



**PUBLIC SCHOOLS OF NORTH CAROLINA**

State Board of Education | Department of Public Instruction

# Individualized Education Programs

Module #4a: Present Level of Academic and Functional Performance  
Consideration of Special Factors  
Communication Plan Worksheet

# Standards Based IEPs

A standards-based IEP is one in which the IEP team has incorporated state content standards in its development.

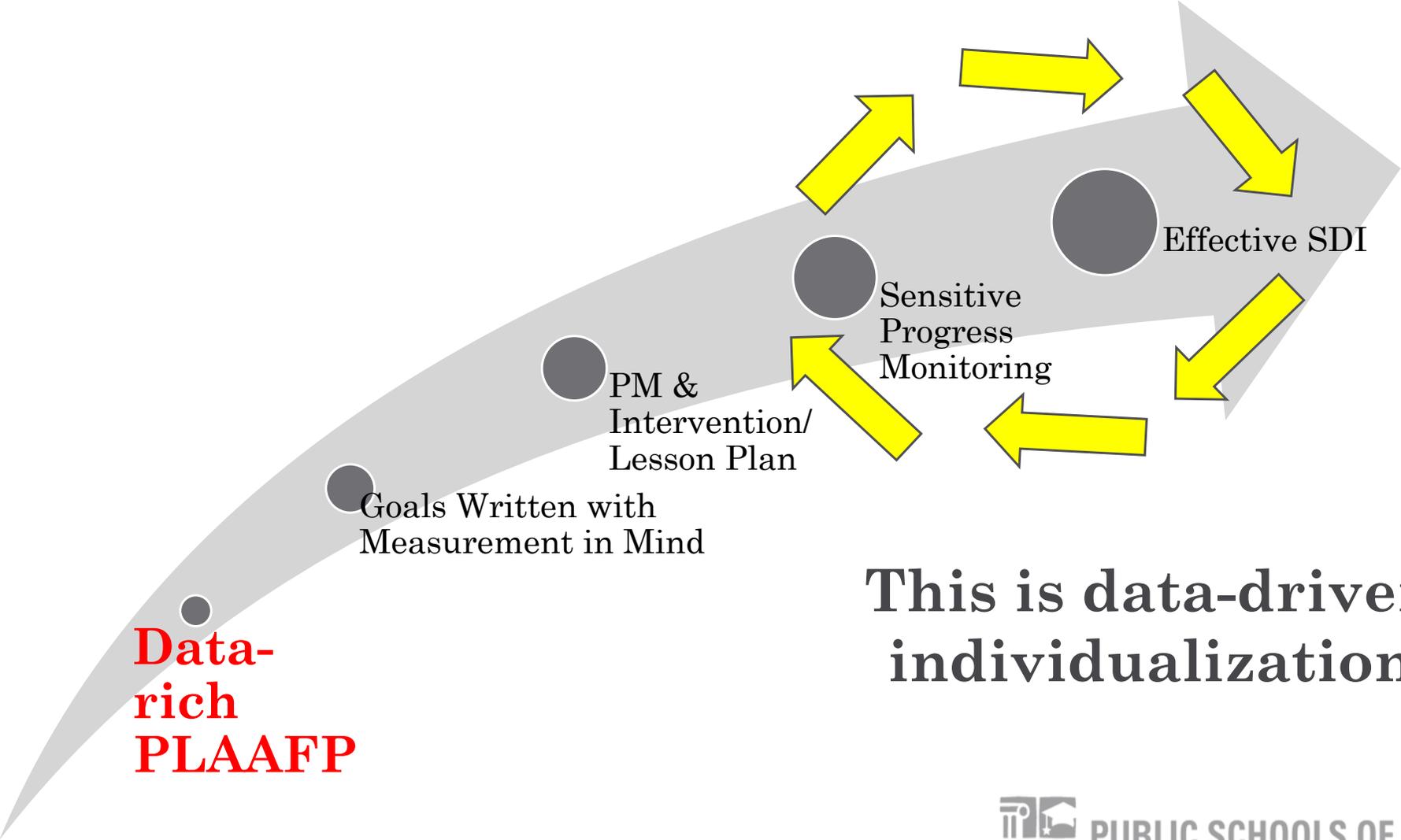
*Prior to developing IEPs, all IEP team members, including parents, need to be familiar with the general education curriculum, including the state's academic content standards and state assessments. Academic content standards form the basis of the general education curriculum and cover what students are expected to know and be able to do. In order to make informed decisions about each student's strengths and needs, the IEP team should consider how the student is performing in relation to the state's grade-level content standards for the grade in which the student is enrolled.*

# Connecting IEPs to State/District Standards Means...

- Referring to standards to determine expectations at grade level
- Using the standards as a guide to determine what is important for the student to learn or be able to do
- Conducting an analysis to determine the gap between grade expectations and student's current skills/knowledge



# Trajectory for Student Success



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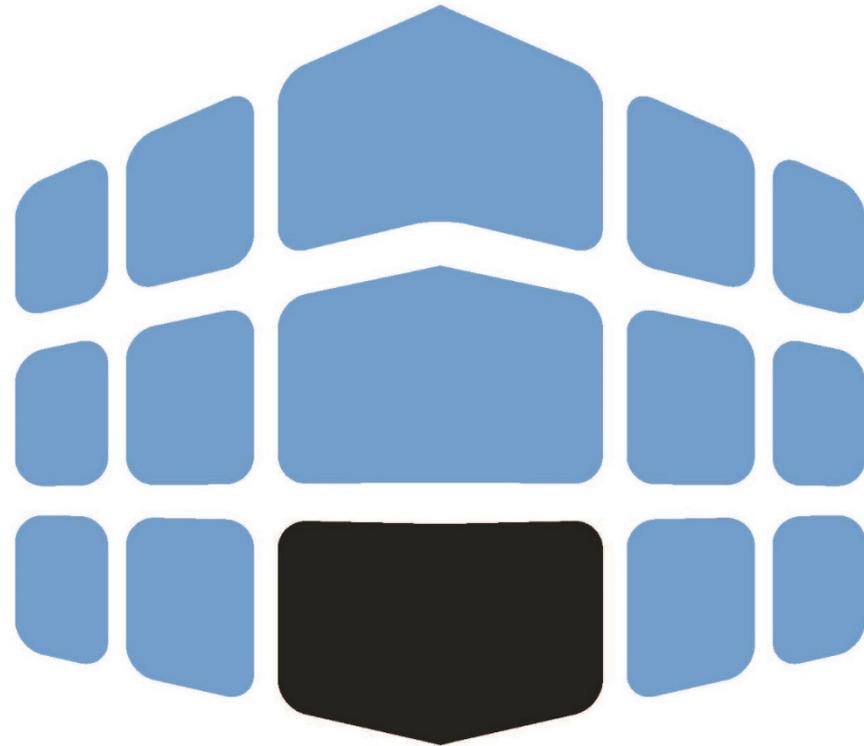
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# Why PLAAFP Quality Matters

Everything is dependent on PLAAFP:

- Writing goals
- Measuring progress
- Developing lesson plans

Vague, general PLAAFPs may be a denial of FAPE



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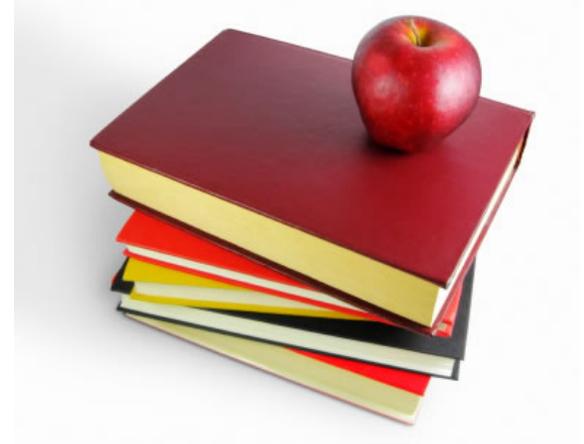
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# Present Levels of Academic Achievement and Functional Performance (PLAAFP)

- (1) A statement of the child's present levels of academic achievement and functional performance
  - (i) How the child's disability affects the child's involvement and progress in the general education curriculum; or
  - (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;...

# Academic Achievement

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



# Functional Performance

- Refers to non-academic skills or activities
- Describe skills needed in the context of routine activities of the classroom and school day
- Can vary depending on the individual needs of the student
- Functional performance impacts educational achievement



# The PLAAFP answers ...

Where does the child stand in terms of academic and functional performance?

How does the child's disability affect his/her involvement and progress in the general education curriculum ?

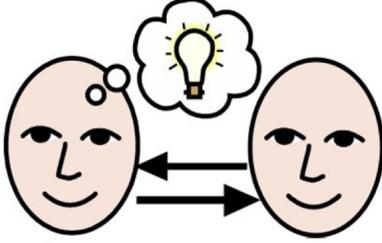


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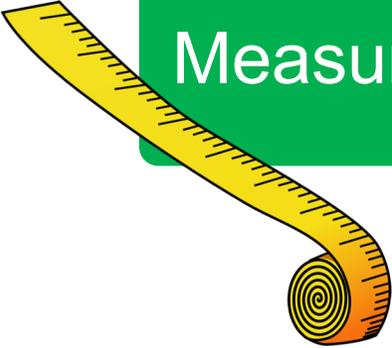
Mon	Tue	Wed	Thr	Fri	Sat	Sun
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Current



Understandable

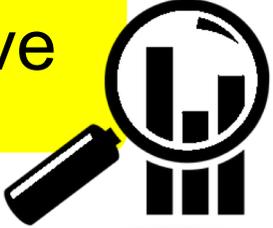
Measurable



Relevant



Objective

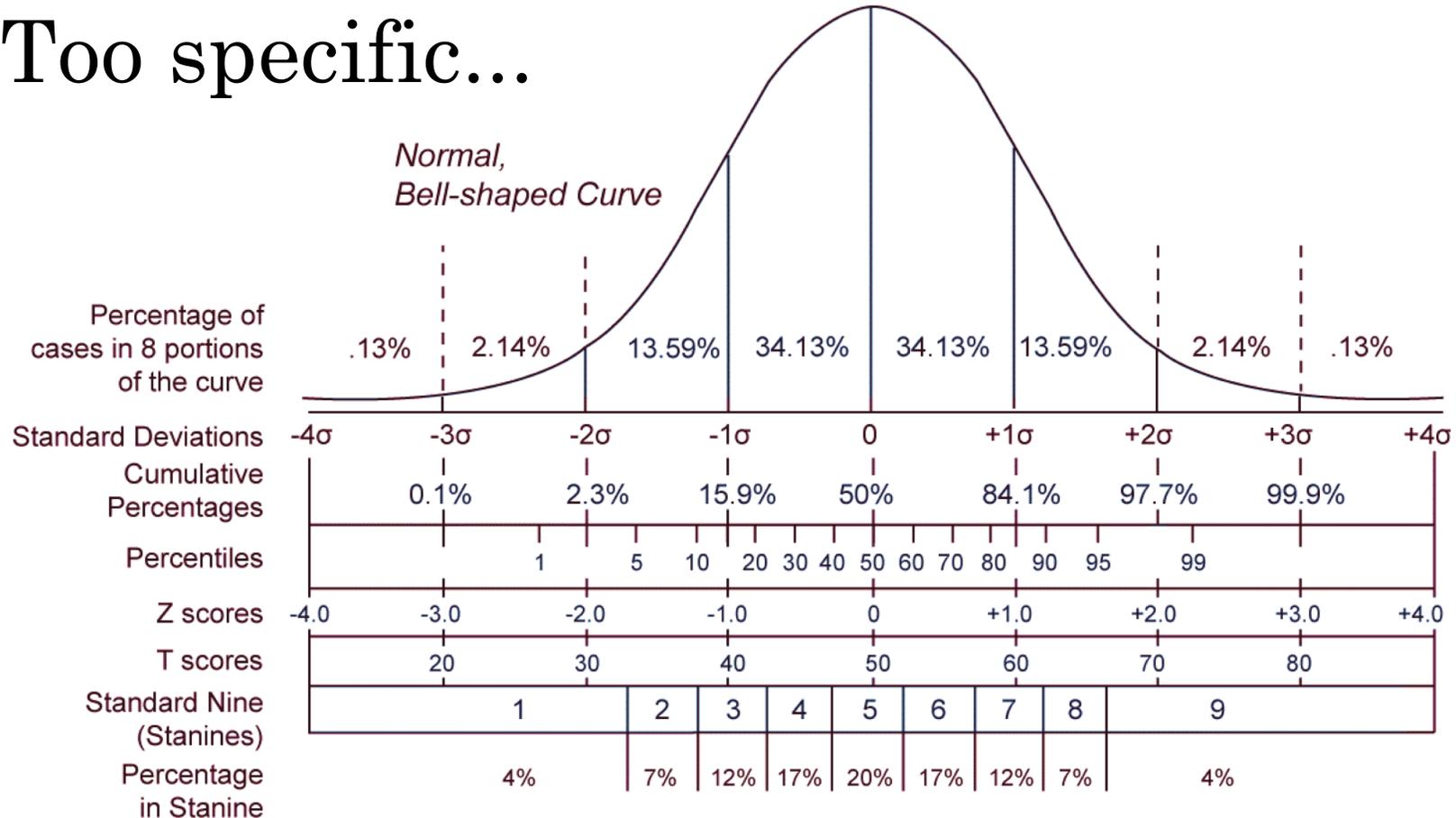


# Common Mistakes



# Common Mistakes

Too specific...



# Common Mistakes

Too general...



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## **Present Level(s) of Academic and Functional Performance**

Complete the current descriptive information by using **norm-referenced, criterion-referenced, or any other valid data sources**, as well as **descriptive information** for each of the **relevant** areas. Include **current academic and functional performance**, behaviors, social/emotional development, transition and other pertinent information. All areas assessed should be addressed and a determination made as to whether the data indicates an area is in need of specially designed instruction.



**AREA(S) IN NEED OF SPECIALLY DESIGNED INSTRUCTION (SDI)** must be addressed within the IEP (e.g. annual goals, accommodations, specially-designed instruction, behavior intervention plan, etc.)

<b>Area(s) Assessed</b>	<b>Source of Relevant Information</b> Include date of assessment and baseline data. Scores should be self-explanatory. If not, and explanation must be included.	<b>AREA(S) IN NEED OF SDI Yes/No</b>

Present Level of Performance:

**AREA(S) IN NEED OF SPECIALLY DESIGNED INSTRUCTION (SDI)** must be addressed within the IEP (e.g. annual goals, accommodations, specially-designed instruction, behavior intervention plan, etc.)

<b>Area(s) Assessed</b>	<b>Source of Relevant Information</b> Include date of assessment and baseline data. Scores should be self-explanatory. If not, and explanation must be included.	<b>AREA(S) IN NEED OF SDI Yes/No</b>
Reading Fluency	Phonics Survey 06/04/2017 9/10 closed syllable words with blends and digraphs CVCe words 1/10 and vowel team syllables 0/10 Kindergarten high frequency words 100% and 1st grade high frequency words 98% Oral reading measures of rate and accuracy using graded passages at 1st and 2nd grade level (05/15/2018 and 05/20/2018) Average correct response to weekly comprehension questions (Independent 1/5 and with moderate cues 4.5/5)	YES

Present Level of Performance:

Mario is able to accurately read 9/10 closed syllable words containing consonants blends and digraphs. He can decode CVC words with blends (ie: sp-, br-), but does not decode words with long vowel patterns (CVCe) or vowel team syllables. He is unable to apply phonics and word analysis skills to decode unfamiliar words in 2<sup>nd</sup> grade levels passages with accuracy and automaticity. This also affects his comprehension of materials because he must stop frequently when encountering unfamiliar words. He is unable to independently respond to questions after reading passages at this level, but is able to respond when given moderate verbal cues on where locate the information in the text.

<b>AREA(S) IN NEED OF SPECIALLY DESIGNED INSTRUCTION (SDI)</b> must be addressed within the IEP (e.g. annual goals, accommodations, specially-designed instruction, behavior intervention plan, etc.)		
<b>Area(s) Assessed</b>	<b>Source of Relevant Information</b> Include date of assessment and baseline data. Scores should be self-explanatory. If not, and explanation must be included.	<b>AREA(S) IN NEED OF SDI Yes/No</b>
Behavior	8/10, 11, 13/2018 <i>Observations and teacher reports</i> -leaves area (15x), under desk (2x) hands over ears (5x) lined up items on his desk (2x) in 1 hour. Andy required 1 to 2 cues to re-engage when in area, 5 cues if out of area. He removed himself and began scripting when items lined up were disturbed. He avoided the group situation and removed himself when placed in group unless given 100% prompting	YES

**Present Level of Performance:**

During work times, Andy flaps his hands in front of his face and will line up objects in a precise, orderly fashion becoming upset when that order is disturbed (5-7x day). Andy has difficulty engaging in class and group activities. He requires a significant amount of adult support in the classroom as he tends to wander around and needs verbal redirection to return to his seat. He will comply but he requires assistance to complete all group assignments (100% cued). When he leaves the area, he can be redirected back to his task with 3-5 verbal cues. Andy is generally compliant when working individually with redirection required to keep working. He withdraws or remains aloof in group situations (75%-95% of group activities), and when he leaves his area, he requires increased cues to return and engage in work.

**AREA(S) IN NEED OF SPECIALLY DESIGNED INSTRUCTION (SDI)** must be addressed within the IEP (e.g. annual goals, accommodations, specially-designed instruction, behavior intervention plan, etc.)

<b>Area(s) Assessed</b>	<b>Source of Relevant Information</b> Include date of assessment and baseline data. Scores should be self-explanatory. If not, and explanation must be included.	<b>AREA(S) IN NEED OF SDI</b> <b>Yes/No</b>
Sign Language Development	Standardized Visual Communication Sign Language Checklist I, 5/10 items correct (not skilled rating) American Sign Language Receptive Skills Test 1 <sup>st</sup> grade level; Informal Observations of use of ASL in Classroom and functional listening environments (9/28/2018)	YES

**Present Level of Performance:**

Harold is able to combine simple noun-verb agreements in ASL and can ask and answer simple "Who" and "Where" questions. He is unable to use complex sentence structures like that of typical 5<sup>th</sup> grade ASL user and is unable to follow the culturally appropriate turn taking rules when it comes to conversations. He will initiate a conversation appropriately, but is unable to apply the correct grammatical rules like eye gaze, head nods, and body shifts. Harold can recognize facial expressions that describe feeling and recognizes names of familiar people. He is only able to attend to the interpreter using American Sign Language for 10 minutes.

**AREA(S) IN NEED OF SPECIALLY DESIGNED INSTRUCTION (SDI)** must be addressed within the IEP (e.g. annual goals, accommodations, specially-designed instruction, behavior intervention plan, etc.)

<b>Area(s) Assessed</b>	<b>Source of Relevant Information</b> Include date of assessment and baseline data. Scores should be self-explanatory. If not, and explanation must be included.	<b>AREA(S) IN NEED OF SDI Yes/No</b>
Fine Motor	<p><b>07/22/18 - School Function Assessment, Activity Performance Areas:</b></p> <p><b>Within Normal Range/Strengths:</b>            campus travel (105)            maintaining/changing positions (107)            up/down stairs (101)</p> <p><b>Significantly delayed/Needs:</b>            manipulation with movement (66); eating/drinking (78)            using materials (47); hygiene (71); set up/clean up (61)            clothing management (63); written/computer work (39)</p>	YES

Present Level of Performance:

*Edie does:* use computer mouse/navigate familiar software independently; close started zipper; open doors, classroom containers

*Edie does not:* manage clothing fasteners/tie shoes; open food containers/packaging use storage and organizational materials per classroom routine ; use pencil, touch screen, or keyboard for written expression; Edie routinely protests and attempts to abandon area/task within 5 seconds when prompted to attempt tool use on his own

**Describe any relevant medical information:** Currently, Maria's mother reports that there are no changes in her medical information. Maria has her own hearing aids which are provided and maintained by her family.



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# Effects of the Disability

The PLAAFP must...

Describe how the disability impacts the student's involvement and progress in the general curriculum.

Convey the unique challenges or barriers that exist for the student as a result of the disability.

Describe the current levels of independence and any need for assistance.



**Describe how the disability impacts involvement and progress in the general curriculum:** *Mario's disability hinders his ability to:*

- Read (decode words, read fluently, and comprehend what he reads)
- Complete tasks (in large or small group settings) and remain in assigned area
- Perform fine motor activities accurately and effectively

*and this negatively impacts involvement and progress in the general curriculum because it prevents him from:*

- Effectively engaging with grade level materials,
- Independently and accurately completing fourth grade level academic and functional tasks, and
- Meaningfully participating in large and small group instruction independently

# Consideration of Special Factors

Consideration of Special Factors:	YES / NO	If yes, location in the IEP
Is the student an English Learner?	▼	
Additional information:		
Does the student have any special communication needs?	▼	
Additional information:		
Does the student require assistive technology devices or services?	▼	
Additional information:		
Does the student require the instruction in or use of Braille?	▼	
Additional information:		

# Consideration of Special Factors Instruction in or Use of Braille

## IEP Teams Must Consider:

- Does the student have a VI (visual impairment)?
- If yes to a VI, then braille instruction will be offered, unless there is data to support print.
- The Learning Media Assessment is documentation of whether the student will use print or braille.
- Document consideration on Prior Written Notice



<b>Consideration of Special Factors:</b>	<b>YES / NO</b>	<b>If yes, location in the IEP</b>
<p>Does the student have a documented hearing loss? If yes, the IEP Team has considered each of the following using the Communication Plan Worksheet:</p> <ul style="list-style-type: none"> <li>○ The child's language and communication needs;</li> <li>○ Opportunities for direct communications with peers and professional personnel in the child's language and communication mode</li> <li>○ Academic level</li> <li>○ Full range of needs, including opportunities for direct instruction in the child's language; and</li> <li>○ Communication mode.</li> </ul>		
<p>Additional information:</p>		



# Communication Plan Worksheet for Deaf/Hard of Hearing Students

The Communication Plan Worksheet (CPW) required by Session Law 2013-119 House Bill 317, is to be used by IEP Teams for any child with an IEP who has a hearing loss including:

- Students for which Deafness, Deaf-Blindness, or Hearing Impairment is a primary or secondary area of eligibility
- Students with a documented hearing loss with ANY disability
- Students with a documented hearing loss who are entering the initial eligibility determination process

# Purpose of Using the CPW

*Session Law 2013-119 HB 317 is an “Act to Improve Educational Outcomes for NC Children Who are Deaf or Hard of Hearing” by:*

- I. Considering the Student’s Language and Communication Needs
- II. Determining, based on specific current formal and informal data, that the student has the language necessary for accessing grade level content standards.
  - Language Used for Communication
  - Mode of Communication Used for Academic Instruction
  - Functional Language and Vocabulary
  - Determine how the student accesses the general education curriculum, and the supports that provide access, including direct services, and accommodations/modifications



**NORTH CAROLINA COMMUNICATION PLAN WORKSHEET**  
**For a Student who is Deaf or Hard of Hearing**

Name:	DOB: __/__/____	Grade:
School:	Student Unique ID #:	IEP Dates:
Primary Area of Eligibility:	Secondary Area(s) of Eligibility:	
Type/Degree of Hearing Loss:	Type of Amplification:	

**I. Consider the Student's Language and Communication Needs**

1. The student's language is one or more of the following: (check all that apply)

Language Used	Conversational		Instructional	
	Receptive	Expressive	Receptive	Expressive
English				
American Sign Language (ASL)				
Other Language: _____				
No Formal Language Established				



**I. Consider the Student's Language and Communication Needs**

2. The student's communication mode(s) and/or methods used to establish language is one or more of the following: (check all that apply)

Communication Used	Conversational		Instructional	
	Receptive	Expressive	Receptive	Expressive
American Sign Language (ASL)				
Alternative Augmentative Communication Specify:				
Cued Language				
English-Based Sign Language				
Spoken Language				
Tactile Signing				
Other Specify:				

## I. Consider the Student's Language and Communication Needs

3. Using the data from annual assessments measuring language necessary for literacy, describe the student's functional language and vocabulary level.

4. Describe the language(s) and mode(s) of communication the parents and family members use.

5. What are ways that language and communication needs of the student and family can be addressed in the IEP?

6. Other comments: (optional)



**II. Consider Opportunities for Direct Communication with Peers and Professional Personnel and Opportunities for Instruction in the Child's Language and Communication Mode**

1. Describe how the student accesses the general education curriculum and the supports that provide access, including direct services and accommodations/modifications.

2. Describe how the student communicates and what opportunities are provided for direct communication with peers and adults during instructional and non-instructional opportunities.

3. What are ways in which opportunities for direct communication and instruction in the student's language and communication mode can be addressed in the IEP?

### III. Consider Academic Level

	YES	Does the student have communication, language, and literacy skills necessary to acquire grade-level academic skills and concepts in the general education curriculum?
	NO	

If yes, describe the supports to consider for the student to continue communication, language and academic proficiency.

If no, describe the supports to consider to increase proficiency in communication, language and literacy.



**IV. Consider Full Range of Needs**

1. Describe the student's level of access to all other educational components of the school (related services, guidance counseling, recess, lunch, assemblies, extra-curricular activities, etc.) and the supports/accommodations to consider that allow for access.

2. Describe the potential opportunities for students to interact with other deaf or hard of hearing adults.

V. Consider Need for Amplification and Assistive Technology Devices and/or Services

1. Check all to consider.

<input type="checkbox"/>	No amplification
<input type="checkbox"/>	Hearing aid(s)*
<input type="checkbox"/>	Cochlear Implant(s)*
<input type="checkbox"/>	Other device: _____ (e.g. BAHA*, bone oscillator, etc.)
<input type="checkbox"/>	FM System o Personal o Soundfield
<input type="checkbox"/>	Augmentative Alternative Communication Device
<input type="checkbox"/>	Assistive Technology Service

\*NC 1500-2.2, NC 1500-2.3, NC 1501-2.3

2. Describe why amplification/assistive technology devices and/or services are or are not being considered.

[Empty rectangular box for description]

## VI. Documentation of Data to be used in Placement Decisions

List formal and informal assessment measures used in Section I, Question 3 to describe the student's communication, language and vocabulary skills that will be relevant when placement is being considered.

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## VII. Signatures

Name	Title	Date



Consideration of Special Factors:	YES / NO	If yes, location in the IEP
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<p>Does the student have behavior(s) that impede his/her learning or that of others? If yes, how is behavior being addressed?</p> <ul style="list-style-type: none"> <li>○ Behavior Intervention Plan (BIP)</li> <li>○ Behavior goal(s)</li> <li>○ Accommodations</li> </ul>		
Additional information:		



# Additional Considerations

Does the student require Adapted Physical Education (APE)?  
Is the student following the Extended Content Standards?

Yes  No  
 Yes  No

**Additional Parent Concerns**  Yes  No

*If parent(s) express additional concerns after discussion of Present Level / Data Review and Special Factors, return to page one and record their concerns.*

**Supports for academic, functional, personal changes or circumstances (if applicable):**

What information is known about the student that will assist in developing an individualized education program?  Not applicable at this time

