PLAAFP: Writing the Story
Why Is The PLAAFP So Important?

The PLAAFP describes the student’s competencies in such a way that ARD committees can:

- identify areas of critical need
- identify facilitators and inhibitors of learning
- determine appropriate measure of growth

In other words, the PLAAFP provides the information needed to design the specialized instruction for the student.

Why Call the PLAAFP A Story?

To better describe the function of the PLAAFP!

- A quality PLAAFP statement should be a description of “what”, “how”, and “how much” the student is learning in a specific area
- A quality PLAAFP statement has to give enough information about the student so that the ARD committee can design the specialized instruction to address areas of critical need

What Is Used To Write The Story?

Data!

In order for ARD committees to develop an appropriate IEP, *useful* data about the student must be:

- collected
- analyzed
- used
What Is The Meaning Of Useful?

Useful data will describe:
• Academic strengths
• Academic challenges
• What helps the student learn (facilitators)
• What interferes with student learning (inhibitors)
• Where the student is currently functioning (baseline)

Simply put, useful data will describe the student specifically, factually and operationally.

Where Is Useful Data Found?

• Formal and informal data sources
  Let’s not forget:
  • The student
  • The IEP progress report
  • Teacher’s input on the continued need for accommodations and/or modifications
  • Observation by itself is NOT a data source, but must have a written account of what was observed

• Academic and functional data sources
  We need information that tells us:
  • Academic competencies
  • Non academic competencies

Create Your Own Data Source Menu!

<table>
<thead>
<tr>
<th>Type</th>
<th>Formal</th>
<th>Informal</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
<td>Academic</td>
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<tr>
<td>Functional</td>
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</table>

Activity 1
Don’t Forget To Make The Data Specific, Factual, and Operational

<table>
<thead>
<tr>
<th>What We Get</th>
<th>What We Need To Get</th>
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<tbody>
<tr>
<td>George is failing reading</td>
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<tr>
<td>Sarah talks too much</td>
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</tbody>
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Activity 2

What Comes After Data Collection?

Data analysis!
ICEL is a good problem solving tool

Instruction
   Curriculum
   Environment
   Learner

When Do We Get to Write The PLAAFP?

Now!

So far in the process, we have collected useful data, we have analyzed the data, and now we are ready to use the data in writing a comprehensive story, or as IDEA calls it, a comprehensive PLAAFP.

Let’s review, just why are PLAAFP statements so important?  Hint, look at slide #2!
What Must Be Included In A PLAAFP?

Let’s look at what IDEA says:
• IDEA requires a statement of the child’s present levels of academic and functional performance, including,
• How the child’s disability affects the child’s involvement and progress in the general education curriculum; or for preschool, as appropriate, how the disability affects participation in appropriate activities

So, what does all that mean?

Let’s Look At A Visual Model

How Does That Look When You Are Telling a Story?

Example 1:

Jill has a strong set of sight words committed to memory, but seems to struggle with recognizing words and identifying fundamental phonetic units appropriate for her grade level. Her reading comprehension is below grade level.
Can We Try That Again?

Example 2:
Jill recognizes 205 or 220 Dolch sight words. She scored at grade level on the High Frequency Word subtest. Jill is easily distracted and needs frequent reminders to get back on task (3-5 times/class). She scored at the 2nd grade on grade level word recognition and phonics assessment, but when given context clues and visual images, she scored at the beginning 4th grade level. Word meaning and reading comprehension improved from mid 1st grade to ending 2nd grade level when provided vocabulary list and highlighting of key words and concepts.

Activity 3

Now Let’s Try One On Our Own!

• Read Case Study on Jacob

• Complete PLAAFP Building tool for the content area of reading

• Write PLAAFP for Jacob

Activity 4

Let’s Review What We Have Done

• We started with data:
  – Collecting useful data
  – Analyzing the data (ICEL)
  – Using the data to write the story

• Next we wrote a PLAAFP that describes:
  – (Measurable) academic strengths
  – (Measurable) academic DR challenges
  – (Measurable) functional facilitators
  – (Measurable) functional inhibitors
So Does That Mean We Are Done?

Yes, for today.

But No, in the Goal Writing Process!

There must be clear alignment between the annual goal and the student’s PLAAFP.

How Do We Make That Happen?

Here’s a tip:
• The academic challenge is addressed in the behavior of the goal
• The functional facilitators and inhibitors are addressed in the condition of the goal
• The mastery criteria is determined from the baseline specified in the goal

A goal also specifies the timeframe of how long it will take to attain the goal, typically is 36 instructional weeks.

Aligning Is As Easy as 1, 2, 3!

Condition, Behavior and Criteria

In 36 instructional weeks, given , at , as measured by teacher assessments and student work samples.
I hope this workshop truly IGNETED your thinking about how to write a great STORY, aka, the PLAAFP!

If you have any questions you may contact me at cathysartainindustries@comcast.net or by phone at 832.465.6825
To assess student performance, IEP team members, and ultimately the IEP committee, must collect, analyze and make decisions on data from a variety of sources. The data collected should assess academic and functional performance, and should come from both formal and informal sources. Formal sources are standardized measures that are analyzed in relationship to the general population. Informal measures are not standardized and are measures of academic, behavior and functional performance for the individual student.

In the table below, list examples of academic and functional data sources, check if a formal or informal data source, and indicate where you would find the data.

<table>
<thead>
<tr>
<th>ACADEMIC TYPE</th>
<th>LOCATION</th>
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Useful data provides IEP team members with the information needed to make informed, data-driven decisions about the student’s individualized educational program. The data must be observable (can I see or hear it?) and measurable (can I measure it?); data must be relevant to the specific needs of the student which require specialized instruction (does it give us sufficient and factual information to assist with educational planning?); and it must be expressed in such a way that any two people would interpret the data in the same way (does it give us a clear description?).

In the table below, read the vague descriptions and rewrite in a more operationally defined manner.

<table>
<thead>
<tr>
<th>What We Get</th>
<th>What We Need to Get</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mike just doesn’t try.</td>
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<tr>
<td>Tommy’s math grades are low.</td>
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<tr>
<td>Sandra is just so unorganized.</td>
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<tr>
<td>Joey is a sweet boy.</td>
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<tr>
<td>Lisa never pays attention.</td>
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</tbody>
</table>
Read Jill’s PLAAFP. Check to see if the statement contains all the necessary parts by doing the following:

- Underline academic strengths
- Box academic challenges
- Circle functional facilitators and inhibitors
- (Parenthesis) measurable baseline

Jill recognizes 205 or 220 Dolch sight words. She scored at grade level (5th) on the High Frequency Word subtest. Jill is easily distracted and needs frequent reminders to get back on task (3-5 times/class). She scored at the 2nd grade on grade level word recognition and phonics assessment, but when given context clues and visual images, she scored at the beginning 4th grade level. Word meaning and reading comprehension improved from mid 1st grade to ending 2nd grade level when provided vocabulary list and highlighting of key words and concepts.
Jacob is a 10-year-old 5th grader that has always had difficulty in the area of reading. When Jacob was in 3rd grade he was identified as dyslexic and has received dyslexia services for two years. Due to the limited progress in the dyslexia program, Jacob was referred this year for a special education evaluation. The evaluation indicated that Jacob has a pattern of strengths and weaknesses in his cognitive profile. The evaluation showed that Jacob’s oral and receptive language skills are a strength. All areas of reading are deficient. Writing skills are also low. He qualifies as a student with a learning disability in the areas of Basic Reading Skills, Reading Comprehension, and Reading Fluency.

In reading, Jacob’s reading fluency rate has increased slowly, but has not progressed to the rate or accuracy expectations beyond the second grade (89 wpm). He does much better with picture cues and simple high frequency words at 75% accuracy at grade level. Jacob is proficient with grade level oral vocabulary (85% accuracy). His reading comprehension is significantly below grade level. He can read and comprehend 2nd grade text at 75% accuracy, but when given grade level reading passages, he comprehends at 40% accuracy. He is able to answer comprehension questions when grade level passage is read to him at 80% accuracy. He has difficulty spelling grade level words correctly (60% accuracy) and writing complete sentences (50% accuracy). He consistently capitalizes the first letter in a sentence and uses ending punctuation at 80% accuracy. He is inconsistent in other rules of capitalization, such as proper nouns.

Jacob’s teachers describe him as a “sweet boy who tries hard”, but has difficulty with organizational skills and daily loses classwork and supplies. Jacob has no problems with independent grade level oral activities. However, when faced with reading a grade level passage independently and answering questions in a written form he has started saying he can’t do it. This is new behavior for him and his teachers and parents fear that he is starting to get frustrated with school. He has expressed interest in joining the basketball team at middle school but has told his teachers that he worries the “work will be too hard”.

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### Build Your PLAAFP

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Measurable Strengths</th>
<th>Measurable DR Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic: ELAR</strong></td>
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</tr>
<tr>
<td><strong>Functional</strong></td>
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### Write Your PLAAFP