

Addressing Student Needs through the IEP PLAAFP and Goals

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Purpose of Special Education

Equip students with the tools they need to be independent and participate in their work and community after graduation.

“The essential function of an IEP is to provide meaningful opportunities for appropriate academic and functional advancement, and to enable the child to make progress.” Q&A on U. S. Supreme Court Case Decision *Endrew F. v. Douglas County School District*

What the Law Says

IDEA 300.320

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;

(2)

- (i) A statement of ***measurable annual goals***, including academic and functional goals designed to—
 - (A) Meet the child's needs that result from the child's disability to enable the child to be involved in and ***make progress in the general education curriculum***; and
 - (B) Meet each of the child's other educational needs that result from the child's disability;

Andrew F.

In determining whether an IEP is reasonably calculated to enable a child to make progress, the IEP Team should **consider** the child's *previous rate of academic growth*, whether the child is *on track to achieve* or exceed *grade-level proficiency*, any *behaviors interfering* with the child's progress, and *additional information and input provided by the child's parents*.

Q&A on U. S. Supreme Court Case Decision Andrew F. v. Douglas County School District

Andrew F.

The decision emphasized the individualized decision-making required in the IEP process and the need to ensure that ***every child should have the chance to meet challenging objectives.***

Q&A on U. S. Supreme Court Case Decision *Endrew F. v. Douglas County School District*

Present Level of Academic Achievement and Functional Performance (PLAAFP)

Academic Achievement

Overall description of the student's academic performance in core subjects.

AND

Functional Performance

Behavior, social skills, communication needs, executive functioning skills, etc.

PLAAFP

“PLAAFP statement is the foundation of the individualized education program (IEP) and is used to specify appropriate goals, services, supports, accommodations, and placement for the student.”

Progress Center Tip Sheet

Does it contain enough information that if the student moved, the new school would know how to meet the student’s needs?

PLAAFP

Must include academic and functional descriptors regardless of the student's disability category.

“Speech Only” students still need details for academics outlined in the PLAAFP. Students who only have academic needs, must have details for functional skills in the PLAAFP.

PLAAFP and Compliance Elements

1. Describe academic performance.
2. Describe functional performance.
3. Contain areas of strength.
4. Contain areas of need.
5. Explain how the student's disability affects age-appropriate activities.
6. Contain data sources.
7. Include achievement of annual goals.
8. Contain a statement of any significant lack of progress.

PLAAFP and Compliance Elements

1. Contain areas of strength.
 - a. List out the skills the child has
 - b. Likely more than 3 bullet points
 - i. For example Reading strengths:
 1. Knows letters
 2. Comprehension
 3. Vocabulary

PLAAFP and Compliance Elements

2. Contain areas of need.
 - b. List out the skills the child needs
 - c. Likely more than 3 bullet points
 - d. For example Reading needs:
 1. Spelling
 2. Comprehension
 3. Decoding

PLAAFP and Compliance Elements

3. Contain data sources.
 - a. better practice is to associate data source with the detail it describes.
More than just a number and test name
4. Include achievement of annual goals.
 - a. This provides a baseline for the next set of goals.

PLAAFP and Compliance Elements

5. Contain a statement of any significant lack of progress.
 - a. If student has not made progress, why?
 - b. How has the team addressed the lack of progress?
 - c. Attendance concerns?
 - d. Failing classes?

PLAAFP as a Picture

The PLAAFP is designed to help the IEP team understand the unique learning needs of the student.

Lee's PLAAFP

Lee's PLAAFP and Goals

- Read the PLAAFP
- What information do you have that will help you write goals?
- What information do you need to write goals?
- Would this PLAAFP meet compliance?

Menti access 7723 6867



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Debrief Discussion

[Menti Slides](#)

PLAAFP resources

[Progress Center PLAAFP Tip Sheet](#)

PLAAFP to Goals

The data in the PLAAFP lets the team identify critical skills areas that must be addressed through focused attention in annual goals.



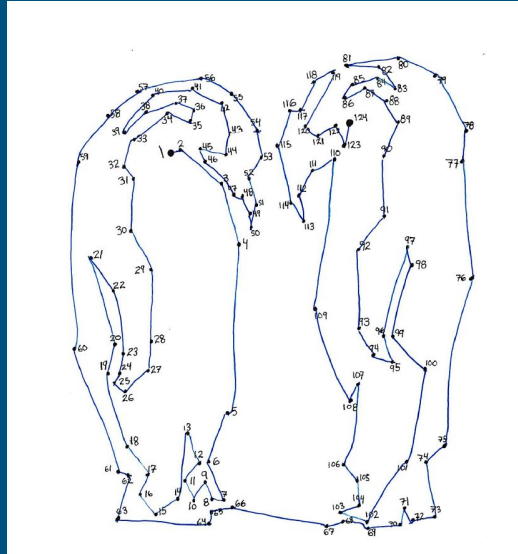
PLAAFP to Goals

Look at the critical needs and determine if a student requires a goal for that skill.

When we see IEPs that have goals that are written for areas not stated as a need, it is not compliant.

Goals

Goals are designed to address the student's needs so they can make progress in the curriculum. All IEPs must have annual goals.



Goals and Compliance Elements

 Timeframe



 Condition



 Behavior



 Criterion



How Many Goals

There is not a set number outlined in the law.

Students must be able to meet their goals within a year time. How many goals is a reasonable expectation for that student?

Is 8 goals too many for Lee? (table discussion)

When are Objectives Needed?

For children with disabilities who take alternate assessments aligned to alternate academic achievement standards, a description of benchmarks or short-term objectives; (IDEA 300.320)

Note: Objectives is a plural word.

Goal Attainability

Goals are written with the intent the student will master them within one year. If the team is unsure about the goal being met, then they need to adjust something in the goal. What information in the PLAAFP can help you set the supports and targets in the goal to be reasonable?

Lee's Goals

Lee's PLAAFP and Goals

- Read the goals.
- Is the PLAAFP to Goal connection present?
- Are Lee's needs met in the goals?

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Are all Goals Measurable?

1. Condition
2. Criteria
3. Behavior
4. Timeframe

Related Services Goals

- Must be in the IEP
- Must be attainable in one year (not written as a 3 year treatment plan).
- better practice is collaborative goals that focus on providers working together to achieve a goal rather than separating the skills. Related services are designed to help the student reach their sped goals.

Continuing Goals

When the child has not been making progress the IEP team must ask hard questions about why not.

1. Was the goal inadequate (addressing a skills that needed other foundations)?
2. Was a service inadequate (not enough of a service or intense enough)?
3. Were the conditions/accommodations what the student needed?
4. Was student participating in grade level curriculum?
5. What other factors can be attributed?

Be cautious of goals that are repeated year to year.

Annual Goals

Equip students with the tools they need to be independent and participate in their work and community after graduation.

Does the team agree that the selected goals point the student toward independence?

Goal Resources

[Progress Center Tip Sheet](#)

[DESE 4 Components of Goals Tip Sheet](#)

DESE Resources

DESE Presentations Page

- I Love IEP Basics
- How to Avoid PLAAFP Fails
- 2019 Developing IEP PLAAFP and Goals
- Goals Part 1
- Goals Part 2
- Goals Part 3

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