

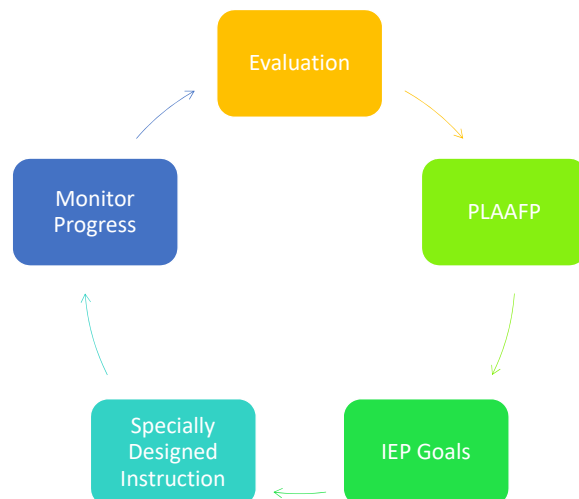
The Journey from Evaluation to IEP Development for Students with Visual Impairments

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Evaluation Cycle

- Evaluation
- PLAAFP
- IEP Goals
- Specially Designed Instruction
- Progress Monitoring



Evaluation Sequence

- Eye Report
- FVE/LMA
- O&M
- ECC



VI-Specific Data for IEP Planning

Eye Report



- Look at sample
 - Is there anything here that might lead to specially designed instruction?
 - What are some other examples of eye report information that might lead to SDI?

Functional Vision Evaluation Refresher

- Think, Pair, Share
 - What are the recommended components of a thorough FVE?



Learning/Literacy Media Assessment Refresher

- Think, Pair, Share
 - What are the recommended components of an LMA?



O&M Evaluation Refresher

- Think, Pair, Share
 - What are the recommended components of an O&M evaluation?



Expanded Core Curriculum Refresher

- Quick! What are the 9 areas?
- What are you using to evaluate these?
- What is the relationship between the ECC and SDI?

Expanded Core Curriculum for
Students with Visual Impairments
(ECC)



A Word about Specially Designed Instruction

SDI: “adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction to address the unique needs of the child that result from the child’s disability and to ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.” 34 CFR §300.39(b)(3)

Determining What Constitutes Specially Designed Instruction in Your Reprts

Using Information from Your Report

- Read your FVE/LMA/ECC and/or O&M report
 - As you read, highlight areas that lend themselves to skills the student will need to work on
- Share your ideas for this student
- In pairs, read Chrissy's sample report and repeat

Of the skills you targeted, who would be the best person(s) to deliver instruction?

- Other members of the educational team might be in a better position to provide instruction in some areas
 - Who might these be?
 - Why?



Launching into the IEP Process



It all starts with your PLAAFP

The Law: IDEA 2004: Sec. 300.320 under Definition of Individualized Education Program--

- “A statement of the student’s present levels of academic achievement and functional performance, including:
 - (1) How the student’s disability affects the student’s involvement and progress in the general education curriculum (i.e., the same curriculum as for non-disabled students); or
 - (2) For preschool students, as appropriate, how the disability affects the student’s participation in appropriate activities;”



What is a PLAAFP?

What it is:

- Describes student performance in the general curriculum
- Describes current performance in measurable, objective terms
- Strengths based, but also identifies current areas of need of the student
- Is based on information that is current and relevant and comes from a variety of sources

What it isn't:

- Only a statement of age or grade-level
- Subjective terms
- A list of standard scores

What is a PLAAFP?

Academic Achievement

- Academic achievement generally refers to a child's performance in academic areas (e.g. reading, language arts, and math); or
- For preschool children, age appropriate developmental levels.

Functional Performance

- Functional performance generally refers to skills or activities that may not be considered academic or related to a child's academic achievement.
- Functional is often used in the context of routine activities of everyday living and are varied depending on the individual needs of the child.
- Functional performance can impact educational achievement.

What is a PLAAFP?

- The PLAAFP must be:
 - Current
 - Relevant
 - Objective
 - Measurable
 - Understandable

Examples/Non-Examples

Non-Examples

- Maria has difficulty reading 3rd grade-level text.
- John has difficulty following classroom rules.
- Daniel has poor comprehension skills.

Examples

- Based on running records, Maria reads 3rd grade brailled narrative text at 50 words correct minute (wcpm); however, with expository text her words correct per minute is reduced to 30.
- John is able to sit in his chair for 10 minutes using visual cues based on behavior charts, but without the visual supports he sits in his chair for 5 minutes (observations from 9/4/15-9/15/15).
- Based on a teacher made and district benchmark test (8-26-15) of grade level material utilizing a graphic organizer, Daniel is able to correctly answer more than 70% of factual comprehension questions; however, his accuracy with inferential question is 40% therefore, inhibiting his progress in the general education curriculum.

Questions to Answer:

- What are the sources of information upon which the statement is based, including the student's strengths and what he is currently able to do?
- Using the baseline data, what are the resulting priority educational needs to be addressed in the annual goals written for the student?
- What are the effects of the disability on the student related to his involvement and progress in the general curriculum?

In other words...

- What's the DATA?
- What CAN the student do?
- What does the student NEED to be able to do?
- How does this IMPACT their ability to learn in a general ed. curriculum/environment?



Example: Language Arts/Assistive Technology/Sensory Efficiency

In a reading inventory completed on April 5, 2013, Rachel demonstrated grade level comprehension. Her reading rate was 60 words per minute - below the 3rd grade standard of 120 wpm. Rachel appeared to struggle with visually accessing the print: Holding her face about two inches from the page and rubbing her eyes when finished with the task. Use of a hand magnifier appeared to increase the ease of her access to print. A lower than average reading rate may affect Rachel's progress across subject areas. Difficulty accessing print may negatively impact her ability to acquire information and keep up with her peers in class. Training in proper and effective use of low vision equipment to access print materials will allow Rachel to read with greater ease and fluency.



Remember! The PLAAFP is the foundation of the entire IEP

Back to those reports.....

- Let's practice writing a PLAAFP statement for your student

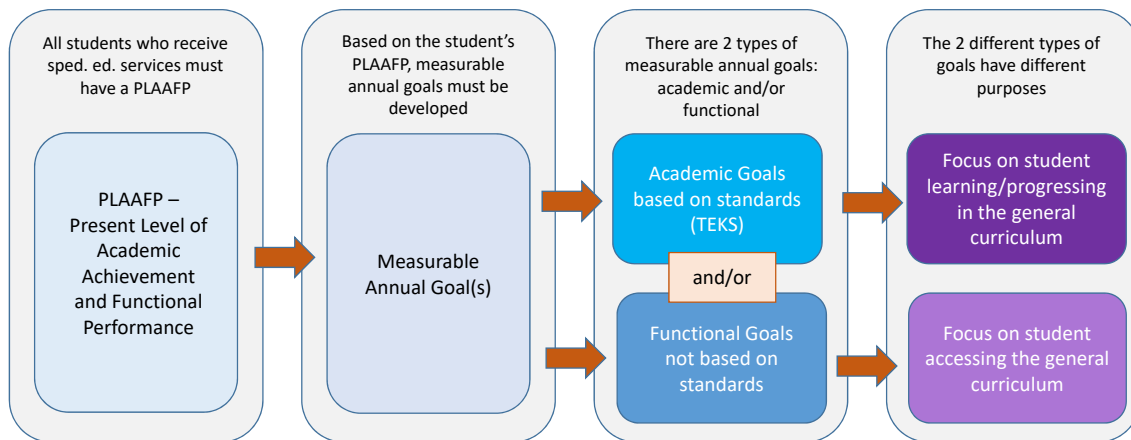
IEP Annual Goal Development Question and Answer Document

Let's take a minute to look at this resource

From PLAAFP to Goal Writing

- Four critical components of a **goal**
 - **Timeframe**
 - Amount of time in the goal period
 - **Conditions**
 - Manner in which progress toward the goal occurs
 - **Behavior**
 - Performance being monitored; action can be directly observed/measured
 - **Criterion**
 - How much, how often, or to what level the behavior must occur

Difference between academic goal and functional goal



Behaviors must be observable and measurable

- Use **Doing** words
 - Seen or heard by an observer
 - Behaviors have a beginning and an end
- Avoid “slippery” words
 - Identify
 - Know
 - Understand
 - Recognize
 - Solve



SMART IEP goals are....



Practice writing goals

- Use your PLAAFP statement to write a goal
- Share what you have written



What about short-term objectives?

- Tell me where this is in your Q&A guide
- What is the difference between an objective and a goal
- What are the necessary components?
- When are we required to write these?
- How many objectives should you write?

Let's look back at the goal(s) you wrote

- Write at least 2 objectives for one of your goals



What do you do....

1. If the student in special education is in a mainstream setting with no need for modified content in any subject area (including areas of the ECC), do you need to write an annual goal?
2. If you can't determine a need for annual goals, would this student qualify for special education services?
3. If the student will require collaborative consultative services and no direct services, do you need to write an IEP with goals and objectives?



Goal Banks

- Are these a good idea? Why? Why not?
- If you use them you will have to make the goals measurable

<https://www.teachingvisuallyimpaired.com/goal-bank.html>

<https://www.tsbvi.edu/instructional-resources/2783-vi-goals-and-objectives>

Progress Monitoring

- How are you keeping track of student progress?
 - Direct
 - Collaborative Consultation
- How is this information reported to the educational team and family?



The cycle repeats itself.....



Thank you for sharing your day with me.
I hope it has been worth your time!

