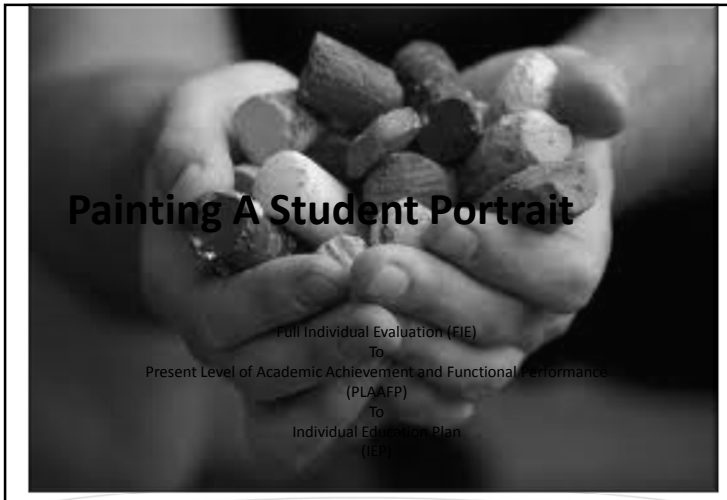


Community Considerations

He/She who listens and works, learns.

Respect the needs of others.

Take care of your own needs, physically and intellectually.

There are no silly questions.

Honor time for learning and transfer.

Reflection and processing time are sacred.

Please turn off your electronic devices or put them on silent/vibrate setting.

We Learn…..

10% of what we read
20% of what we hear
30% of what we see
50% of what we see and hear
70% of what we discuss
80% of what we experience
95% of what we teach

Current Practices for ARD/IEP Process

WHAT	POSITION	NOTES
FIE	Initial– Reeval– Annual–	☐ Process in place ☐ Needs revision(s)
PLAAFP	Initial– Reeval– Annual–	☐ Process in place ☐ Needs revision(s)
Accommodations / Modifications	Initial– Reeval– Annual–	☐ Process in place ☐ Needs revision(s)
IEP Goal	Initial– Reeval– Annual–	☐ Process in place ☐ Needs revision(s)

Court Ruling

Bend-Lapine School District v. K.H.

That ruling, at 43 IDELR 191, held that the IEP denied FAPE due to lack of baseline data, measurable goals, and a description of services to be provided

Special Education Rules & Regulations

Individuals with Disabilities Education Act
State Board of Education Rules
Commissioner's Rules
Texas State Laws

To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education employment and independent living.
34 CFR §300.1(a)

Special education services shall be provided to eligible students in accordance with all applicable federal law and regulations, state statutes, rules of the State Board of Education (SBOE) and commissioner of education, and the State Plan Under Part B of the Individuals with Disabilities Education Act (IDEA).
19 TAC §89.1001(a)

Texas Education Agency | Division of IDEA Coordination
http://www.tea.state.tx.us/special.ed/ | March 2012

Seven Step Process

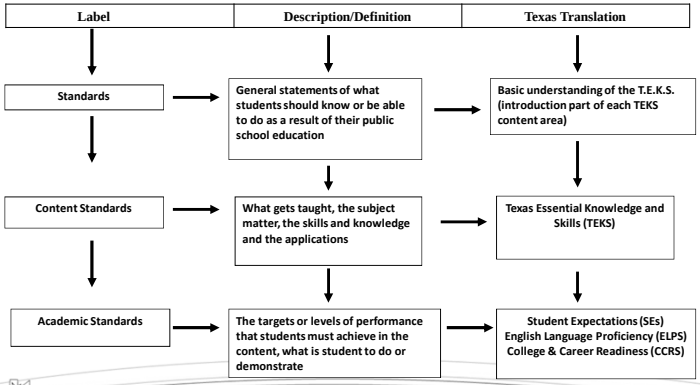
Step 1: Consider the Grade–Level Content Standard in Which the Student is Enrolled

Standards-Driven Education

What	How	Why
Standards **involving challenging content and achievement standards to drive instruction**	***Assessments*** **measuring how schools are helping students meet the standards and used to inform instruction**	***Accountability*** **for achieving higher levels of performance for ALL learners**
• Texas Knowledge and Skills (TEKS) • Student Expectations (SEs) • English Language Proficiency (ELPS) • College and Career Readiness (CCRS)	• STAAR • STAAR-A • STAAR–Alternate 2 • TPRI/Tejas Lee • TELPAS • Early Childhood Outcomes	• AYP (Federal) • SPP (Federal) • PBMAS (State) • TAPR (State)

Adapted from Nolet, V. and McLaughlin, M.J. (2005)

Standards-Driven Education in Texas



Adapted from Nolet and McLaughlin (2005)

Introduction (Basic Understanding)

§111.7. Grade 5, Adopted 2012.
(a) Introduction.
(1) The desire to achieve educational excellence is the driving force behind the Texas essential knowledge and skills for mathematics, guided by the college and career readiness standards. By embedding statistics, probability, and finance, while focusing on computational thinking, mathematical fluency, and solid understanding, Texas will lead the way in mathematics education and prepare all Texas students for the challenges they will face in the 21st century.
(2) The process standards describe ways in which students are expected to engage in the content. The placement of the process standards at the beginning of the knowledge and skills listed for each grade and course is intentional. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use mathematics efficiently and effectively in daily life. The process standards are integrated at every grade level and course. When possible, students will apply mathematics to problems arising in everyday life, society, and the workplace. Students will use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. Students will select appropriate tools such as real objects, manipulatives, algorithms, paper and pencil, and technology and techniques such as mental math, estimation, number sense, and generalization and abstraction to solve problems. Students will effectively communicate mathematical ideas, reasoning, and their implications using multiple representations such as symbols, diagrams, graphs, computer programs, and language. Students will use mathematical relationships to generate solutions and make connections and predictions. Students will analyze mathematical relationships to connect and communicate mathematical ideas. Students will display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication.
(3) For students to become fluent in mathematics, students must develop a robust sense of number. The National Research Council's report, "Adding It Up," defines procedural fluency as "skill in carrying out procedures flexibly, accurately, efficiently, and appropriately." As students develop procedural fluency, they must also realize that true problem solving may take time, effort, and perseverance. Students in Grade 5 are expected to perform their work without the use of calculators.
(4) The primary focal areas in Grade 5 are solving problems involving all four operations with positive rational numbers, determining and generating formulas and solutions to expressions, and extending measurement to area and volume. These focal areas are supported throughout the mathematical strands of number and operations, algebraic reasoning, geometry and measurement, and data analysis. In Grades 3-5, the number set is limited to positive rational numbers. In number and operations, students will apply place value and identify part-to-whole relationships and equivalence. In algebraic reasoning, students will represent and solve problems with expressions and equations, build foundations of functions through patterning, identify prime and composite numbers, and use the order of operations. In geometry and measurement, students will classify two-dimensional figures, connect geometric attributes to the measures of three-dimensional figures, use units of measure, and represent location using a coordinate plane. In data analysis, students will represent and interpret data.
(5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

Knowledge and Skills

(b) Knowledge and skills. Strand

(1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to: TEKS 5.1

TEKS 5.1(A) (A) use place value to read, write, compare, and order whole numbers through the billions place; and

TEKS 5.1(B) (B) use place value to read, write, compare, and order decimals through the thousandths place.

Seven Step Process

Step 2
Examine the
Data

Step 1
Consider
Grade Level
Content

Step 2 Exam
the Data

FIE

Step 3
Develop
PLAAFP

Step 4
Develop
Measureable
Annual Goals

Step 2: Examine Classroom and Student Data to Determine Where the Student Is Functioning in Relation to the Grade–Level Standard

The FIE:

Assessing Cognitive Processing

How To Go From FIE To PLAAFP

Full & Individual Evaluation

- State Assessments
- Criterion Reference Data
- Norm Reference Data
- Teacher Information
- Parent Information
- RtI

ACADEMIC
1. Math Calculation
2. Math Reasoning
3. Oral Expression
4. Reading Comp
5. Basic Reading Skill
6. Written Expression
7. Listening Comprehension
8. Reading Fluency Skills

→ STRENGTH
→ WEAKNESS / NEED

GUIDING QUESTIONS
1. What are the sources of information upon which the statements are based including student's strengths and what the student is currently able to do and under what conditions can the student do it best?
2. What are the resulting priority educational needs to be addressing the annual goals including baseline data.
3. What are the resulting priority What are the effects of the disability related to the involvement and progress in the general curriculum?

ANSWERS
1. Item analysis of Teacher-made test, District Benchmark, State Assessment (TAKS), GORT—4 (Comprehension Subtest), WIAT—2 (Reading Comprehension Subtest), Graphic organizer, Think Aloud, yellow overlay, 70% factual comprehension questions
2. 40% inferential questions based on text evidence
3. Metacognitive reading skills limit ability to comprehend written text (ELAR)

SAMPLE PLAA
Based on item analysis of teacher-made and district benchmark test of grade level material, State Assessment (TAKS), GORT—4 (Comprehension Subtest) and WIAT—2 (Reading Comprehension Subtest) when utilizing a graphic organizer combined with *"think aloud"* and a yellow overlay, Daniel is able to correctly answer more than 70% of factual comprehension questions. However, his accuracy with inferential questions based on text evidence is 40%. Daniel's metacognitive reading skills limit his ability to comprehend written text as needed to progress in the enrolled grade level ELAR general curriculum.

FUNCTIONAL
1. Self—Help
2. Communication
3. Organizational Skills
4. Behavior:
   a. Self—Regulation
   b. Transition

→ STRENGTH
→ WEAKNESS / NEED

GUIDING QUESTIONS
1. What are the sources of information upon which the statements are based including student's strengths and what the student is currently able to do and under what conditions can the student do it best?
2. What are the resulting priority educational needs to be addressing the annual goals including baseline data.
3. What are the resulting priority What are the effects of the disability related to the involvement and progress in the general curriculum?

ANSWERS
1. Teacher information, office referrals, PEIMS information, follows academically based written instruction completing 8 out of 10 classroom assignments, request help from teach by raising hand when questions arise about assignment
2. Few friends, responds to teacher especially between classes and lunch break by loud name calling, yelling, and making bizarre movements intended to be threatening, but conversely elicits more teasing, 7 referrals over 6 weeks
3. Behavior result in office referrals and ISS

SAMPLE PLFP
Based on teacher information, office referrals, and PEIMS information, Daniel follows academically based written instructions by completing 6 out of 10 classroom assignments and request help from the teacher by raising his hand when questions arise about assignments. He has few friends and responds to teasing especially between classes and lunch break, by loud name calling, yelling, and making somewhat bizarre movements intended to be threatening, but conversely elicits more teasing. As a result, Daniel has seven referrals over a six weeks period to the office for these behaviors and sent to ISS for 10 days. Daniel's behavior regarding teasing is impacting his progress and access to the general curriculum as a result of Daniel being in the office and ISS due to referrals.

Formal Evaluation

Evaluation

Under IDEA, it is inappropriate and unacceptable to base any eligibility decision upon the results of only one procedure. Tests alone will not give a comprehensive picture of how a child preforms or what he or she knows or does not know. Only by collecting data through a variety of approaches (e.g., observations, interviews, tests, curriculum-based assessment, and so on) and from a variety of sources (parents, teachers, specialists, child) can an adequate picture be obtained of the child's strengths and weaknesses.

Evaluation

Evaluation is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences. The process culminates when assessment results are used to improve subsequent learning.

Overview of IDEA and Eligibility

34 Code of Federal Regulations § 300.304. Evaluation procedures.

(b) Conduct of evaluation

In conducting the evaluation, the public agency **must** —

(1) Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent, that may assist in determining —

(ii) The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities);

Overview of IDEA and Eligibility

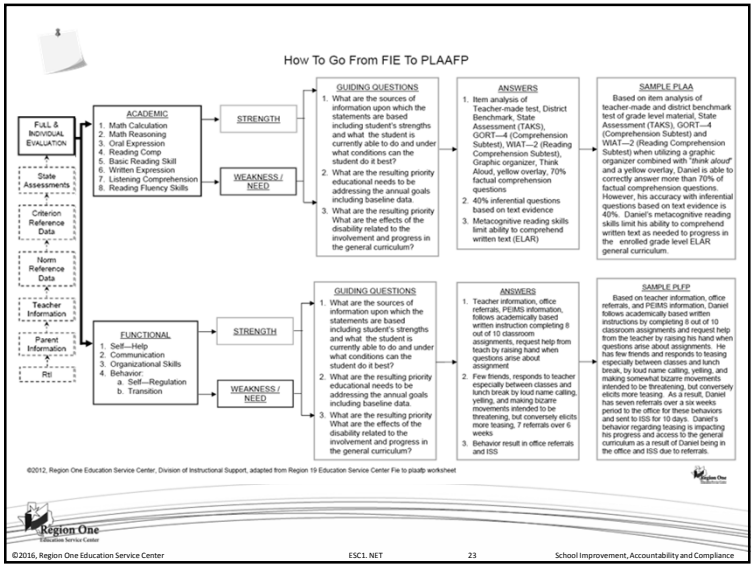
34 Code of Federal Regulations § 300.305. **Additional requirements for evaluations and reevaluations.**

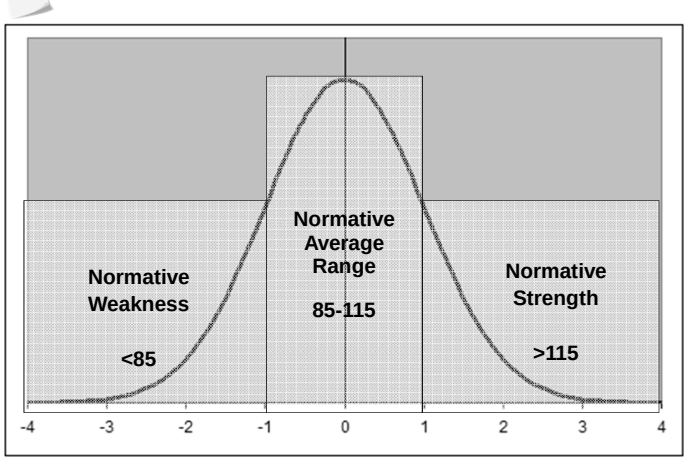
(a) Review of existing evaluation data

As part of an initial evaluation (if appropriate) and as part of any reevaluation under this part, the IEP Team and other qualified professionals, as appropriate, **must** —

(2) On the basis of that review, and input from the child ' s parents, identify what additional data, if any, are needed to determine —

(iv) Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general education curriculum.





FIE Information to IEP Development

Cognitive Ability Factor	Relationship to Academic Learning	Area(s) of Concerns	TEKS Strand(s)	Possible Accommodations
Crystalized Intelligence is the knowledge and skills that are learned over a lifetime. It is knowledge that come from prior learning and past experiences ☐ Area of Strength ☐ Area of Concern	A strong and consistent relationship to reading, writing, and math, such as learning vocabulary, answering factual questions, and comprehending oral/written language all of which are highly predictive of academic success	☐ Basic Reading ☐ Reading Comp ☐ Written Expression ☐ Oral Expression ☐ Listening Comp ☐ Math Calculations ☐ Math Problem Solving	☐ Reading /Vocabulary ☐ Reading /Comprehension ☐ Writing ☐ Oral and Written Conventions ☐ Listening and Speaking ☐ Number, Operations, and Quantitative Reasoning ☐ Patterns, Relationships, and Algebraic Thinking ☐ Geometry and Spatial Reasoning ☐ Measurement ☐ Probability and Statistics ☐ Underlying Process and Mathematical Tools ☐ Scientific Investigation and Reasoning ☐ Social Studies Skills	• Mnemonics • Pre–teach key vocabulary • Graphic Organizer (ie. Frayer Model) • Addition Chart • Multiplication Chart • Calculator • Cloze • Preferential Seating during whole group instruction to monitor comprehension • Spelling Assistance ○ Frequently Misspelled Wordlist ○ Electronic Dictionary • • • •
Fluid Intelligence is the type of thinking an individual may use when faced with a relatively new task that cannot be performed automatically; a problem solving type of intelligence. ☐ Area of Strength ☐ Area of Concern	A significant relationship to higher level skills in reading, writing, and math, such as problem solving, drawing inferences, mental flexibility, transferring and generalizing, and thinking conceptually.	☐ Reading Comp ☐ Written Expression ☐ Math Calculations ☐ Math Problem Solving	☐ Reading/Comprehension ☐ Writing ☐ Research ☐ Number, Operations, and Quantitative Reasoning ☐ Patterns, Relationships, and Algebraic Thinking ☐ Geometry and Spatial Reasoning ☐ Measurement ☐ Probability and Statistics ☐ Underlying Process and Mathematical Tools ☐ Scientific Investigation and Reasoning ☐ Social Studies Skills	• Graphic Organizer • Word Processor • Manipulatives • Addition Chart • Multiplication Chart • Calculator • Cloze • Think Alouds • Preferential Seating during whole group instruction to monitor comprehension • Spelling Assistance ○ Frequently Misspelled Wordlist ○ Electronic Dictionary • Peer Assistance • •

© 2012, Region One Education Service Center, Division of Instructional Support, adapted from Cattell–Horn–Carroll (CHC) theory of cognitive abilities model

Page 1 of 4

Crystallized Intelligence (Gc)

- The breadth and depth of knowledge of a culture
- The ability to communicate one's knowledge (especially verbally)
- The ability to reason using previously learned knowledge or procedures

Fluid Intelligence(*Gf*)

- Novel reasoning and problem solving that depend minimally on learning and acculturation
- Ability to reason, form concepts, and solve problems that often include novel information or procedures
- Induction & deduction are hallmarks of *Gf*

Short-term Memory (Gsm)

- Ability to apprehend and hold information in immediate awareness and then use it within a few seconds
- 7 chunks of information (+ or – 2)
- Working Memory

Long-term Retrieval (Glr)

- Ability to store information and fluently retrieve it later
- Associative storage & retrieval
- Not to be confused with acquired stores of knowledge (*Gc* and *Gq*)

Auditory Processing (Ga)

- Ability to analyze, synthesize, & discriminate auditory stimuli
- Ability to perceive and discriminate speech sounds that may be presented under distorted conditions

Processing Speed (Gs)

- Ability to perform automatic cognitive tasks, particularly when measured under pressure to maintain focused attention
- Attentive speediness
- Usually measured by tasks that require rapid cognitive processing but little thinking

Visual Processing (Gv)

- Ability to perceive, analyze, synthesize and think with visual patterns
- Ability to store and recall visual representations
- Fluent thinking with stimuli that are visual in the "mind's eye"

Point to Ponder

"While decisions about eligibility for special education tend to rely on norm–referenced measures, norm referencing is of limited utility for making judgments about a student's progress in the general curriculum."

Nolet and McLaughlin (2005)

Which Score To Use?

	2nd grader (2.9)	10th grader (10.9)
SS	**75**	**75**
PR	**5**	**5**
GE	**1.1**	**5.3**
RPI	**10/90**	**68/90**

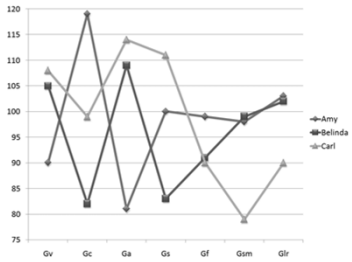
Results from Reading Comprehension

Find 4 other people with your same birthday month

Students

- Amy
- Belinda
- Carl

Different Cognitive Ability Profiles Suggest Different Interventions



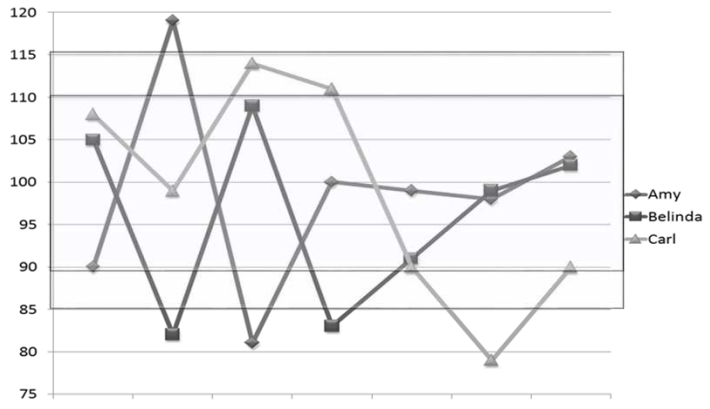
- All had same academic deficits (decoding, comprehension, fluency)
- All made slow gains with Reading Recovery
- All had different patterns of cognitive strengths and weaknesses
- Reading Recovery – allocating time to areas that do not need to be trained
- Not enough explicit instruction in main problem area ***because the intervention was not tailored***

Mascolo and Flanagan (2008)

Reading Program Results

- Amy, Belinda, and Carl are making some gains in the Reading Program
- *No appreciable change in reading performance*

Different Cognitive Ability Profiles Suggest Different Interventions



Student Information

Investigating Cognitive Processing

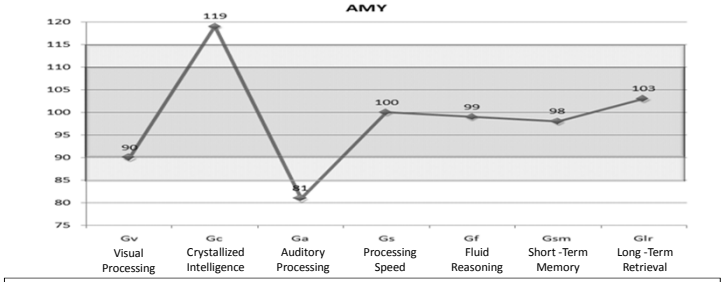
You will have 5 minutes to:

- Review the student information assigned to your table

You will have 10 minutes to:

- Determine the student's cognitive processing strengths and needs.
- How will this need impact the student's academic learning?
- What academic area of concern should be investigated further to develop a present level statement that links to the specially designed instruction?

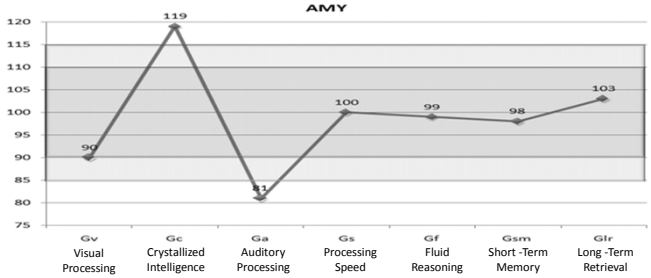
Different Cognitive Profiles Suggest Different Interventions



Strengths	Weaknesses

Mascolo and Flanagan (2008)

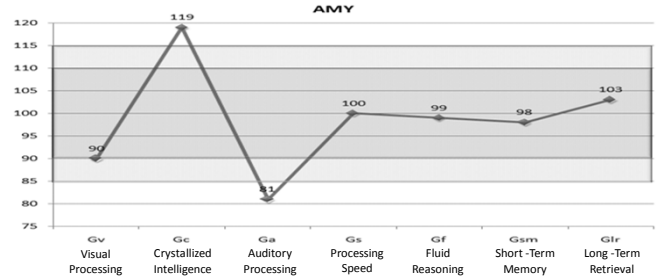
Different Cognitive Profiles Suggest Different Interventions



Area of Strength	Area of Concern
Crystallized Intelligence – Learns new vocabulary, answers factual questions, comprehends oral/written language	***Auditory Processing*** – Difficulty with early literacy such as acquiring phonics, sequencing sounds, and listening ***Further Investigation*** – What syllable patterns does the student know?

Mascolo and Flanagan (2008)

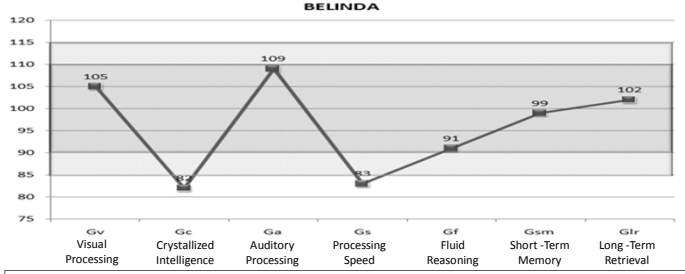
Different Cognitive Profiles Suggest Different Interventions



- Amy's cognitive testing shows a significant deficit in phonetic coding – she doesn't know how to translate symbols into sounds
- The Auditory Processing deficit impacts her fluency – labored reading
- Lack of decoding and fluency impacts comprehension
- *Area of Concern is Phonemic Awareness*

Mascolo and Flanagan (2008)

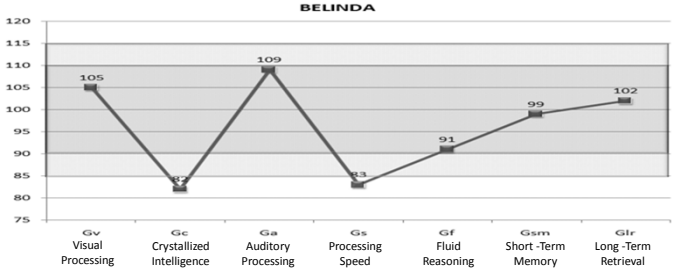
Different Cognitive Profiles Suggest Different Interventions



Strengths	Weaknesses

Mascolo and Flanagan (2008)

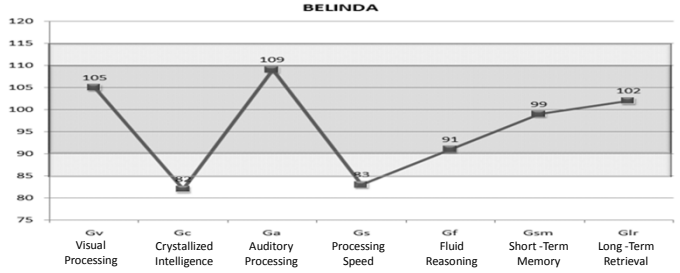
Different Cognitive Profiles Suggest Different Interventions



Area of Strength	Area of Concern
Visual Processing– Learns new vocabulary, answers factual questions, comprehends oral/written language ***Auditory Processing*** – Has early literacy such as acquiring phonics, sequencing sounds, and listening	***Crystallized Intelligence*** – Difficulty with learning new vocabulary, answers factual questions, comprehends oral/written language ***Processing Speed***– Difficulty with completing assignments on time, processing information quickly, taking timed tests, and copying from the board ***Further Investigation*** – How does she learn new vocabulary? Can she summarize text that maintains the meaning and logical order? What tools does she use to process information?

Mascolo and Flanagan (2008)

Different Cognitive Profiles Suggest Different Interventions



Belinda's cognitive testing shows a significant deficit in crystallized intelligence–she has a language deficit.

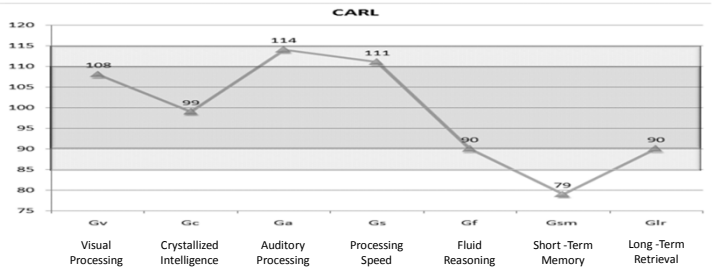
Her comprehension is poor because of the low crystallized intelligence.

Since Belinda has poor vocabulary, she needs to re-read to gain meaning, which impacts fluency

Area of concern is Vocabulary Development

Mascolo and Flanagan (2008)

Different Cognitive Profiles Suggest Different Interventions

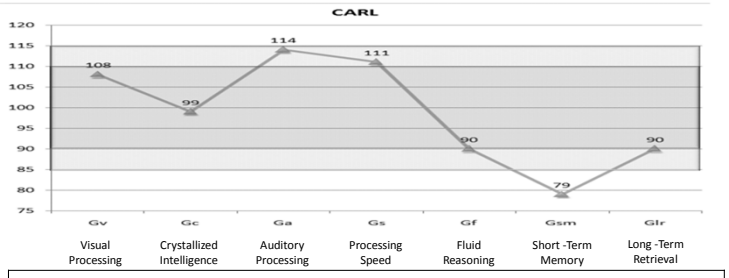


Strengths

Weaknesses

Mascolo and Flanagan (2008)

Different Cognitive Profiles Suggest Different Interventions



Area of Strength

Auditory Processing – Has early literacy such as acquiring phonics, sequencing sounds, and listening

Processing Speed–completes assignments on time, processing information quickly, taking timed tests, and copying from the board

Visual Processing– Learns new vocabulary, answers factual questions, comprehends oral/written language

Area of Concern

Short –Term Memory – Difficulty with following directions, recalling sequences, memorizing actual information, listening and comprehending, and taking notes.

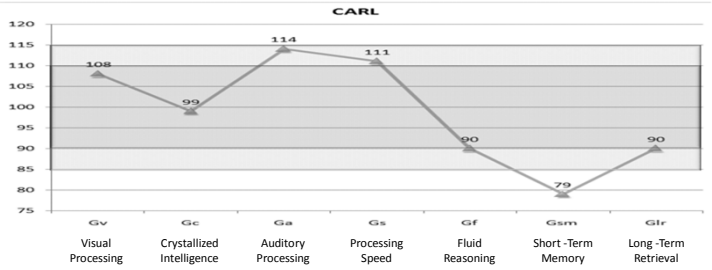
Further Investigation – Does he know high–frequency words?

Can he summarize text that maintains the meaning and logical order?

What tools does he use to recall information?

Mascolo and Flanagan (2008)

Different Cognitive Profiles Suggest Different Interventions



Carl's cognitive testing shows a significant deficit in short–term memory.

His decoding is poor as he cannot hold the complete phonemic string in mind long enough to say the word

Comprehension is poor because he needs to allocate all memory space decoding words and therefore cannot focus on meaning

Fluency is impaired because he must re-read the text to gain meaning.

Area of concern is developing a sight word vocabulary

Mascolo and Flanagan (2008)

Individual Difference ARE Important

"The danger with not paying attention to ***individual differences*** is that we will repeat the current practice of simple assessments in curricular materials to evaluate a complex learning process and to plan for interventions with children and adolescents with ***markedly different needs and learning profiles."*** (Semrud-Clikeman, 2005)

"Nonresponders" provide sound evidence that ***one size DOES NOT fit all.***

Points to Ponder

"Norm referencing cannot provide useful information about a student's present level of academic achievement or functional performance in a particular skill or content area, nor can norm–referenced assessment help a teacher decide what a student needs to learn next."

Nolet and McLaughlin (2005)

Sources of Additional Data

What other information may be used to paint a portrait of the student?

Data Sources

With your table mates:

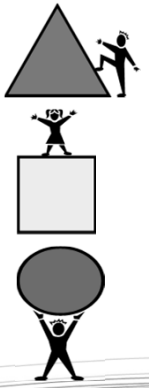
- Generate a list of data sources
- Go for quantity not quality
- Adhere to the brainstorming rules
  - Each person gets a turn
  - Only one person speaks at a time
  - Positive, negative, or neutral contributions welcome
  - Avoid discussion and/or judgment calls of contributions

Data Sources

- Work Samples
- Parent/Student Interview
- Videotape
- Behavioral Data
- Standard Assessments
- State Assessments
- Anecdotal Records
- Teacher Tests
- Narrative Records
- Progress Monitoring Data
- Benchmark Assessments

Activity

Geometric Review



Significant points

Squares with beliefs

Still circling in head

Seven Step Process

Step 1 Consider Grade Level Content

Step 2 Exam the Data

FIE

Step 3 Develop PLAAFP

Step 4 Develop Measureable Annual Goals

Step 3

Develop PLAAFP

Step 3: Develop the Present Level of Academic Achievement and Functional Performance (PLAAFP)

PLAAFP Basis

Where the student is now

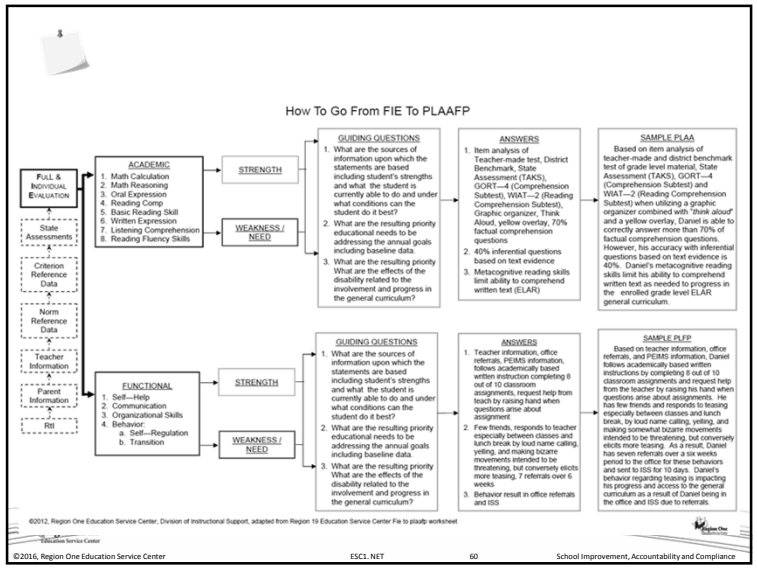
12 Months

Where a student can reasonably be expected to be

Present level of academic achievement and functional performance

Needs

Without the PLAAFP, the IEP does not have any data showing a student's present performance, and thus, cannot appropriate determine where the student's needs currently exist.



PLAAFP

Present Level of Academic Achievement and Functional Performance

PLAAFPs used to be something that was done as a clerical task, but they *really* need to be the **STAR of the Show** and **what drives our goals** and **objectives**

PLAAFPs are supposed to tell us where a student is at in an ***area of need***

PLAAFPs include:

- Current student abilities in areas of need
- Baseline data
- Measureable and/or observable statements
- Possible needs for accommodations

Defining PLAAs & PLFPs

- Cornerstone of the IEP
- Describes child's strengths in relation to standards
- Source that drives the other IEP components
- Statement that links all IEP components together
- Provides baseline data

Present Levels Statements

A summary statement which describes the student's current achievement in the areas of need as determined by an evaluation.

The PLAA & PLFP should contain current, relevant information.

Provide the basis for:

- IEP goals/objectives
- Measuring progress
- Constructing exemplary programs

"It is important that the statement of a child's present levels of educational performance be based on current, relevant information about the child, that is obtained from a variety of sources, including…" §300.320 (a)(1)(i)

FIE Information to IEP Development

Cognitive Ability Factor	Relationship to Academic Learning	Area(s) of Concerns	TEKS Strand(s)	Possible Accommodations

Crystallized Intelligence is the knowledge and skills that are learned over a lifetime. It is knowledge that come from prior learning and past experiences
☐ Area of Strength
☐ Area of Concern
	A strong and consistent relationship to reading, writing, and math, such as learning vocabulary, answering factual questions, and comprehending oral/written language all of which are highly predictive of academic success	☐ Basic Reading
		☐ Reading Comp
		☐ Written Expression
		☐ Oral Expression
		☐ Listening Comp
		☐ Math Calculations
		☐ Math Problem Solving
			☐ Reading /Vocabulary
			☐ Reading /Comprehension
			☐ Writing
			☐ Oral and Written Conventions
			☐ Listening and Speaking
			☐ Number, Operations, and Quantitative Reasoning
			☐ Patterns, Relationships, and Algebraic Thinking
			☐ Geometry and Spatial Reasoning
			☐ Measurement
			☐ Probability and Statistics
			☐ Underlying Process and Mathematical Tools
			☐ Scientific Investigation and Reasoning
			☐ Social Studies Skills
				• Mnemonics
				• Pre–teach key vocabulary
				• Graphic Organizer (ie. Frayer Model)
				• Addition Chart
				• Multiplication Chart
				• Calculator
				• Cloze
				• Preferential Seating during whole group instruction to monitor comprehension
				• Spelling Assistance
				  ○ Frequently Misspelled Wordlist
				  ○ Electronic Dictionary

Fluid Intelligence is the type of thinking an individual may use when faced with a relatively new task that cannot be performed automatically; a problem solving type of intelligence.
☐ Area of Strength
☐ Area of Concern
	A significant relationship to higher level skills in reading, writing, and math, such as problem solving, drawing inferences, mental flexibility, transferring and generalizing, and thinking conceptually.	☐ Reading Comp
		☐ Written Expression
		☐ Math Calculations
		☐ Math Problem Solving
			☐ Reading/Comprehension
			☐ Writing
			☐ Research
			☐ Number, Operations, and Quantitative Reasoning
			☐ Patterns, Relationships, and Algebraic Thinking
			☐ Geometry and Spatial Reasoning
			☐ Measurement
			☐ Probability and Statistics
			☐ Underlying Process and Mathematical Tools
			☐ Scientific Investigation and Reasoning
			☐ Social Studies Skills
				• Graphic Organizer
				• Word Processor
				• Manipulatives
				• Addition Chart
				• Multiplication Chart
				• Calculator
				• Cloze
				• Think Alouds
				• Preferential Seating during whole group instruction to monitor comprehension
				• Spelling Assistance
				  ○ Frequently Misspelled Wordlist
				  ○ Electronic Dictionary
				• Peer Assistance

Linking Assessment to Instruction and Intervention for PLAA Development

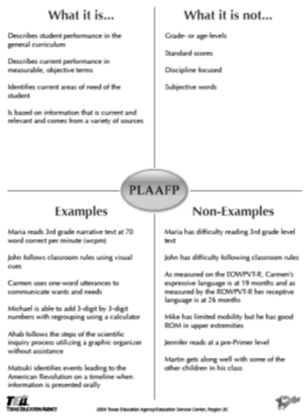
A mechanism in place for bringing data together to problem-solve in an attempt to offer the most effective instruction and interventions to children.

Mascolo and Flanagan (2008)

A good way to organize your PLAAFP statement is to write a paragraph or by listing the **observable and measurable** strengths and weaknesses you've identified for each area of critical need.

Observable means you can see it and Measurable means you can count it.

How does it look?



What is it?

- Aligned and related to state standards based on present levels of academic achievement and/or of functional performance
- Achievable within one year
- 4 components
- Meaningful to student
- Priority for the team

What it is not.

- Discipline-focused
- A restatement of the curriculum
- Indistinct and/or ambiguous to service providers, parents and students
- Difficult to measure

Goal Statement

Examples

- Given 2nd grade material, Jerry will read orally at 60 words correct per minute with no more than 2 errors by May 2017.
- By October 2017 given a peer's essay, Alisha will revise it for spelling errors and appropriate word choices with 90% accuracy utilizing a word processing software program (i.e., Word, CoWriter, Write Out:Loud) and electronic reference materials.

Non-examples

- Li Huang will master 5th grade mathematics skills
- Sandra's pragmatic skills will improve while talking
- Shaquille will increase his active listening skills
- Max will be 75% successful in the mainstream classroom

PLAAFP-Questions to ask

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

Let's Meet

Rigo

Rigo's PLAA

1. What are the sources of information upon which the statement is based including Rigo's strengths and what he is currently able to do?	2. What are the resulting priority educational needs to be addressed in the annual goals written for Rigo including baseline data?	3. What are the effects of the disability on Rigo related to his involvement and progress in the general curriculum?
• Based on teacher made and district benchmark test of grade level material , State Assessment (STAAR), GORT—5 (Comprehension Subtest) and WIAT32 (Reading Comprehension Subtest) • utilizing a graphic organizer that includes the labeling of literary elements appropriate to the reading passage • utilizing a yellow filter • Rigo is able to correctly answer more than 70% of factual comprehension questions	• his accuracy with inferential question based on text evidence is 40%	• Rigo's metacognitive reading skills limit his ability to comprehend written text as needed to progress in the enrolled grade level general curriculum across all content areas

Rigo's PLAA:

Rigo's PLFP

1. What are the sources of information upon which the statement is based including Daniel's strengths and what he is currently able to do?	2. What are the resulting priority educational needs to be addressed in the annual goals written for Daniel including baseline data?	3. What are the effects of the disability on Daniel related to his involvement and progress in the general curriculum?
• Based on classroom teacher observations and office referrals • Rigo follows academically based written instructions by completing 8 out of 10 classroom assignments • request help from the teacher by raising his hand when questions arise about assignments	• He has few friends, • responds to teasing from his classmates especially between classes and lunch break, by loud name calling, yelling, and making somewhat bizarre movements intended to be threatening, but conversely elicits more teasing • has seven referrals over a six weeks period to the office for these behaviors	• Rigo's behavior regarding teasing s impacting his progress and access to the general curriculum as a result of Rigo being in the office and ISS due to referrals.

Rigo's PLFP:

Academic PLAA Examples

PLAA:

Based on item analysis of teacher-made and district benchmark test of grade level material, State Assessment (STAAR), GORT—5 (Comprehension Subtest) and WIAT—3 (Reading Comprehension Subtest) when utilizing a graphic organizer combined with "*think aloud*" and a yellow overlay, Rigo is able to correctly answer more than 70% of factual comprehension questions. However, his accuracy with inferential questions based on text evidence is 40%. Rigo's metacognitive reading skills limit his ability to comprehend written text as needed to progress in the enrolled grade level ELAR general curriculum.

Critical Need:

Rigo (grade 6) has difficulty with inferential questions in ELAR.

PLFP Examples

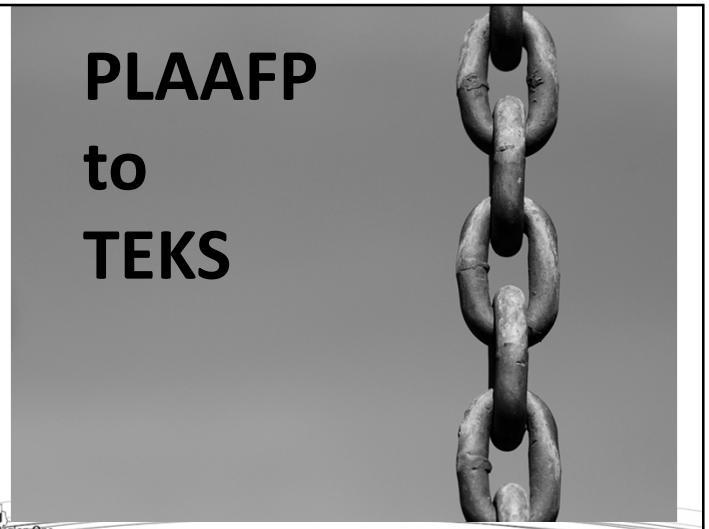
PLFP:

Based on parent information, classroom teacher observations, and office referrals, Rigo follows academically based written instructions by completing 8 out of 10 classroom assignments and request help from the teacher by raising his hand when questions arise about assignments. He has few friends and responds to teasing from his peers especially between classes and lunch break, by loud name calling, yelling, and making somewhat bizarre movements intended to be threatening, but conversely elicits more teasing. As a results, Rigo typically has seven referrals over a six weeks period to the office for these behaviors. Rigo's behavior regarding teasing is impacting his progress and access to the general curriculum as a result of Rigo being in the office or ISS due to referrals.

Critical Need:

Rigo (grade 6) has difficulty with responding to teasing.

PLAAFP to TEKS



PLAA to TEKS

Present Level of Academic Achievement	TEKS Connection
Based on teacher made test and district benchmarks of grade level content materials written in precise language to clarify meaning and using simplified sentences and vocabulary with pre-reading and definition boxes supports and chunked into meaningful segments, a graphic organizer provided by the teacher, and a yellow filter, Rigo, after reading the passage, is able to correctly answer more than 70% of factual comprehension questions; however, his accuracy with inferential question is 40% therefore, Rigo's metacognitive reading comprehension skills limit his involvement and progress in the enrolled grade level ELAR general curriculum.	ELAR Figure 19 Sixth Grade **Reading/Comprehension Skills**. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self – directed, critical readers. The student is expected to: (D) Make inferences about text and use textual evidence to support understanding. 6.13 **Underlying processes and mathematical tools.** The student uses logical reasoning to make conjectures and verify conclusions. The student is expected to: (A) make conjectures from patterns or sets of examples and nonexamples

PLAA to TEKS

Present Level of Academic Achievement	TEKS Connection
Based on teacher made test and district benchmarks of grade level content materials written in precise language to clarify meaning and using simplified sentences and vocabulary with pre-reading and definition boxes supports and chunked into meaningful segments, a graphic organizer provided by the teacher, and a yellow filter, Rigo, after reading the passage, is able to correctly answer more than 70% of factual comprehension questions; however, his accuracy with inferential question is 40% therefore, Rigo's metacognitive reading comprehension skills limit his involvement and progress in the enrolled grade level ELAR general curriculum.	6.3 **Scientific investigation and reasoning.** The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to: (E) analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends. 6.21 **Social studies skills.** The student applies critical-thinking skills to organize and use information acquired from a variety of resources including electronic technology. The student is expected to: (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;

Area of Need – Proposed Model

- Based on our PLAA Statement for Rigo, what is his area of need?

- MEASURABLE ANNUAL GOAL to meet the student's needs in the area of _____:

PLAA to TEKS Connection

You will have 3 minutes to:

Review your student's PLAAFP

You will have 10 minutes to:

Review the grade level TEKS for each of the content areas

What enrolled grade level standards will be critical for the student to progress in the general curriculum

Identify at least one critical SE and fill in the PLAA to TEKS Connection T chart from the student's story

http://www.esc1.net/Page/2687

Make a PLAA

1. 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 and under what conditions can the student do it best?
2. What are the resulting priority educational needs to be addressed in the annual goals written for student including baseline data?
3. What are the effects of the disability on the student related to his/her involvement and progress in the general curriculum?

AMY, BELINDA, CARL

Gallery Walk

1. Please go to your PLAA.
2. You will rotate clockwise around to each poster.
3. Individually read and reflect on the each PLAA.
4. Jot down information that you useful in describing the student.
5. You will have one minute at each poster.

"Knowledge is like a painter's pallet; untouched by a brush, opportunities are missed and resources are squandered. However, with the right brush and proper application, you can create a masterpiece. . . a portrait of success."

James T. Picone

PLAA/PLFP Ponder Points:

- The PLAA/PLAFP describes the student's needs resulting from the disability and causing a lack of progress in the general curriculum.
- PLAA/PLAFP must be measured, current, and accurate.
- Once we have a specific, measured PLAA, we can begin to write an appropriate goal and its short-term objectives or benchmarks.
- The PLAA/PLAFP is the starting point from which the year's progress is to be measured.

A Point to Ponder

A mind once stretched by a new idea never regains its original dimensions.
- Anonymous

Seven Step Process

Step 4: Develop measurable annual goals aligned with grade-level academic content standards

TEKS Format

Strand

Knowledge and Skills Statement

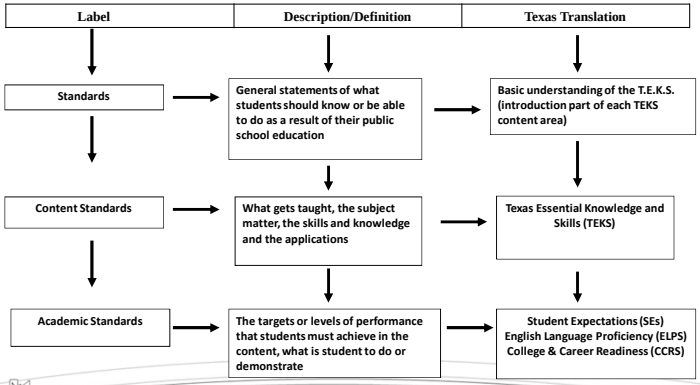
Student Expectation

Standards-Driven Education

What	How	Why
Standards **involving challenging content and achievement standards to drive instruction**	***Assessments*** **measuring how schools are helping students meet the standards and used to inform instruction**	***Accountability*** **for achieving higher levels of performance for ALL learners**
• Texas Knowledge and Skills (TEKS) • Student Expectations (SEs) • English Language Proficiency (ELPS) • College and Career Readiness (CCRS)	• STAAR • STAAR-A • STAAR–Alternate 2 • TPRI/Tejas Lee • TELPAS • Early Childhood Outcomes	• AYP (Federal) • SPP (Federal) • PBMAS (State) • TAPR (State)

Adapted from Nolet, V. and McLaughlin, M.J. (2005)

Standards-Driven Education in Texas



Adapted from Nolet and McLaughlin (2005)

The Texas Essential Knowledge and Skills

is the state-mandated curriculum guidelines which establish what every student, from elementary school through high school, should know and be able to do.

Introduction	contains important ideas and information about the cumulative nature of the standards
Strands	is a sequence of content concepts that begins in one grade level and is represented in other grade levels, and that form a cohesive structure in a curriculum.
Knowledge	is the content or substance that comprises the body of information in a discipline.
Skills	include the techniques, processes, and procedures that are applications of the knowledge of a discipline.
Student Expectations	are examples or explanations of what students will do to demonstrate the acquisition of knowledge and skills; represent the bottom line of what students should learn and be able to do and what assessment should measure.

Introduction (Basic Understanding)

contains important ideas and information about the cumulative nature of the standards

110.17. English Language Arts and Reading, Grade 5.

(a) Introduction.

(1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In fifth grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

(2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.

(A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.

(B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.

(C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously

Content Strands

is a sequence of content concepts that begins in one grade level and is represented in other grade levels, and that form a cohesive structure in a curriculum.

Texas Knowledge and Skills–Content Strands

*Mathematics	Science	ELA & Reading	Social Studies
Mathematical Process Standards	Scientific Investigations and Reasoning	Reading	History
Number Operations			Geography
Algebraic Reasoning	Matter and Energy	Writing	
Geometry and Measurement			Economics
Data Analysis	Force, Motion and Energy	Research	Government
Personal Financial Literacy			
Proportionality	Earth and Space	Listening and Speaking	Citizenship Culture
Expressions, equations, and relationships			
Two-dimensional shapes	Organisms and Environment	Oral and Written Conventions	Science, Technology and Society
Measurement and Data			Social Studies Skills

*Mathematics strands only include Elementary and Middle School

(b) Knowledge and skills.

(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(A) describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events;

(B) explain the roles and functions of characters in various plots, including their relationships and conflicts; and

(C) explain different forms of third-person points of view in stories.

(b) Knowledge and skills.

Strand **Component** **Subsection**

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Knowledge & Skills

Knowledge is the content or substance that comprises the body of information in a discipline.

Skills include the techniques, processes, and procedures that are applications of the knowledge of a discipline.

(b) Knowledge and skills.

Strand | Component | Subsection

Knowledge and Skills Statement

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(C) explain different forms of third-person points of view in stories.

Student Expectations (SEs)

. . . are examples or explanations of what students will do to demonstrate the acquisition of knowledge and skills.

. . . represent the bottom line of what students should learn and be able to do and what assessment should measure.

(b) Knowledge and skills.

Strand | Component | Subsection

Knowledge and Skills Statement

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				•
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				  ○ Electronic Dictionary
				• Peer Assistance
				•
				•

The IEP: Creating an Individualized Plan

IEPs MUST BE:

S	**S**imple
M	**M**easurable
A	**A**ligned to Standards
R	**R**elevant and realistic
T	**T**imely

Standards Driven Education and the IEP

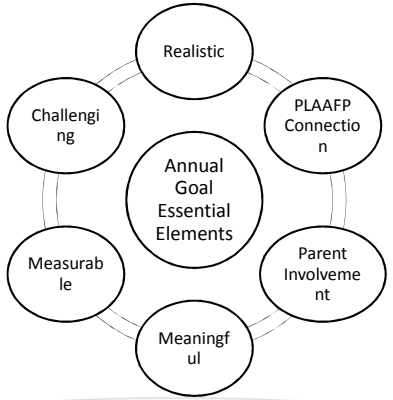
- Special education is an array of services and supports that provide student ***access to the general education curriculum***
- The IEP is a ***tool*** that specifies ***how to implement the general education curriculum*** with an individual student
- The IEP is determined by the assessment information that indicates where the student is ***functioning within the general education curriculum***

Moll (2003); Nolet and McLaughlin (2005); Tileston, 2004

Standards Driven Education and the IEP

- The IEP contains goals for instruction, accommodations, services, and support required to help the student ***access and progress in the general education curriculum***
- The IEP addresses how special education will ***supplement the general education curriculum*** by providing instruction in specific curricular areas or skill areas not addressed in the general education curriculum

Moll (2003); Nolet and McLaughlin (2005); Tileston, 2004



Measurability

Standards Driven Education and the IEP

The IEP is not the intended curriculum for a student with disabilities; rather, the **IEP** is a plan for making the intended curriculum **immediate** and **specific** for a student.

Moll (2003); Nolet and McLaughlin (2005); Tileston, 2004

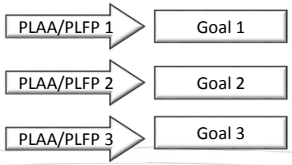
What drives the IEP?

What needs to be taught? How do we teach it? These are the critical questions you need to ask every time you sit down to write an IEP.

Deciding what needs to be taught is also called IDENTIFYING the CRITICAL AREAS OF NEED.

Relationship Between the PLAA/PLFP and the Annual Goals

The PLAA/PLFP and annual goals must have a direct relationship. Each area of need identified in the PLAA/PLFP must be addressed somewhere in the IEP. Most will be addressed by annual goals, but they may be addressed in other ways.



Court Ruling regarding Baseline Data and Measurable Goals

Bend-Lapine School District v. K.H., 48 IDELR 33 (9th Cir. 2007)

"That ruling, at 43 IDELR 191, held that the IEP denied FAPE due to lack of baseline data, measurable goals, and a description of services to be provided."

2008. Walsh, Anderson, Brown, Schulze, and Aldrige, P.C.

Measurable Annual Goals

Meet the student's needs that result from the student's disability to enable the student to be involved in and progress in the general curriculum…; and

Meet each of the student's other educational needs that result from the student's disability

Observable

Audible

Countable

Measurable

How do you do that?

- You have to know what is expected of General Education students at that grade level.
- From that point, you determine how your student is performing in relation to that standard.
- Another area might be what the child needs to learn or be able to do functionally.

By when?

Who?

Will do?

What?

How well?

4 parts

Goals and objectives are observable and measureable, Including: timeframe, conditions, criterion and behavior

- Timeframe-Specifies the amount of time in the goal period (e.g. By the next annual ARD)
- Conditions - Specifies the manner in which progress toward the goal is measured and involves the application of skills or knowledge (e.g. when provided with….)
- Behavior - Clearly identifies the performance which is being monitored; reflects an action in which can be directly observed (e.g. Juan will answer comprehension questions about a grade level passage).
- Criteria- identifies how much, how often, or to what standard the behavior must occur in order to demonstrate that the goal has been achieved (e.g. with 70% accuracy)

Four Indicators of Measurability

A measurable goal

1. reveals what to do to measure whether the goal has been accomplished.
2. yields the same conclusion if measured by several people.
3. allows a calculation of how much progress it represents.
4. can be measured without additional information.

When given 3rd grade reading materials and a yellow filter, Julio will orally read at 75 wcpm with no more than 2 errors by May 2011.

Where does that information come from?

Use a variety of sources for that data…..

- Grade-Level TEKS that includes Strands, Essence Statements, Student Expectations, Pre-requisite Skills
- results of standardized assessment (FIE)
- results of curriculum-based assessment (benchmarks, chapter tests, formative assessments, STAAR results, RTI information)
- data collected from current IEP goals and objectives
- Progress-Monitoring scores
- General Education Teacher information (YES, you have to talk to the general education teacher.)

Use the data you have collected to determine what strengths your student already possesses and what skills are needed. The important needed skills will lead you to your goals and objectives….

Don't forget to use what you already know about teaching….

- Use work samples
- Anecdotal records
- Teacher tests
- Behavioral data

When???

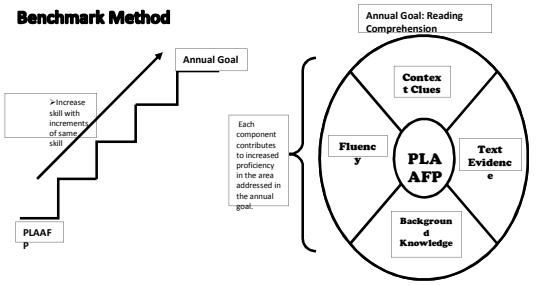
All this data collection happens before you write a single goal or objective. This information is used to create your Present Levels of Performance (PLAAFP).

Repeating: THE PLAAFP COMES FIRST!!!!!

AGAIN: You don't ever write goals and objectives without first writing your PLAAFP statements.

Short-Term Objective Method

Benchmark Method



Goals on what?

Your IEP needs to address all the areas of CRITICAL NEED….

- Basic Reading Skills
- Reading Comprehension
- Math Calculation
- Math Problem-Solving
- Written Expression
- Listening Comprehension
- Functional Skills
- Behavior
- Social Skills
- Communication

How do I know which areas?

Depending upon the child's needs, some goals may target areas of the general education curriculum.

For example, what does the child need to learn or do academically?

The answer to this question might indicate what goals would be appropriate for that child. Examples could include learning to identify a range of sight words or learn basic number facts. Other goals may target learning that comes from a special education or individualized curriculum, such as reading Braille.

Another area for goals might be what the child needs to learn or be able to do functionally. These type of goals focus on functional needs that impact participation in the educational environment, such as communicate with an augmentative communication device or address social or emotional needs, such as impulse control.

Keep in mind…

Some students may have just a couple areas of **critical need** while others may have many areas of **critical need**….

Remember, you are determining your students' progress in the general education curriculum based on data.

Based on the data you have collected, you have determined the student's CRITICAL AREAS OF NEED (what they need to learn)…. Now you move on to the next question…..

How do we need to teach that information?

How we teach something includes the accommodations and modifications the student needs to be successful in accessing the General Education curriculum.

What is the condition**?**

After hearing the pre–reading supports, with a passage written in precise language to clarify meaning with simplified syntax and vocabulary chunked into meaningful segments including definition box supports and a blue filter, Rigo will self–select a graphic organizer that includes the labeling of literary elements appropriate to the reading passage, read the passage and answer inferential questions based on text evidence by the end of 36 instructional weeks with 70% accuracy in English language arts and reading.

What is the time frame**?**

After hearing the pre–reading supports, with a passage written in precise language to clarify meaning with simplified syntax and vocabulary chunked into meaningful segments including definition box supports and a blue filter, Rigo will self–select a graphic organizer that includes the labeling of literary elements appropriate to the reading passage, read the passage and answer inferential questions based on text evidence by the end of 36 instructional weeks with 70% accuracy in English language arts and reading.

What is the criterion **?**

After hearing the pre–reading supports, with a passage written in precise language to clarify meaning with simplified syntax and vocabulary chunked into meaningful segments including definition box supports and a blue filter, Rigo will self–select a graphic organizer that includes the labeling of literary elements appropriate to the reading passage, read the passage and answer inferential questions based on text evidence by the end of 36 instructional weeks with 70% accuracy in English language arts and reading.

What is the behavior**?**

After hearing the pre–reading supports, with a passage written in precise language to clarify meaning with simplified syntax and vocabulary chunked into meaningful segements including definition box supports and a blue filter, Rigo will self–select a graphic organizer that includes the labeling of literary elements appropriate to the reading passage, read the passage and answer inferential questions based on text evidence by the end of 36 instructional weeks with 70% accuracy in English language arts and reading.

Purpose of Benchmarks and Short Term Objectives (STOs)

The purpose of both is to enable a child's teacher(s), parents, and others involved in developing and implementing the child's IEP, to gauge, at intermediate times during the year, how well the child is progressing toward achievement of the annual goal.

34 C.F.R. Appendix A to Part 300, p.12471

Short Term Objectives

Measurable intermediate steps between PLAA/PLFP and Annual Goal

Break down Annual Goal into discrete sequential components

- Timeframe to accomplish objective
- Conditions under which skill is to be performed
- Behavior to be observed
- Criteria for success

Gauge progress toward Annual Goal

Critical Question

Based on the PLAAFP Statement for the student, can you identify the content/skill/service area that impacts access to the general curriculum?

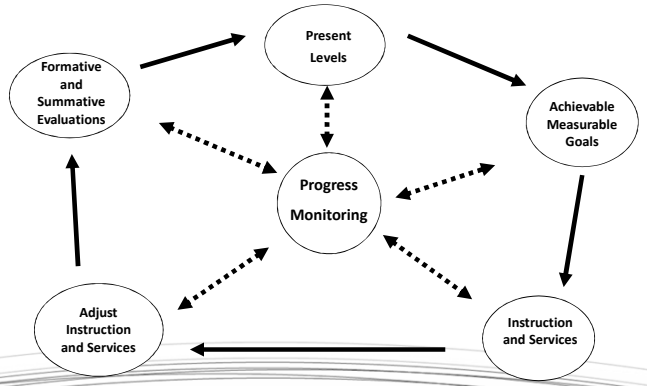
Based on the PLAAFP Statement for the student what is the area of need for IEP development?

Based on the PLAAFP statement and the IEP what type of services does the student need to make progress in the general curriculum?

Seven Step Process

Step 5: Assess and report the student's progress throughout the year.

IEP Development and Standards Driven Education



PLAAs and PLFP and Progress Monitoring

- PLAAs and PLFPs determine our baseline at the beginning of the IEP implementation
- PLAAs and PLFPs stem from a body of evidence consisted primarily of class-room based and other authentic performance measures
- They are the foundation of our measurable annual goals
- They are the point from each we design our IEPs to move the student to the desired annual goal outcome

What Is Progress Monitoring?

Progress monitoring is when teachers assess students' academic performance on a regular basis (weekly or every two weeks) for two purposes:

- to determine whether children are profiting appropriately from the typical instructional program.
- to build more effective programs for the children who benefit inadequately from typical instruction.

Fuchs, Lynn S. and Fuchs, Douglas, "What Is Scientifically-Based Research on Progress Monitoring?", www.studentprogress.org

Measuring Achievement

- The same methods and conditions that were used to measure the child's achievement in the PLAA/PLFP must be used in the Annual Goals for documenting progress
- The key to progress monitoring is consistency

Aimlines or Goal Lines

Establish an annual goal for the student.

- Connect average initial performance (baseline) to the end-of-year goal on a graph. This shows the rate of progress the student must maintain across the year in order to meet the goal. This is called the aimline.

Aimlines and Progress Monitoring

Aimlines…

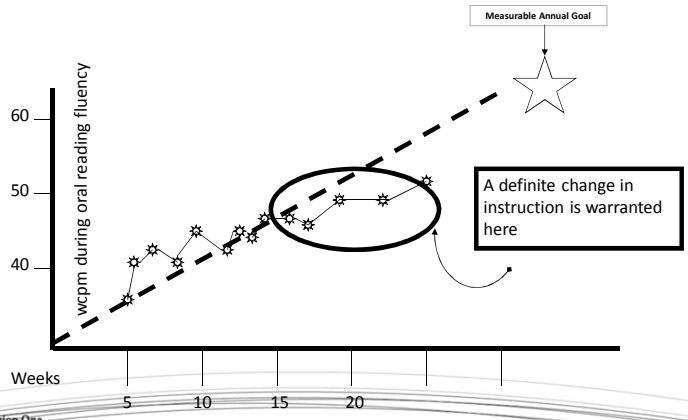
Represent progress toward the long term goal

Define slope of improvement needed to reach the goal

Assist in evaluation of instructional effectiveness

Influence the decisions regarding instruction

Aimlines and Progress Monitoring



Evaluating Progress

3 data point decision rule

- If 3 consecutive points are around the aimline, no changes are needed
- If 3 consecutive points are above the aimline, consider adjusting the aimline upward or change material to a higher level
- If student's score falls below the aimline for 3 consecutive measurements may need to consider changing the intervention (e.g., more time, smaller group, different methodology)

Why use Progressing Monitoring Graphs?

Graphs provide a clear picture of the student's progress toward an academic goal for the school year.

Graphs facilitate communication among parents, teachers, administrators, and other professionals (such as school psychologists).

Graphs can be useful in developing better goals and objectives for the IEP.

Why use Progressing Monitoring Graphs?

Graphs can help teachers modify their instructional methods so that they are more effective in improving progress toward the stated goals.

Because of the visual record that graphs provide, students can keep track of their own progress; in addition, seeing their graph change week by week often motivates students to work harder toward their goals.

Seven Step Process

Step 6: Identify specifically designed instruction including accommodation and/or modification needed to access and progress in the general education curriculum.

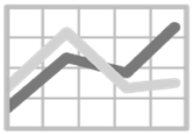
What Does This All Mean For Instruction?

FIE Information to IEP Development

Cognitive Ability Factor	Relationship to Academic Learning	Area(s) of Concerns	TEKS Strand(s)	Possible Accommodations

Crystallized Intelligence is the knowledge and skills that are learned over a lifetime. It is knowledge that come from prior learning and past experiences
 	
☐ Area of Strength
☐ Area of Concern
	A strong and consistent relationship to reading, writing, and math, such as learning vocabulary, answering factual questions, and comprehending oral/written language all of which are highly predictive of academic success	☐ Basic Reading
		☐ Reading Comp
		☐ Written Expression
		☐ Oral Expression
		☐ Listening Comp
		☐ Math Calculations
		☐ Math Problem Solving
			☐ Reading /Vocabulary
			☐ Reading /Comprehension
			☐ Writing
			☐ Oral and Written Conventions
			☐ Listening and Speaking
			☐ Number, Operations, and Quantitative Reasoning
			☐ Patterns, Relationships, and Algebraic Thinking
			☐ Geometry and Spatial Reasoning
			☐ Measurement
			☐ Probability and Statistics
			☐ Underlying Process and Mathematical Tools
			☐ Scientific Investigation and Reasoning
			☐ Social Studies Skills
				• Mnemonics
				• Pre–teach key vocabulary
				• Graphic Organizer (ie. Frayer Model)
				• Addition Chart
				• Multiplication Chart
				• Calculator
				• Cloze
				• Preferential Seating during whole group instruction to monitor comprehension
				• Spelling Assistance
				  ○ Frequently Misspelled Wordlist
				  ○ Electronic Dictionary

Fluid Intelligence is the type of thinking an individual may use when faced with a relatively new task that cannot be performed automatically; a problem solving type of intelligence.
 	
☐ Area of Strength
☐ Area of Concern
	A significant relationship to higher level skills in reading, writing, and math, such as problem solving, drawing inferences, mental flexibility, transferring and generalizing, and thinking conceptually.	☐ Reading Comp
		☐ Written Expression
		☐ Math Calculations
		☐ Math Problem Solving
			☐ Reading/Comprehension
			☐ Writing
			☐ Research
			☐ Number, Operations, and Quantitative Reasoning
			☐ Patterns, Relationships, and Algebraic Thinking
			☐ Geometry and Spatial Reasoning
			☐ Measurement
			☐ Probability and Statistics
			☐ Underlying Process and Mathematical Tools
			☐ Scientific Investigation and Reasoning
			☐ Social Studies Skills
				• Graphic Organizer
				• Word Processor
				• Manipulatives
				• Addition Chart
				• Multiplication Chart
				• Calculator
				• Cloze
				• Think Alouds
				• Preferential Seating during whole group instruction to monitor comprehension
				• Spelling Assistance
				  ○ Frequently Misspelled Wordlist
				  ○ Electronic Dictionary
				• Peer Assistance



Individual Differences Are Important

One Size Does Not Fit All

Specially Designed Instruction SDI

FIE

PLAAFP

Goals

Our role in each area…..

What does this mean?

Specially Designed Instruction

1. Determine the disability's impact.
2. Determine what adaptations are needed for the student to access and make progress in the enrolled grade-level curriculum.
   1. Content
   2. Methodology
   3. Delivery of instruction

What are curriculum adaptations?

Accommodations	Modifications
You accommodate the "***how***" of learning. Accommodations are **practices** and **procedures** that provide **equitable access** to grade-level curriculum during instruction and assessment for all students. Accommodations are intended to **reduce** or even **eliminate** the effects of a student's disability or limitation. Accommodations **do not** reduce learning expectations.	You modify the "***what***" of learning. Modification are **changing**, **lowering** or **reducing** learning or assessment expectations. Modifications may result in **implications** that could adversely affect a students throughout that individual's educational career.
You can accommodate only two things: 1. Learning Environments 2. Input Strategies (how you present information to a student) and Output Strategies (how you get information from a student).	You can modify only two things: 1. Curriculum Content and Learning Expectations. 2. Student Behavior.

Adapted from the work of the Bueno Center, University of Colorado, Boulder, Colorado, Texas Assessment Program, and from IDEA 2004.

Accommodation Definition

What it IS	What it IS NOT
Are changes to materials, procedures, or techniques	Changes to the performance criteria or content
Allow a student with disabilities to participate in grade-level or course instruction	Necessary for every student
Should be individualized	Replace the teaching of the TEKS
Can change over the course of the school year based on student needs	Intended to provide a student with an advantage
May be appropriate for classroom use but not allowed on the statewide assessment	Be continued without evidence of effectiveness
Should be evaluated regularly to determine effectiveness	Provided to an entire group of students

ACCOMMODATIONS FOR COGNITIVE AND ACADEMIC DEFICITS

A Compendium of Accommodations and Instructional Strategies Corresponding to Woodcock-Johnson III Cognitive and Achievement Clusters

Assistive Technology Consideration Resource Guide

The following information is provided to assist educational teams in considering assistive technology in the development, review, and/or revision of a student's Individual Educational Plan. This document provides a framework for identifying relevant tasks within instructional areas as well as appropriate accommodations, modifications, and technology solutions. Additional tasks and solutions will need to be added to address individual student needs.

Instructional or Access Area	Standard Tools	Modifications and Accommodations of Task and Expectations	Assistive Technology Solutions
Writing: Sample Tasks: • Write name • Copy letters/words/numbers for skills practice • Write words from memory • Copy print from book or worksheet • Copy notes from board or overhead • Complete written worksheets with single word responses (fill-in-the blank) • Complete written worksheets with phrase or sentence response • Complete written test with multiple choice response (circle/mark answer) • Complete written test and forms with fill-in-the-blank response • Complete written test with matching response • Complete written test with phrase/sentence (short answer) • Complete written test with essay response (multi-paragraph) • Record notes from teacher dictation/lecture with teacher recording notes on board/overhead • Record notes from teacher dictation/lecture without teacher notes • Generate creative/spontaneous writing samples • Copy numbers • Enter number in correct location within calculation problems • Copy math calculation problems with correct alignment	• Crayon/Marker • Pencil • Pen • Letter and number strip • Clipboard • Typewriter • Computer with word processing software with grammar and spell checker • Instructional software to remediate and enhance specific writing skills	• Increased time for completing assignments • Decreased length of assignment/number of responses • Oral dictation as an alternative to writing • Peer notetaker • Format of assignment changed to meet need of student - multiple choice, matching word banks, fill-in-the-blank, short answer • Word banks, sentence starters, and cloze format writing activities for supports • Provide typed outline or typed copy of lecture notes to student prior to delivery for student to use to follow lecture • Student highlights key points on printed copy of notes rather than copying/recording lecture notes • Webbing-concept mapping strategy used	• Pencil grip or other adapted writing aids • Adapted paper (bold line, raised line, different spacing, secured to desk, paper stabilizers) • Slant board • Personal dry erase board • Non-slip writing surface (e.g. dycem) • Tape recorder or digital recorder for dictated responses and notetaking • Portable word processor (e.g. AlphaSmart Neo, The Writer Fusion, etc.) • Notetaking device (e.g. Braille, adapted tape/digital recorder, smartboard, Notetaker, Iris Pen) • Computer with word processing software with spell and grammar checks (e.g. Microsoft Word) • Computer with word processing software and outlining/webbing software (e.g. Inspiration or Kidspiration, Draft Builder) • Computer with graphic-based word processor (e.g. Writing with Symbols) • Computer with talking word processing software (e.g. Write Out Loud, Classroom Suite, Talking Word Processor) • Computer with word prediction software (e.g. Co:Writer, Word Q) • Computer with graphic based word processor (e.g. Writing with Symbols) • Scanner and computer with form filling software to create electronic worksheets • Computer-based advanced reading and writing aids (e.g. Kurzweil 3000, WYNN, Read & Write Gold) *Adaptive input hardware and/or software (e.g. keyboard, keyboard utilities, enlarged keyboard, touchscreen, on-screen keyboard,

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Accommodations

STAAR State of Texas Assessments of Academic Readiness

TELPAS Texas English Language Proficiency Assessment System

at a Glance

Seven Step Process

Step 7

Identify Assessment

Step 1 Consider Grade Level Content

Step 2 Exam the Data

FIE

Step 3 Develop PLAAFP

Step 4 Develop Measureable Annual Goals

Step 7: Determine the most appropriate assessment option.

The ARD committee reviews the student's PLAAFP and instructional goals and determines how the student accesses the grade-level/course curriculum (TEKS).

With or without accommodations

Through prerequisite skills

STAAR

*STAAR A

If student meets eligibility requirements

STAAR Alternate 2

The First Consideration

- Participation in the **general assessment** should be the first consideration when determining the appropriate assessment for a student.
- General assessments in the Texas Assessment Program
  - STAAR
  - STAAR Spanish

Review the student's present level of academic achievement and functional performance (PLAAFP).

- ARD committees should have a clear understanding of the student's performance in the grade-level/course TEKS, including the student's strengths, current areas of need, and accommodations, modifications, or supports the student has used.

The First Consideration = the General Assessment

- To determine whether the general assessment is the most appropriate,
  - ARD committees must review the student's present level of academic achievement and functional performance (PLAAFP).
    - Provides a clear understanding of student's performance in the grade-level/course TEKS, including strengths, current areas of need, and accommodations, modifications, or supports used.

The First Consideration = the General Assessment

- ARD committees must review the student's instructional plan.
  - This is the basis for making appropriate assessment decisions.
  - Provides a clear understanding of how student will access the grade-level/course curriculum, including accommodations, modifications, or supports needed.

The First Consideration = the General Assessment

- ARD committees must understand
  - What statewide assessments are required and available (STAAR, STAAR Spanish, STAAR L, STAAR A, STAAR Alternate 2)
  - Assessed TEKS
  - Design and format of each statewide assessment
  - Accommodation policies
  - Implications of taking a particular statewide assessment

- If STAAR, with or without accommodations, is appropriate for a student, the ARD committee must document this decision and the testing accommodations the student will receive.
  - Documented testing accommodations must be consistent with state accommodation policies posted on Accommodations Resources web page.
  - For accommodations that require TEA approval through submission of an Accommodation Request Form, document *"pending TEA approval."*

In Conclusion . . . .

Special Education Service Providers must align their goals to standards as dictated by IDEA and NCLB

Our primary goal, as service providers, is to support the student's progress in the general education curriculum, whether the student has access to it as designed, accommodated, modified or access to alternate achievement standards.

Exit Card

3 What were three new ideas you learned?

2 What were two ideas that fit square with your thinking?

1 What one action will you take tomorrow?

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