



64TH CONFERENCE ON EXCEPTIONAL CHILDREN

**WORKING TOGETHER
TO ACHIEVE STUDENT SUCCESS**

Make Your PLAFFPs

P-O-P

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Session Objectives

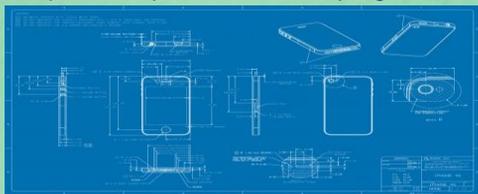
- Importance of meaningful goals
- Learn Survey Level Assessment (SLA)
- Write a specific PLAAFP and goal



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Purpose of IEP

- Blueprint for special education program



Retrieved from funnypics.com

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IEP Contents

Each child's IEP must include...

- (1) A statement of the child's present levels of academic achievement and functional performance (**PLAAFP**), including—
 - (i) How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children)
 - IDEIA, 2004 [34 CFR 300.320 - 300.324]

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PLAAFP Components

- **Strengths** in the relevant skill area(s)
- Area(s) of **unique educational need**
- A narrative summary of the **baseline data** that are measurable and current
- A statement of how the disability impacts the student's involvement/progress in the **general education curriculum**

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PLAAFP Example-Strength

- Fry can identify individual letter sounds in isolation with 100% accuracy and read short vowels in CVC words (cat, tip, bet) with 100% accuracy[**strengths**].

PLAAFP Example-Needs

- He has difficulty reading consonant blends with short vowels (stop, trap) with accuracy below 80% and his fluency rate on first grade passages ranges from 1 to 5 words correct in 1 minute, which is well below expected benchmark levels [**needs**].

PLAAFP Example-Impact

- Fry's decoding skills result in him lagging well behind his peers, failing to meet reading core objectives, and becoming frustrated with himself when working on daily assignments. The lack of these skills causes Fry to struggle to access and master content in other subjects, such as math, science, and social studies. [**impact**].

PLAAFP Non-examples

Fry is a nonreader.

Fry struggles in the classroom.

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PLAAFP Exercise

Fry has difficulty with basic math skills.

Aaron reads below grade level.

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Annual Goals

- How the child's progress toward meeting the annual goals described in 34 CFR 300.320(a)(2) will be measured; &
- When periodic reports on the progress the child is making toward meeting the annual goals will be provided
 - IDEIA, 2004

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Annual Goal Components

- Time
- Condition under which the behavior will be performed.
- Specific observable **behavior/action** to be performed
- The criterion to indicate the **level of performance** at which the goal will be achieved.
- A statement of **maintenance** for the student to perform the task to criterion for a specified period of time.

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Annual Goal Example

- In 36 weeks (**time**), when given first - grade level passage (**condition**), Fry (**learner**) will read orally (**behavior**) 20 words correctly in 1 minute (**criterion**) on four consecutive weekly probes(**maintenance**).

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Annual Goal-Exercise

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Curriculum-based measures (CBM)

- Brief
- Instructional relevance
 - Sensitive
 - Short-and long-term planning

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Examples of CBMs

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How can we make our IEPs more individualized?

- Personalize
- Focus on unique needs

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CBM and IEPs

- Ambitious goal setting
 - Fuchs, Fuchs, & Hamlett, 1989a
- Programming for SWD
 - Fuchs, Fuchs, & Hamlett, 1989b
- Instructional feedback
 - Fuchs, Fuchs, Hamlett, 1989c; Fuchs et al., 1992
- Improved **STUDENT** achievement
 - Fuchs et al., 1984

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Personalization

- "...set goals that reflect meaningful growth and the power and confidence we have in our instruction"
- "If we write goals that are easily accomplished we are institutionalizing low expectations for students and indirectly suggesting the instructional programs we provide are not very powerful"
– Shinn, 2002, p.16

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Survey Level Assessment (SLA)

- Successful level of materials
- Specific to student

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SLA Steps

- Select three passages from the student's current grade level
- Have the student read each passage aloud for one minute
- Mark the number of words read correct (WRC) and the number of words read incorrect (WRI)
- Continue to assessing in lower reading passages until the student can meet rate and/or accuracy instructional level criteria

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Instructional Level-Rate

Instructional Level	WRC	Reading errors
1-2	40-60	4 or less
3-6	70-100	6 or less

Deno & Mirkin, 1977

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Instructional levels-Accuracy

- Independent-level text - read with at least 95% accuracy.
- Instructional-level text - read with at least 90% accuracy.
- Frustration-level text - read with less than 90% accuracy.

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Accuracy Example

- Sally read a total of 52 words. She had 50 WRC and 2 errors. Sally's accuracy is 96%
- Total words read (52)/Errors (2) = .96

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Research Established Growth Rates

Grade level of passage	Realistic Growth Rate	Ambitious Growth Rate
1	2	3
2	1.5	2
3	1	1.5
4	.85	1.1
5	.5	.8
6	.3	.65

Fuchs et al., 1993

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Model SLA

Grade reading passage	Median WRC/WRI	Fall performance
3	50/8 (86% acc)	Frustrational
2	40/4 (91% acc)	Instructional

PLAFFP: When given a Grade 2 passage, Casey read 40 WRC in one minute with 91% accuracy.

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Model SLA

Grade reading passage	Median WRC/WRI	Fall performance
3	50/8 (86% acc)	Frustrational
2	40/4 (91% acc)	Instructional

Goal: In 36 weeks (by the end of the school year) Casey will read 112 words correctly with less than 4 errors from Grade 2 Passages.

Criterion for Success = Score on SLA (40) + Ambitious Grade Growth Rate (2) times # of weeks (36) + (2 X 36) = 112 WRC from Grade 2 passages

Guided Practice SLA

Grade reading passage	Median WRC (accuracy)	Fall performance
6	40 (85% acc)	Frustrational
5	50 (88% acc)	Frustrational
4	70 (92% acc)	Instructional

Goal: In 36 weeks (by the end of the school year) Drew will read 110 words correctly with less than 7 errors from Grade 4 Passages.

Criterion for Success = Score on SLA (70) + Ambitious Grade Growth Rate (1.1) times # of weeks (36) + (1.1 X 36) = 110 WRC from Grade 4 passages

Group Practice

Grade reading passage	Median WRC/WRI	Fall performance
4	31/4	
3	39/7	
2	50/2	

Exercise

- Groups text SLA-PLAFFP statement

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SLA Annual Goals-Exercise

Groups text SLA goals

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Decision Making

“At the present time we are unable to prescribe specific and effective changes in instruction ... with certainty.”

“...changes in instructional programs ... can be treated only as hypotheses which must be empirically tested before a decision can be made on whether they are effective ...”

Deno & Mirkin, 1977, p.11

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Additional Resources

- The ABCs of CBM: A Practical Guide to CBM (Hosp, Hosp, & Howell, 2007)
- Intervention Central
<http://www.jimwrightonline.com/pdfdocs/cbaManual.pdf> (p.50)

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Closing

- Individual Strengths and Needs
- Conditions of instruction; not just conditions of the student

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Group Practice – Case Study

Grade Level Reading Passage	Median (WRC)	Median (WRI)	Performance Level
4	31	4	
3	39	7	
2	50	2	

PLAFFP Statement:

When given a Grade _ reading passage, Pete read _ WRC in one minute with _% accuracy.

Goal:

In 36 weeks (by the end of the school year) Pete will read _ words correctly with less than _ errors from Grade _ Passages.

Criterion for Success:

Score on SLA () + Ambitious Grade Growth Rate () times # of weeks (36) + (X 36) = _ WRC from Grade _ passages

Realistic and Ambitious Growth by Grade Level for Planning Goals		
Grade Level	Realistic Growth Rate	Ambitious Growth
1	2	3
2	1.5	2
3	1	1.5
4	.85	1.1
5	.5	.8
6	.3	.65

Note: Fuchs et al., 1993





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Survey Level Assessment (SLA) - Reading

1. Select three passages from the student's current grade level
2. Have the student read each passage aloud for one minute
3. Mark the number of words read correct (WRC) and the number of words read incorrect (WRI)
4. Continue to assessing in lower reading passages until the student can meet rate and/or accuracy instructional level criteria
5. Assess until you can determine the student's highest instructional level.

Criteria for Student's Instructional Level (Rate)		
Instructional level	WRC (expected)	WRI (expected)
1-2	40-60	4 or less
3-6	70-100	6 or less

Note: Deno & Mirkin, 1977

Criteria for Student's Instructional Level (Accuracy)	
Instructional Level	Accuracy
Independent	At least 95%
Instructional	At least 90%
Frustrational	Less than 90%

Note: Betts (1946)

For a FREE teacher friendly fill-in copy, complete with instructions, please visit:

http://www.davis.k12.ut.us/cms/lib09/UT01001306/Centricity/Domain/93/Survey%20Level%20Assessment/Reading%20Survey%20Level%20Assessment/SURVEY_LEVEL_ASSESSMENT_Reading.pdf

