

IEPs: Guide to Writing Individualized Education Programs (IEP Examples and Part 1) Reading Response

Respond to the following in your own words after reading the text.

Meet our Students (IEP Examples)

1. There are 4 examples IEPs in the “Meet our Students” section (pgs. 17-54). Read through each IEP, and give a brief summary of each student’s IEP. Look for things like their grade level, how their PLAAFPs are written, are they more functional or more academic, what are the accommodations listed, are they identified as qualifying for the Alternate Assessment vs. standardized state assessment, are they transition age (16+), and what does the transition plan include, do you feel like there are parts that are confusing, is there a place where you may have clarified something better, etc. The purpose of this is to get you looking critically at some solid IEP examples.
- Pheobe is a seventh-grade student with an emotional disturbance who is attending Barnwell Middle School. Pheobe’s PLAAFP shows she engages with students and is assigned tasks at a much lower rate than other students her age and gender. It also points out her two needs which are to ask for assistance and to participate in conversations, these are more functional than academic. It does not show Pheobe as eligible for Alternate Assessment, I don’t think. As far as transition goes, Pheobe is too young, so there is no transition plan included. I feel like I was slightly confused when it came to the accommodation page, I don’t understand what the dashes mean on that page. Some clarification on that, as well as the code page, would be much appreciated.
 - Rajesh is a second-grade student with a specific learning disability who attends Grendell Elementary School. Rajesh’s PLAAFP shows that Rajesh's reading levels are below his grade level and that he is missing some of those fundamental skills in order to be successful in reading. He needs to know phonics and word analysis for decoding, and, to read accurately and fluently to support comprehension. The PLAAFP this time is more academic and he is listed for accommodations in Math, Language Arts, and Science with read-aloud options. I still don’t see an Alternate assessment plan, so I am assuming he doesn’t have one. There is no transition plan either, he is too young.
 - Cadence is a fourth-grade student with an intellectual disability who is attending Brighton Heights Academy. Cadence’s PLAAFP shows Cadence is still at a first-grade level in Math and Language Arts. She is showing signs of struggle in expressive communication, articulation, vocabulary, conversation skills, and some functional life skills. With all of this Cadence’s PLAAFP is both academic and functional. She has accommodations in math, language arts, science, and basic skills. Cadence does qualify for Alternative Assessment which aligns more with her curriculum, because of being two years behind her peers. She has no transition plan. I finally understand where to find the Alternate Assessment info, and I understand how the code works now, so I guess I got it.
 - Keej is a student at St. Joseph Community College who is diagnosed with Autism. His PLAAFP shows that he struggles slightly in math and his language arts range is 4th-5th reading and writing composition is at a 3rd grade level. Keej also struggles to balance his social emotional skills, and his communication, although clear, is limited. In functional skills, he has troubles with

direction and needs step by step verbal help to get to his locations and with vocational skills, he is more apt to limited talking jobs and does a better job at the library than in his vet tech lab where he must be told directions. Keej does have a transition plan that offer services for vocational/career help, communication and academics with outside resources like vocational rehabilitation and the speech language pathologist. It also includes housing for the family home and means of transportation which is mainly independent or public. It seems that Keej is actively pursuing this transition plan with the help of his transition teacher. It also has a breakdown of exactly what they will cover in each section in order to provide a better future for Keej as well as how it is being monitored. The assessment part doesn't count for him, since Keej is past the high school age. This last one, was definitely different, but intriguing all the same. I don't think much of it was too confusing to follow along with.

Step 1

2. What is a PLAAFP statement? Describe the difference between the academic and functional performance.

The PLAAFP is a brief and detailed description of student achievement and functional performance at the time the IEP was created. Academic performance is about gaining requisite skills and knowledge for success in school, while functional performance is about applying knowledge and skills to meet daily needs.

3. Why is it important to differentiate between academic and functional performance?

Because they are differentiated for students depending on their age and on the effects of disabilities on their learning. So something that may once have been an academic performance at a young age, might become a functional performance if the student still cannot do the function at a certain age where it is expected of them to already have this knowledge.

4. What are the various methods for obtaining the information needed to write PLAAFP statements?
 - Review the curriculum standards for academic achievement. This is when you access your state curriculum standards and review the requirements for the student's grade level.
 - Determine the student's current academic strengths and limitations using formal and informal Assessments
 - Determine the student's current functional strengths and limitations by also using formal and informal assessments with more parental input.
5. What are the component parts of a PLAAFP statement (pg. 59)
 - It describes how the disability affects the student's academic achievement and functional performance in relevant skill areas.
 - It states how the disability affects the student's engagement and progress in the general education curriculum.
 - If the student was in preschool, it would state, as appropriate, how the disability affects the student's participation in appropriate activities.
6. Complete this sentence: "A well-written PLAAFP statement has sufficient detail to provide_____." (pg. 59)

"Descriptive and logical cues for writing the accompanying annual goals."

7. Respond to the question heading on page 59- "What if the demands of the general curriculum are too high for some students?"

In this case, although all students must take assessments under the ESSA, there is an exception of allowing students to take the alternative test assessment option, which test more to the curriculum than to the norm group.

8. After reviewing the examples on pages 60-63, complete the “Now it’s your turn” activity (pg. 63-64).

PLAAFP for Samuel:

Assessment indicates Samuel can do one digit addition and subtraction and can dictate simple sentences when given a subject. He can also correctly select his backpack in a group of others, use the restroom independently and can start, join, and maintain conversations with peers. Samuel cannot solve two digit and one digit with renaming or multiplication and division problems. He cannot write simple sentences when given a subject. Samuel cannot place school materials in his backpack without prompting, and cannot fasten pants or wash hands without reminding. He also cannot end a conversation without prompting and interrupts others in their conversations. To progress in the general curriculum Samuel needs to work on learning multiplication facts and division, as well as solving two digit problems and one digit renaming problems and he needs to write simple sentences on subjects given. Samuel needs to place school materials in bag independently, as well as fasten pants and wash hands without reminders. He needs work on ending conversations without prompting and not interrupting other conversations.

9. Complete the “Now you try some” activity (pg. 65-66)

1. Writing a “can do” statement but no “cannot” or “does not do” statement.
2. Writing a statement that is not related to the student’s disability.
3. Writing a statement with vague descriptions of achievement and performance.

Step 2

10. What are the three things a measurable annual goal must do?

1. Meet the student’s needs related to the disability that may interfere with their involvement and progress in general curriculum.
2. Meet the student’s additional educational needs resulting from the disability
3. Be measurable.

11. How is “The General Education Curriculum” defined?

The General Education Curriculum is defined by the state office of education and implements in all schools and school districts within that state. Washington uses the Common Core Standards which is used in most states in the USA.

12. What is meant when we say a goal needs to be “Measurable”?

Measurable means that the behavior stated in the goal can be observed and measured to determine when it has been achieved.

13. How does each of the members of the IEP contribute to the IEP goals?

Parents can share what the student can accomplish based on their child’s history at home and at school. General education teachers understand the general curriculum and can guide the team to align IEP goals with it. Special education teachers can break down general curriculum standards or instructional tasks that are affected by the student’s disability. Related service providers can provide assessment information in their specialized area. Individuals who can interpret evaluation results are present. Local Education Agency(LEA) representatives verify the availability of resources needed to achieve the goal. And students can add in their two cents to make it more personal to them.

14. How should grade-level standards be addressed in IEP goals, and how is this different for students whose academic achievement is below grade level?

IEP goals do not always have to be associated with the standards, but they should be to further the growth of the student as much as possible. When the student is below, the team might write goals using the bi-level approach, meaning one or more goals addressing the student's grade-level core standards and one or more goals that address the necessary skill improvement at a lower level.

15. What are the components of a Measurable Annual Goal?

- The student's name
- A description of conditions under which the behavior will be performed
- The specific observable behavior to be performed
- The criterion to indicate the level of performance at which the goal will be achieved.

16. What additional components do the authors suggest you add?

- A statement of generalization indicating additional conditions under which the behavior will be performed to criterion.
- A statement of maintenance indicating the student will perform the task to criterion for a specified period of time.

17. After reviewing the examples on page 74, complete the "Now it's Your Turn" activities on pg. 75.

1. **Condition**- When given a grocery list with five or fewer items and a \$10.00 bill. **Student**- Maddie.

Behavior-Select and purchase all items on list. **Criteria**- with fewer than five prompts. **Generalization**- in different grocery stores. **Maintenance**- Over a three week period.

2. When directed by the teacher to be seated, Suraj will take a seat without protest and with fewer than three prompts in the classroom over a two week period.

18. When are benchmarks or short-term objectives required for a goal?

These are only required for the students who need to take the alternate assessment aligned with the alternate achievement goals.

19. What is the difference between a short-term objective and a benchmark?

A benchmark is only concerned with a single skill while a short-term objective describes multiple related but distinct and nonsequential skills necessary to achieve the annual goal.

20. After reviewing the examples on pages 77-81, complete the "Time to Practice" activities on pages 81-83.

Performance

1. Benchmark: Count orally 5 items in correct sequence by April 30
2. Benchmark: Count orally 10 items in correct sequence by May 20

Assistance Level

1. Benchmark: Count orally 10 items with only 5 prompts
2. Benchmark: Count orally 10 items with no prompting

Task Analysis

1. Benchmark: Count items 1-5 orally within a week
2. Benchmark: Count items 1-10 orally within three weeks

Generalization

1. Benchmark: Be able to count 5 items by the first week
2. Benchmark: Be able to count 10 items by the second week

Short Term Objective 1: When given a set of ten items, Benjamin will point and count them orally with fewer than five prompts with 100% accuracy and in sequential order

Short Term Objective 2: When given a set of ten items, Benjamin will count them orally with little to no prompting with 100% accuracy and in sequential order.