



Is Your Child's **PLAAF**P a Flop?

PARTNERS RESOURCE NETWORK'S

Lunch & Learn Webinar Series



The contents of this webinar were developed under a grant from the US Department of Education, H328M120025 (PEN), H328M120026 (TEAM), & #H328M150022 (PATH). However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government





Partners Resource Network's
Is Your Child's PLAAFP a Flop?

Today's Objectives

1. What is the PLAAFP?
2. Texas Curriculum Standards
3. The Good & the Bad of PLAAFP
4. Role of the PLAAFP (in developing measurable annual goals)
5. Parent Tips
6. Overview of Developing IEP Goals





Partners Resource Network's
*Is Your Child's **PLAAFP** a Flop?*

Key Legislation

Individuals with Disabilities Education Act (IDEA)

20 U.S. Code § 1414 (d)(1)(A)

Individualized education programs





Partners Resource Network's

*Is Your Child's **PLAAFP** a Flop?*

What is the PLAAFP?

Present Levels of Academic and Functional Performance

- What can this student do and what does this student know right now?
- Academic achievement – skills the student has mastered
- Functional performance – social skills, communication skills, etc.
- Questions for the IEP team to consider
- All areas of development



Partners Resource Network's

Is Your Child's PLAAF^P a Flop?

Texas Curriculum Standards

Texas Essential Knowledge and Skills or TEKS

- Academic goals should be tied to grade level TEKS
- Grade level skill and pre-requisite skills
- Use as starting place for writing goals & objectives



Partners Resource Network's

Is Your Child's PLAAFP a Flop?

The Good & the Bad of PLAAFP

A Good PLAAFP:

- Describes current performance using measurable, objective terms
- Describes how a disability impacts the student in the general curriculum
- Identifies current area(s) of critical need
- Is based on current, relevant data from a variety of sources



Partners Resource Network's

Is Your Child's PLAAFP a Flop?

The Good & the Bad of PLAAFP

A Bad PLAAFP:

- Only grade-levels or age-levels
- Only standard scores
- Subjective observations
- A repeat of information from previous ARDs, PLAAFPs, FIEs
- Not addressing functional skills
- Not addressing social skills and/or behavior



Partners Resource Network's

Is Your Child's PLAAFP a Flop?

The Good & the Bad of PLAAFP

Bad: Damien has difficulty attending to tasks.

Good: Based on classroom behavioral charts, Damien's attention difficulties result in him staying on task an average of 7 minutes per assignment during independent work and 12 minutes per assignment during group work.

Discipline referrals show Damien has been referred to the office 3 times from August – December for disrupting class during independent work. Damien has had no office referrals during group work this school year.



Partners Resource Network's
Is Your Child's PLAAFP a Flop?

The Good & the Bad of PLAAFP

Bad: Per Carmen's FIE, the EOWPVT-R shows Carmen's expressive language is at 19 months. The ROWPVT-R administered as part of her FIE measures her receptive language is at 26 months.

Good: Based on parent and teacher observations, Carmen uses one-word utterances to communicate wants and needs to known adults. Observational data shows she does not communicate with adults whom she has known less than two weeks.





Partners Resource Network's

Is Your Child's PLAAFP a Flop?

Role of the PLAAFP in Developing Goals

- Foundation for writing IEP goals & objectives
- Identify areas of need
- What student can reasonably be expected to achieve within one year



Partners Resource Network's
Is Your Child's PLAAFP a Flop?

Parent Tips

- Don't get overwhelmed by data in the evaluation reports
- Make sure the PLAAFP reflect current data
- Make sure the PLAAFP are measurable
- Evaluate the PLAAFP on your knowledge of your child outside of school
- Keep long-term goals in mind





Partners Resource Network's

Is Your Child's PLAAFP a Flop?

Developing Goals

Academic goals

- Standards-based
- *Progress* toward grade-level content standards (TEKS)

Functional goals

- Non-standards-based
- Access to grade-level standards

All goals should be measurable!

IS MY CHILD MAKING PROGRESS TOWARD IEP GOALS?

PARTNERS RESOURCE NETWORK'S

Lunch & Learn Webinar Series



The contents of this webinar were developed under a grant from the US Department of Education, H328M120025 (PEN), H328M120026 (TEAM), & #H328M150022 (PATH). However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government.



Partners Resource Network's
*Is Your Child's **PLAAFP** a Flop?*

Contact Us

Chuck Noe

Education Specialist
cnoe59@hotmail.com

Meagan Sanders

Training and Evaluation Specialist
msandersprn@sbcglobal.net

Partners Resource Network

1090 Longfellow Drive
Beaumont, TX 77706
1.800.866.4726

www.prntexas.org

Find us on:

