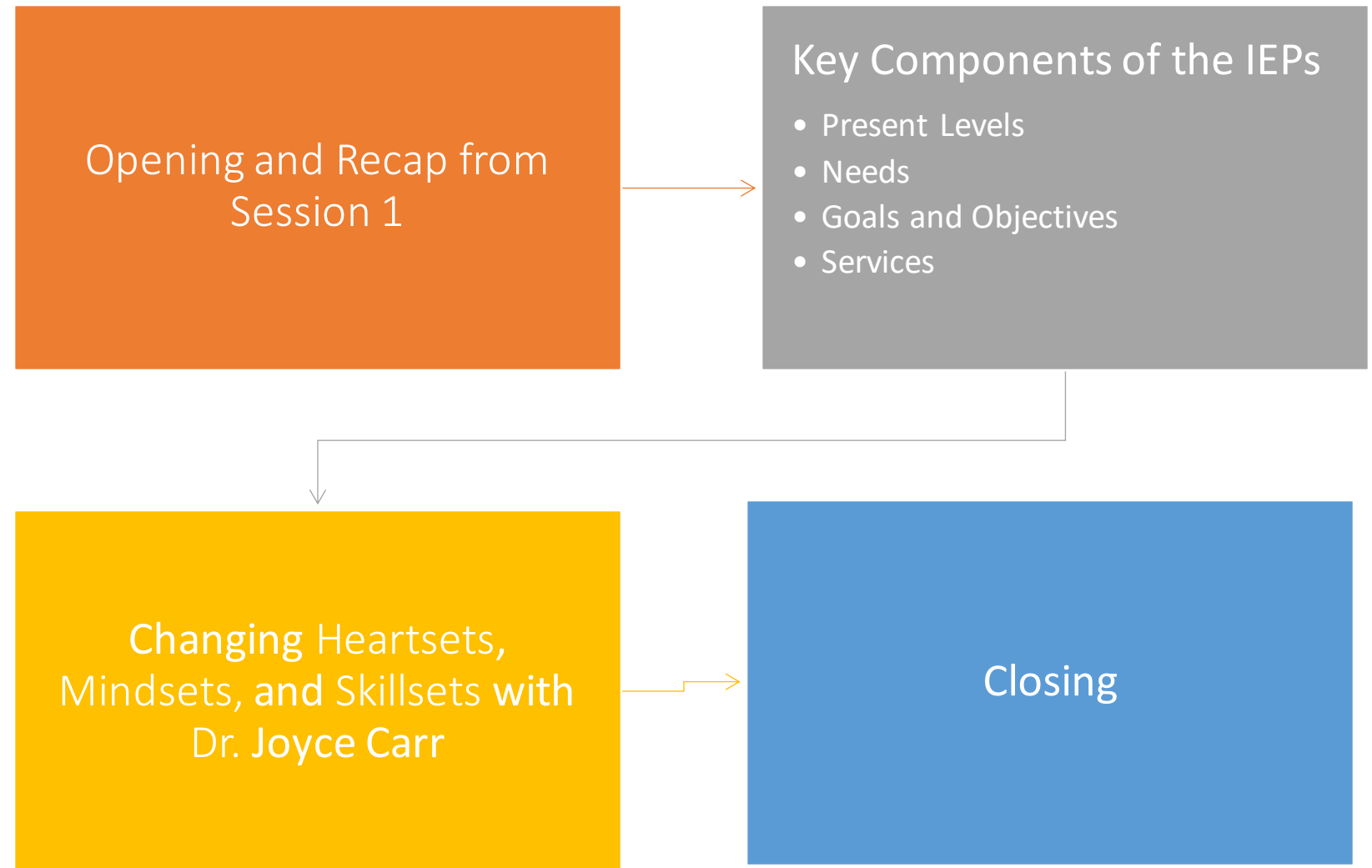
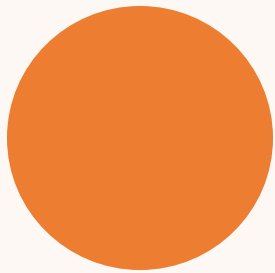


Session 2 Agenda...

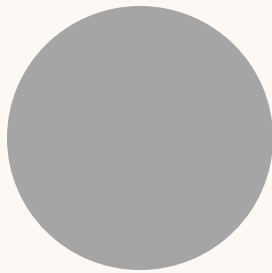




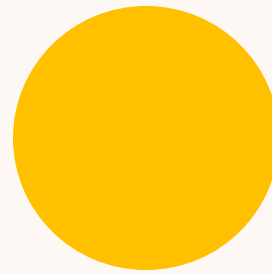
Key Components



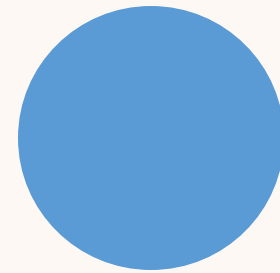
PRESENT LEVEL



NEEDS



GOALS AND
OBJECTIVES



SERVICES

PLAAFP: From IDEA

300.320 (A)(1) (a) General.

The IEP 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.**



**Serves as a strong foundation, built
upon a student's strengths**



**Starting point and guide for all
other IEP related decisions**



**Summarizes all barriers to accessing
the general curriculum**

*Three Keys to Developing a
present levels of academic achievement
and functional performance (PLAAFP)*

From PLAAFP to Services

Includes stories, skills,
and examples of what
the student needs to
**access the general
education curriculum**

Goals are **written
based on** the baseline
and needs identified
in the PLAAFP

The needs identified
in the PLAAFP must
be addressed by goals
and services OR by
services.

Needs **drive the
services** and goals
must be aligned with
services

A Child who is judged to be:

Learning disabled
Hyperactive
Dyslexic
Aggressive
Plodding
Lazy
Immature
Phobic
Scattered
Daydreaming
Irritable
Perseverative

Can also be considered:

Learning differently
Kinesthetic
A spatial learner
Assertive
Thorough
Relaxed
Late blooming
Cautious
Divergent
Imaginative
Sensitive
Persistent

Source: Thomas Armstrong, 1987 "In their own way"

Turning Led to Gold - Examples

A student who could be considered...	Could also be considered...
Hyper	An active learner
Lazy	Relaxed
Unfocused	Creative
Demanding	Assertive
Immature	Developing
Emotional	Sensitive
Scattered	A divergent thinker
Anxious	Cautious

Steps for turning led to GOLD...

CROSS OUT

- CROSS OUT ANYTHING NEGATIVE

Circle

- Circle– ANYTHING POSITIVE

Add

- Add 3 or 4 strengths

PLAAFP Checklist

- PLAAFP statements should be **understandable, specific, measurable, and objective**
- Include descriptions of **current** academic **and** functional performance
- Descriptions of **how the child's/student's disability affects** their performance in the general curriculum/appropriate activities
- **Baseline information** established for each need so that so that goals, accommodations, modifications, supports, and services can be **easily developed**

