

Linnea Puckett

Sped 480

Eliza Jex

10.20.21

PLAAFP statements and IEP goals

Josh is a 1st-grade student.

PLAAFP statement; ELA- Letter Sound

Josh is a first-grade student with Autism. According to the assessment, Josh can read 10 1st-grade-level letter sounds in 1 minute, but with only 50% accuracy. Josh needs specially designed instruction in letter sounds to be at the average range.

IEP goal:

By the end of the school year, given a sheet of letters, Josh will go from reading 10 letter sounds per minute with 60% accuracy, to reading at least 44 letter sounds per minute, with at least 80% accuracy, measured by observation and implemented by the special education teacher.

Benchmark: Josh will read 20 words per minute with 70% accuracy by the end of the second week.

PLAAFP statement; Math - Numbers and Operations

Josh is a first-grade student with Autism. Josh has shown that he understands most of the numbers and operations problems at the first grade level (with getting a 10/16), but this puts Josh

below the 25th percentile. Meaning that Josh is performing below 25% of the norm group. Josh needs to be performing at the average in first grade level math.

IEP goal:

By the end of the school year, given an numbers and operations worksheet, Josh will complete all problems on the worksheet going from 63% accuracy to 90% accuracy, measured by the student sample and implemented by the general education teacher.

Short Term Objective: For two weeks, during math, Josh will practice his numbers and operations for 5-10 minutes everyday.

PLAAFP statement: Behavioral

Josh is a first-grade student with autism. Josh loves learning and working with his teachers one-on-one, He gets along with most of his peers and is able to engage in conversation, although he prefers to be alone most of the time. Josh has a hard time with changes in his routine however and often will shut down when he is confronted with a problem/conflict. He will withdraw himself and refuse to do any work or will not talk to anyone for up to 30 minutes. Josh needs to have a new strategy for dealing with changes in schedules and dealing with problems/conflicts.

IEP goal:

By the end of the school year, When confronted with a problem or a change in schedule, Josh will respond to the problem in the manner appropriate to the situation (such as communication, confrontation, and listening), going from shutting down and no communication, to communicating his feelings and listening to others in 4 out of 5 trials as measured by an

observation chart checklist of appropriate behavior responses, implemented by the special education teacher.