Is Your Child’s PLAAFP a Flop?

PARTNERS RESOURCE NETWORK’S Lunch & Learn Webinar Series

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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
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Key Legislation

Individuals with Disabilities Education Act (IDEA)
20 U.S. Code § 1414 (d)(1)(A)
Individualized education programs
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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
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
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
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
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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.
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.
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
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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
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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?

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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: