

# Cornerstone of the IEP

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

July 2018



# Cornerstone of the IEP

The Present Levels of Performance is the Cornerstone of the Individualized Education Program (IEP)

-drives the other IEP components

-links all of the components of the IEP together

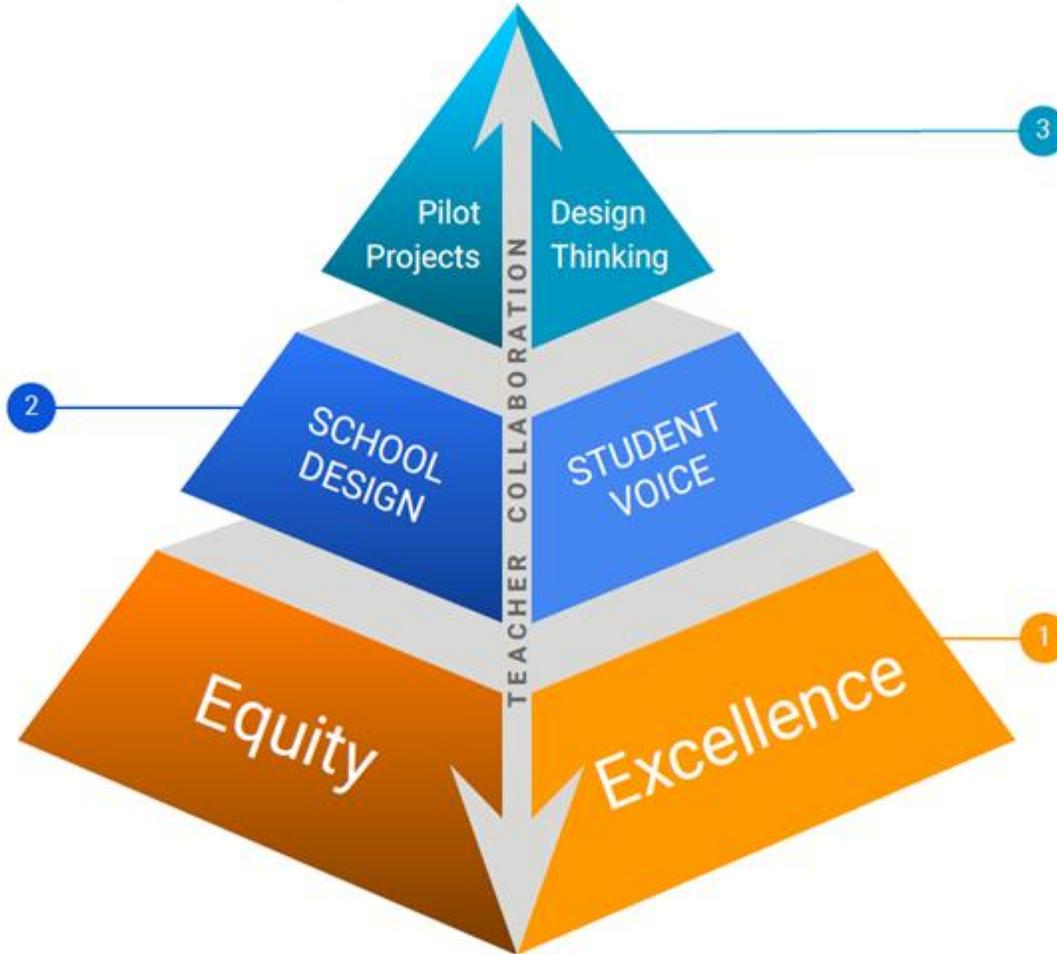


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HAWAI'I DOE

# Learning Organization



## Innovating in Support of the Core

New strategies and systems for delivering Teaching & Learning.

## Pipeline of Emerging Ideas

To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams; some will advance to support the core.

## Teaching & Learning Core

Focus: equity and excellence in core curriculum and supports.

Created Nov. 27, 2017  
<http://bit.ly/HIDOELearnOrg>



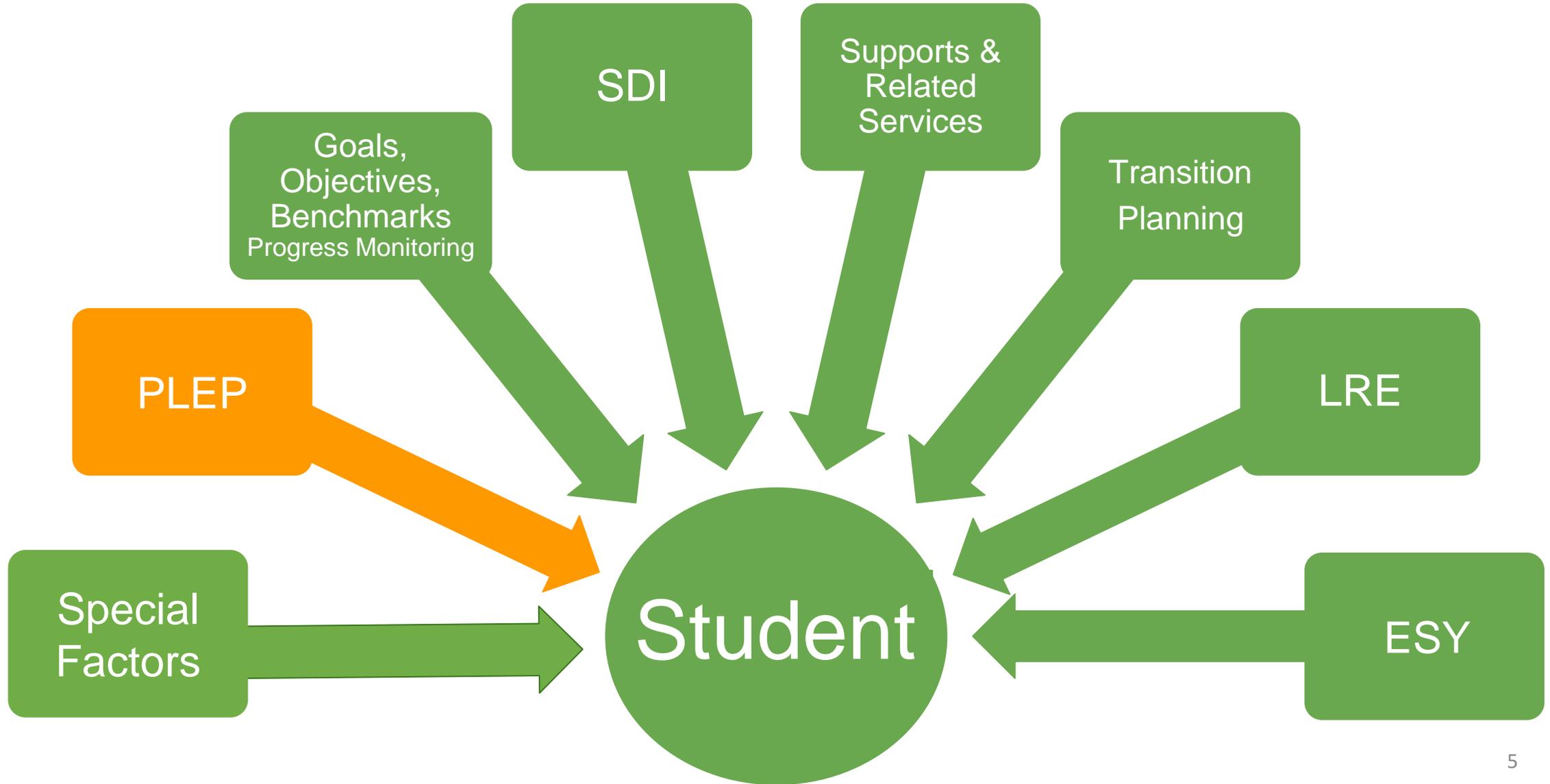
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# Learner Outcomes

- *Identify the main components of PLEP*
- *Identify common development errors*
- *Learn how to write a PLEP*



# Student Centered IEPs





## Is this the PLEP?



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# IEP to include...

Statement of academic achievement & functional performance

- How disability affects child's involvement & progress in general education
- For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;...

34 CFR §300.320(a)



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# Popcorn Activity

*What is the PLEP comprised of?*

- *characteristics*
- *considerations*
- *components*

<http://www.wordle.net/create>



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# Present Levels of Academic and Functional Performance (PLEP) Considerations

*\*This tool is not intended to be an all-inclusive list, but rather a sampling of considerations to guide IEP teams when developing Present Levels of Academic and Functional Performance.*

## **Should Be:**

- Comprehensive
- Current
- Data driven
- Parent & Student friendly
- Objective
- Positive tone & manner
- Observable & measureable
- Understandable & clear

## **Should NOT Be:**

- Irrelevant information (e.g. likes to smile)
- Scores without explanation
- Statement of provision of services (location, frequency & duration)
- Jargon
- Acronyms
- Copying & pasting previous information

AVOID

## **BACKGROUND**

Include **educationally relevant** information related to the area(s) of concern:

- Developmental, health & educational history
- Medical information
- Attendance, discipline reports, retentions, etc.
- English Language Learner



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# *Characteristics*

- Current
- Data Driven
- Understandable
- Positive Tone & Manner
- Comprehensive
- Objective
- Relevant
- Measurable



# *Considerations*

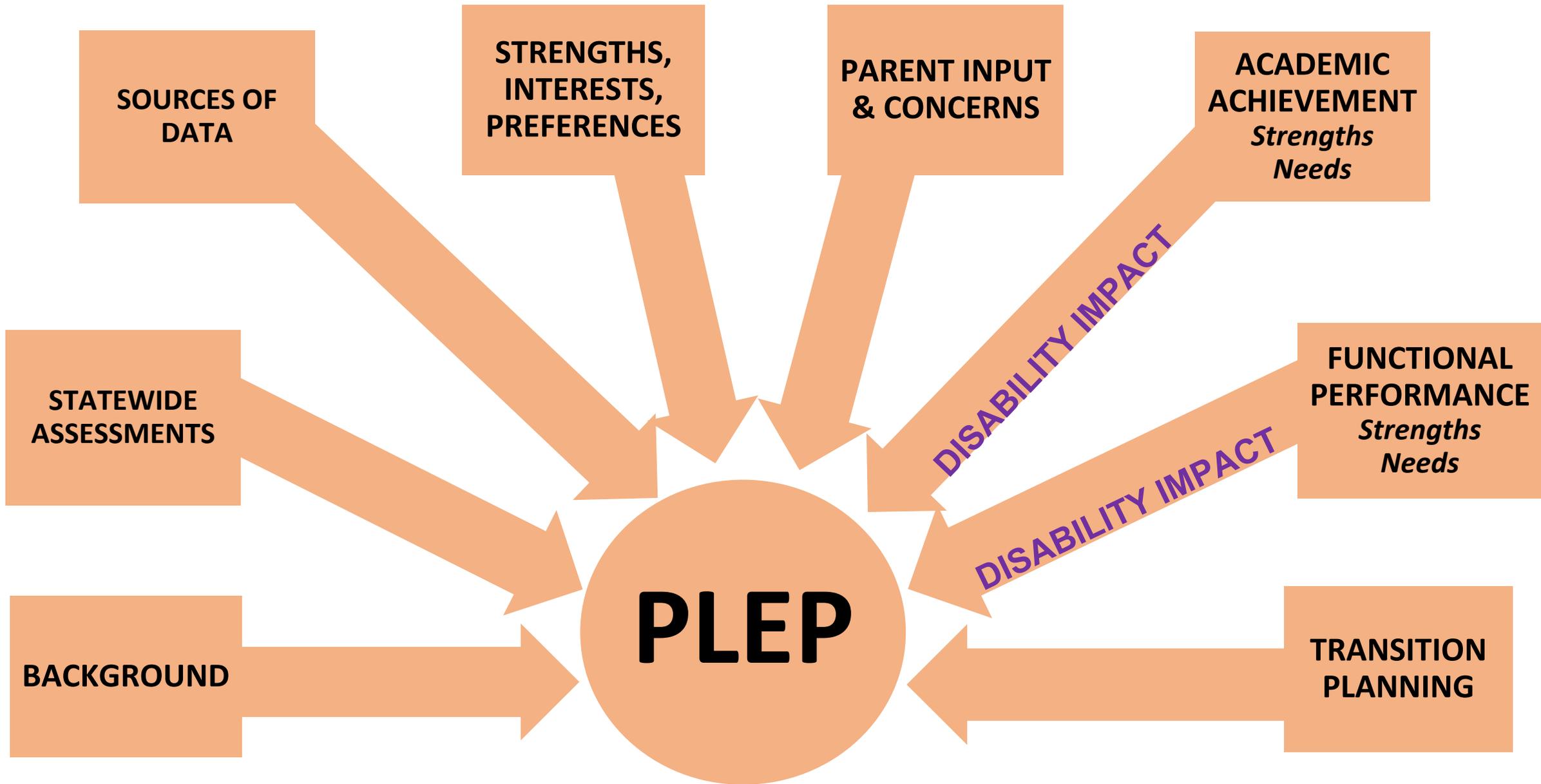
- Background
- Sources of Data
- Parent input and concerns



# Components

- Statewide Assessments
- Preferences, Interests & Strengths
- Academic Achievement & Functional Performance
  - Strengths & Needs
  - Impact of the disability
- Transition Planning





# Background

- Educationally relevant information
- Eligibility Category
- Attendance
- Medical

Why?



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# Statewide Assessments

A State must ensure that all children with disabilities are included in all general State and district-wide assessment programs, including assessments...with appropriate accommodations and alternate assessments, if necessary, as indicated in their respective IEPs.

34 CFR § 300.160(a)



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# Why Align to State Standards?

To:

- Identify grade level learning expectations
- Analyze the gap
- Determine the essential skills for the student to learn & do
- Identify instructional strategies or approaches



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# Sources of Data

- Student
- Parent
- Formal - standardized tests
- Informal - observations, work samples
- Medical/Related services



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# Preferences, Interests & Strengths

Identify:

- Preferences
- Interests & motivations
- Relevant strengths

34 CFR 300.324(a)(1)(ii) ; §8-60-44



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# Parent Input/Concerns

- Strengths
- Concerns
- Strategies/tips



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# Academic Achievement

## *Academic Data*

- Informal & Formal

### *To include:*

- Knowledge & skills
- Strengths & needs
- **Impact of the disability**



# Functional Performance

Skills used in the context of routine activities of everyday living:

- Social/emotional/behavior
- Physical & motor skills, fitness
- Communication
- Self-care

*Chapter 60 Guidelines*



# Functional Performance

## Data Includes:

- Strengths & Needs  
e.g. functional, organizational & social skills
- Strategies, accommodations and/or interventions
- **How the disability affects student involvement & progress**

34 CFR 300.320(a)(1)



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# Transition Planning

- Age appropriate assessment data related to:
  - training
  - education
  - employment
  - independent living skills
- Student preferences, interests, needs, strengths



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# Activity - Can you Kahoot?

<https://play.kahoot.it/#/?quizId=33f26a9d-6573-4f69-aeb6-b37f1afe5f0b>

Participants- Go To: <https://kahoot.it/>

Type in the Game PIN “**3298946**” and Press “Enter” to play



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MEDICAL

BEHAVIOR

FORMAL

OBSERVABLE

### Background

### Sources of Data

### Strengths, Interests, & Preferences

RELEVANT HISTORY

ENGLISH LANGUAGE LEARNER

VARIETY

INFORMAL

STRENGTHS

PREFERENCES

RELEVANT

### Transition Planning



OTHER RELEVANT INFORMATION

### Parent Input & Concerns

INTERESTS

NEEDS

ACADEMICS

FUNCTIONAL

PROGRESS TOWARD GOALS

STRENGTHS

EDUCATIONAL RELEVANCE

IMPACT OF DISABILITY

NEEDS

STRENGTHS

STANDARDS

### Functional Performance

### Academic Achievement

PROGRESS IN THE GEN. ED.

NEEDS

IMPACT OF DISABILITY

PROGRESS TOWARD GOALS

PROGRESS IN THE GEN. ED.

# Kamiko Case Study



Thumbs Up = All statements are appropriate

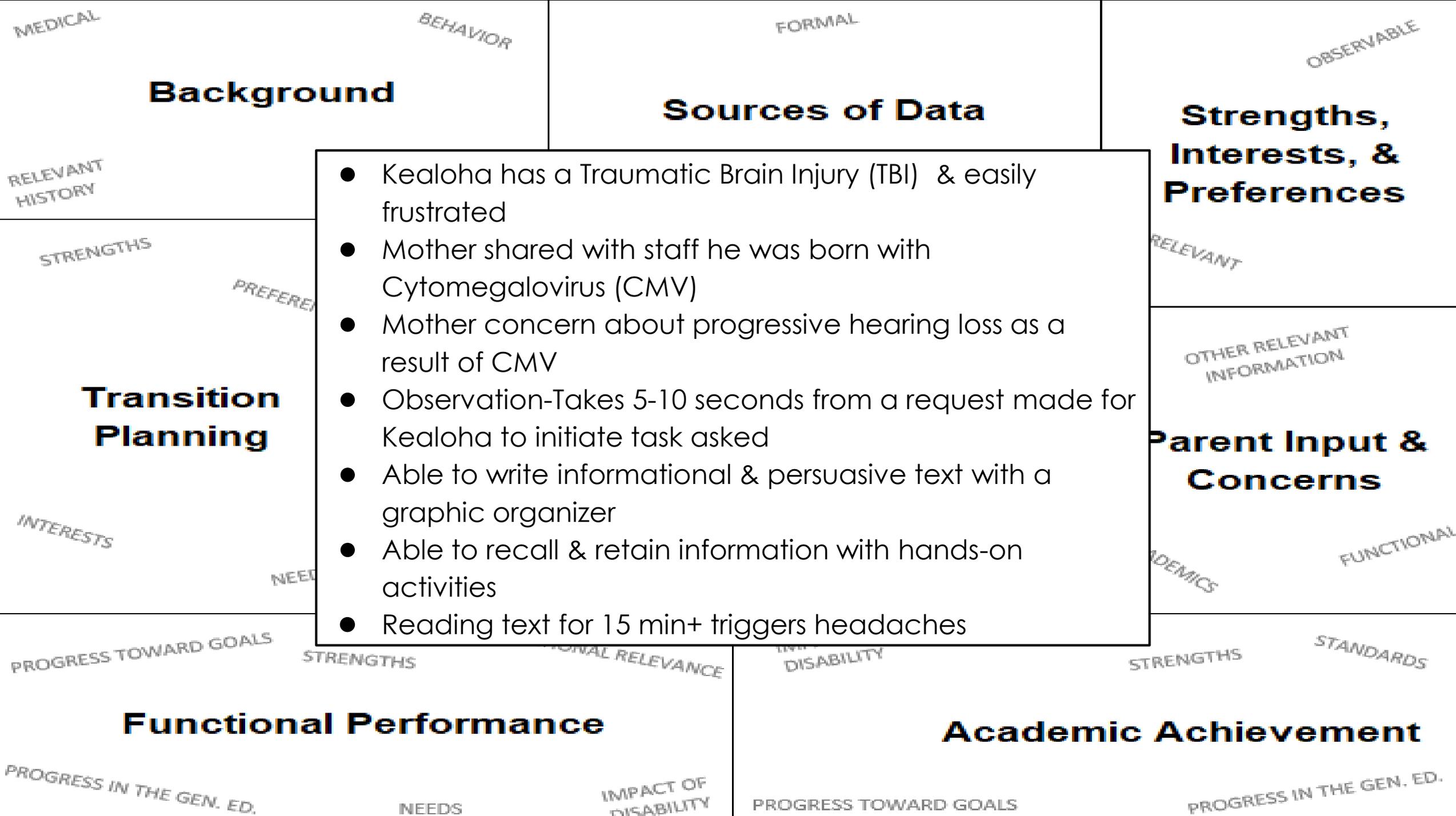
Thumbs Middle = Some statements are appropriate

Thumbs Down = None of the statements are appropriate



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<p>MEDICAL</p> <p><b>Background</b></p> <p>RELEVANT HISTORY</p> <p>BEHAVIOR</p> <p>ENGLISH LANGUAGE LEARNER</p>	<p>FORMAL</p> <p><b>Sources of Data</b></p> <p>VARIETY</p> <p>INFORMAL</p>	<p>OBSERVABLE</p> <p><b>Strengths, Interests, &amp; Preferences</b></p> <p>RELEVANT</p>
<p>STRENGTHS</p> <p>PREFERENCES</p> <p><b>Transition Planning</b></p> <p>INTERESTS</p> <p>NEEDS</p>	<ul style="list-style-type: none"> <li><i>Kamiko is referred from Early Intervention</i></li> <li><i>Diagnosed with Cerebral Palsy</i></li> <li><i>Feeds herself with an adaptive spoon</i></li> <li><i>Likes Disneyland</i></li> <li><i>Grandmother is guardian</i></li> </ul>	<p>OTHER RELEVANT INFORMATION</p> <p><b>Parent Input &amp; Concerns</b></p> <p>ACADEMICS</p> <p>FUNCTIONAL</p>
<p>PROGRESS TOWARD GOALS</p> <p>STRENGTHS</p> <p>EDUCATIONAL RELEVANCE</p> <p><b>Functional Performance</b></p> <p>PROGRESS IN THE GEN. ED.</p> <p>NEEDS</p> <p>IMPACT OF DISABILITY</p>	<p>IMPACT OF DISABILITY</p> <p>NEEDS</p> <p>STRENGTHS</p> <p>STANDARDS</p> <p><b>Academic Achievement</b></p> <p>PROGRESS TOWARD GOALS</p> <p>PROGRESS IN THE GEN. ED.</p>	



# Kealoha Case Study

Focus	Elements	Statement
<b>1. Background</b>	<ul style="list-style-type: none"> <li>Logically connect past history with analysis of how it affects the student to progress</li> </ul>	<p>Kealoha has a progressive hearing loss, currently at 30 decibels, making it difficult for him to hear directions or conversations.</p> <p>He was born with congenital Cytomegalovirus &amp; sustained a TBI in 2/12/17 resulting in hospitalization for 2 months. He is easily frustrated and prone to headaches.</p>
<b>2. Statewide Assessments</b>	<ul style="list-style-type: none"> <li>Relevancy &amp; explanation of scores</li> <li>Data interpretation includes details of skills, concepts, strategies</li> </ul>	<p>On the SBA, 5/10/17, he obtained a score of 2490, Standard Not Met for ELA and 2560 for Math, Standard Not Met, with both lower than average for 8th graders.</p>



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# Kealoha Case Study

Focus	Elements	Statement
<b>3. Sources of Data (Formal &amp; Informal)</b>	<ul style="list-style-type: none"> <li>• Variety</li> <li>• Identifies strengths &amp; needs</li> </ul>	<p>When given directions in class, Kealoha takes 5-10 seconds to initiate the request made. Mother concerned about progressive hearing loss.</p>
<b>4. Preferences, Interests &amp; Strengths</b>	<ul style="list-style-type: none"> <li>• Identified strategies, accommodations &amp; interventions</li> </ul>	<p>Kealoha is able to recall and retain information <i>with greater accuracy</i> when doing hands on projects.</p>
<b>5. Parent Input/Concerns</b>	<ul style="list-style-type: none"> <li>• Strengths</li> <li>• Concerns</li> <li>• Input noted throughout PLEP</li> </ul>	<p>Mother concerned about progressive hearing loss.</p>



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# Kealoha Case Study

Focus	Elements	Statement
<b>6a. Academic Achievement</b>  <b>6b. Functional Performance</b>	<ul style="list-style-type: none"><li>● Current performance related to grade level standards</li><li>● Identify skills, strategies needed</li><li>● Connects identified instruction, strategies and/or accommodations with student needs</li></ul>	<p><i>He struggles with planning, organizing and transferring his thoughts and ideas into a written paragraph without a tool. He is able to write basic sentences for informational &amp; persuasive paragraphs using a graphic organizer.</i></p> <p><i>Reading text for 15 minutes+ triggers headaches &amp; fatigue requiring 5 minute breaks.</i></p>



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# Kealoha Case Study

Focus	Elements	Statement
(continued)	<ul style="list-style-type: none"> <li>● <b>Impact of disability</b></li> </ul>	<p><i>Kealoha becomes frustrated as reading text for more than 15 minutes will trigger migraines and fatigue impacting his ability to read, comprehend, be involved and progress in the general education curriculum.</i></p>
<p><b>7. Transition Planning</b></p>	<ul style="list-style-type: none"> <li>● Preferences</li> <li>● Interests</li> <li>● Needs</li> <li>● Strengths</li> </ul>	<p><i>Kealoha wants to attend a 4 year college and live on his own. He is interested in working with children. He likes to teach sports. He identifies organizational skills as a barrier.</i></p>



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# Common Errors

- Over reliance on test scores
- Vague descriptions on how the disability affects involvement & progress in the general education curriculum
- Absence of appropriate baseline data
- Cut and paste from prior documents
- Not current
- Irrelevant Information



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# Emma Case Study - Activity

- 1) Break up into groups of 4
- 2) Review Emma's case
- 3) Develop a PLEP based on the information provided  
10 minutes
- 4) Share out examples



# Emma Case Study - Activity

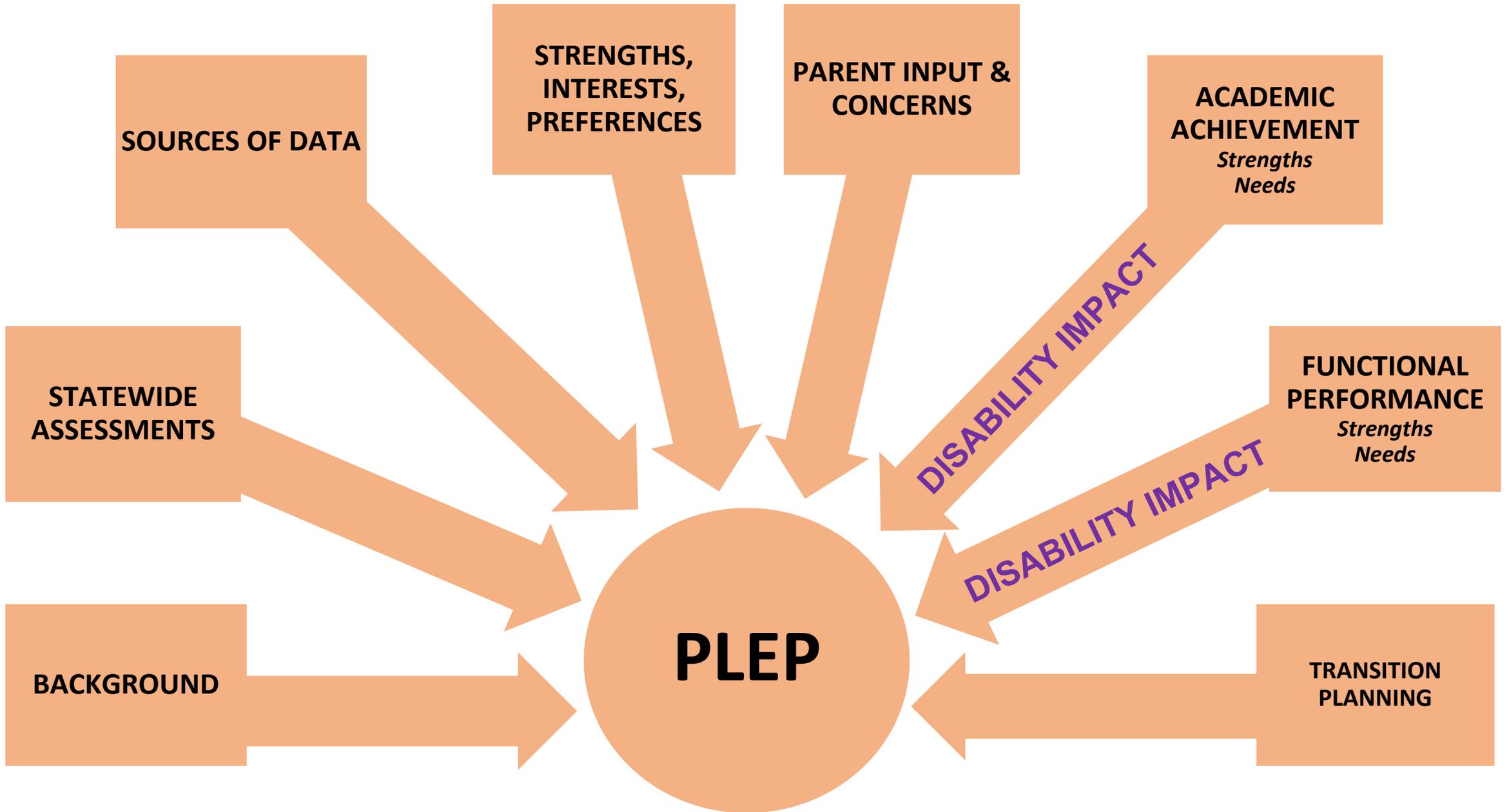
## Present Levels of Academic and Functional Performance (PLEP) Writing Tool

*This tool is not intended to be an all-inclusive list, rather a sample of considerations for guidance in developing the PLEP.*

Characteristics: -Comprehensive    - Current    - Data Driven    - Objective    -Positive Tone & Manner    -Measurable    -Relevant    Understandable		
Focus	Elements	Statement
1. <b>Background</b>	-Logically connects past history with analysis of how it affects the student's progress	
2. <b>Statewide Assessment Results</b>	-Relevancy & explanation of scores -Data interpretation includes details of skills, concepts, strategies	
3. <b>Sources of Data Formal &amp; Informal</b>	-Variety -Identifies strengths & needs	
4. <b>Preferences, Interests &amp; Strengths</b>	-Effective strategies, accommodations & interventions	
5. <b>Parent Input/Concerns</b>	-Strengths -Concerns -Input noted through-out the PLEP	
6a. <b>Academic Achievement</b>	-Current performance related to grade level standards -Connects identified instruction, skills, strategies and/or accommodations with student needs	
6b. <b>Functional Performance</b>	<b>-Impact of Disability</b>	
7. <b>Transition Planning</b>	-Preferences    -Interests -Needs            -Strengths -Connects to strategies & accommodations towards generalization for life after high school	



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# References

[Access for All: Six principles for principals to consider in implementing CCSS for students with disabilities:](https://www.naesp.org/sites/default/files/McLauglin_2012.pdf)

[https://www.naesp.org/sites/default/files/McLauglin\\_2012.pdf](https://www.naesp.org/sites/default/files/McLauglin_2012.pdf)

<http://ectacenter.org/~pdfs/knowledgepath/ifspoutcomes-iepgoals/kimcasestudy-35mos.pdf>

[Hawaii Administrative Rules: Chapter 60 Guidelines:](https://www.hawaiipublicschools.org/DOE%20Forms/Special%20Education/Ch60Guidelines.pdf)

<https://www.hawaiipublicschools.org/DOE%20Forms/Special%20Education/Ch60Guidelines.pdf>

[IDEA Regulations, Secondary Transition](https://sites.ed.gov/idea/files/Secondary_Transition_2-1-07.pdf)

[https://sites.ed.gov/idea/files/Secondary\\_Transition\\_2-1-07.pdf](https://sites.ed.gov/idea/files/Secondary_Transition_2-1-07.pdf)

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# Resources

***Key Practices Underlying the IEP Process: Supporting Family Participation, Inclusive Practices and Positive Outcomes for Preschool Children with Disabilities:***

[http://ectacenter.org/~pdfs/knowledgepath/ifspoutcomes-iepgoals/Key\\_Practices\\_IEP\\_Process.pdf](http://ectacenter.org/~pdfs/knowledgepath/ifspoutcomes-iepgoals/Key_Practices_IEP_Process.pdf)

[National Center on Educational Outcomes, Participation of Students with Disabilities](https://www.ncees.edu/center-on-educational-outcomes/participation-of-students-with-disabilities)

<https://osepideasthatwork.org/node/128>

<https://www.pacer.org/parent/php/PHP-c186.pdf>



# Kahoot Activity - Question #1

**A student is chronically absent. Which area does this best fit?**

- 1) Statewide assessments
- 2) Background
- 3) Transition Assessments
- 4) Sources of Data

# Kahoot Activity - Question #2

**From the choices given, select the BEST variety of data sources.**

- 1) Observations & Student Products
- 2) Hawaii State Reading & Mathematics Assessment
- 3) Teacher anecdotes
- 4) Related service provider report



# Kahoot Activity - Question #3

## What does aligning to State Standards mean?

- 1) Standards replaces individual student needs.
- 2) Using it as a guide to identify the best schools.
- 3) Grade level expectations are irrelevant.
- 4) Doing a gap analysis between the student's grade level & skill level.



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# Kahoot Activity - Question #4

**What are some critical components of the PLEP?**

- 1) Supplementary aids and services
- 2) Goals/objectives and benchmarks
- 3) Strengths/needs and impact of disability



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