

## The IEP Team Professional Learning Project

### Module 2: Present Levels of Academic Achievement and Functional Performance (PLAAFP)

#### Process Agenda

Section	Content	Resource (Slides and Handouts)	Time
<p>This process agenda provides an overview or outline of the content of this training. Please note that the outline follows the PowerPoint slides but does not duplicate the information from the slides. It is important to review the slides and the notes that go with the slides when planning for delivery of this training. Times are all estimates. Time and activities may need to be adjusted based on the size of the group as well as the actual time allotted for the training event.</p>			
<p><b>Introduction</b>  (Total time 25 minutes; 5 minute cushion for a late start + 20 minutes of content)</p>	<p>This section is designed to emphasize the importance of developing IEPs that support student participation and progress in the general curriculum in the general education classroom. It is important to emphasize the goal of having students leave school ready for college, vocation, and success in community participation.</p>		
	<p>Introduction to Professional Learning Module Series – Module 2 Arne Duncan Quote</p>	<p>Slide 1 Slide 2</p>	<p>(5 minutes) 1 minute</p>
	<p>Review the content of the IEP modules Review the purpose of Module 2</p>	<p>Slide 3 Agenda (Sample, Handout, p. 1) Handout, p. 2</p>	<p>3 minutes</p>
	<p>Highlight the purpose of ESEA, IDEA and LA Act 833 to promote success for ALL students Remind participants that the IEP is about good planning that leads to a product (information placed in a document) which, when implemented, will lead desired outcomes (student promotion and graduation)</p>	<p>Slides 5, 6, 7  Slide 8</p>	<p>4 minutes</p>
	<p><b>Learning Together Activity 2.A: Checking Your Current Knowledge</b> (1 minute setup+3 minutes individual reflection+5 minutes talk+1 minute regroup+2 minutes for sharing)</p>	<p>Slide 9 Handout, p. Worksheet 1</p>	<p>12 minutes</p>
<p><b>Present Levels of Performance (PLAAFP) Overview/Defined</b>  (7 minutes)</p>	<p>This section of time is intended to provide a shared definition of present levels and to introduce the acronym PLAAFP.</p>		
	<p>A picture of the whole IEP process Definition of performance and present level Review of IDEA and LA description/definition of PLAAFP</p>	<p>Slides 10, 11, 12 Handout, pp. 4-10</p>	<p>4.5 minutes</p>

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	Introduction of general process for developing PLAAFP statements	Slides 13, 14, 15	2.5 minutes
<p><b>Data to Consider when Discussing Present Levels of Performance</b></p> <p>(25 minutes)</p>	<p>This section provides an opportunity to talk about the data to include and review in a conversation about a student’s present levels of performance. This data is gathered and used to develop PLAAFP statements as well as to complete other components of the IEP form.</p> <hr/> <p>Collect a variety of data from a variety of sources. Gather data</p> <ul style="list-style-type: none"> <li>• to understand the expectations of the general curriculum, including content, performance measures, and behavior.</li> <li>• to consider data about the whole child including academic, social/emotional, communication, recreation and leisure, health (physical, mental as well as vision and hearing), technology, and for secondary, vocational and postsecondary options.</li> <li>• In advance of the IEP team meeting. Note: the Handouts include sample forms that can be used to collect data from various IEP team members before the team meeting.</li> </ul> <p>Examples of types of data to collect</p> <p>Putting it all together into a PLAAFP (Slide 26 – take a minute to ask for additional assessments)</p> <hr/> <p><b>Learning Together Activity 2.B:</b> This activity is designed to provide an opportunity for some discussion between groups of two or three people. It builds on the activity from worksheet 1. (Allow 1 minute for setup+10 minutes for discussion+1 minute to regroup)</p>	<p>Slides 16, 17, 18, 19 Handout, page 11</p> <hr/> <p>Slides 20, 21, 22, 23 Handout, pages 12-20 and pages 21-22</p> <hr/> <p>Slides 24, 25, 26, 27, 28 Handout, page 23</p> <hr/> <p>Slide 29 Handout, p. 24</p>	<p>13 minutes</p> <hr/> <p>12 minutes</p>
<p><b>Break</b> (15 minutes)</p>		Slide 30	15 min

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<b>Analyzing Data</b>  (13 minutes)	This section is designed to provide an introduction to data analysis. This will an overview with a few suggestions for guiding questions.		
	Introduction Guiding a conversation with team members	Slides 31, 32 Handout, pp. 25-26	3 minutes
	<b>Poll #1: (1 minute each item)</b>  Use slides from an Alan side show – where the participants choose the best display of the data	Slide 33, 34, 35, 36	4 minutes
	Five common analysis routines Questions to pose when identifying need.	Slides 37, 38	3 minutes
	<b>On Your Own Learning Activity:</b> Identifying Instructional Need; Identifying Communication Need	Slides 39, 40 Handout, pp. 28-29	3 minutes
<b>Making Decisions</b>  (35 minutes)	This section is designed to highlight all of the decisions that stem from a conversation about the students present levels of performance, including the development of a PLAAFP statement. Keep in mind that the PLAAFP statement is only one place on the IEP where present levels information is found.		
	Introduction: Making Decisions Decisions: General Student Information Special Factors Participation in Assessments Act 833 PLAAFP – A Two-Part Conversation Writing Performance Descriptors  Examples and Non-examples Putting it all Together Caution	Slide 41  Slide 42 Slide 43 Slide 44 Slides 45, 46 Slide 47 Slide 48 Handout, p. 30-33 Slides 49, 50, 51, 52 Slide 53, 54, 55, 56 Slide 57	12 minutes
	<b>Learning Together Activity 2.C:</b> Form a team of three or four. Assign roles – parent, ODR, general education 4 <sup>th</sup> grade teacher, and special education teacher. Discuss Cedric – elaborate on what each of you	Slide 58 Handout, p. 34	23 minutes

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	<p>“knows” about Cedric in the area of reading, specifically. Then write the follow sections of the IEP:</p> <ol style="list-style-type: none"> <li>1. Academic, Developmental, and Functional Needs:</li> <li>2. Progress or lack of expected progress in general education curriculum:</li> <li>3. Present Level of Academic and Functional Performance for an Academic Goal in Reading</li> </ol> <p>(15 minutes for this first part of the activity)</p> <p>Use the checklist in the handouts to check that each description is objective, measurable, relevant, current, and understandable to each team member.</p> <p>(5 minutes for this part of the activity)</p> <p>1 minute setup + 15 minutes + 5 minutes + 2 minutes to regroup</p>		
<b>Summary/Closing</b> (5 minutes)	This is an opportunity to do a quick review or highlight of key points from the discussion. Be sure to remind participants that Module 3 will explore goal writing.	Slides 59, 60, 61, 62	5 minutes
<b>Poll</b> (3 minutes)	<p><b>Poll #2:</b> (1 minute each item)</p> <ol style="list-style-type: none"> <li>2.1. Which one is an example of specific descriptive verb usage?</li> <li>2.2 Which provides the clearest description of what the student can do?</li> <li>2.3 True or False – The present level of academic and functional performance statements must include of:</li> </ol>	Slide 63, 64, 65	3 minutes
<b>Learning More</b> (1 minute)	Learning More: Resources	Slide 66 Handout, p. 35	1 minute
<b>End of Module 2</b> (1 minute)	Depending on whether this is a standalone module or part of a 2-3 module session, this section would be Next Steps – for example, Module 2 will be (date, day, time) or transition language to move to Module 2 in 5 minutes	Slide 67 (intentionally blank)	1 minute
<b>Total Time</b>			130 Minutes