
	<ul style="list-style-type: none"> In _____ instructional weeks By the end of the second grading period 	Given:	The student will:	<ul style="list-style-type: none"> _____ of _____ times at _____% on _____
	<ul style="list-style-type: none"> In _____ instructional weeks By the end of the third grading period 	Given:	The student will:	<ul style="list-style-type: none"> _____ of _____ times at _____% on _____
Annual Goal	<ul style="list-style-type: none"> In 36 instructional weeks By the next annual ARD 	Given:	The student will:	<ul style="list-style-type: none"> _____ of _____ times at _____% on _____

Case Study-Anthony

Goal with Benchmarks Example

“... Anthony struggles with reading fluency which affects his comprehension. Currently, Anthony can read 80 words per minute of connected text with 100% accuracy when using his blank index card for support, which is within the range of words per minute established for typical peers in the second grade.”

GOAL: Within 36 instructional weeks, using a blank index card for guidance, Anthony will read 105 words of connected text per minute with 100% accuracy on classroom assignments as measured by his classroom teacher.

Case Study-Anthony

Goal with Benchmarks Example

GOAL: Within 36 instructional weeks, using a blank index card for guidance, Anthony will read 105 words of connected text per minute with 100% accuracy on classroom assignments as measured by his classroom teacher.

- **BENCHMARK:** Within 9 instructional weeks, using a blank index card for guidance, Anthony will read 86 words of connected text per minute with 100% accuracy on classroom assignments as measured by his classroom teacher.
- **BENCHMARK:** Within 18 instructional weeks, using a blank index card for guidance, Anthony will read 92 words of connected text per minute with 100% accuracy on classroom assignments as measured by his classroom teacher.
- **BENCHMARK:** Within 27 instructional weeks, using a blank index card for guidance, Anthony will read 98 words of connected text per minute with 100% accuracy on classroom assignments as measured by his classroom teacher.

Case Study-Anthony

Goal with Objectives Example

“... Anthony struggles with remaining in his seat particularly when there are distractions in the environment. His time at his desk has increased to 20 minutes after which he earns a scheduled 3 minute break. With close monitoring by an adult, and verbal reinforcement at frequent intervals, Anthony can remain on-task for 15 minutes.”

GOAL: Within 36 instructional weeks, using 3 minute scheduled breaks for every 20 minutes of on-task behavior and preferential seating, Anthony will remain in his assigned seat for 30 minutes at a time on nine out of ten trials as measured by his classroom teacher.

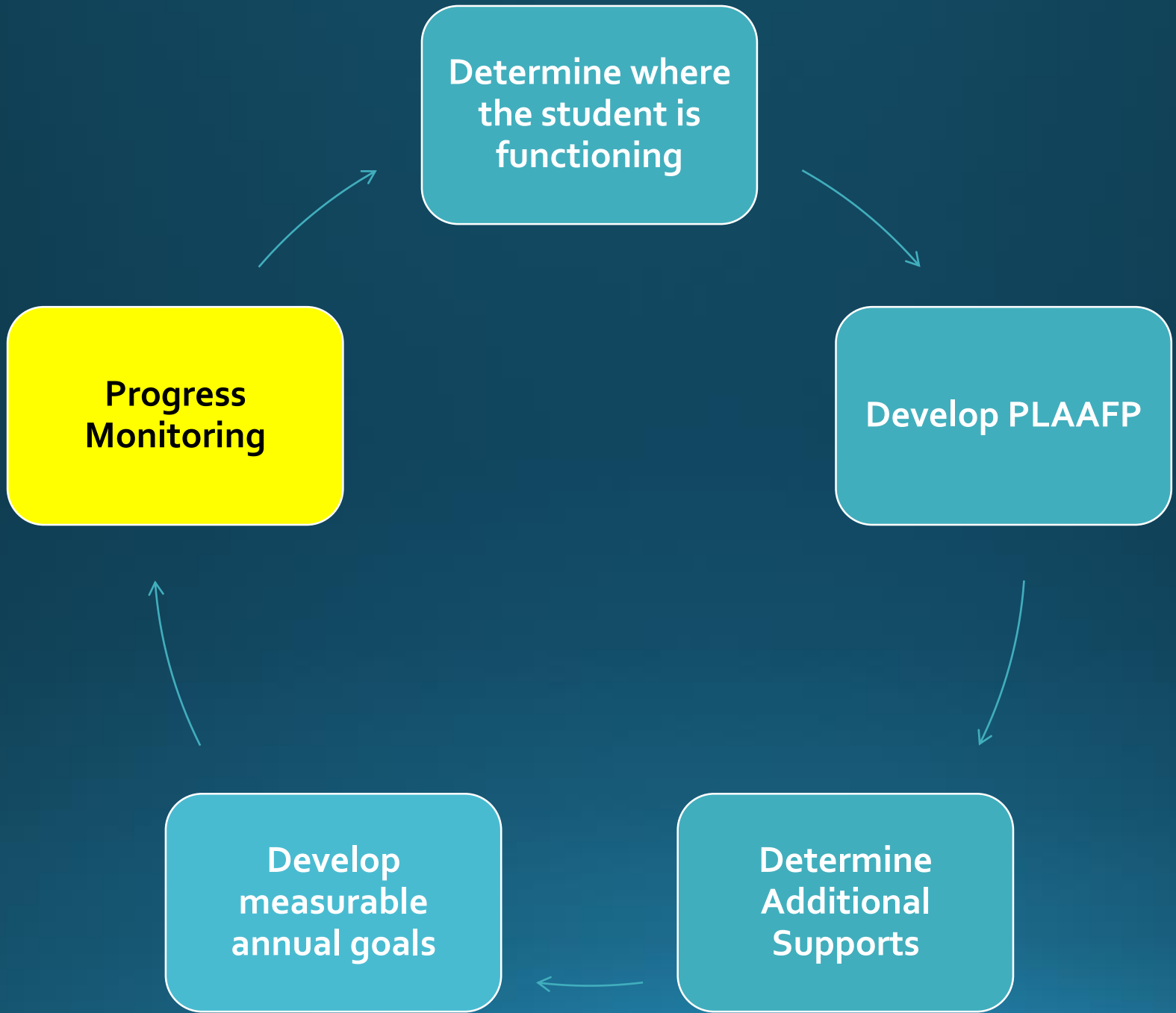
Case Study-Anthony

Goal with Objectives Example

GOAL: Within 36 instructional weeks, using 3 minute scheduled breaks for every 20 minutes of on-task behavior and preferential seating, Anthony will remain in his assigned seat for 30 minutes at a time on nine out of ten trials as measured by his classroom teacher.

- **OBJECTIVE:** Within 36 instructional weeks, using 3 minute scheduled breaks for every 20 minutes of on-task behavior and preferential seating, Anthony will compose an agreed-upon signal with his teacher that will indicate his desire to get out of his seat. Success will be measured by his classroom teacher with a mastery criteria of 100%.
- **OBJECTIVE:** Within 36 instructional weeks, using 3 minute scheduled breaks for every 20 minutes of on-task behavior and preferential seating, Anthony will signal the teacher and wait for her to signal approval before leaving his seat. Success will be measured by Anthony using this system on 9 out of 10 trials as measured by his classroom teacher.

Measuring the Success of your Goals



Determine where the student is functioning

Progress Monitoring

Develop PLAAFP

Develop measurable annual goals

Determine Additional Supports

How would we measure success for this goal?

“In 36 instructional weeks, using preferential seating and covert reminders from the teacher to stay on task, Johnny will complete in-class assignments at a mastery rate of 90%.”

- **Benchmark**: In 9 instructional weeks, using preferential seating and covert reminders from the teacher to stay on task, Johnny will complete in-class assignments at a mastery rate of 60%.
- **Benchmark**: In 18 instructional weeks, using preferential seating and covert reminders from the teacher to stay on task, Johnny will complete in-class assignments at a mastery rate of 70%.
- **Benchmark**: In 27 instructional weeks, using preferential seating and covert reminders from the teacher to stay on task, Johnny will complete in-class assignments at a mastery rate of 80%.

How would we measure success for this goal?

“In 36 instructional weeks, using the 10/3 method (ten minutes of work followed by 3 minutes of break), covert teacher prompts, and frequent, salient, positive attention, Karen will complete class assignments within the time frame set by the teacher 80% of the time. Success will be measured by the classroom teacher’s counting the percentage of assignments finished within the allotted time.”

- **Objective:** In 36 instructional weeks, using covert teacher prompts (no more than three), frequent, salient, positive attention (both privately and in front of peers), and teacher modeling, Karen will demonstrate knowledge of appropriate implementation of the 10/3 method (ten minutes of working on-task followed by three minutes of non-disruptive break time). Success will be measured by teacher documentation at a mastery rate of 75%.
- **Objective:** In 36 instructional weeks using covert teacher prompts (no more than three), frequent, salient, positive attention (both privately and in front of peers), and teacher modeling, Karen will demonstrate the ability to actively monitor her own usage of the 10/3 method (ten minutes of working on-task followed by three minutes of non-disruptive break time). Success will be measured by teacher documentation at a mastery rate of 75%.

In Summary

- In order to know where a student is performing in comparison to the TEKS, we must have a PLAAFP statement.
- We use this PLAAFP as the foundation for creating annual goals so that we can align the student's instruction with the TEKS.
- We measure the student's success with their goals periodically in order to see where on the they are on their instruction "journey."

Questions?

Online Resources for Writing Goals

Full set of TEKS

<http://www.tea.state.tx.us/index2.aspx?id=6148>

STAAR essence statements

<http://www.tea.state.tx.us/student.assessment/special-ed/staaralt/essence/>

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