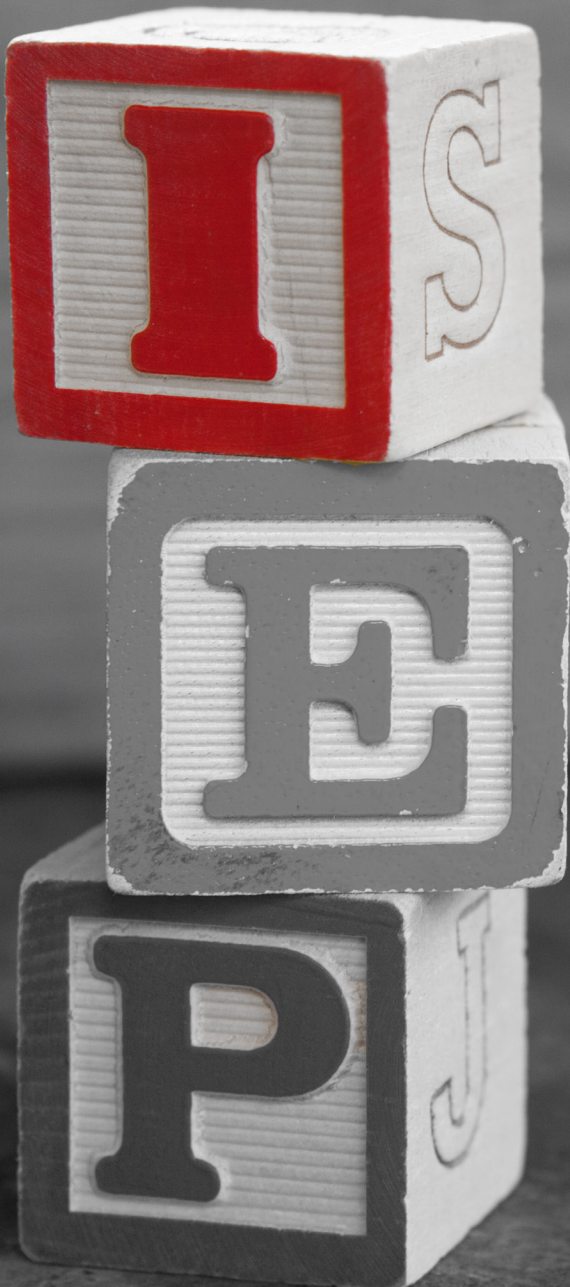


**VIRGINIA DEPARTMENT ♥ F EDUCATION**

**STANDARDS-BASED  
INDIVIDUALIZED EDUCATION PROGRAM**

---

**TECHNICAL ASSISTANCE DOCUMENT**



**Models for Developing  
High Quality Present Level  
of Academic Achievement  
and Functional Performance  
Descriptions and Goals in a  
Standards-Based Individualized  
Education Program**

**December 2021**

# CONTENTS

<b>PREFACE</b>	<b>3</b>
<b>ACKNOWLEDGEMENTS</b>	<b>4</b>
<b>INTRODUCTION</b>	<b>4</b>
<b>OVERVIEW</b>	<b>4</b>
Writing Present Level of Academic and Functional Performance Descriptions in the Standards-Based Individualized Education Program (IEP)	4
Writing Measurable Annual Goals for a Standards-Based IEP	5
<b>PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE EXAMPLES</b>	<b>7</b>
Kindergarten through Grade 7 Examples	7
Postsecondary Transition Examples	8
Preschool Examples	9
<b>PROFESSIONAL DEVELOPMENT ACTIVITIES</b>	<b>12</b>
Activity 1: Guiding Questions	12
Activity 2: Present Level of Performance Checklist	12
Activity 3: Practice with a Present Level of Performance Description	13
<b>RESOURCES</b>	<b>14</b>
Progress Center IEP Tip Sheets	14
Additional Resources	14
<b>APPENDIX A: AUTISM</b>	<b>15</b>
<b>APPENDIX B: DEAF-BLINDNESS</b>	<b>18</b>
<b>APPENDIX C : DEAFNESS/HARD OF HEARING</b>	<b>20</b>
<b>APPENDIX D : DEVELOPMENTAL DELAY - AGE 2</b>	<b>23</b>
<b>APPENDIX E : DEVELOPMENTAL DELAY - AGE 3</b>	<b>27</b>
<b>APPENDIX F : DEVELOPMENTAL DELAY - AGE 4</b>	<b>32</b>
<b>APPENDIX G : DEVELOPMENTAL DELAY - GRADE 1</b>	<b>37</b>
<b>APPENDIX H : EMOTIONAL DISABILITY AND LEARNING DISABILITY</b>	<b>41</b>
<b>APPENDIX I : INTELLECTUAL DISABILITY</b>	<b>44</b>
<b>APPENDIX J : MULTIPLE DISABILITIES - GRADE 7</b>	<b>46</b>
<b>APPENDIX K : MULTIPLE DISABILITIES - GRADE 11</b>	<b>48</b>
<b>APPENDIX L : ORTHOPEDIC IMPAIRMENT</b>	<b>52</b>
<b>APPENDIX M : OTHER HEALTH IMPAIRMENT</b>	<b>55</b>
<b>APPENDIX N : SPECIFIC LEARNING DISABILITY - GRADE 4</b>	<b>58</b>
<b>APPENDIX O : SPECIFIC LEARNING DISABILITY - GRADE 8</b>	<b>60</b>
<b>APPENDIX P : SPEECH AND LANGUAGE IMPAIRMENT - GRADE 2</b>	<b>63</b>
<b>APPENDIX Q : SPEECH AND LANGUAGE IMPAIRMENT - GRADE 3</b>	<b>65</b>
<b>APPENDIX R : TRAUMATIC BRAIN INJURY</b>	<b>67</b>
<b>APPENDIX S : VISUAL IMPAIRMENT INCLUDING BLINDNESS</b>	<b>69</b>

# PREFACE

The *Models for Developing High Quality Present Level of Academic Achievement and Functional Performance (PLAAFP) Descriptions and Goals in a Standards-Based Individualized Education Program (IEP)* document was designed by the Virginia Department of Education (VDOE) as a supplementary technical assistance tool for the [Standards-Based Individualized Education Program \(IEP\) Guidance Document](#). Based on the recommendation of the Joint Legislative Audit Review Commission (JLARC), this guide enhances training and guidance on the development of IEPs for students with disabilities by incorporating more specific examples of high quality present levels of academic achievement and functional performance descriptions (commonly known as the present level of performance), annual goals, and postsecondary transition sections. The guide provides an introduction to the present level of performance descriptions and examples of aligned goals for pre-kindergarten through postsecondary transition IEPs. Additional resources for IEP development and suggestions on how to use the guide during local professional development activities are provided.

This technical assistance document is supported by web-based training modules, standards-based worksheets, and sample standards-based English and mathematics goals for kindergarten (K)-12 students. The online modules for [Standards-Based IEP Development](#) have been updated and are available to support the professional development for beginning teachers and support staff, and as a refresher for veteran staff. The [standards-based worksheets](#) are based on the current Standards of Learning (SOL) and curriculum framework. Also, sample English and math standards-based goals are available on the VDOE website.

The VDOE encourages the division and school leaders to use these resources as part of the induction process for incoming special education staff and refresher for continuing staff. These materials are available on the VDOE website and should be used in conjunction with the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia* and the local school division's policies and procedures. The VDOE recognizes that it is not possible to address all issues or questions that may arise in the IEP development process in this document.

Additional information is available through the VDOE Office of Special Education Instructional Services at (804) 225-2932, the toll-free voice number at (800) 422-2083, or text users dial 711 (Relay).

# ACKNOWLEDGEMENTS

The VDOE would like to acknowledge the teachers, especially the Journey Into Teaching Academy Teachers, the Co-teacher Ambassadors, the Training and Technical Assistance Center (TTAC) Specialists, and the VDOE Special Education Instructional and Program Improvement staff who assisted with the development and review of the *Models for Developing High Quality Present Level of Academic Achievement and Functional Performance Descriptions and Goals in a Standards-Based IEP*.

## INTRODUCTION

A key purpose of the *Individuals with Disabilities Education Act (IDEA)*, as set forth in the *IDEA Regulations Part B, Subpart A, Section 300.1 (a)* is to “ensure that all students with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living.”

According to the [Regulations Governing Special Education Programs for Children with Disabilities in Virginia](#), an IEP is a written statement for a child with a disability that is developed, reviewed, and revised in a team meeting that specifies the individual educational needs of the child and what special education and related services are necessary to meet the child’s educational needs (8VAC20-81-10).

In 2011, Virginia introduced the standards-based IEP process. A standards-based IEP describes a process in which the IEP Team has incorporated state content standards in its development. The IEP is directly linked to and framed by Virginia’s Standards of Learning (SOL) for the grade in which the student is enrolled or will be enrolled. The aim in writing a standards-based IEP is not to re-create the curriculum for the student. Rather, it is to clearly define the skills that need to be targeted for specialized instruction to narrow the gap in order for the student to meaningfully participate in the enrolled grade level curriculum with accommodations for presentation, response, timing, or setting and to accelerate the acquisition of prerequisite skills.

The standard-based IEP has seven components that are driven by a well-developed present level of academic and functional performance description. The present level of performance description should describe the educational and functional needs of the child which will help the IEP Team determine the specific goals to address the identified needs, supplementary aids and support, participation in the accountability system, and least restrictive environment placement decisions. There should be a direct relationship between the present level of performance description and the other components of the IEP; it should be comprehensive enough to be able to develop strong goals.

The following sections provide an overview of the present level of performance descriptions and goals, website links to examples, and suggestions for professional development activities and resources.

## OVERVIEW

### Writing Present Level of Academic and Functional Performance Descriptions in the Standards-Based Individualized Education Program (IEP)

According to *IDEA Section 300.320 (a)* and the [Regulations Governing Special Education Programs for Children with Disabilities in Virginia \(PDF\)](#), each child’s IEP must contain:

1. (1) A statement of the child’s present levels of academic achievement and functional performance, 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); or
  - ii. For preschool children, as appropriate, how the disability affects the child’s participation in appropriate activities.

The Regulations are the same, regardless of child's age, and apply to all children, aged two through twenty-one inclusive, found eligible for special education and related services. The present level of academic achievement and functional performance description provides a summary of baseline information that indicates the student's academic achievement, identifies current functional performance, and provides an explanation of how the disability affects the student's involvement and progress in participating in the general curriculum. It includes the individual strengths and needs of the student in relation to accessing the general curriculum and data from evaluations, classroom and state assessments, age-appropriate transition assessments (as appropriate), observations, information from students and parents, and other sources. It should be used to identify the skills and knowledge that a student needs to achieve in order to access and meet the grade level academic content standards or the [Virginia's Early Learning and Development Standards, Birth-Five Learning Guidelines](#) for preschool-aged children. These identified needs will be used to develop the IEP goals.

When writing a present level of performance description, the following questions need to be considered:

1. What skills/behaviors (academic or functional) is the student able/unable to perform?
2. What other needs, such as functional, organizational, and social skills impact the student's involvement and progress in the general curriculum?
3. What strategies, accommodations, and/or interventions have been successful in helping the student make progress in the general curriculum?
4. How does the identified disability affect involvement and progress in the general curriculum?
5. What are the parent concerns?
6. What are the student's interests, preferences, and goals? Include postsecondary aspirations based on age-appropriate transition assessments.
7. Is the student on track to achieve grade-level proficiency within the year?

## Writing Measurable Annual Goals for a Standards-Based IEP

According to *IDEA Section 300.320 (a)* and the Regulations Governing Special Education Programs for Children with Disabilities in Virginia (PDF), each child's IEP must contain:

- i. A statement of measurable annual goals, including academic and functional goals designed to—
  - a. Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum; and
  - b. Meet each of the child's other educational needs that result from the child's disability;
- ii. For children with disabilities who take alternate assessments aligned to alternate academic achievement standards, a description of benchmarks or short-term objectives.

As noted previously, the Regulations are the same for all children eligible for special education and related services, aged two through twenty-one, inclusive. The annual goals focus on the student's important, unique needs as well as the concerns of the parent. Each goal addressing a critical need must be properly aligned with the present level of performance description. Goals identify the area(s) in which a student with a disability needs specially designed instruction and/or related services targeted to build essential skills that will facilitate participation and progress in the general curriculum. The critical skills needed to demonstrate proficiency of the general curriculum expectations at the student's enrolled grade level should be identified. For preschool-aged children, the general education curriculum is the same as it is for nondisabled children and should include the skills and knowledge a student needs to meet *Virginia's Early Learning and Development Standards, Birth-Five Learning Guidelines*.

When developing goals, it is critical to focus on skills and knowledge that are:

1. essential to desired outcomes;
2. challenging, yet attainable;
3. essential to participation in the general education curriculum; and
4. prioritized to clearly indicate skills and knowledge most important to long-term academic success.

Annual goals can then be developed to close the gap between skills the student has already acquired in relation to skills needed for success in *Virginia's Early Learning and Development Standards, Birth-Five Learning Guidelines* for preschool-aged children. A standards-based IEP is not intended to define every educational goal for a student, nor is it meant to eliminate any functional skills that students require in order to access the general curriculum. The IEP Team will not necessarily want to develop goals on every grade-level standard in every content area, but instead the team may prioritize and develop goals and objectives that are based on the curriculum content standards that are most likely to maximize the student's progress in the general education curriculum. Teachers are encouraged to use the standards-based worksheets to assist with prioritizing skills for developing annual goals. The goals will be based on the team's best estimate of how far a student can reasonably advance, given specially designed instruction and/or accommodations, within the year that the IEP is in place.

The annual goals must be specific and measurable. The annual goal components are listed as follows:

- **Who** (student) (e.g., John)
- **Timeframe** (length of time) (e.g., by the end of the school year)
- **Conditions** (under what conditions) (e.g., when given a graphic organizer)
- **Behavior** (will do what) (e.g., will write a paragraph with a topic sentence, supporting details, and a conclusion)
- **Criterion** (to what level or degree) (e.g., 80 percent (%) of the time on 4 out of 5 attempts)

**Completed goal:** By the end of the school year, when given a graphic organizer, John will write a paragraph with a topic sentence, supporting details, and a conclusion achieving 80% accuracy on 4 out of 5 attempts.

**Goals should clearly state the skills addressed and include expected proficiency. The progress on the goal determines the student's educational benefit from the special education services provided.**

# PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE EXAMPLES

## Kindergarten through Grade 7 Examples

The following are examples of both present level of performance descriptions and annual goals for students in grades K-7 who are under the age of 13. These examples are not intended to imply any required format other than the inclusion of elements and components mentioned in the introduction and overview sections of this document. Leaders who are providing professional development should keep in mind the following key considerations:

### *Considerations for Professional Development*

- The IEP development process should be individualized and based on the needs of the student, not the disability category. These examples show a variety of student contexts and formats; the examples are not intended to be copied based on disability category.
- The data sources included in the present level of performance descriptions are not intended to promote any specific evaluation tool; rather it is to remind the team that the IEP development process should be data-driven and a variety of data sources should be used.
- The goal statements emphasize the components of the goal that are necessary, not any specific wording or method.
- The exact language of the Standard of Learning (SOL) should not be used as the goal itself, as SOL are too general to be considered as observable and measurable.
- IDEA requires short-term objectives, or benchmarks for goals, of students who participate in the Virginia Alternate Assessment Program (VAAP). A requirement to include objectives for all annual goals, including goals based on grade-level academic standards, is a local decision.
- The present level of performance description should be reviewed to ensure that the information is current, relevant, objective, measurable, understandable, and provides baseline information.
- The goals are examples developed for some, not all, areas addressed in the present level of performance descriptions. For additional activities to support goal development, refer to the professional development activities and resource sections of this document.

The chart below includes website links to specific disability present level of performance descriptions and goals.

### Grades K-7, Examples by Disability Category

Use the following links below to access a specific disability's present level of performance description and goals.

Disability	Grade Level	Areas of Need
<a href="#">Deaf-Blindness</a>	5	reading, writing
<a href="#">Deaf and Hard of Hearing</a>	3	reading, writing, math
<a href="#">Developmental Delay</a>	1	reading, math, instructional readiness, communication
<a href="#">Emotional Disability</a>	3	math, reading, behavior
<a href="#">Intellectual Disability</a>	5	reading, math
<a href="#">Multiple Disabilities</a>	7	reading-aligned standards
<a href="#">Other Health Impairment</a>	4	reading, writing, organization, math
<a href="#">Specific Learning Disability</a>	4	reading
<a href="#">Speech and Language Impairment</a>	2	receptive and expressive language
<a href="#">Speech and Language Impairment</a>	3	speech sound production, reading/language arts
<a href="#">Traumatic Brain Injury</a>	2	reading, math, attention/on task behavior

### Postsecondary Transition Examples

According to *IDEA Section 34 CFR 300.43 and 34 CFR 300.320(b)* and the Regulations Governing Special Education Programs for Children with Disabilities in Virginia (PDF), prior to the child entering secondary school, but not later than the first IEP to be in effect when the child turns 14, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP shall include age-appropriate:

1. Measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, appropriate, independent living skills; and
2. Transition services, including courses of study, needed to assist the child in reaching those goals. Transition services shall be based on the individual child's needs, taking into account the child's strengths, preferences, and interests.

According to the U.S. Department of Education guidance, while the IDEA statute and regulations refer to courses of study, they are but one example of appropriate [transition services](#). Examples of independent living skills to consider when developing postsecondary goals include self-advocacy, management of the home and personal finances, and the use of public transportation. For additional information on postsecondary training, employment, education, and independent living, [The National Technical Assistance Center on Transition: The Collaborative \(NTATC:C\)](#) is a resource. This Center has identified research-based and evidence-based practices that result in positive postsecondary outcomes.

During the IEP meeting, a discussion should take place with the student and parents, and others as needed, to determine the postsecondary goals or post-school vision for the student. Postsecondary goals are measurable and happen after high school. These postsecondary goals must be based on age-appropriate transition assessments related to training, education, employment, and independent living skills, when necessary. Additionally, the goals are based on the student's needs, while considering the strengths, preferences, and interests that would be in the present level of performance description. As the IEP is updated annually, changes can be noted as the student gets older. At age 16, or earlier if appropriate, interagency responsibilities and linkages must be addressed in the IEP.

When writing postsecondary transition goals, the following questions should be asked of the student:

- What do you want to do after you finish high school?



- If you go to college, what do you want to study?
- What kind of work do you want to do?
- What do you want to learn more about?
- Where do you plan on living?
- How will you support yourself, get around, and participate in recreation in your community?

The chart below has sample present level of performance descriptions and measurable postsecondary goals for students with a variety of disabilities. The goals are examples developed for some, not all, areas addressed in the present level of performance descriptions. For additional activities to support postsecondary goal development, refer to the professional development activities and resources sections of this document.

### Postsecondary Transition, Examples by Disability Category

Click on the link below to access a specific postsecondary present level of performance description and transition goals.

Disability	Grade Level	Areas of Need
<a href="#">Autism</a>	9	postsecondary
<a href="#">Multiple Disabilities: Autism and Intellectual Disability</a>	11	postsecondary
<a href="#">Orthopedic Impairment</a>	8	math, postsecondary
<a href="#">Specific Learning Disability</a>	8	reading, math, postsecondary
<a href="#">Vision Impairment</a>	11	postsecondary, education, Braille, math, chemistry, english

### Preschool Examples

The present level of performance description requirements for school-aged children include academic language. However, for preschool-aged children, the curriculum is the same as it is for nondisabled children, and academic achievement includes developmentally appropriate foundational skills in literacy, math, and science, as well as other essential foundational skills. For preschool-aged children, the general education curriculum is defined as “appropriate activities.” Appropriate activities include activities children of the same chronological age would engage in as part of a regular preschool curriculum or other informal activities. Examples of such activities would include social interactions with peers and adults, pre-reading and math activities, participating in small and/or large groups, sharing time, dramatic play, independent play, and listening skills.

Educational performance for preschool children can be found in the three [Preschool Early Childhood Outcomes](#) outlined by the U.S. Office of Special Education Programs (reported in Indicator 7). They include:

1. positive social emotional skills;
2. acquisition and use of knowledge and skills; and
3. use of appropriate behavior to meet their needs.

Information related to the three child outcomes is to be incorporated into the development of IEPs for preschool children by employing the following strategies:

- Look for information related to the child outcomes during the review of existing data.
- During the evaluation, probe for information on caregiver concerns related to the three child outcomes.
- Encourage families to describe their child’s typical day in the context of outcome areas, such as how the child interacts with others, how he learns and solves problems, and how he gets his own needs met.
- Use functional authentic assessment during the evaluation to provide the team with information on all three child outcomes.
- Consider the child’s functioning in the context of everyday activities and routines, in the three areas.

- Document supporting evidence for the outcome ratings throughout the assessment and evaluation process.
- During the IEP meeting, consider organizing the discussion of the child in relation to the outcome areas.
- Discuss how the child is functioning in all three areas and how the child's skills and behaviors compare with other children the same age.
- In the present level of performance description, organize the information of strengths and needs as they relate to the three outcome areas.

By integrating the IEP and the three early child outcomes, teams will find it easier to not only identify and prioritize functional IEP goals, but also complete the requirements for the Preschool Early Childhood Outcomes rating process.

Next, as teachers develop goals for preschool-aged children, the overarching theme is to enable young children to be active and successful participants in home, school, and community settings resulting in positive outcomes for children and their families. A goal is meaningful when it describes a behavior/skill that will have a real impact on the success of a child in current as well as future environments. In a standards-based IEP, some or all of the annual goals are connected to *Virginia's Early Learning and Development Standards, Birth-Five Learning Guidelines* and are selected because they are unlikely to develop without intervention.

The IEP goals support and promote access to and participation in the preschool curriculum, and can be academic, social or behavioral, relate to physical needs, or address other needs unique to the child. Once again, for preschool-aged children, the general education curriculum is defined as "appropriate activities." Appropriate activities include activities that children of the same chronological age would engage in as part of a regular preschool curriculum or other informal activities (e.g., interacting with adults and friends, dramatic play, emergent literacy and math). When determining the child's goals, consider the critical skills and behaviors a child must have to learn. Also consider the foundational skills and behaviors which are those that a younger child would have as well as the immediate foundational skills and behaviors, which include those just below age-expected. These are the skills and behaviors that can be built upon to move toward age-appropriate functioning. The Preschool Early Childhood Outcomes describe children's behavior in one of three ways: 1) age expected, 2) slightly below age expectation, or 3) foundational, like that of a much younger child. Understanding the progression of skills can help with developing appropriate goals.

## Goal Criteria

The Early Childhood Technical Assistance (ECTA) Center identified criteria that define IEP goals as high quality. They can be found in the document titled, [Enhancing Recognition of High Quality, Functional IEP Goals](#), and are as follows:

- 1. The goal is written in plain language and is jargon-free.** The goal is written so that it is understandable by the family and the general public, and does not include professional jargon or practitioner "speak." For example, the goal should describe how the child will be able to speak words clearly to make herself understood, rather than using the term "articulation."
- 2. The goal emphasizes the positive.** The focus of the whole goal statement is positive and states what the child will do, rather than what s/he will not do or stop doing. For example, the goal should state, "John will chew and swallow food when eating," rather than, "John will not spit out food when eating."
- 3. The goal describes the child's involvement in age-appropriate activities to address academic and functional areas.** Goals address developmentally appropriate routines and activities related to promoting the three child outcomes. This includes academic areas that are appropriate for young children (i.e., early literacy and math) as well as activities and skills needed for functional independence.
- 4. The goal is measurable and observable.** Observable means that there is evidence available through hearing and/or seeing the child say or do the things described in the goal. Measurable means that the evidence is quantifiable (e.g., describes the level of performance that will be needed to achieve the goal and determine if progress has been made) and that the evidence can be documented.
- 5. The goal describes how the child will demonstrate what they know or can do.** The goal describes what the child will do and includes clear strategies and/or accommodations. An insufficient example is, "Alice will answer questions." A better example is, "Using cards or pictures," (this names a strategy), "Alice will play games with an adult and child to both ask and answer questions" (this describes what the child will do). This is to include special factors related to communication, assistive technology, and support specific to the child's disability and/or English language learning.

The examples of preschool present level of performance descriptions and goals are provided in the chart below. They include both transition from early intervention (IDEA Part C) services to kindergarten. These are to be viewed as examples and do not reflect the individual needs of all preschool-aged children. The goals are examples developed for some, not all, areas addressed in the present level of performance descriptions. For additional activities to support goal development, refer to the professional development activities and resource sections of this document.

### Preschool, Examples by Disability Category

Click on the link below to access a specific preschool example present level of performance description and goals.

Disability	Age	Areas of Need
<a href="#">Developmental Delay</a>	2 (transitioning to Early Childhood Special Education)	
<a href="#">Autism</a>	3	<a href="#">Virginia's Birth-Five Early Learning and Development Standards</a>
<a href="#">Developmental Delay</a>	4 (transitioning to Kindergarten)	

# PROFESSIONAL DEVELOPMENT ACTIVITIES

Because the IEP process is team developed and individualized, these examples should not be duplicated for students of a specific disability category, rather they are intended to be used as professional development training tools. Resources for activities to engage school staff in professional learning can be found at this web site: [Center for Teaching](#). Activities such as Jigsaw, Pair Share, and Cooperative Groups would lead to discussion and assist with enhancing IEP development skills and addressing the areas that may have not been included in the examples in this document.

## Activity 1: Guiding Questions

The following questions are provided to guide the use of the example present level of performance descriptions and goals in professional development activities:

1. Were all the [components of a well-written present level of performance and goals](#) found in the examples?
2. What other areas of need are identified in the present level of performance description?
3. What are examples of additional goals that might be appropriate for this student?
4. What grade level standards are the academic goals addressing?
5. For preschool, what developmental standards are the goals addressing?
6. Based on the information provided in the present level of performance description, what accommodations or modifications might be necessary or considered for this student?
7. What state assessment would be appropriate for this student?
8. What would your least restrictive environment placement recommendation be for this student?
9. What types of services for the student should the IEP team consider?

## Activity 2: Present Level of Performance Checklist

The [Progress Center at the American Institute for Research](#) provides the following questions that teachers can use as a checklist to measure the quality of their present level of academic achievement and functional performance (PLAAFP). If areas are identified as “no,” the teacher should review and address the areas before completion.

PLAAFP Test Question	Yes	No
1. Does the PLAAFP provide a descriptive snapshot of the student, including both the strengths and areas of need?		
2. Is the parent/guardian input present and clearly considered?		
3. Do statements about the student have data to support them?		
a. Are multiple sources/types of data used?		
4. Are the data understandable to the parents, guardians, student, and another teacher?		
a. Do the data provide information about skills that are strengths or weaknesses for the student?		
b. Does the PLAAFP make it clear what content and skills(s) are an instructional priority for the student?		
c. Are the content and skills listed specific enough that you could identify areas for standards-referenced instruction based on the PLAAFP?		
5. Are PLAAFP Summary Statements present for each skill area that connect the data to priorities for instruction and general curriculum access included?		
6. Could you write observable and measurable individualized goals based on the PLAAFP?		
7. If you remove the student’s name, could someone who knows the student identify the student based on reading this PLAAFP statement?		

### Activity 3: Practice with a Present Level of Performance Description

For this activity, you will need a student’s IEP that has been developed within your school division. Review the present level of performance description for this student and see if you can find the answers to all seven questions listed in the table below. If you cannot find an answer to one of the questions, write in the far-right hand column a statement that would be an appropriate answer for that question, or a note about what you found or did not find. After you have completed the activity, review the additional questions listed under the table and see if you can answer yes to all the questions.

<b>Questions to consider when developing a standards-based present level of performance description</b>	<b>Answer from Your IEP</b>	<b>If not found, develop a statement. If found, what changes would you make to improve the quality?</b>
1. What skills/behaviors (academic and/or functional) are the student able and unable to perform?		
2. What other needs, such as functional, organizational, and social skills, impact the student involvement and progress in the general curriculum?		
3. What strategies, accommodations, and/or interventions have been successful in helping the student make progress in the general curriculum?		
4. How does the identified disability affect involvement and progress in the general curriculum?		
5. What are the parental concerns?		
6. What are the student’s interests, preferences, and goals? Include postsecondary aspirations based on age-appropriate, recent transition assessments.		
7. Is the student on track to achieve grade level proficiency within the year?		

#### Practice with a Present Level of Performance Description

Additional questions to consider when reviewing the present level of performance descriptions include:

1. Does the present level of performance description answer the questions listed above?
2. Is the present level of performance description written in a user friendly manner?
3. Is baseline data included in relationship to expectation within the general education setting (norms included) and the likelihood that the student will achieve grade level proficiency in one year included?
4. Is data current (within the last year)? If test scores are provided, they should be self-explanatory or an explanation should be provided.
5. Can any teacher look at this present level of performance description and know where to begin instruction based on provided information?

## RESOURCES

The resources listed below are provided for information only. The list is not exhaustive as many resources are continuously developed by national and state centers as well as other organizations.

### Progress Center IEP Tip Sheets:

- [Present Level of Academic Achievement and Functional Performance](#)
- [Measurable Annual Goals](#)
- [Measuring Progress Toward Annual Goals](#)
- [Dates, Frequency, Location, and Duration of Services](#)
- [Participate in Assessment](#)

### Additional Resources:

- [A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities. Revised May 2017. U.S. Department of Education](#)
- [Writing Standards-Aligned IEP, Colorado Department of Education](#)
- [Guidance Document for IEP Development, Kentucky Department of Education](#)
- [Virginia's State-Wide IEP System](#)

The Virginia Department of Education (VDOE) does not endorse, represent, or warrant the accuracy or reliability of any of the information, content, services, or other materials provided by these educational service providers. Any reliance upon any information, content, materials, products, services, or vendors included on or found through this listing shall be at the discretion of the user.

# APPENDIX A: AUTISM

## EXAMPLE:

### PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE DESCRIPTION AND GOALS

**Student's Name: Stephen**

**Grade: 9**

**Disability: Autism**

Stephen, a fifteen year-old rising freshman at White Oak High School, has been enrolled within the White Oak School division since kindergarten, and has been eligible to receive special education and related services as a student with Autism since kindergarten. Stephen is impacted by Autism in both academic and functional skill areas. His progress in the general education curriculum is impacted, and he has received instruction in a variety of educational settings. Stephen currently receives instruction in an inclusive learning environment.

Stephen was reevaluated on January 26, 2019, and the team determined Stephen continued to meet the eligibility criteria for Autism. According to his psychological evaluation, he demonstrates relative strengths in concrete thinking, rote memory, and understanding visual-spatial relationships. He has difficulty with abstract thinking which impacts him in the areas of reading and math. However, during his 7th grade school year (2018-19), Stephen passed the math 7 Standards of Learning (SOL) state assessment with a score of 402 and he passed the English/reading SOL with a score of 405. A score of 400 is passing.

Stephen also demonstrates weaknesses in social interaction and communication. His teachers reported Stephen usually exhibits acceptable behavior within the classroom; however, he does exhibit weak social and communication skills. These deficits have led to several altercations, typically verbal aggression that includes using a loud voice and inappropriate language with other students when social interactions are misinterpreted. These social altercations are more likely to occur when he is in a loud setting such as the cafeteria or hallway, or immediately following an unexpected change in schedule. Additionally, Stephen is less likely to respond positively to requests made by peers, especially in group work situations. He is usually polite to his peers and teachers in the classroom setting or another quiet setting. Prior notice of schedule changes or loud situations has proven to help Stephen with coping in these situations. When provided an assignment to complete, Stephen attempts the assignment with vigor but may not ask for assistance when needed. This may result in Stephen getting "stuck" when unclear on directions or expectations. When given an assignment, Stephen needs time to prepare himself to complete the assignment, such as arranging his pencils and papers on his desk prior to beginning the assignment. He follows predictable routines well at school, and parents share he does this well at home, too. However, providing advanced notice of upcoming transitions and changes is necessary. He works best in a quiet, structured classroom working individually or with a partner and performs best with hands-on activities. Stephen understands information presented to him through rereading the information and rewriting his notes. Within his classes, Stephen stated he felt the following accommodations work best for him: extended time for in-class assignments, extensions to complete assignments in his resource/study hall block, copies of notes and study guides several days before tests, clear directions, manipulatives, and reminders of upcoming due dates for assignments.

Stephen is able to read short, grade level passages and correctly answer low-level questions about what he has read. His weak abstract reasoning and thinking skills impact his ability to summarize, predict, and make inferences when reading. He has demonstrated progress in reading fluency and intonation. He needs reminders to slow down when reading aloud or in conversational speech. Stephen's vocabulary, visual comprehension, and sequencing skills have improved. In the area of written expression, although below grade level expectations, Stephen is able to form cohesive sentences and write paragraphs with a clearly defined beginning, middle, and end. Stephen needs to develop editing skills for proofreading his writing samples to address subject/verb agreement, the use of adjectives and adverbs, as well as punctuation to prepare for the 11th grade, end-of-course writing assessment.

In mathematics, Stephen has difficulty processing information to comprehend abstract concepts and practical word problems which impact his success. Stephen also has difficulty organizing information to solve mathematical problems. His area of strength is mathematical computation. Stephen has also demonstrated progress in working with simple word problems involving addition, subtraction, multiplication, and division. However, based on Just in Time quick checks conducted periodically throughout the semester, he is unlikely to meet the grade level expectation within the year. He is particularly good at using formulas in math, but he has difficulty knowing which formulas to use to solve mathematical problems. Stephen is able to create, read, and interpret various graphs and charts. He can identify, create, and extend a wide variety of patterns using numbers, concrete objects, and pictures. However, practical application/life skills math concepts, such as making change and understanding discounts, continue to be difficult for him.

Stephen created a PowerPoint presentation for his IEP meeting which described his interests, strengths, and challenges. Even though he has made progress, he understands that he is unlikely to meet grade level academic expectations in the upcoming year. He shared that he loves to swim, run track, and likes working with children. His interests include Junior Reserve Officers' Training Corps (JROTC), going to the movies with friends, and playing video games. He participated in the I'm Determined Summit in the Fall of 2018. Stephen will also travel to Washington D.C. this summer to meet with legislators on Capitol Hill to advocate for students with special needs. He has told his case manager on numerous occasions that he wants to pursue a career in childcare. According to a Workforce Development Career Interest/Inventory Assessment administered by his case manager on December 10, 2019, Stephen showed his strongest interest in occupations that involved working with people and helping them. Stephen will enroll in Child Care I class in the fall.

Stephen plans to live at home after graduation from high school, and he plans to one day live on his own. His parents shared that Stephen takes care of his personal grooming without reminders. He is assigned chores around the house and does them willingly most of the time. He knows how to use the city bus system, and his parents would like for him to get a driver's license. A referral to the Virginia Department of Rehabilitation Services for a vocational evaluation and career counseling to assist in his successful transition planning during the fall semester of the 2020-21 school year will be made.



# Goals

## **AREA OF NEED: MATH/ALGEBRA**

### *ANNUAL GOAL #1:*

By June 8, 2020, when given an equation shown on a graph and the use of a graphing calculator, Stephen will graph linear equations and inequalities with two variables with 85% accuracy in 3 out of 5 attempts.

### *ANNUAL GOAL #2:*

By June 8, 2020, when provided with a graphing calculator, Stephen will express the square root of a whole number less than 1,000 in simplest radical form with 90% accuracy in 3 out of 5 attempts.

### *ANNUAL GOAL #3:*

By June 8, 2020, when provided with the rule for finding the value of a function for elements in a domain and the use of a graphing calculator, Stephen will solve for each  $x$  with 80% accuracy in 3 out of 5 attempts.

### *ANNUAL GOAL #4:*

By June 8, 2020, when provided data within box-whisker plot related to consumer information and the use of a graphing calculator, Stephen will compare, contrast, and analyze the data with 85% accuracy in 3 out of 5 attempts.

## **AREA OF NEED: SELF-MANAGEMENT**

### *ANNUAL GOAL #1:*

By June 8, 2020, Stephen will recognize when he does not understand an assignment or expectation and will ask for clarifying information or help in 80% of opportunities.

## **AREA OF NEED: SOCIAL INTERACTIONS**

### *ANNUAL GOAL #1:*

By December 8, 2020, Stephen will identify several solutions for hypothetical difficult social situations and identify pros and cons for taking action on each of the solutions in 4/5 opportunities.

### *ANNUAL GOAL #2:*

By June 8, 2020, Stephen will appropriately address social misunderstandings by asking for clarification or advocating his own ideas with a tone of voice appropriate to the setting and situation in 4/5 opportunities.

## **POSTSECONDARY GOAL: EDUCATION**

After leaving high school, Stephen will complete a course of study in Child Care at the local community college.

*Virginia Department of Education December 2021*

# APPENDIX B: DEAF-BLINDNESS

## EXAMPLE: PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE DESCRIPTION AND GOALS

**Student's Name: Shane**

**Grade: 5**

**Disability: Deaf-Blindness**

Shane is a 12-year-old, 5th grade male student with deaf-blindness. A recent eye report, dated May 12, 2020, revealed the continued presence of Charge syndrome. The characteristics of Charge syndrome include: coloboma of the eye, heart defects, atresia of the choanae, retardation of growth and development, ear abnormalities, and deafness. Shane demonstrates light perception, and his vision prognosis is stable. He was diagnosed with profound bilateral hearing loss at the age of 16 months, and he received bilateral cochlear implants in the first grade. Shane's complex medical diagnosis and his dual sensory impairments significantly impede his receptive and expressive communication skills and his access to visual and auditory information across all instructional and social settings and activities. The results of his Fall 2020 quarterly assessments, classroom observations, and teacher data collection revealed relative strengths in Shane's increased use of his auditory perception skills for communication. However, Shane continues to demonstrate deficits in the knowledge and use of English vocabulary, grammar, syntax, phonemic awareness, decoding, comprehension, and incidental learning. Shane requires intensive direct intervention through an intervener to assist him with accessing environmental information and to facilitate his receptive and expressive communication. He also requires specially designed instruction from a teacher of students who are blind or visually impaired (TBVI), a teacher of students who are deaf and hard of hearing (ToDHH), a speech-language pathologist, and an orientation and mobility specialist. As noted in his communication plan, dated May 1, 2020, Shane communicates receptively and expressively through spoken English, auditory perception of speech and environmental sounds, gestures, and braille.

The results of a Functional Vision Assessment (FVA) dated June 4, 2020, revealed Shane's inability to access printed materials visually, and he does not benefit from using low-vision technology tools and devices. He utilizes braille and tactually adapted materials supplemented with verbal descriptions and explanations, audio/read-aloud accommodations, and tactile sign to access his instructional materials, quarterly assessments, and statewide testing. Shane is demonstrating increased knowledge and use of braille for reading and writing. Informal assessments and observations during the Fall 2020 semester revealed his ability to independently and tactually read and manually produce the 26 letters of the alphabet correctly in braille within selected content vocabulary items with 70% accuracy. Shane demonstrates weaknesses in spelling and reading comprehension of grade level content materials. His 2nd quarter reading assessment revealed Shane's independent reading at an ending third-grade level. In the area of math, while utilizing a laptop with screen reader software and a braille note taker with a refreshable braille display, he is able to read and manually produce braille numerical symbols (0-1000) and mathematical expressions in Unified English Braille (UEB) for addition, subtraction, multiplication, and division with 60% accuracy.

Shane has demonstrated increased verbal communication since his cochlear implants were remapped in January 2020. During structured classroom activities, he is able to use two-to-three word phrases to make verbal requests for preferred items (i.e., "more pencil please"), as observed during 6 of 10 trials. Shane is able to verbally answer simple questions (i.e., yes/no, who, what, where) with 70% accuracy. His speech is

understood by familiar listeners when the topic is known, 70% of the time. The intervener supports Shane's communication and acquisition of new vocabulary and concepts through the use of physical and verbal prompting, braille, and hand-under-hand modeling.

Shane receives orientation and mobility (O&M) instruction to support his development of independent and safe travel skills within the school environment. He uses a long white cane and demonstrates the ability to travel independently to designated locations, with minimal guidance from the intervener, 70% of the time.

Shane receives speech and language therapy to address his severe receptive and expressive communication deficits. Shane is progressing in the areas of communication, reading, writing, and math. However, due to the severity of his deaf-blindness, his receptive and expressive language and communication and comprehension skills deficits continue to impede his acquisition of the grade level content. These deficits affect his performance across the grade level curriculum. Shane continues to require intensive, specially designed instruction, related services, assistive technology, and accommodations to address his academic and communication weaknesses.

Shane's mother has shared that the family will be relocating out of the state in July. She has expressed concerns about his academic and communication deficits and his limited socialization with other students at school and home. Shane gets along well with his classroom peers; however, he doesn't initiate social interaction with them unless he is prompted by the intervener. Shane wants to be a scientist, and he has expressed an interest in joining a club that focuses on astrology next year. He is eager to meet new friends, and he hopes he will be able to quickly adjust to his new school and neighborhood.

## **Goals**

### **COMMUNICATION: SOL 5.1 (D)**

By the end of the 4th marking period, when given a verbal cue, Shane will utilize a minimum of 10 four-to-five word phrases to make requests; ask "when," "where," "why," and "how" questions; and comment during multiple activities within his daily routine, on 4 of 5 consecutive trials, as observed through teacher data collection.

### **BRILLE READING AND WRITING: SOL 5.8 (J)**

By the end of the 4th marking period, utilizing embossed and refreshable braille, Shane will independently and tactually read and manually produce selected grade level vocabulary with 80% accuracy on 9 of 10 trials, as measured through teacher observation and data collection.

### **MATHEMATICS: SOL 5.4**

By the end of the 4th marking period, when given word problems involving addition, subtraction, multiplication, and division and a maximum of 2 verbal/tactile prompts, Shane will write a numerical expression to represent the problem with the correct answer with 70% accuracy on 8 of 10 trials, as measured through teacher observation and quarterly assessment data.

# APPENDIX C : DEAFNESS/HARD OF HEARING

## EXAMPLE: PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE DESCRIPTION AND GOALS

**Student's Name: Liam**

**Grade: 3**

**Disability: Deafness/Hard of Hearing**

Liam is a 9-year-old, third-grade male student. Liam's most recent audiological report, dated June 20, 2020, confirmed the presence of a moderate-to-severe sensorineural hearing loss in his right ear and a mild-to-moderate sensorineural hearing loss in his left ear. He consistently wears two hearing aids at home. At school, Liam uses a personal FM amplification system, which replaces his hearing aids, for enhanced access to verbal instruction and auditory information in the classroom. As noted in Liam's communication plan that was updated on September 20, 2020, he continues to communicate primarily through listening and spoken language. Occasionally, Liam also uses signs and fingerspelling to support his speech during interaction with his hearing and with deaf and hard of hearing peers and adults. Liam is reluctant to ask for repetition or assistance when he has difficulty hearing or comprehending what is being said during the presence of extraneous background noise (i.e., simultaneous small group activities). He relies on adults checking the status of his personal FM system daily to ensure it is functioning properly.

Liam gets along well with his classroom peers, and he enjoys participating in the robotics club and the sign language club each week after school. He receives specially designed instruction in reading, writing, and math from a teacher of students who are deaf and hard of hearing, who uses spoken language supplemented with signs and visual supports during small group direct instruction within the general education classroom. Liam requires the read aloud and additional time accommodations during quarterly assessments and statewide testing.

Liam's mother reports that he assists with his assigned daily chores at home and he dresses himself independently. Liam gets along well with his siblings and he has several friends in his neighborhood. His mother also expressed concern about Liam's academic weaknesses and wants to ensure he continues to get specialized instruction and support.

### Psychoeducational

The results of a standardized cognitive and achievement assessment administered in September 2020 revealed low average nonverbal performance and below average verbal performance. Liam demonstrated weaknesses in verbal comprehension and verbal expression that adversely affected his performance on grade level skills across all content areas. He demonstrated strengths in his visual perceptual, fine motor, and social and adaptive skills.

### Speech and Language

Liam receives speech and language therapy to address weaknesses in the areas of articulation and receptive and expressive language. On a standardized receptive and expressive language assessment administered in August 2020, Liam's scores fell within the below average range. Liam demonstrated strengths in his ability to ask for repetition and to identify familiar items quickly. However, he demonstrated difficulty identifying

age- and grade-appropriate vocabulary items. Liam exhibited general strengths in the correct usage of pronouns and complete sentences. He also answered simple wh-questions and correctly followed two-to-three step oral directions. Liam demonstrated difficulty asking wh-questions, using plurals and superlatives, understanding and using abstract words, and comprehending short stories. Liam's performance during informal language assessments and observations revealed relative strengths in his ability to respond correctly to a series of "who" and "what" questions; however, he demonstrated decreased accuracy with his responses to "when," "where," "why," and "how" questions. Liam demonstrated weaknesses in his comprehension and use of grade level vocabulary concepts during reading and writing tasks that required identifying synonyms and antonyms and explaining similarities and differences.

Liam's speech is characterized by distortions of the "s", "z", "sh", "ch", "th", and "r" sounds. He also demonstrates hypo-nasal vocal quality and a rapid rate, which results in moderately reduced intelligibility during connected speech with an unfamiliar topic. Liam is able to produce the targeted speech sounds correctly with 80 percent (%) accuracy in isolated words and sentences, with 65% accuracy during reading, and with 55% accuracy during structured conversation.

## **Reading**

During observations within daily instructional activities and on quarterly assessments, Liam is able to read basic sight words at the beginning 3rd grade level. He answers simple factual questions with 70% accuracy after reading a passage on an ending 2nd grade independent reading level. Liam attempts to read short stories or passages consisting of one or two paragraphs. After reading grade level materials, he is able to answer questions with 60% accuracy. Liam is able to answer reading comprehension questions with 80% accuracy when the information is presented orally and adapted to his language competence level. He has more difficulty responding to inferential questions, which requires the application of information. Liam benefits from pre-teaching of new vocabulary words, visual representation of the text, and the discussion of background knowledge of the subject. He has difficulty when he encounters unfamiliar vocabulary. Liam requires the oral presentation of grade level text that is paraphrased using vocabulary he has mastered. Although he is progressing, Liam's deficits in reading vocabulary and reading comprehension negatively impact his progress toward achieving independent reading and comprehension of grade level core content material.

## **Writing**

During daily instructional activities and assignments, Liam follows capitalization rules accurately 95% of the time. His writing is characterized by the use of basic vocabulary in short simple sentences. He uses compound or complex sentences less than 40% of the time. He has difficulty with English grammar, syntax, and word usage. Liam's quarterly writing samples reveal inconsistent use of appropriate subject/verb agreement, verb tenses, plurals and punctuation. Liam has difficulty organizing his ideas into a logical, unified, and coherent manner. His writing often lacks a meaningful order and a main idea with only one or two supporting details. Liam's deficits in written language adversely affect the quality and quantity of his written work, which reflects his knowledge and understanding of grade level content. He is progressing in this area, however, his rate of progress and performance are below grade level expectations.

## **Mathematics**

Liam's math calculation skills are an area of strength for him. His performance in this area on daily classwork and quarterly assessments is on grade level. Due to his receptive and expressive language weaknesses, Liam is able to solve word problems independently with only 60% accuracy. However, his performance improves to 85% accuracy with pre-teaching of the unfamiliar vocabulary and concepts. Liam is making satisfactory progress toward attaining grade level achievement in math.

# Goals

## **ENGLISH/READING SOL 3.5**

By June 15, 2021, after reading a third-grade level story independently, Liam will restate 5 key details from the text with 80% accuracy in 4 of 5 trials, as measured by teacher observation and data collection.

## **ENGLISH/WRITING SOL 3.9**

By June 15, 2021, when given a prompt and information about a specific topic, Liam will write 3 sentences to convey facts about the topic with 80% accuracy on 3 out of 4 writing prompts, as measured by teacher observation and data collection.

## **MATHEMATICS SOL 3.3**

By June 15, 2021, when given word problems involving addition or subtraction with numbers less than 100, and pre-taught new vocabulary, Liam will write a numerical expression to represent the problem with the correct answer, scoring 80% correct responses in 4 out of 5 word problem activities per each quarterly assessment.

*Virginia Department of Education December 2021*

# APPENDIX D : DEVELOPMENTAL DELAY - AGE 2

## EXAMPLE: PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE DESCRIPTION AND GOALS

**Student's Name: Maria**

**Age: 2 years**

**Disability: Developmental Delay**

### Summary of Test History

Maria has been receiving early intervention services since December 2019 to address developmental delays in the areas of communication and cognition. She was referred to the ABC School District by Ms. Jones, Early Childhood Interventionist at Integrated Services/Early Intervention Agency. Maria has not participated in district-wide standardized tests due to her age.

### Summary of Current Assessments (Eligibility)

An evaluation was completed in June 2020 by Ms. Jones, Early Intervention (EI) provider, as a part of continued eligibility for early intervention services. The school-based team also used the Battelle Developmental Inventory (BDI-2), Second Edition, to determine eligibility in August 2020. The BDI-2 is used to provide information on developmental milestones for school readiness in the areas of motor, adaptive, cognitive, personal-social, and communication skills. Results of the assessments, teacher observation, and parent input are summarized below.

### Strengths of the Student

#### ACADEMIC

Maria enjoys matching similar objects to one another. She is able to identify the colors blue, green, and red upon request and the numbers 1-10 in print; however, not consistently. She will count to 10 with the number song and will sing the alphabet. Maria will engage by looking at books and pointing to some familiar pictures. She will use her mother's finger to point to pictures during story time. Maria has begun to identify body parts (eyes, mouth, ears, nose, arms, and legs) upon request by pointing. Currently, she will not identify clothing items while dressing. Maria will play with a 10-piece shape sorting game and can complete an 8-piece ring stacker independently.

#### SOCIAL

Maria will respond to her name when called. She engages when her parents interact with her and will sometimes interact with her sister with parent support. Maria will not initiate social interactions or maintain eye contact with peers; however, she will play and run alongside them on the playground. She has recently begun to tell her sister, "Stop," when she takes things from her. One time she said, "Mine," to express ownership. She has started to wave "bye" with a prompt and model given. Maria will spontaneously greet family, friends, and the educational provider with a smile and hug when they enter the home. Maria will engage in pretend play with a baby doll. She holds items up to her mouth frequently.

## **MOTOR (FINE AND GROSS)**

Maria will use a variety of tools (crayon, pencil, marker, and chalk) to draw and scribble. She has begun to hold an adapted paintbrush and use adapted scissors to snip paper with hand-over-hand assistance. Maria is able to walk, run, and navigate playground equipment (slide, rocking horse) with limited assistance. She will climb stairs by putting one foot on each step, while holding someone's hand to come down the steps. She will jump over things and can throw a ball. Maria shows some interest in a tricycle. She will sit and place her feet on the pedals; however, she prefers to place her feet on the ground and push.

## **EMOTIONAL AND BEHAVIORAL**

Maria does not like to separate from her mother and will cry. She will express her wants and needs by typically pulling on her mother to gain attention. Occasionally, if unexpectedly woken, she will cry for an extended period of time. Maria has frequent ear infections, and it is unclear if the extended crying is related to her ear infections. She recently had tubes placed in her ears.

## **COMMUNICATION (SPEECH AND LANGUAGE SKILLS)**

Maria is able to label a variety of colors, animals, shapes, and sounds. She will verbalize "eat," "food," "mom," "dad," "nana" (banana), and her sister's name. She knows who her parents are talking about when they say her sister's name. Maria has begun to combine two-word phrases. She will vocalize and use gestures while playing with toys. There has been an increase in her vocalizations since getting tubes put in her ears. She will use gestures to request things that she wants. Maria's parents are working on getting her to imitate words to request. She will imitate and copy words that she hears. She enjoys imitating animal sounds. Maria understands when she is told "no" or "stop" and is starting to follow some common two-step directions with models and prompts.

## **WORK HABITS**

Maria enjoys music and will sing along with songs. She will sit and look at books for a long time. She will remain in a designated play area for 2-5 minutes when engaged with a preferred activity or toy. Maria requires redirection and prompts to maintain engagement. Her parents also report that she does well with transitioning between preferred activities at home. She does display difficulty ending and/or transitioning from a preferred activity to a non-preferred activity. Maria responds and will engage in transitions when her favorite song from "Paw Patrol" is played and will sit during meal times with the Paw Patrol placemat.

## **INDEPENDENT LIVING/SELF-HELP SKILLS**

Maria has a good appetite, but her appetite has varied with her frequent ear infections. She uses her fingers to eat and has not begun using a spoon or fork to feed herself. Currently, her parents are trying to expand her food choices beyond finger foods. She can drink from a cup with a straw and will drink milk from a bottle. She is cooperative with dressing and understands the steps to a diaper change. Maria is unable to take clothes off by herself. She can take her shoes off. She is not able to undo fasteners on her clothing.

## **COMMUNITY PARTICIPATION**

Maria enjoys family outings and trips to the park.

# **Needs As They Impact Learning**

## **COMMUNICATION (SPEECH AND LANGUAGE SKILLS)**

Maria has an estimated expressive vocabulary of less than 50 words and does not use 2-word phrases frequently. She will typically pull her mother and cry to express her wants and needs. Maria primarily uses jargon, gestures (i.e., pointing, reaching, taking the observers hands), vocalizations, environmental sounds, and words approximations to label, request, and gain attention. She will not use words or phrases for a



variety of pragmatic functions. Maria responds to some directives and spontaneously labels a few familiar objects and pictures, but does not consistently follow simple commands or label or identify familiar objects upon request.

## **WORK HABITS**

Maria will become preoccupied with a preferred activity and ignore directions when given. She will engage in self-directed, exploratory play while showing little interest in peers. Maria frequently mouths toys in exploration. She does not respond to her name when called if engaged in a preferred activity and displays intermittent eye contact with adults and peers. Visuals (i.e., schedule/first-then board) have been introduced to Maria. She displays limited interest.

## **PARENT INPUT FOR ENHANCING EDUCATION AND CONCERNS**

Maria's parents are concerned with her communication at this time. She has difficulty interacting with her sister and playing with other children. They would like her to communicate like other two-year-olds. Maria's parents report that her communication has improved with the placement of tubes in her ears.

## **Performance in General Education**

### **ADDITIONAL INFORMATION**

Maria does not attend daycare or preschool at this time. She receives speech-language therapy in the home to support her service plan goals and objectives.

### **PRESCHOOL: HOW DISABILITY AFFECTS CHILD'S PARTICIPATION IN ACTIVITIES (ONLY FOR PRESCHOOL IEP)**

Maria demonstrates a delay in the area of cognition, which impacts her ability to acquire and maintain new pre-academic skills without utilizing specially designed educational strategies. Maria's delay in receptive and expressive communication impedes her ability to understand what others are saying to her and to express herself to others, through both verbal and nonverbal means. Maria demonstrates delays that impact her work habits regarding following directions, transitioning to non-preferred activities, and complying with adult directives.

## **Goals**

### **WORK HABITS**

#### *ANNUAL GOAL #1:*

By February 2022, Maria will follow routines by remaining in a designated area for the duration of at least 4 activities daily, provided a visual prompt 2x weekly across 3 weeks, as measured by teacher/therapist using an observational checklist.

#### *ANNUAL GOAL #2:*

By February 2022, during instruction and across multiple situations, Maria will respond to her name by turning/looking in the direction of the stimuli 5 times daily across 4 data days, as measured by teacher/therapist observation and data collection.

#### *ANNUAL GOAL #3:*

By February 2022, during instructional day, Maria will comply with 6 different adult directions when given

no more than one repetition of the initial command twice weekly for four data days, as measured by teacher/therapist observation and data collection.

## **COMMUNICATION-EXPRESSIVE LANGUAGE**

### *ANNUAL GOAL #1:*

By the end of February 2022, when provided with no more than one verbal prompt (i.e., "What do you want?"), Maria will use 1-2 words/word approximations to make 5 different requests (objects, actions, recurrence) daily when the item/activity is presented over a three-week period, as measured by teacher/therapist observation and data collection.

## **COMMUNICATION-RECEPTIVE LANGUAGE**

### *ANNUAL GOAL #1:*

By February 2022, within a field of 2-3, Maria will identify 15 objects and/or pictures upon teacher/therapist request when provided with verbal and visual cues and prompts 3 out of 4 opportunities for 3 consecutive data days, as measured by teacher/therapist observational checklist.

*Virginia Department of Education December 2021*

# APPENDIX E : DEVELOPMENTAL DELAY - AGE 3

## EXAMPLE: PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE DESCRIPTION AND GOALS

**Student's Name: Justin**

**Age: 3 years**

**Disability: Developmental Delay**

### Summary of Test History

Due to Justin's age, he does not have a record of state and district assessments.

### Summary of Current Assessments (Eligibility)

Justin was found eligible as a student with a developmental delay in May 2019 due to cognitive and language delays. He has been receiving specialized services in a full-day, self-contained placement since September 2019. Parent reports that Justin currently has a temporary medical diagnosis for Autism through Children's Hospital of the King's Daughters. They intend on revisiting Autism results with their specialist in December 2019.

According to the Fall 2019 Carolina Curriculum for Infants and Toddlers with Special Needs curriculum-based assessment, Justin scores solidly overall within the 9-12 month range across all domains (including personal-social and communication), with scattered cognition and fine motor scores into the 21-24 month range. At the time of the assessment, Justin was 38 months chronologically.

### Strengths of the Student

#### ACADEMIC

Skill strengths were identified through use of the Carolina assessment. Justin is able to explore with cause-and-effect toys, "poke and play" with play dough, tolerate a variety of textures, pull apart pop beads, nest at least 4 containers, complete simple inset puzzles up to 4 pieces with geometric shapes, complete a shape sorter, imitate drawing horizontal/vertical strokes, imitate drawing a circle with a circular scribble, identify his own picture in a field of 8, build a tower up to 6 blocks, and turn pages of a board book one at a time. It should be noted that Justin demonstrates these academic skills more consistently when complying with teacher requests. Furthermore, Justin often requires many verbal and visual prompts to complete tasks. When given an assignment, Justin requires 4 or more verbal and visual prompts to complete the tasks.

#### SOCIAL

Justin enjoys technology and sensory-based activities. Although he is apprehensive with new textures, Justin seems to enjoy messy activities once initiated. He prefers interacting with adults more than his peers; however, he tolerates his peers playing nearby, especially while on the playground. Justin can be affectionate and likes to receive hugs and be tickled. He often demonstrates the function of a variety of objects while playing. For example, Justin will roll a car on the floor, use a crayon to scribble, and turn the pages of a book. He was observed to lick/mouth objects during his eligibility assessment observation and no longer displays those behaviors in the classroom.

## **MOTOR/SELF-HELP SKILLS AND INDEPENDENT LIVING**

Justin demonstrates age-appropriate gross motor development. At lunch, Justin brings his own food to school and is able to drink from an open cup with a straw or sippy cup and feeds himself using his fingers. While at home, Justin can use a spoon and fork to feed himself. He is aware of which items are his and puts his belongings away in his own cubby. When requiring adult assistance, Justin is able to ask for help (by signing) if prompted. Although Justin continues to wear pull-ups at school, he cooperates with toileting routines and assists with managing his clothing. An activity schedule toileting app with an avatar which looks like him has been successful during toileting to assist with task steps. In the home environment, Justin wears pull-ups and will let parents know when he has to be changed. He continues to wear diapers when he is sleeping. Justin will lift his hands up in the air when parents are putting on a shirt. Justin needs assistance with undressing; however, he is beginning to assist with removing articles of clothing such as pants, jacket, and some shirts. It is reported that he sleeps through the night and will take naps.

## **EMOTIONAL AND BEHAVIORAL**

Justin appears generally happy and smiles often. At times, he cries during transitions or when redirected by the teacher (i.e., being asked to wait) but has shown significant improvement in regards to frequency, duration, and intensity of crying episodes since the beginning of the school year. He responds well when presented with a choice for upcoming activities and when provided a theme-related item or visual as a transition object. He has also begun to manage a classroom visual schedule created using pictures to show what activity is next.

## **COMMUNICATION (SPEECH AND LANGUAGE SKILLS)**

Justin is using some word approximations to label items during play following a model ("kah" for car, "us" for bus). He uses the sign for "help" appropriately to request assistance during mealtimes, given a verbal cue. When provided a field of two objects, Justin will choose one by taking an item. Justin follows one-step, familiar, classroom, and routine directions with repetition, visual cues, and large gestural cues. Justin appears to enjoy attention from familiar adults and will smile and laugh while playing simple turn-taking games (i.e., pushing a toy car back and forth).

## **WORK HABITS**

Justin is eager to participate with and explore classroom manipulatives. He prefers to work independently during small group tasks. Justin is beginning to put toys away with close teacher proximity and prompts provided. He responds well to familiar classroom routines and a structured environment when explicit verbal demands are not being placed.

## **Needs As They Impact Learning**

### **ACADEMIC**

Areas of need were identified through use of the Carolina assessment and classroom observations since starting school. Justin demonstrates difficulty with sorting objects by attributes and number concepts. He is beginning to match like objects by color. Justin becomes unsuccessful during sorting activities when too many items are presented simultaneously and sustained attention to task is required. He often responds by pushing items off the table. Beginning with two or three objects is recommended. Additionally, when asked

to retrieve “just one” object, Justin scoops objects to grasp many and requires hand-over-hand assistance to grab only one item at a time. Although Justin enjoys activities which require writing utensils, and visual-motor is an area of strength for him, he is uninterested in using scissors to snip paper at this time. Since he enjoys sensory materials, he will explore using the scissors as a tool when paired with play dough.

## **SOCIAL**

Justin is able to pass objects, including highly preferred items, to the teacher upon request with visual cues provided. He does not yet pass objects to his peers when asked during structured activities (such as circle time) and prefers to play alone during unstructured activities (such as center time), which negatively impacts his ability to share and interact with his classmates.

## **COMMUNICATION (SPEECH AND LANGUAGE SKILLS)**

Justin does not readily imitate words to request, label, or protest. When offered hand-over-hand assistance to produce a sign, Justin pulls his hands away and vocalizes. He does not imitate signs modeled at this time. When making a request or asked to make a request, Justin will scroll through his signs (produce his known signs rapidly, one after another) rather than use a single or 2-sign phrase to make a functional request. Justin can be non-compliant with teacher-directed activities at times. It is difficult to assess Justin’s receptive language skills due to this non-compliance. At times, during preferred activities, Justin will follow simple, 1-step directions (i.e., put on, pick up) with a visual cue and repetition to participate; at other times, Justin will not follow any directives given and requires physical prompts to participate. When presented with a field of two objects and asked to touch/point to one to identify it, Justin turns away and does not attend to the presentation, or takes an item and begins to play.

## **WORK HABITS**

Justin likes to participate during teacher-directed activities by having a turn to interact with materials; however, it is difficult for him to wait his turn without grabbing materials from others or interact with materials as instructed. Since it is difficult for Justin to wait his turn and accept when demands incur, he does not consistently comply with teacher requests. When not complying, he has been observed to leave his seat, vocalize, or swat his hands at and place his feet on others, especially those who are in close proximity to him. It typically requires several attempts by the teacher to redirect Justin from continued engagement in defiant behavior. He has started to respond well to first-then visuals to aid in redirection. Reinforcers used (once compliance has been achieved) include bubbles, access to a new sensory item, and activating a praise-based voice-output device. Justin also demonstrates difficulty actively participating during large group activities that involve motor movements. He is unable to follow along with or imitate motor movements without physical assistance at this time. At times, he refuses physical assistance by pulling away.

## **PARENT INPUT FOR ENHANCING EDUCATION AND CONCERNS**

Justin enjoys puzzles, bubbles, and stacking blocks and is interested in animal sounds. He is very inquisitive and is a good problem-solver. Per parent report, Justin has many more skills than he is willing to show due to compliance issues. His parents also have overall concern for Justin’s communication skills. They are currently seeking private speech services. In addition, Justin’s mother expressed concern related to sensory issues. Justin participates in a variety of community functions such as going to the store, the beach, or the park. His parents are considering going back to the Little Gym during summer when Justin does not have school. Per parent report, Justin enjoys playing near peers and watching the neighborhood children play.

## **PERFORMANCE IN GENERAL EDUCATION**

Justin currently receives services in a full-day, self-contained prekindergarten program. When compared to same-aged peers, he currently exhibits delays in positive social-emotional skills, acquisition and use of knowledge and skills, and use of appropriate behavior to meet his needs. Goals have been included to address specific skills across these areas.

## **PROGRESS ON IEP GOALS**

Justin has mastered his preschool math goal and his preschool writing goal. Although Justin is making progress toward some communication goals, he requires goals related to building stronger foundational skills in order to reflect his current communication needs.

## **PRESCHOOL: HOW DISABILITY AFFECTS CHILD'S PARTICIPATION IN ACTIVITIES (ONLY FOR PRESCHOOL IEP)**

Delay in personal-social skills impairs Justin's ability to relate to other children and adults and to express his feelings, as well as his ability to deal with his environment in an effective manner.

Delay in communication skills impedes Justin's ability to understand what others are saying to him and to express himself to others, through both verbal and nonverbal means. Delay in cognitive development impairs Justin's ability to learn new things and to solve problems within his environment. Delay in compliance and work habits impacts Justin's ability to comply with adult-directed tasks and activities.

## **Goals**

### **ANNUAL GOALS: PRESCHOOL MATH**

Goal #1: Justin will sort at least 8 items by color, shape, or size when provided an initial teacher model, 3 out of 4 opportunities across 3 consecutive data days, by November 2020, as observed by the teacher on a weekly checklist.

Goal #2: Given opportunities within the classroom environment and upon request, Justin will retrieve and give "just one" object from a container with multiple objects, 3/4 opportunities across 5 data days by November 2020, as observed and documented by the teacher.

### **ANNUAL GOAL: PRESCHOOL WRITING**

Goal #1: When given access to materials, Justin will make at least 3 consecutive snips across paper, 3 out of 4 opportunities across 5 data days by November 2020, as observed and documented by the teacher.

### **SHORT TERM OBJECTIVES:**

- Justin will position scissors and snip paper with hand-over-hand assistance.
- Justin will position scissors and snip paper with initial physical assistance.
- Justin will snip paper provided verbal/visual prompts and cues.
- Justin will make at least 3 consecutive snips across paper provided verbal/visual prompts and cues.

## **ANNUAL GOAL: SOCIAL SKILLS**

Goal #1: Justin will maintain peer interaction for 2 minutes with no more than 1 verbal prompts/models at least 3x daily across 5 data collection days, as observed and documented by the teacher.

## **ANNUAL GOALS: WORK HABITS**

Goal #1: Given a token reinforcement system or first-then chart, Justin will comply with teacher requests during a teacher-directed activity at least 3 times daily, by November 2020, as observed and documented by the teacher.

Goal #2: By November 2020, given opportunities within the educational setting, Justin will increase his participation during music and movement activities by imitating motor movements twice daily across 5 data days as observed by the teacher.

## **ANNUAL GOALS: COMMUNICATION-EXPRESSIVE LANGUAGE**

Goal #1: When provided with a visual prompt, Justin will use a word/word approximation to fulfill at least 2 pragmatic functions: protest, greet, label, or request regarding familiar items, 4 times per day, by November of 2020, as observed and documented by the teacher/therapist.

Goal #2: To make requests or label items, Justin will imitate the signs of five different objects presented in a field of one daily for 3 out of 4 data days, by November of 2020, as observed and documented by the teacher/therapist.

## **ANNUAL GOAL: COMMUNICATION-RECEPTIVE LANGUAGE**

Goal #1: Justin will follow novel, single-step commands (i.e., "touch," "pick up") with a single visual cue, 8/10 commands over three consecutive days, by November 2020, as observed and documented by teacher/therapist.

*Virginia Department of Education December 2021*

# APPENDIX F : DEVELOPMENTAL DELAY - AGE 4

## EXAMPLE: PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE DESCRIPTION AND GOALS

**Student's Name: Chloe**

**Age: 4 years**

**Disability: Developmental Delay**

### Summary of Test History

Chloe took the Phonological Awareness Literacy Screening (PALS) assessment in October 2018 and January 2019. The PALS assessment is used to measure a young child's early literacy development. In October, she scored the following: 10/26 uppercase letters, 0/26 lowercase letters, 0/26 letter sounds, 0/10 Beginning Sound Awareness, 4/10 Print and Word Awareness, 0/10 Rhyme Awareness, 2/10 Nursery Rhyme Awareness, and 0/7 Writing. Her total score was a 16 which was below developmental expectations. In January, she made improvements in all areas. Her scores are as follows: 11/26 uppercase letters, 8/26 lowercase letters, 3/26 letter sounds, 3/10 Beginning Sound Awareness, 5/10 Print and Word Awareness, 5/10 Rhyme Awareness, 7/10 Nursery Rhyme Awareness, and 3/7 Writing. While she will be assessed again in May, her scores are currently below the Spring Developmental Range in all areas except in Rhyme Awareness (Spring Range: 5-7) and Nursery Rhyme Awareness (Spring Range: 6-10).

### Summary of Current Assessments (Eligibility)

Chloe was found eligible for special education services through Hamilton Public Schools on April 26, 2017, as a student with a developmental delay in the areas of cognitive development, communication, personal-social skills, and work adjustment skills. The following assessments were considered when developing this IEP: the Assessment, Evaluation, and Programming System for Infants and Children (AEPS), which assesses skills in six developmental areas—fine motor, gross motor, cognitive, adaptive, social-communication, and social; Phonological Awareness Literacy Screening (PALS); teacher and speech therapist observations; classroom assessments; current IEP data; and parent input.

The AEPS was used to assist in determining the present level of skills and areas of need. In the area of fine motor skills, Chloe scored an average of 100% in September and remained the same 100% in January 2019. This area includes transferring items from hand to hand, stacking objects, completing shape sorters, and drawing lines and circles. In the area of gross motor skills Chloe scored an average of 100% in September and remained the same 100% in January 2019. This area includes sitting, balance, walking, running, and going up and down steps. In the area of adaptive skills, Chloe scored an average of 97% in September and increased to 100% in January 2019. This area includes feeding, drinking, personal hygiene, and dressing. In the area of cognitive, Chloe scored an average of 89% in September and increased to 98% in January 2019. This area includes locating hidden objects, activating a toy, sorting, and matching. In the area of social-communication, Chloe scored an average of 79% in September and increased to 100% in January 2019. This area included turn taking, identifying pictures, and gaining a person's attention. In the area of social skills, Chloe scored an average of 76% in September and increased to 100% in January 2019. This area included meeting needs and wants, interaction with adults and peers, complying with a request, and simple strategies to resolve a conflict.



Chloe's overall average was 91% in the September pre-assessment and increased to 100% on the January mid-year assessment. Chloe reached 100% on the Level 1 AEPS in January, so she was then assessed on the Level 2 assessment that is an assessment for students ages 4 to 6. In the area of fine motor, she scored a 50%, gross motor 91%, adaptive 57%, cognitive 48%, social-communication 10%, and social 65%. Chloe's overall score for Level 2 AEPS was 48%. Chloe will be assessed again on the Level 2 AEPS in May 2019. Based on the data collected on AEPS Assessment, Chloe's areas of need are in communication and work habits.

## **Strengths of Student**

### **ACADEMIC**

Chloe knows 26 uppercase letters and 23 lowercase letters. She knows 3 letter sounds. She can identify 10 basic colors and 8 basic shapes. She can spell her first name aloud and her last name with a visual model. Chloe can count aloud to 40 and recognizes numbers from 0-10. She can recite nursery rhymes and fill in the missing part. She can answer questions about a familiar story or daily routine. Chloe can sort objects by many different attributes. Chloe can continue an AB and AAB pattern.

### **SOCIAL**

Chloe interacts with her peers during interest areas such as blocks, literacy and music centers, at lunch, and during small group or circle activities. She can identify her friends' names and if asked, "Who is that?" she will respond with the correct name. She will take turns playing a game and shares toys. Chloe also helps her peers by directing them to the correct area of the room or reminding them of the rules.

### **EMOTIONAL AND BEHAVIORAL**

Chloe follows a daily routine. She hangs up her coat and backpack daily. Chloe follows one and two-step directions independently. Chloe follows classroom rules with one or less verbal cues.

### **COMMUNICATION (SPEECH AND LANGUAGE SKILLS)**

Chloe is able to make a variety of requests throughout her school day using 3-5 word utterances. Utterance length is longer when she is making familiar requests or comments. She is able to answer familiar questions, as well as questions related to a familiar book, provided occasional cues. Chloe is able to follow routine one-step directions. She is able to follow multi-step commands throughout the school day, provided occasional cues. Chloe is able to follow the routine of the school day, provided minimal verbal/visual cues of remaining on task.

### **WORK HABITS**

Chloe passively participates in morning circle, small group, and story time activities in that she attends but requires multiple prompts to actively verbally share. She is able to complete her daily routine independently. She is able to complete familiar tasks with prompts. Chloe can follow routine one-step directions during small group activities. In a large or whole group, Chloe needs prompting. Chloe will typically remain on task for 4-5 minutes provided it is a preferred activity. When it is less preferred, she requires multiple prompts to return to the task.

## **MOTOR/SELF-HELP SKILLS AND INDEPENDENT LIVING**

Chloe can run, jump, and climb. She navigates throughout the school building without assistance. Chloe can hold a pencil correctly. She can trace lines and simple shapes. Chloe feeds herself using a spoon. She cleans up after herself for breakfast, lunch, and snack. She can put on her coat and her shoes. Chloe tends to her needs in the bathroom and washes her hands when she is done using the bathroom. Chloe's parents reported that she can dress herself, feed herself, and say she cleans up well, when she wants to. She needs help brushing her teeth. She loves helping in the kitchen with things like washing dishes and making sandwiches. In the morning, she will help pack lunches and put her brother's lunch in his bookbag and hers in her bookbag.

## **COMMUNITY PARTICIPATION**

Chloe's parents reported that she loves to attend church every Sunday. She loves the park. At the grocery store she likes to put things in the cart and to unload the cart at checkout.

## **NEEDS AS THEY IMPACT LEARNING**

Chloe can identify 11 uppercase letters, 8 lowercase, and 3 out of 26 letter sounds. Chloe is working on writing her name. She is able to write a C with a visual model. She is able to snip with scissors but has difficulty cutting shapes.

When unsure about an answer or expected response, she will remain silent, repeat what she has heard a peer verbally model, or will sometimes begin to fidget with her shoes or clothing. Chloe requires models/prompts in order to describe an object, picture, or story. She requires models/prompts in order to answer questions based upon recall of the day or recent events.

Chloe is able to follow one-step directions, but has more difficulty with multi-step directions and following directions when in a large group. She is able to complete many familiar tasks independently, but is easily distracted by her peers and needs verbal reminders to stay on task or remain in her seat until she completes her task. Chloe requires additional prompting to stay on task when the activity is not preferred.

Chloe responds well to a visual schedule and images that depict behavioral expectations. She enjoys receiving verbal praise, high fives, thumbs up, and hugs from preferred adults. Her activity reinforcers include outdoor playground time, imaginative play (i.e., dramatic play center), and art activities. Chloe does respond to the tangible reinforcement of a sticker chart for short periods of time, but the novelty often wears off quickly, so this method is not recommended. Chloe also enjoys acting as "teacher," therefore giving Chloe a special job or responsibility is a strong reinforcer.

## **PARENT INPUT FOR ENHANCING EDUCATION AND CONCERNS**

Chloe's parents are mostly concerned about her speech and being able to communicate with her teacher in kindergarten. They have noticed if another child comes up to her, she does not respond and will often not play with the children at church unless an adult is present. They are also concerned about her following directions in kindergarten, especially in a larger classroom.

## **PERFORMANCE IN GENERAL EDUCATION**

Chloe participates in a community-based preschool program at her local elementary school. This general education classroom provides her an opportunity to interact with her peers without disabilities while still addressing her educational needs.

## Progress on IEP Goals

Chloe has mastered all of her current goals and objectives on her IEP.

### **PRESCHOOL: HOW DISABILITY AFFECTS CHILD'S PARTICIPATION IN ACTIVITIES (ONLY FOR PRESCHOOL IEP)**

- Delay in academics impacts her ability to name letters and identify their sounds.
- Delay in communication skills impedes Chloe's ability to understand what others are saying to her and to express herself to others, through both verbal and nonverbal means.
- Delay in work habits affect Chloe's ability to comply with adult-directed tasks and activities, complete the classroom activities, and stay on task.
- Delay in motor skills impacts her ability to write her name and cut with scissors.

## Goals

### **WRITING/COMPOSITION**

#### *ANNUAL GOAL:*

Chloe will print from memory her first and last name correctly, using capital letters, lowercase letters, or a combination of both, moving left to right.

#### *DATA COLLECTION:*

Data collected once daily, across 3 consecutive data days, as measured by teacher data collection and student product by April 2020.

### **READING-DECODING SKILLS**

#### *ANNUAL GOAL:*

Chloe will demonstrate an understanding that print conveys meaning by receptively matching 26 letter sounds to the corresponding letter in random order across 3 consecutive data days, as measured by teacher data collection by April 2020.

### **WORK HABITS**

#### *ANNUAL GOAL:*

Chloe will demonstrate improved on-task work habits and persistence during independent activities, both preferred and non-preferred, by increasing focus time to 8 consecutive minutes with no more than 1 prompt across 3 consecutive data days, as measured by teacher data collection by April 2020.

### **COMMUNICATION-EXPRESSIVE LANGUAGE**

#### *ANNUAL GOAL #1:*

Chloe will tell fictional or personal stories, sequentially and with three or more details, using appropriate sentence structure and at least 5 word utterances over 2/3 opportunities across 5 data days, as measured by teacher/therapist observation and data collection by April 2020.

**ANNUAL GOAL #2:**

Chloe will respond to simple wh-questions (who, what, where) questions with accurate information, across a variety of topics, with no additional verbal or visual cues, over 2/3 opportunities per question outlines across 5 data days, as measured by teacher/therapist observation and data collection by April 2020.

**SOCIAL-EMOTIONAL**

**ANNUAL GOAL:**

Chloe will improve relationships with same-age peers in cooperative play by both asking to join in a game and inviting others to play with her, using peer's first name once daily across 3 consecutive data days, as measured by teacher data collection by April 2020.

*Virginia Department of Education December 2021*

# APPENDIX G : DEVELOPMENTAL DELAY - GRADE 1

## EXAMPLE: PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE DESCRIPTION AND GOALS

**Student's Name: James**

**Grade: 1**

**Disability: Developmental Delay**

### Student Strengths

James is a 6 year old boy with development delay and is currently a student at Lincoln Elementary School. According to the Phonological Awareness Literacy Screening (PALS), administered in the fall, James is able to identify 26/26 letters of the alphabet. James writes numbers through 30 and matches similar objects. James can also write all the uppercase letters of the alphabet. James's parents note that he is easy going in the community and seems to enjoy participating in social activities through their church and neighborhood.

### Student Needs

Grade level objectives state that students should be able to blend sounds for one syllable words, but he needs to learn the following letter sounds: "th", "y", "z", "l", and "v". Additionally, he is unable to use beginning and ending consonants to decode and spell single-syllable words, but was not able to write the first sound in a one syllable word. The student requires additional support to answer wh-questions regarding content provided to him orally. He is also working to answer wh-questions related to his personal information or in pictures. He answered 3/6 wh-questions correctly on November 13, 2020. James needs to work on writing the lowercase letters of the alphabet upon request and counting orally to 100. At the present time he can count orally to 20 and can recognize numbers to 30; however he demonstrates difficulty with counting with 1:1 correspondence. His current targets are accurately counting objects totaling between 11-15.

### Effect of the Disability on Student Performance

James's disability affects his ability to be able to express himself, and his receptive language is below what is expected of a child his age. James's use of gestures is limited to showing items, and does not use a point gesture to engage another person. He was not observed to coordinate eye gaze with varied facial expressions or gestures to communicate intent or affect. While James is able to follow most classroom routines, deficits in comprehension and sustained attention to tasks impact his ability to receive instruction without significant modifications. At home, his parents state that he needs multiple reminders to stay on task with daily activities, but is able to complete most age-appropriate tasks with verbal reminders.

### Academic Performance

James's performance is below grade level and all instruction is designed to build foundational skills building toward grade level standards.

## Fall Phonological Awareness Literacy Screening Scores

- Spelling – 1/10
- Pre-primer word list – 0/10
- First grade word list – 0/20
- Letter sounds – 0/21
- Lowercase alphabet – 24/26
- Blending – 0/8
- Sound to letter – 0/16

## Mid-Year Phonological Awareness Literacy Screening Scores

- Letter sounds – 25/26
- Spelling – 5/20
- First grade word list – 1/20
- Pre-primer word list – 15/20
- He is currently reading on the readiness level.

Over the last eight months, he retained his letter recognition knowledge, but did not maintain spelling, word recognition, or letter sound knowledge. Learning through song, skill drills, and reducing the amount of information that is displayed on a page appears to help him focus and retain previously learned skills. The following accommodations are needed to help him be successful in the classroom: repeated directions to ensure understanding of tasks, visual schedule to help with transitions, frequent breaks to relieve classroom stress, manipulatives to compute math problems and visual aids to ensure understanding of tasks. He should also be given extra time to respond to directives and questions. His work also needs to be simplified. For example, any task that requires multiple steps such as coloring, cutting, and gluing needs to be presented one step at a time.

## Functional Performance

During small group learning sessions of 7-10 minutes, James has been able to stay seated if his teacher leaves the table with minimal prompts. There have been times when he will attempt to leave the table, but if the teacher calls his name and tells him to stay seated, he will do so. At the present times, he is not able to attend a group lesson independently and must be prompted several times. It should be noted that when James is interested in something, he will attend to it. For example, whenever cartoons are played, he can maintain focus. However, when his lesson is displayed, he has to be prompted many times to attend to what is being displayed on the screen. Several strategies for providing reinforcement for on-task behavior have been attempted, including the use of a timer to signal the end of a work session and the use of a first/then board to show him when he will be able to take a break. He does have a tendency to get frustrated during virtual and in-person lessons. He will whine and cry when task demands are required of him. He has responded well to being redirected to the first-then board. His parents are interested in implementing some of these strategies at home to support the generalization of skills and increase his independence. He loves to watch cartoons, bounce on an exercise ball, drink juice, and snack on crackers, goldfish, and fruit roll-ups. These activities are available at home and in the classroom to help keep James motivated.

James's initial speech and language evaluation was conducted in 2017. Results indicated a severe receptive and expressive language delay due to limited spoken words. James also exhibited a significant impairment in the area of social communication due to a lack of eye contact, not playing with others, and a lack of reciprocal communication. In many instances, when peers approach James to play, he will often follow along, but does not engage verbally and only remains engaged with the activity for a short period of time. James's parents are concerned about his social development and how it impacts his development, and noted that he also has difficulty playing with other children at their church. They did mention that several older kids (teenagers) have embraced him and he seems to enjoy their attention. At the time of the evaluation, James typically got his needs met by pulling on others, pointing, and using noises. Since 2017, James has been receiving speech and language therapy to address his delays. He has made significant progress and has mastered the following goals and objectives: following one-step routine directions, imitating words, getting his wants and needs met, identifying ten objects, making choices, and greeting others. Currently, James has access to an alternative and augmentative communication device that he is learning to use. It has been encouraged that James uses his device throughout the day so he becomes more accustomed to using it. His current device is an iPad with the LAMP app, which is owned by Jefferson County Public Schools. When schools closed in March 2020 due to Covid-19, James's parents chose not to have him participate in virtual speech-language therapy services. James has been receiving virtual speech therapy during the current fall semester, but his attendance is inconsistent. Because he has not participated in 7 of 12, 30-minute therapy sessions, he has not made much progress on his communication goal; therefore, it is suggested the goal remains until more progress is made. James continues to have communication difficulties in the following areas:

- Answering a variety of questions including "what," "where," "who"
- Answering yes/no questions
- Answering personal questions

## Goals

### READING:

#### *MEASURABLE ANNUAL GOAL #1*

By May 23, 2022, James will identify 10 letter sounds by selecting the correct letter from a field of five when provided with the letter sound, with 80% accuracy across two consecutive assessments.

#### *MEASUREABLE ANNUAL GOAL #2*

By May 23, 2022, James will use beginning and ending consonants to decode 30 words, with 80% accuracy across two consecutive assessments.

#### *MEASURABLE ANNUAL GOAL #3*

By May 23, 2022, James will spell at least 10 CVC words, with 80% accuracy across two consecutive assessments.

### MATHEMATICS:

#### *MEASURABLE ANNUAL GOAL #1*

By May 23, 2022, James will count objects with 1:1 correspondence up to 30, with 80% accuracy across two consecutive assessments.

#### *MEASURABLE ANNUAL GOAL #2*

By May 23, 2022, James will recognize and label numbers 1-100, with 80% accuracy across two consecutive assessments.

**INSTRUCTIONAL READINESS:***MEASURABLE ANNUAL GOAL #1*

By May 23, 2022, James will use a picture schedule to independently transition between 3 different activities (to include at least one non-preferred activity) within the classroom.

*MEASURABLE ANNUAL GOAL #2*

By May 23, 2022, when provided a timer and visual supports, James will engage in instructional activities for at least 8 minutes for 4 out of 5 instructional sessions for two consecutive days.

**COMMUNICATION:***MEASURABLE ANNUAL GOAL #1*

By May 23, 2022, when presented with three items and asked, "What do you want?" James will make requests for preferred items using voice output device or spoken language in 80% of opportunities.

*MEASURABLE ANNUAL GOAL #2*

By May 23, 2022, James will spontaneously request preferred items by name at least 20 times per day using speech generating device, picture exchange, and/or spoken language.

*MEASURABLE ANNUAL GOAL #3*

By May 23, 2022, James will use a speech generating device to answer at least 5 personal questions (e.g., his name, parents' names, teacher's name, birthday, favorite color and food) when asked by teacher, therapist, and peers.

*MEASURABLE ANNUAL GOAL #4*

By May 23, 2022, James will use a speech generating device to answer questions about simple text or pictures, with 80% accuracy when asked by teacher or therapist.

*Virginia Department of Education December 2021*



# APPENDIX H : EMOTIONAL DISABILITY AND LEARNING DISABILITY

## EXAMPLE: PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE DESCRIPTION AND GOALS

**Student's Name: Jennifer**

**Grade: 3**

**Disability: Emotional Disability and Learning Disability**

Jennifer is a rising third-grade student at George Lee Elementary School. She currently receives supports and accommodations in an inclusive 2nd grade classroom due to the identification of an emotional disability. In addition to the emotional disability, Jennifer is a student who has been identified with a learning disability in the areas of math and reading.

Recent test results from the Wechsler Intelligence Scale for Children, Fifth Edition (WISC-V), indicates that Jennifer has average intelligence. However, deficits in working memory and information processing pose particular difficulty for her. This impacts her learning process, as she has difficulty with executive functions including self-regulation, and is often unable to retrieve skills or information previously learned or may take considerable time to process that information. As a result, Jennifer becomes frustrated and she has loud verbal outbursts, which usually result in a teacher reprimand or her removal from the classroom. She may hit or kick other students and, occasionally, throws books, notebooks, assignments, or other items to the floor. While Jennifer has peers that she enjoys talking to during group work, recess, and lunch, her behaviors can escalate quickly and have impacted her ability to build and maintain peer relationships. Most of Jennifer's behavioral difficulties occur during the first hour and the last half-hour of the day. She has difficulty when transitioning from one class or activity to another and when beginning new tasks. She will often exhibit work refusal if an assignment involves reading and/or spelling.

Jennifer was administered the Phonological Awareness Literacy Screening (PALS) assessment in April 2018 and results show that she is reading with 93% accuracy at the primer instructional oral reading level. She is able to identify short vowel patterns and most sight words, but has more difficulty with long and more complex vowel patterns. Her teachers report that she can make predictions, as well as listen to a read-aloud and answer basic questions about character, setting, plot, and sequence. However, she does not demonstrate these skills consistently when reading independently. Classroom assessments show that skills such as compare and contrast, making connections, drawing conclusions, and summarizing are especially difficult for Jennifer, which are consistent with the fluency, working memory, and information processing difficulties that are evident in test results. Additional time, careful selection of graphic organizers, cues, rereading, chunking, echo reading, and peer support are very important for Jennifer's continued progress in reading. Additionally, she is able to correctly write a simple sentence, to identify subjects and predicates, and to observe basic rules of mechanics. Her teachers corroborate her self-report that handwriting is a strength.

In math, Jennifer was administered the Criterion Test of Basic Skills, Second Edition (CTOPS-2), in April 2018. Results indicate that Jennifer is able to read, write, and identify the place value of a three-digit number. She can compare and order two whole numbers. Her strengths are identifying parts of a set, completing addition and subtraction, simple computation problems, telling time to the quarter hour, identifying three-dimensional figures, and interpreting simple measurement tasks. Assessment data indicate that Jennifer

has difficulty with rounding and counting money; however, manipulatives are an effective accommodation. As with reading, mathematics tasks that require the synthesis or analysis of multiple steps or data pose a significant challenge for Jennifer, such as multi-step problems, complex fraction problems, probability, and solving word problems. Concrete examples of concepts, intensive instruction in problem-solving routines, chunking, step sheets, modified/reduced task complexity, and additional time are critically important for her access to grade level curriculum.

Jennifer reports that she likes it when there is an “extra” teacher in the classroom to help. Teacher and student reports indicate that Jennifer has shown success in the co-taught classroom, and parents report that having two teachers available to help all students gives her more confidence and helps with her focus. Her parents have indicated a strong desire for Jennifer to be able to remain in her classroom and are willing to support strategies being taught at school in the home. Jennifer also reports that sometimes she is afraid to try when called upon to answer, and so she puts her head down or looks around instead. This behavior may appear as inattention or defiance, but consideration should be given to the anxiety she experiences because of information processing and retrieval delays.

Jennifer’s Individualized Education Program (IEP) Team determined that the co-taught classroom best meets her needs at this time. Furthermore, the IEP Team recognizes that Jennifer responds well to the support and accommodations that facilitate her access to grade level curriculum, and feels that it would be beneficial for her to continue to identify what works for her so that she can initiate her learning experience.

Jennifer states that she is very excited about moving on to the third grade because she gets to make new friends and have a new classroom. Jennifer loves reading books about animals and space. Jennifer would like to be a veterinarian when she grows up.

## **Goals**

### **ANNUAL GOAL: MATH**

When given direct instruction and the support of manipulatives, Jennifer will solve a set of math problems that require rounding and comparing whole numbers and fractions with 70% accuracy, as measured by classroom assessments by annual review of the IEP.

### **ANNUAL GOAL: READING**

Jennifer will use context clues, rereading, and echo reading to read a fiction or nonfiction passage with fluency and accuracy on an ending grade 2 level, as measured by a PALS assessment administered by the annual review of the IEP.

### **ANNUAL GOALS: BEHAVIOR**

#### **GOAL #1:**

Given direct instruction, practice, and role-playing in executive function and self-regulatory strategies (goal setting and planning, self-evaluating, seeking assistance requesting help and breaks, mindfulness, visualizing, deep breathing), Jennifer will utilize one or more learned strategies with 2 or fewer verbal or visual cues rather than exhibiting work refusal or unsafe behaviors on 3 out of 4 observable occasions by the annual review of the IEP.

#### **GOAL #2:**

Given two or three verbal prompts and a visual timer to signal one minute prior to transition, Jennifer will successfully transition from one class or activity to the next without disruptions (throwing materials, hitting, kicking, loud outbursts) on 4 out of 5 observable occasions as measured by teacher observation and data collection using a checklist by the end of the last nine weeks of the IEP cycle.

**GOAL #3:**

Given a multi-step task presented both orally and in writing, and accompanied by fading verbal prompts, Jennifer will accurately complete tasks in the correct order on 4 out of 5 observable occasions with 80% accuracy by the annual review of the IEP.

*Virginia Department of Education December 2021*

# APPENDIX I : INTELLECTUAL DISABILITY

## EXAMPLE: PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE DESCRIPTION AND GOALS

**Student's Name: Sarah**

**Grade: Grade 5**

**Disability: Intellectual Disability**

Sarah is a fifth-grade student who is eligible to receive special education services as a student with an intellectual disability. Sarah is attentive and participates during instruction, initiates and engages with her peers during small group assignments, and asks for help when she does not understand assignments. However, she has difficulty understanding and following directions, which impacts her learning in both reading and math. Her decoding skills are weak and further impacts her reading comprehension skills. Sarah receives core content instruction in the general education classroom with accommodations to address her weaknesses in reading comprehension and following directions. She receives specially designed instruction in reading and math. Teachers report that Sarah independently adheres to classroom routines and procedures supported by visual prompts, such as picture schedules and choice boards, and she self-monitors completion of assigned tasks using a picture checklist.

### **Academic Achievement:**

Sarah participated in the 5th Grade Standards of Learning (SOL) math state assessment with accommodations in May 2020. Sarah scored a 325, which is below 400, and therefore did not pass the assessment. SOL item analysis matches classroom math performance data and assessments indicating Sarah makes errors in multi-step problems, and does not know which operation to apply in practical problems.

Sarah's IEP accommodations include calculator use for basic math calculations, extended time, and read-aloud for word problems. Differentiated and scaffold supports, such as regular use of manipulatives, 1:1 explicit instruction, and increased practice opportunities are embedded within Sarah's daily classroom instruction. Sarah is not on track to master grade level content within one school year.

According to teacher reports based on observations and informal reading assessments conducted in June 2020, Sarah's ability to apply her knowledge of letter-sound relationships, including knowledge of letter patterns, to correctly pronounce written words (decoding skills) was noted as a weak area. Her reading comprehension skills, or her ability to understand and interpret what she reads, are also weak and three years below grade level. She is currently decoding words and comprehending on a second grade reading level based on standard and curriculum-based assessments. Sarah would benefit from receiving an additional reading intervention in combination with her current reading instruction to address these areas of concern. Sarah also has significant difficulty verbally summarizing what she reads, but can place pictures in sequential order for accurate retelling of a story. Sarah enjoys small group discussions of stories read within the English classroom, and uses texts in audio format during independent reading. Sarah received a 275, and she did not achieve a passing score on the 5th grade English/reading SOL assessment in May 2020, and she is not on track to master grade level English content within one school year.

Sarah has strengths in her social and communication skills. She likes to interact with others and frequently volunteers to assist others. Teacher observations indicated that Sarah is more successful with academic and functional tasks when provided with visual supports and hands-on activities.

## **Student Interests:**

According to Sarah, her stated interest is helping others, so she plans to graduate from high school and hopes to work in a daycare center or nursing home after graduation. Sarah's teacher has introduced her to the "I'm Determined" Project, and she is learning and using self-determination and advocacy skills as a 5th grader.

## **Functional Performance:**

Sarah performs all school day personal care tasks independently. Her parents report that she is responsible around the house—completing chores, cleaning, preparing microwave food and snacks, and doing other familiar tasks with minimal assistance. Sarah initiates social conversation opportunities with adults, and engages in positive interactions with peers across the school day.

## **Parents' Concerns:**

Sarah's parents state that they want their daughter to participate in both academic and functional activities that will lead her to a fulfilling life and the ability to live independently. They describe her as a very friendly child who does not know a stranger. While the parents affirm her friendly and positive demeanor, they have some concern that Sarah could be easily misled by others, and they want to make sure that she is able to speak up for herself and advocate for her needs.

## **Goals**

### **ANNUAL GOAL: READING COMPREHENSION, SOL 5.4**

By the end of the school year, Sarah will utilize context clues, and use a dictionary to help determine the meaning of unfamiliar words with 90% accuracy in 4/5 given opportunities.

### **ANNUAL GOAL: MATHEMATICS, SOL 5.4**

When given a mathematical problem, Sarah will use strategies, such as representing the problem with drawings and manipulatives, to reach a correct solution in 4/5 given opportunities, documented by teacher charting and student work.

*Virginia Department of Education December 2021*

# APPENDIX J : MULTIPLE DISABILITIES - GRADE 7

## EXAMPLE: PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE DESCRIPTION AND GOALS

**Student's Name: Todd**

**Grade: 7**

**Disability: Multiple Disabilities**

Todd is a 12-year-old, 7th grade student who has been identified with multiple disabilities (intellectual disability and vision impairment). Based on the psychological evaluation from last year's triennial review, although significantly below age peers, tasks involving both verbal and non-verbal reasoning were areas of relative strength but processing speed and working memory skills were very low. He has significant difficulties understanding information, categorizing it, and outputting it quickly and efficiently, which impacts his academic and functional skills. His adaptive behaviors, such as dressing himself and tying his shoes, continue to be areas of weakness. Todd, however, has independent toileting and personal care skills, such as brushing his teeth and combing his hair.

Todd's academic skills are significantly below grade level, with weaknesses in all academic areas. Based on his classroom performance, his math fluency and reading skills are significantly impacted by his cognitive delays, processing speed, and working memory weakness. In math, his teacher documented that he identifies coins to purchase items at the school store. Given picture cues, he matches coins and dollar bills to purchase his lunch at school, and he can give money to the cashier and wait for change. He uses manipulatives to do basic addition and subtraction calculations and simple problem solving with 1- and 2-digit numbers.

In reading, Todd can recognize sight words, and decode one-syllable and closed syllable words when they are listed in word families. His relative strength in verbal reasoning is evident in recent improvements in listening comprehension of second-grade passages, but his oral reading is so labored that he struggles to understand first-grade passages he reads aloud.

Todd wears glasses due to his vision impairment, but he still requires that all reading and instructional materials have enlarged print. He is beginning to learn to use text to speech software and magnification tools on a personal computer to increase his access to print materials. Todd often responds incorrectly to wh-questions due to limited understanding of vocabulary. Todd maintains attention to tasks when he is seated near the front of the room in close proximity to the teacher, where he can easily receive assistance. Todd's understanding of new tasks is enhanced when his teachers model procedures and break procedures into small steps. Even though Todd is making progress using specially designed instruction, classroom accommodations, and curriculum modifications, he is unlikely to meet grade level expectations within a year due to the severity of his learning delays.

Todd has participated in the Virginia Alternate Assessment Program (VAAP) using a modified curriculum. Work samples for the collection of evidence are completed in both the general and special education classrooms. Currently, he receives content instruction in the special education classroom and participates in electives and lunch with his peers. His parents expressed their desire for Todd to increase his time in the general education classroom to enhance his social skills and increase appropriate interactions with both peers and adults. They would like to see greater emphasis on independent life skills.

Todd loves softball and participates in Special Olympics softball tournaments. He enjoys walking, listening and dancing to music, and a variety of other leisure activities at home and in the community. His recent vocational interest assessment showed that he scored highest in the Agriculture, Food, and Natural Resources career clusters. He would like to live independently and have full-time employment.

## Goals

### **ANNUAL GOAL: ENGLISH/READING BASED ON ALIGNED STANDARDS OF LEARNING (ASOL) 7E-RW1**

By the end of the school year, when presented with an instructional level text, Todd will read and determine the meaning of unfamiliar words with 80% accuracy, as measured by classroom assessments.

#### **SHORT TERM OBJECTIVES**

Objective 1: By the end of the first nine weeks, given a list of 20 unfamiliar words with short vowels in closed syllable, Todd will decode the words with 80% accuracy on 4 out of 5 times.

Objective 2: By the end of the second nine weeks, when given a list of 20 two-syllable closed words, Todd will be able to decode two syllable with 80% accuracy on 4 out of 5 times.

Objective 3: By the third nine weeks, Todd will use decoding skills and context clues to determine the meaning of unfamiliar words with 80% accuracy on 4 out 5 times.

*Virginia Department of Education December 2021*

# APPENDIX K : MULTIPLE DISABILITIES - GRADE 11

## EXAMPLE: PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE DESCRIPTION AND GOALS

**Student's Name: Abby**

**Grade: 11**

**Disability: Multiple Disabilities**

Abby is a 17-year-old, eleventh-grade high school student. She is eligible for special education services as a student with multiple disabilities (and intellectual disability).

Abby's reading and mathematics skills are significantly below grade level as measured by the Peabody Individual Achievement Test, October 2019. A May 2021 IEP quarterly progress report indicates that Abby made significant progress using a picture exchange system to follow a schedule and communicate her wants and needs. In the community, Abby identifies the ladies' restroom, stop signs, her favorite fast-food restaurants, Walmart, and Starbucks. Abby uses a stamp to sign her name and generalizes this skill to a variety of forms. In mathematics, Abby identifies coins to purchase a soda. Given picture cues, she matches coins and dollar bills to purchase her lunch at school. Abby gives her money to the cashier and waits for change.

Abby completed the informal learning styles assessment from the Transition Planning Inventory in May 2020. It suggests that she is a visual, auditory, and bodily-kinesthetic learner. An interview with her special education case manager in October 2019 indicates the most effective instructional strategy for Abby is chaining paired with least-to-most prompting.

At school, Abby helps clean up after snack and assists with transitions to different activities. She most frequently selects solo activities and has limited interactions with peers. Abby struggles to follow instructions during a fire drill. She is independent in using the restroom, but has accidents when not reminded to do so. She requires prompts for washing her hands and using soap.

Abby sometimes displays aggression in response to changes in routines and transitions to new environments. The perceived function of this behavior is escape-motivated to avoid change or correction. Positive behavior supports that reduce the frequency of this behavior include infusing choices into daily activities, providing a quiet place with sensory equipment for Abby to request if she starts to feel upset, updating her picture schedule daily, and providing frequent reminders that reflect a change in routine. This information was from a Functional Behavior Assessment conducted in 2019.

Abby participates in her IEP meetings. Although Abby lacks expressive verbal language skills, she makes her wants and needs known through gestures, grunts, and the use of a picture exchange system. In the community, she carries a small wallet that contains pictures to help her communicate across settings. Abby's parents are interested in exploring post-high school assistive technology resources for communication.



## Employment

Abby has vocational interests in delivering mail, and displaying magazines and books as indicated in the minutes from her person-centered planning meeting in May 2019. A school-based vocational assessment was conducted in September 2018. Abby was observed in the school cafeteria and school library. She displayed limited on-task behavior and required frequent verbal prompts for both jobs.

In the cafeteria, Abby sorted silverware and helped organize kitchen supplies. Her strength and stamina were adequate to complete the task. Manual dexterity was an area of weakness. Abby was also observed shelving books in the library. She had difficulty with climbing and balancing on the step stool but showed interest in books, was pleasant and engaged with other people in the library, and spontaneously straightened and lined up books in order on the shelves. She had difficulty with spatial relations, for example, identifying whether space was available to add books.

Abby is assigned a paraprofessional that provides 1:1 support who accompanied her to a functional vocational evaluation in September 2019. The evaluation ended before completion due to Abby's behavior. Abby began the assessment but refused to work after a short break. She aggressed toward another student and was removed, resulting in an incomplete assessment. Later in the week, the vocational evaluator brought some pre-vocational skills tasks to Abby's classroom. In this setting, Abby was able to sort items by color but required 2 prompts to remain on task for longer than 10 minutes. She had difficulty sorting items accurately by shape and size.

Abby qualifies for employment support through the Community Services Board (CSB). Abby's parents are hopeful that she will have a supported employment opportunity. Abby's case manager has provided her parents a list of community settings where she may volunteer. Abby's parents requested information about post-high school transportation. This will be covered in her community-based instruction units this year.

## Independent Living

At home, Abby helps with general cleaning by picking up items. She puts dirty dishes in the sink with reminders and fixes a snack that does not require heating. She can dress herself, but has difficulty with buttons and zippers. Abby needs monitoring when completing self-care activities due to safety concerns, such as setting the water temperature too high. She needs reminders and assistance to use soap and shampoo when she showers. Without the visual cue, she does not always remember to wash her hands. Abby uses a jig designed by the occupational therapist that prevents the faucet from turning too far to control water temperatures. Although she toilets independently, Abby continues to have accidents and needs reminders to wash her hands. She can identify the correct restroom in an unfamiliar setting.

Abby enjoys a variety of leisure activities such as walking, listening and dancing to music, and cutting pictures out of magazines. She can operate an iPad to access preferred applications. Abby's parents note that she is more attentive to tasks when she listens to music. Her parents think Abby would enjoy participating in dances and attending musical performances.

Abby frequents the local bookstore with her parents. She likes to align and shelve books when she is there. She also helps with Bingo at her grandmother's nursing home and visits residents. Abby will continue these activities after high school. Abby is dependent upon supervision and prompting for safe mobility in the community. She fastens her seatbelt when riding the school van. On occasion, aggression with a perceived escape function is displayed during transport, protesting someone occupying the seat beside her (Functional Behavior Assessment, 2019).

Abby's parents reported that she does not have a Virginia identification card (Parent Survey, October 2020). She receives Supplemental Security Income (SSI) and her parents plan to obtain full guardianship. A trust fund exists to support Abby's financial needs. She is on a waiting list for Medicaid Waiver funding. Her parents have not researched what medical services are available to Abby through the local health department (Parent Survey, October 2020). They are working with the Community Services Board (CSB) case manager to locate a group home. They are familiar with the Center for Independent Living, but they request assistance to help prepare Abby to transition to a group home.

## **Current Academic Achievement**

Abby receives instruction in the Virginia Essentialized Standards of Learning (formerly the Aligned Standards of Learning), and she is pursuing an Applied Studies Diploma. Abby's performance in the Virginia Alternate Assessment Program (VAAP) was primarily at Level 1, meaning that she required significant support and modifications to access and demonstrate proficiency in the aligned standards. She was able to observe and collect weather data by selecting pictures representing the day's weather and graphing the pictures each week. She was also able to locate the earth in a model of the solar system. She did not pass the English portion of the VAAP, but was able to use resources to identify pictures to complete a writing project (I'm Determined one-pager). She can follow a picture schedule and uses sounds, gestures, and some picture exchanges to communicate. Abby uses the following American Sign Language (ASL) signs: help, restroom, good, and bad. She uses a stamp when signing her name. She identifies quarters in a group of coins and can use these to purchase snacks from a vending machine. She has difficulty remaining on task. She follows directions on preferred or self-selected tasks. Escape-motivated, aggressive behaviors are sometimes displayed during transitions when correction is given, or when she is excited. Abby requires highly structured instruction, often with repeated opportunities to respond with systematic prompt fading strategies. She easily develops prompt dependency and requires direct instruction to generalize skills to new environments.

## **Current Functional Performance**

Abby has participated in community-based instruction where she travels to a public library and assists with displaying books and magazines. She also pushes the cart of returned books to an area where they are re-shelved. Abby readily engages in these tasks. On occasion, she has shown aggression toward her job coach when asked to move to another task. Use of a picture schedule and a watch with an alarm to let her know when it is time to start another task generally support transitions from one task to another. There have been no reported episodes of aggression on public transportation where open seats are maintained around her, but aggression has been observed when riding on the school van. Abby's parents have met with the Center for Independent Living and other community resources. She is on the waiting list for a community waiver.

## **Goals**

### **POSTSECONDARY GOAL: INDEPENDENT LIVING**

After leaving high school, Abby will live in a group home and independently maintain her own hygiene and self-care routines.

### **POSTSECONDARY GOAL: EMPLOYMENT**

Six months after leaving high school, Abby will work part-time in a community library with supports from an adult service agency.

## **ANNUAL GOAL: INDEPENDENCE**

By April 18, 2022, Abby will use a visual schedule to initiate the use of the restroom at least two times per day in school and community settings with 80% accuracy for 4/5 days.

Benchmark: By January 15, 2022, Abby will select pictures that represent functions that need to be done in the restroom, including toileting, hand-washing and drying to be used in her visual schedule routine.

## **ANNUAL GOAL: COMMUNICATION**

By April 18, 2022, Abby will use sign language or visual to request a break from tasks by using a sign, or visual, without becoming aggressive in 8/10 opportunities.

Benchmark: By January 15, 2022, Abby will correctly discriminate signs for various functions, including taking a break from a task, needing to use the restroom, and working on an assignment.

## **ANNUAL GOAL: MONEY MANAGEMENT**

By April 18, 2022, Abby will use a debit card to make small purchases in the community by completing 60% of steps independently for 4/5 purchases.

Benchmark: By January 15, 2022, Abby will correctly slide a debit card into the card reader and select the correct response to the card reader prompt 8 of 10 trials.

## **ANNUAL GOAL: EMPLOYMENT SKILLS**

By April 18, 2022, with the use of a timer or watch and visual schedule, Abby will independently and calmly (without aggression) transition between activities on the work site for 9/10 transitions.

Benchmark: By January 15, 2022, Abby will correctly discriminate emotions, including anger, sadness, calmness, and happiness, by identifying photos of people and in role-play activities.

*Virginia Department of Education December 2021*

# APPENDIX L : ORTHOPEDIC IMPAIRMENT

## EXAMPLE: PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE DESCRIPTION AND GOALS

**Student's Name: Joseph (Joe)**

**Grade: 8**

**Disability: Orthopedic Impairment**

Joe is a 14-year-old young man who currently attends eighth grade at All American Middle School. Joe has cerebral palsy and qualifies for special education services as a student with an orthopedic impairment. Joe receives all academic instruction in the general education setting with support from the special education staff. Joe's orthopedic impairment impacts his ability to navigate the school environment and access materials needed to participate in his school day. He uses a motorized wheelchair with a joystick to move independently through the school building, but requires assistance for some tasks and activities across the school day. Using his wheelchair joystick, he is able to scroll through the pages of the accessible PDF version text and reading materials in his PDF viewer. He is left hand dominant and uses his wheelchair joystick through a Bluetooth connection to operate the laptop's mouse cursor. He benefits from sticky keys and filter keys turned on in the built-in accessibility settings on the laptop. He takes all the quizzes and assessments on his laptop. At this time, Joe receives related services in occupational, physical, and speech therapy.

Joe is involved in a variety of school and community activities and is an avid sports fan. He attends most school sporting events and participates in an adapted sports league outside of school where he plays basketball and soccer. As a member of the school newspaper, he has written several articles for the sports column. A review of his career interest inventory and selected career pathway indicates Joe would like to explore classes and activities that would build his skills for a career in sports journalism. He completed an I'm Determined One-Pager as a tool to share his strengths, needs, preferences, and interests with school staff and community partners. His parents report that he has used this information with his coaches and teachers to help them better understand who he is as an athlete and student. In a student interview, Joe shared that he would like to go to a four-year university and study sports journalism. His favorite class this year was Creative Writing, where he had an opportunity to try several different writing styles. He also expressed his desire to drive and learn about future adaptive equipment needs. Joe has a savings account in his name and wants to work part-time while he is in high school.

Joe's English teacher reports that he has strong written language skills, as indicated by informal and formal assessments. He has averaged a 92% on graded course work throughout the school year. Using a pen or pencil with a wide pencil grip, he is able to make marks on paper and write his name in large print. However, he primarily requires the use of a laptop with a key guard on the keyboard to type his school work.

Joe's science and social studies teachers report that he is always prepared for class, will ask for assistance if needed, and has maintained an average of 85% in science and 82% in social studies on graded assignments. Joe does require additional assistance in labs when fine motor tasks are required for measuring and manipulating materials. He has successfully participated when paired with a peer or provided adult assistance.

Joe's algebra I teacher reports that Joe completes all assignments and assessments, but he struggles in this class. His overall average for the year is 72%. Joe's fine motor skills have impacted his ability to calculate

equations using paper and pencil, but with the support of Joe's occupational therapist, they have identified response formats that allow Joe to show his work. Joe uses the Desmos online calculator and manipulatives when completing practice equations and assessments. His teacher shared that Joe struggles with some concepts but connecting these concepts to sports has helped and been motivating.

Joe receives extended time to complete assignments that require written output and separate work location for testing. Due to weaknesses in articulation, he requires additional time to respond verbally. He uses the text to speech feature on his computer to participate in classroom discussions, prepare oral presentations, and answer verbal questions when others are struggling to understand him. In the classroom, Joe uses an adapted desk, with an opening for his wheelchair, to access his desktop classroom materials. Joe is able to access materials and papers or retrieve items that may have fallen onto the floor. Joe has a top end locker assigned to him, which he is able to open with a key in an adapted holder. He is able to retrieve and replace items near the front of his locker, but does need assistance retrieving items pushed toward the back of the locker.

Joe continues to work on independence across his school day. His physical therapist reports that, with additional adult support and consultative services, he is able to use an accessible bathroom located within the clinic. He provides verbal direction when completing a standing pivot transfer (stands and rotates his body to sit), with contact guard assistance from an adult to transfer from his wheelchair to the toilet. He requires full assistance to manage his clothing while he supports himself in standing. He is able to manage his hygiene independently once positioned on the toilet.

Joe requires assistance to input his lunch identification number, but is able to independently navigate through the lunch room and make his requests while positioned in his motorized wheelchair. Cafeteria staff place his lunch tray on his wheelchair tray partially covered with a piece of nonslip material. He requires assistance to open food containers and set up his tray. He can then feed himself independently with utensils with built-up and bent at 90 degree handles. Joe uses a water bottle with an extended, adjustable straw. Joe requests assistance from peers or adults to refill his water bottle when needed.

Joe will be transitioning to high school next year, and has expressed concern with participation in physical education (PE) classes. Currently, Joe participates in general education PE classes with his peers and receives direct adapted PE services weekly. He benefits from the use of adapted PE equipment and adaptations and modifications to PE activities. He transfers out of his chair onto a mat on the floor with assistance to complete warm-up activities. He receives assistance and verbally directs a transfer from his wheelchair to a gait trainer in order to stand and move around the gym during certain activities.

Joe's parents are nervous about Joe's transition to high school. They are pleased with the expanded sports choices and increased academic opportunities, but are concerned about the amount of work that will be expected of him, knowing that he requires extra time to get his work done. They are also concerned about math and worry about the math sequence required for graduation. Joe and his parents have expressed some apprehension about access to an accessible bathroom and whether the classrooms will allow adequate space for him to navigate his wheelchair. Joe's parents would also like for him to work closely with his speech therapist to ensure that his speech develops maximally through high school, and that his plan includes opportunities to try various assistive technology devices that will be helpful in college or in future work settings. His family is supportive of exploring Joe's future goal of acquiring his driver's permit. They understand that driving may need to wait until after high school. Joe's parents are also very supportive of his goal to attend college and achieve a degree in sports journalism. Their goals for Joe are for him to work hard to meet his academic goals, have fun with friends, participate in sports activities, and be a strong self-advocate.

# Goals

## **ANNUAL GOAL: FUNCTIONAL (COMMUNICATION)**

By the end of the year, given trial new assistive technology devices, Joe will use 3 new voice input/output devices to determine the most effective and user-friendly device for him.

## **POSTSECONDARY GOAL: EDUCATION**

Four months after graduation from high school, Joe will be enrolled full-time and taking courses at a university, which will enable him to graduate with a degree in journalism.

## **POSTSECONDARY GOAL: TRAINING**

After high school graduation, Joe will complete an internship with a magazine, newspaper, or TV station, where he uses his writing skills and sports expertise, adding to his portfolio in order to graduate with a degree in journalism and assist him with employment.

## **POSTSECONDARY GOAL: EMPLOYMENT**

By October 2030, Joe will be competitively employed in an integrated setting as a sports writer.

## **POSTSECONDARY GOAL: INDEPENDENT LIVING**

After high school graduation and prior to attending the university, Joe will complete an Independent Living Evaluation in order to be able to live more independently in the dorm at his university.

Transition Activity: Joe will use the VA Wizard to find the requirements for entrance into schools that have a journalism major, Access Office for students with disabilities, and the Americans with Disabilities Act (ADA) requirements for requesting allowable accommodations.

Responsibility: Teacher and Joe

Transition Activity: When parent permission is provided, Joe will meet with the Pre-Employment Transition Services (Pre-ETS) counselor and continue to explore careers. Responsibility: Joe and Pre-ETS counselor

Transition Activity: Joe will meet with the school counselor to register for 2nd semester classes.

Responsibility: Joe and school counselor

*Virginia Department of Education December 2021*

# APPENDIX M : OTHER HEALTH IMPAIRMENT

## EXAMPLE: PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE DESCRIPTION AND GOALS

**Student's Name: Jordan**

**Grade: 4**

**Disability: Other Health Impairment**

Jordan is an upcoming fourth-grade student at South Stokes Elementary School and was found eligible as a student with the disability category of other health impairment (OHI) due to attention deficit hyperactivity disorder (ADHD) for inattention. Jordan reports that his favorite subjects are math and physical education and that his long-term goal is to be a professional football player. He also reports that he is looking forward to fourth grade so that he can get better at reading and math. He states that he enjoys learning in the general education classroom with his peers and feels that it is helpful to have additional assistance in reading and math within that setting. Jordan currently receives special education services in the areas of reading, written expression, and math in a co-taught setting. However, there are times when he requires individual or small group targeted instruction.

Recent test data from the Wechsler Intelligence Scale for Children, Fourth Edition (WISC-IV), indicates that Jordan presents with a standard score that falls within the average range for Full Scale Intelligence Quotient. Areas of strength were noted in verbal comprehension and perceptual reasoning. There were deficits in the areas of working memory and processing speed related to retrieving previously learned information as well as manipulating and organizing new information.

### Reading

When asked to read a short passage on a third-grade instructional level, Jordan is able to preview the text, identify unknown words, and make predictions. The results of an assessment using an Oral Reading Fluency Chart, Jordan reads at a rate of 110 words per minute with 95% accuracy (50th percentile). He is able to retell 70% of key ideas (main idea, characters, setting, and key events) unaided and improves to 85% with the assistance of question prompts or tools like a storyboard. During classroom assessments, Jordan summarizes third-grade texts, revises predictions, and has also begun to compare and contrast settings, characters, and key events. He experiences difficulty with some complex vowel patterns, multisyllabic words, and compound words. He needs support organizing information and events logically. Classroom assessments show gaps in his ability to use reference materials. Jordan is very creative, and when given a prompt, he is able to write a short paragraph with a topic sentence and supporting details. He needs support with basic grammar rules and spelling which can make the writing process frustrating for him. Jordan does prepare for spelling tests and usually performs well but has difficulty recalling those same words at a later date. When administered the Woodcock-Johnson III Tests of Achievement, Jordan's scores fell within the average range in brief reading (letter-word identification and passage comprehension) and brief writing (spelling and writing samples). He has low-average scores in the area of written expression. His reading fluency, spelling, and writing fluency scores also presented as target areas to consider for support.

## Math

In the area of math, Jordan has made a tremendous amount of progress this year. When administered the Woodcock-Johnson III Tests of Achievement, Jordan's scores fall within the average range in math calculation skills and low-average scores in applied problem solving on the brief math subtests. Although he seemed to show mastery of basic math calculation skills, he had more difficulty with applied mathematical problems as well as math fluency tasks. He is able to read and write whole numbers through the hundred-thousands, accurately identify place value, and identify fractions and mixed numbers. However, benchmark testing indicates that Jordan has difficulty rounding whole numbers as well as comparing and ordering whole numbers and fractions. He is able to complete simple computation problems, recall basic facts, and complete one-step story problems with relative ease but has difficulty when asked to estimate the sum or difference related to those same tasks. Classroom assessments and teacher observation show that he also needs support with multi-step problems that include various operations. Jordan is able to identify and determine the value of money, tell time to the nearest minute, identify equivalent periods of time using a calendar, and estimate and measure objects in the customary system of measurement. Jordan reports that he would prefer to complete these tasks with the use of concrete items such as coins and bills or a ruler. Classroom assessments indicate that geometry is an area of strength for Jordan, particularly when allowed to use manipulatives. Jordan is able to read and interpret graphs as well as collect and organize data of his own to create similar graphs. He can recognize and describe patterns as well as extend and create similar patterns. Classroom observations show that Jordan is beginning to relate symbols with operations and solve problems involving numerical sentences.

## Functional (Behavior and Attention)

Jordan is a very social young man who loves interacting with his classmates. Although never disrespectful, he sometimes chooses inappropriate times to interact with his friends, distracting himself as well as others. This can make it difficult for him to follow directions and, at times, negatively impacts his academic progress. He often needs verbal prompts to help his attention and task completion. Jordan reports that this is frustrating to him. According to his mom, at times, it is difficult to determine if the inattention is a result of academic difficulties or vice versa. She noted that at home, because there are no other children, Jordan is often quiet and entertains himself with video games and television. To increase the timely completion of homework, these activities are used as rewards and incentives for homework completion.

Jordan has been very successful with the use of the following accommodations: taking tests in a smaller setting with minimal distractions, taking breaks during assessments, and using manipulatives when possible to complete math tasks. He also suggested finding items or strategies that help him focus, and to keep them at his desk or in a notebook to pull from throughout the day. The IEP Team has considered the use of goals and objectives in his current IEP and feels that a combination of both best meets his academic needs. However, at this time, the IEP Team does not feel that he will achieve grade level proficiency within the year.



# Goals

## MATHEMATICS

Goal #1: By the end of the school term, Jordan will round, compare, and order whole numbers (through the one millions place), fractions, and mixed numbers (with like and unlike denominators) with 75% accuracy, when post-unit classroom assessments are administered.

Goal #2: By the end of the school term, Jordan will solve single- and multiple-step problems involving fractions (with like and unlike denominators) and decimals (to the thousandths place), simplifying when appropriate, with 75% accuracy when post-unit classroom assessments are administered.

Goal #3: By the end of the second grading period, Jordan will calculate and estimate whole number sums and differences (with numbers up to 9,999), products (with no more than one two- and one three-digit factors), and quotients (given a one-digit divisor and no more than three-digit dividend), with 75% accuracy when post-unit classroom assessments are administered.

## FUNCTIONAL (BEHAVIOR AND ATTENTION)

Goal #1: Jordan will identify and apply appropriate self-regulation strategies as measured by 95% completion rate of classroom assignments by the end of the school year.

Benchmark #1: Jordan will complete a learning styles inventory provided by the school counselor and will identify periods of the day when he finds it difficult to maintain attention and record those time periods in a specified notebook by the end of the first grading period to report to the school counselor and teacher for feedback.

Benchmark #2: Jordan will identify, experiment with, and compile a notebook of successful self-regulation strategies he can use when appropriate and necessary, as measured by teacher observation, by the end of the second nine weeks.

Benchmark #3: With only one teacher prompt, Jordan will select and independently use one self-regulatory strategy during the completion of a classroom assignment by the end of the third nine weeks.

## READING

Goal #1: By the end of the school year, when given a grade level reading passage, Jordan will use his knowledge of word structure, syllable patterns and affixes, and context clues to read and define the meaning of unfamiliar words with 80% accuracy as measured on vocabulary and comprehension assessment.

Goal #2: By the end of the third nine weeks, Jordan will be able to select and use appropriate reference materials to define words and gather information on a specific topic on 4 out of 5 referenced-related classroom assignments.

## WRITING

Given writing prompts, Jordan will have fewer than 5 errors in grammar, spelling, and/or punctuation in his final written drafts by the end of the school year.

# APPENDIX N : SPECIFIC LEARNING DISABILITY - GRADE 4

## EXAMPLE: PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE DESCRIPTION AND GOALS

**Student Name: Kathryn**

**Grade: 4**

**Disability: Specific Learning Disability**

Kathryn is a rising 4th grade student at Crestwave Elementary School, who has been found eligible in 2018 for special education as a student with a Specific Learning Disability in the area of reading due to weaknesses in phonological awareness, phonological memory, and rapid symbolic naming, which are impacting her in the areas of decoding, reading fluency, and reading comprehension at this time. Kathryn receives services in a co-taught classroom as well as the resource room for 30 minutes per day.

Kathryn was administered the Developmental Reading Assessment (DRA) on 1/30/19 which indicates that she is reading at a DRA-level 16 accuracy, 49 words per minute, and mid-year comprehension in the independent range. DRA level 16 is the level for a typical reader in the first grade. The DRA benchmark for the 2nd/3rd quarter of 3rd grade is a DRA 34. According to the CORE Phonics Informal Inventory (January 2020) assessment, Kathryn is able to consistently and accurately decode and encode single-syllable words with beginning and ending sounds, short vowel sounds, digraphs, and blends in single-syllable words. Kathryn was assessed for spelling (1/2020) using Just Words, a developmental spelling inventory (used to help group students by spelling developmental stage) by Kathy Ganske, and has mastered skills in the letter name stage and is currently working on spelling skills in the within word stage. At this time, Kathryn is able to spell some words with long vowel sounds accurately, but is inconsistent with both single-syllable and multisyllabic words. Kathryn's writing performance is impacted by her decoding/encoding weaknesses. She uses a speech-to-text tool in Google when given longer writing assignments across the curriculum, resulting in her using more grade-appropriate vocabulary. Kathryn demonstrates the ability to revise and edit her writing assignments when conferencing with her. According to recent Measure for Academic Progress (MAP) Reading scores, Kathryn's Fall Reading MAP score of 185 and her Winter Reading MAP score of 199 indicate that she has made significant growth in reading. An overall score of 194 on the Winter Reading MAP assessment is considered to fall within the average range. Classroom benchmarks assessing the standards of learning in language arts, math, science, and social studies are read to Kathryn; she demonstrates grade level proficiency in all areas and has earned A's, B's, and C's.

Kathryn receives specially designed instruction (SDI) for her weaknesses in foundational reading skills in the areas of phonemic awareness, decoding and irregular word instruction for 30 minutes, 5 days per week in the special education classroom. The instruction Kathryn receives is evidence-based and aligned with the science of reading delivered in an explicit, systematic, cumulative manner with a small group of students. Because her foundational reading skills are significantly weak, Kathryn struggles with reading grade level text and therefore, instructional and assessment materials across the curriculum are read aloud to her by an adult or screen reader. Due to her weaknesses in foundational reading, at the current level of performance, she is unlikely to meet grade level reading expectations by the end of this school year.

Per student interview (12/17/2019), Kathryn enjoys playing soccer, riding horses, and face timing with her friends. She shared that her favorite subjects are science and social studies, while her least favorite subjects are reading, math, and writing. She stated that she likes learning by using her hands, using concrete tools like manipulatives, and by listening to educational songs with catchy tunes. She likes building things, and hopes to someday become an engineer.

Her parents expressed concerns regarding Kathryn's reading deficits and proposed to the IEP committee that she should receive additional service time for her reading services in the resource classroom since Kathryn is a rising 4th grader.

Measurable Goal 1: Given decodable text, Kathryn will read a passage of 100 words or more containing long vowel patterns, r-controlled vowels, and diphthongs with 95% accuracy for 4 out of 5 sessions by the end of the annual IEP.

Measurable Goal 2: Given grade level text, Kathryn will use her knowledge of affixes, roots, synonyms, and antonyms to read and understand the meanings of unfamiliar words, as measured by earning 80% or better on vocabulary and comprehension quizzes/tests by the end of the annual IEP.

Measurable Goal 3: Given a dictation assignment, Kathryn will spell words with long vowel patterns with 80% accuracy for 4 out of 5 consecutive sessions by the end of the annual IEP.

*Virginia Department of Education December 2021*

# APPENDIX O : SPECIFIC LEARNING DISABILITY - GRADE 8

## EXAMPLE: PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE DESCRIPTION AND GOALS

**Student's Name: Amanda**

**Grade: 8**

**Disability: Specific Learning Disability**

Amanda is a rising eighth grader identified as a student with a specific learning disability that affects her in the areas of reading and mathematics. She receives instruction by both the general education and special education teachers in a co-taught class for all her core academic subjects, with services and support provided in the areas of math and reading. Amanda participates in physical education, music, and art in the general education setting.

Amanda's teachers report that she has strong positive peer relationships in class and enjoys interacting during peer group activities. She often is eager to assist both classmates and teachers. She is viewed by her classmates as being very positive and kind. Teachers report that she is very respectful; she puts forth effort in completing classroom assignments. Occasionally, Amanda can become easily distracted by her peers, so it is important that during individual work tasks her seating is away from peer distractions.

According to teacher reports based on observations and informal reading assessments conducted in May 2020, Amanda had difficulty with letter sound symbol relationships (decoding). Amanda can decode and encode single-syllable words that follow basic phonics patterns; she struggles with decoding single and multisyllabic words containing advanced vowel patterns (diphthongs and advanced "r" controlled vowel patterns) and multisyllabic words containing affixes from a Latin and Greek origin. Her fluency is affected by her need to concentrate on the decoding of individual words. Amanda received 45 minutes of daily specially designed instruction in decoding and word attack skills through a direct, explicit, and systematic structured literacy approach this year. This instruction needs to continue next year.

Amanda's comprehension rate increases when materials are read orally to her. She uses her background knowledge and reasoning skills to answer questions correctly. Amanda's teachers have observed that when she is given the opportunity to discuss the content material that the class reads, she is able to answer factual and inferential questions, but she had difficulty with evaluative questions. Because of her decoding weaknesses, Amanda currently utilizes audiobooks for literature-based texts and text-to-speech assistive technology to access grade level materials such as textbooks, study guides, and articles in all content area classes.

Based on this year's Algebra Readiness pre- and post-assessments, Amanda's math skills are below average for her grade level; her skills are comparable to those of a rising 6<sup>th</sup> grader. In the area of number and number sense, Amanda is able to identify place value, compare two whole numbers, and round whole numbers expressed through the one millions place. She is able to compare and order fractions and mixed numbers, and is able to add and subtract fractions. She is able to solve single-step and multi-step problems that involve addition and subtraction with fractions and mixed numbers that include denominators of 12 or less. Amanda is presently learning to multiply and divide fractions and mixed numbers. She has not yet demonstrated the ability to simplify numerical expressions by using the order of operations. Additionally, Amanda has difficulty

demonstrating understanding of algebraic concepts, such as solving one- and two-step equations and inequalities. Amanda would benefit from additional math instruction, such as schema based instruction, and will need more time with concrete models of concepts and procedures before moving to the abstract. She continues to need to use the calculator to assist her with math computation as well as the multiplication chart to assist with fraction operations.

Despite Amanda reporting that science and history are not her favorite classes, she has maintained a B-grade average in both classes this year. Her teachers report that she puts forth a lot of effort and excels when she has a word bank for answer choices and the information is read to her. She achieves best with small chunks of information given to her at a time and having the directions reread for understanding. Visual organizers also help with comprehension and retention of information.

In an informal interview conducted with Amanda and her parents in April 2020, it was reported that she enjoys drawing, playing sports, and singing. She also stated she would like to attend college and become a nurse. Her parents also expressed their desire for Amanda to earn a standard high school diploma and their support for her aspirations to become a nurse. Her parents have also reported that they are pleased with Amanda's academic progress this year and would like her current services and supports to remain in place. Amanda completed the "Find a Career" activity on the VA Wizard website, and it showed that she has an interest in Health Sciences. Nursing careers fall into this area. In order to prepare for the reading and math demands of a postsecondary nursing program, Amanda will need to continue to progress toward skills levels that are commensurate with those of her peers.

Amanda has demonstrated progress toward her current IEP goals. However, based on current progress, the IEP Team expects that Amanda will not achieve grade level proficiency within the year in mathematics or reading.

## **Goals**

### **READING GOAL #1**

Given a controlled passage, Amanda will use her knowledge of advanced vowel patterns (diphthongs and "r" controlled patterns) to read one syllable and multisyllabic words in the text with a rate of 91-122 words per minute by the end of the school year.

### **READING GOAL #2**

Given a controlled passage, Amanda will use her knowledge of Latin and Greek roots and affixes to read one syllable and multisyllabic words in the text with a rate of 91-122 words per minute by the end of the school year.

### **READING GOAL #3**

By the end of the school year, after listening to a fiction or nonfiction passage, Amanda will apply taught comprehension strategies to answer correctly 4 out of 5 evaluative questions for 85% of the tests or quizzes given by the end of the school year.

### **MATH GOAL #1**

Given a graphic organizer, Amanda will be able to apply the order of operations to simplify numerical expressions containing exponents, fractions, decimals, and integers, as measured by classroom assignments, observations, and tests, with 75% accuracy by the end of the school year.

**MATH GOAL #2**

When provided a graphic organizer, Amanda will be able to compare and order (ascending and descending) three to five fractions, decimals, percent, and numbers in scientific notation, as measured by classroom assignments, teacher observation and test, with 85% accuracy by the end of the school year.

**MATH GOAL #3**

After schema-based instruction, Amanda will be able to solve single-step and multi-step practical problems by using computation procedures for whole numbers, integers, fractions, and decimals, as measured by classroom assignments, teacher observations and tests, with 75% accuracy by the end of the school year.

**MATH GOAL #4**

Using concrete materials and pictorial representations, Amanda will be able to solve two-step linear equations and inequalities, as measured by classroom assignments, teacher observations, and tests, with 80% accuracy by the end of the school year.

**POST-SECONDARY EDUCATION GOAL**

After high school, Amanda will attend a 2-year community college and complete a course of study to become a licensed practical nurse.

**POST-SECONDARY TRAINING GOAL**

After high school, Amanda will complete the required internships necessary to become a licensed practical nurse.

**POST-SECONDARY EMPLOYMENT GOAL**

After high school and the completion of her nursing program, Amanda will be competitively employed full-time as a licensed practical nurse at a community hospital.

*Virginia Department of Education December 2021*

# APPENDIX P : SPEECH AND LANGUAGE IMPAIRMENT - GRADE 2

## EXAMPLE: PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE DESCRIPTION AND GOALS

**Student's Name: John**

**Grade: 2**

**Disability: Speech and Language Impairment**

John was found eligible for special education under the category of Speech Language Impairment due to deficits in the areas of receptive and expressive language. Weaknesses were noted in following directions, answering questions, vocabulary, including basic concepts, and sentence length.

In the classroom, he has been hesitant to speak. When he does speak, he uses a quiet voice and will not repeat himself. He often needs directions simplified and presented individually to him, one step at a time. This does increase his ability to complete the task. Often in the classroom it is difficult to know what he is able to do, as he is hesitant to speak, write, or draw his responses.

John has made minimal progress on his IEP goals. He had only one progress report prior to school closure due to the pandemic in March, and he did not attend any virtual sessions offered during the first part of this school year. John has attended 7 out of 9 scheduled sessions in this marking period, and one session was missed due to inclement weather. Data from these sessions show some growth on all goals except the self-advocacy goal. This goal will be reconsidered when school returns to in-person learning.

John continues to have needs in the areas of receptive and expressive language. A narrative retell language sample with visual supports revealed that John did use complete sentences for 87% of opportunities. His average sentence length was 5.27 words with a longest utterance of 13 words per sentence. Both of which are slightly below age expectations. John used the conjunction "and" on his own to make a list and to join two independent clauses ("He was trying to go on the ladder and there were spiders."). After being cued for the use of "because," John later created a similar sentence spontaneously ("They were shivering 'cause they were scared."). Some inconsistent grammatical errors were noted related to tense and pronouns.

As this sample was a retell, it was analyzed for specific vocabulary usage that were modeled during the initial telling as well as for John's usage of nonspecific vocabulary such as "somewhere" or "that one." John used the targeted vocabulary for 65% of opportunities following a model. He was able to use specific words such as "shivering," "haunted," "alligator," and "ladder." He used vocabulary that was not modeled such as "grab" and "shield," but could not come up with "chasing," "climbing," "stairs," or "stick" which were modeled. In a previous therapy activity, John was able to progress to 90% accuracy for target vocabulary from 67% after one lesson of reviewing the words, which shows potential for growth with targeted instruction.

When answering questions, John's accuracy has ranged from 55%-70% with answering "where" questions requiring specific location concepts being the most difficult. John was able to follow basic single-step directions with 90% accuracy, but directions with more complexity were not yet targeted.

John should continue to work on expanding his sentence length through the use of descriptors, conjunctions, and prepositional phrases. He would benefit from vocabulary instruction targeting Tier-2 words, which include words like those noted above. Concepts related to location and sequence should be targeted

specifically. Continued practice with responding accurately to questions in context is recommended. Further, John should continue to work on increasing his interactions in the classroom, but the IEP Team should discuss the feasibility of this goal given the limited amount of in-person instruction.

Academically, he is working well below grade level in all subject areas. Although his letter identification has improved over the past year, John only knows one letter sound. His current grade level assessments included a Phonological Awareness Literacy Screening (PALS) Fall 2019 Sum Score of 9, which is below the benchmark of 29. John was not yet able to read any words. He is currently working on a Pre-A level for his reading program, which is below grade expectations. He receives PALS services on the days he is in school, as he was not available nor actively participating in virtual learning. He is making progress in his PALS reading group. This lack of participation was also noted for the speech services, as he did not participate in any online sessions.

John's teacher reports that he is sweet in class and "has a smile that will melt your heart." He gets along well with others and is becoming more comfortable in the classroom and with his teacher. He follows directions well when presented one to one, but has difficulty following classroom directions without reminders or prompts. He has just begun sharing ideas with the class in morning meeting. Parents report similar concerns with John's ability to be understood outside of school, his hesitancy to speak to others, and use of shortened utterances. John shared that he loves when books are read to him or when he can listen to books on his iPad.

## **Goals**

By the end of the school year, John will increase average sentence length to 7.0 words for a sample of at least 25 utterances by increasing his usage of prepositional phrases, descriptors, and conjunctions, as measured by observation, data collection, or language sampling.

By the end of the school year, John will use targeted Tier-2 vocabulary words with 80% accuracy in context to tell/retell a story, relate information, or describe a picture or event, as measured by observation and data collection.

By the end of the school year, John will use concepts related to location and sequence with 80% accuracy across 2 out of 3 samples, as measured by observation and data collection.

By the end of the school year, John will answer wh-questions related to a story, information, picture, task, or event with 80% accuracy across 2 out of 3 samples, as measured by observation and data collection.

*Virginia Department of Education December 2021*



# APPENDIX Q : SPEECH AND LANGUAGE IMPAIRMENT - GRADE 3

## EXAMPLE: PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE DESCRIPTION AND GOALS

**Student's Name: Zach**

**Grade: 3**

**Disability: Speech and Language Impairment**

Zack was found eligible for special education services under the category of Speech Language Impairment due to significant deficits in the area of articulation, which impacted his educational progress and social interactions, and which require specialized instruction.

Zack has made progress on all of his IEP goals in words and sentences and structured tasks. He has made the most progress on production of medial and final /s/ and /z/. His overall speech intelligibility has increased from 67% to 83% on an unknown topic with a familiar listener.

Zack continues to demonstrate a significant deficit in speech sound production. His speech intelligibility on a 100-word sample on an unknown topic with a familiar listener is up to 83%; however, this continues to be below age expectations of 95%. His Percent of Consonants Correct (PCC) was 87% during the Fall assessment. The errors which most impact his speech intelligibility include the continued reduction of many consonant blends to a single sound, w/l and w/r substitutions, production of "er" as "ay", and omission of some intervocalic consonants in multisyllabic words.

Production of /s, z, v, sh, ch, j/ has improved but should be monitored in connected speech. Zack's sound production is comparable to the skills he was demonstrating just prior to the school closures due to the pandemic, indicating that he has recouped any loss of skills but has not made additional growth. Zack's productivity during therapy sessions is better in-person than it was virtually.

His teachers both indicated that Zack is hard to understand when he is trying to give an answer or explanation. Sometimes it sounds like he is mumbling or is hard to hear. Zack is able to communicate to his teacher his basic needs, such as when he needs water, to go to the bathroom, or his lunch choices. When online Zack struggled with staying in his seat and following directions both in class and in speech. His attention is better in-person.

Zack's teachers describe him as being very well-behaved in class. He follows directions, is polite, and is kind to his classmates. Online Zack was more willing to share about things that he had done with his family or to give an answer, but in person he has seemed shyer and has not yet participated as much. Initial assessments had found language skills to be within the average range. Zack's parents report that he enjoyed online instruction and seems more comfortable talking online.

Educational information was gathered from both his virtual teacher from the beginning of the year and his current in-person teacher. Both teachers agree that Zack is working well below grade level in reading/ language arts. His concept of words are low, and he needs to work on his letter knowledge. Some

adaptations have been made to independent work for writing or phonics. When writing Zack reverses a few of his letters and struggles with sentence formation. He is working below grade level and needs assistance in math. Zack reports that he usually understands what he has to do when given instructions but often is not comfortable asking for help.

## Goals

By the end of the school year, Zack will increase speech intelligibility to 95% across 2/3 samples, as measured by data collection, observation, or percent of consonants correct.

By the end of the school year, Zack will produce intervocalic consonants with 80% accuracy across 2/3 samples in connected speech, as measured by data collection and observation.

By the end of the school year, Zack will self-monitor production of target sounds and /s, z, v, sh, ch, j/ for 80% of opportunities across 2/3 samples in connected speech, as measured by data collection and observation.

By the end of the school year, Zack will produce /l/ with 80% accuracy across 2/3 samples through the level of connected speech, as measured by data collection and observation.

By the end of the school year, Zack will produce /r/, /er/ with 80% accuracy across 2/3 samples through the level of connected speech, as measured by data collection and observation.

By the end of the school year, Zach will produce /r/ and /er/ with 80% accuracy across 2/3 samples through the level of connected speech, as measured by data collection and observation.

*Virginia Department of Education December 2021*

# APPENDIX R : TRAUMATIC BRAIN INJURY

## EXAMPLE: PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE DESCRIPTION AND GOALS

**Student's Name: Emily**

**Grade: 2**

**Disability: Traumatic Brain Injury**

Emily is a second-grade student who was found eligible for special education services in January 2021, under the disability category of a Traumatic Brain Injury (TBI). Emily was in a car accident when she was a preschooler and had been unconscious for several hours and had been hospitalized for one week. Her frontal lobe area of her brain was injured. She was discharged from the hospital and returned home with no further medical involvement and with expectation of "complete" recovery. According to her parents, no education had been provided to them about potential long-term cognitive difficulties or the need for regular evaluation.

Evaluation results, conducted in January 2021, indicated that her cognitive abilities were within the low average range with significant weaknesses noted in her short-term memory skills and performance skills. She was found to have significant difficulties with word-finding skills and mathematical reasoning skills. She was observed as being restless, distractible, anxious, and depressed. Academically, she tested below grade level (kindergarten) in all academic areas. Instructions often had to be repeated in order for her to understand the task presented.

Teacher observations confirm the evaluation results. In reading, she has difficulty blending sounds in one syllable words. She has difficulty in comprehending or remembering what she has read, even with the assistance of pictures. Emily has difficulty responding to questions asked about what is read, even when a passage has been read to her. She also has difficulty remembering steps to take when simply adding and subtracting whole numbers. However, she is more successful with this when able to use manipulatives or objects to complete the task. Emily is not on track to master grade level content within one school year.

Teacher reports also indicate that Emily is very distractible, especially when presented with a task that she perceives as being difficult. Her organizational skills are also described and observed to be weak. She is often a loner and has difficulty engaging in conversation with her peers. When Emily is feeling comfortable in the classroom, she is a great help to the teacher. She likes to run errands or assist others with morning tasks such as hanging up coats or getting out needed supplies for different tasks. She likes taking care of the plants in the classroom and feeding the fish.

Emily's parents are concerned about her lack of progress in school and would like suggestions on how to help her at home. They have also expressed concerns about her difficulties in making friends and her apparent loneliness when at school. Emily's parents have been provided with some resources including counseling to address these concerns.

# Goals

## **ENGLISH/READING: STANDARDS OF LEARNING (SOL) 2.3**

By this IEP end date, while reading first- and second-grade reading material, Emily will blend beginning, middle, and ending sounds to form one syllable words with 80% accuracy in five consecutive sessions.

## **MATHEMATICS: SOL 2.5**

When given single-step addition and subtraction practical problems involving whole numbers to twenty and the use of manipulatives/objects, Emily will solve the problems with 75% accuracy in 3 out of 4 trials by the end of this IEP.

## **FUNCTIONAL: ATTENTION TO TASK**

Given a maximum of one verbal cue, Emily will attend to a non-preferred, small-group, and/or independent assignment and remain on task until completion in 4 out of 5 opportunities, as measured by teacher-directed observation and assignment check, by the end of this IEP duration.

*Virginia Department of Education December 2021*

# APPENDIX S : VISUAL IMPAIRMENT INCLUDING BLINDNESS

## EXAMPLE: PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE DESCRIPTION AND GOALS

**Student's Name: Janice**

**Grade: 11**

**Disability: Visual Impairment including Blindness**

Janice is a 17-year-old, 11th grade female student with a visual impairment. According to an eye medical examination report dated February 15, 2020, Janice has a visual diagnosis of Retinopathy of Prematurity (ROP), which impacts retina development in premature infants that can lead to bleeding, scarring, and retinal detachment. Janice's secondary diagnosis is myopia, which is a refractive error of nearsightedness. Janice's distance visual acuity with best correction is 20/400 in her right eye and 20/200 in her left eye. She wears glasses at all times. Her full field of vision is approximately 70-80 degrees with both eyes. (A normal field of vision is 180 degrees.) The eye report states that Janice is legally blind due to her visual acuity measurements.

Janice's visual prognosis was reported by her ophthalmologist as stable, with minimal fluctuation noted in her visual acuity and field of view measurements over the past three years. She experiences eye fatigue after prolonged periods of reading and writing. Janice is under the care of a neurologist because she experiences infrequent migraine headaches, approximately once a month. During the occurrence of a migraine, Janice reports that she is unable to read print passages or complete writing assignments. She has a Health Plan on file related to her migraines, which includes Janice taking her prescribed medications and receiving extended breaks from reading printed text and completing writing tasks.

The results of a psychoeducational reevaluation, conducted in August 2020, revealed areas of strength in Janice's verbal comprehension and verbal expression skills, auditory memory skills, academic achievement in reading and math, and social-emotional skills. Janice loves school and she consistently maintains A's and B's in all of her general and advanced academic classes. She has passed the required Standards of Learning (SOL) assessments and she is earning the verified credits needed to graduate with an advanced studies diploma in June 2022. Due to the severity of her visual impairment, Janice requires specially designed instruction with the use of multiple accommodations and assistive technology tools to assist her with independently accessing content information and completing reading and writing assignments and tests.

The results of a recent functional vision evaluation (FVE) and a learning media assessment (LMA) conducted in September 2020 revealed the continuation of Janice's preferred media to be large print (20-26 point font) and braille. These results were consistent with the previous FVA and LMA conducted in November 2017. Although she began learning and utilizing braille in elementary school, she is successfully learning and transitioning to the changes with the new braille code (Unified English Braille (UEB)) as a secondary medium for use across all content areas. During her daily classwork and practice assignments, Janice reads, manually produces, writes, and comprehends contracted literary UEB consistently across all literary content areas with 95% accuracy. Janice tactually reads and writes UEB numerical symbols, mathematical expressions, and science content with only 65-70% accuracy; however, she is progressing in this area. These weaknesses affect her performance when she utilizes braille in her trigonometry and chemistry classes. With the use of large print, extended time, audio and read-aloud accommodations, she demonstrates adequate comprehension of the math and science course content, and performs well on quizzes and tests.

The results of an assistive technology reevaluation conducted in August 2020 revealed strengths in Janice's ability to identify which devices, tools, and accommodations she prefers to utilize for accessing printed text and for different reading and writing tasks. She demonstrated weaknesses in keyboarding accuracy (65%) and speed (20 words per minute), which adversely affects her ability to take accurate notes with her laptop during class and to complete written assignments and tests independently.

Janice has expressed frustration with the demands for completing her writing assignments within the allotted time frame. She currently requires the optional use of large print, braille, audio, digital text, read-aloud, and extended time accommodations for her daily reading and writing assignments, homework, quizzes, quarterly tests, and statewide assessments. Janice currently receives and uses all content area books in electronic format from the Accessible Instructional Materials of Virginia (AIM-VA) Center. She has the option to use a braille note taker with a refreshable braille display, a laptop with screen reader software, a handheld magnifier, and a desktop video magnifier (also known as a closed-circuit television (CCTV)). She accesses most of her technology devices and accommodations independently 80% of the time, however, she frequently requests assistance with accessing the features of the braille note taker during her classes. Janice requires specially designed instruction from a teacher of students who are blind and visually impaired for continued remediation and practice in braille reading and writing for technical course content (e.g., math and science), keyboarding, and independently using the braille note taker.

The results of an orientation and mobility (O&M) reevaluation conducted in August 2020 revealed Janice's continued reluctance to travel throughout the high school campus and unfamiliar places independently. She reported a fear of getting lost after being late to class several times during the first few weeks of the new school year and after her class schedule changed at the end of the first semester. She was observed to request assistance from a peer or staff member to escort her to classes and other locations within the building 50% of the time. Janice began receiving O&M services in elementary school, and she consistently uses a long white cane. She obtained a state-issued identification card and is learning about various transportation options available to her. Janice continues to receive O&M instruction for assistance with developing increased independence while traveling safely throughout the school environment and understanding how to access multiple forms of transportation (e.g., public transportation, paratransit, and pedestrian travel and navigation).

Janice completed the economics and personal finance course in 10th grade and passed the Working in Support of Education (WISE) assessment with accommodations. She now has the Certified Financial Literacy (CFL) credential. She also took the College Readiness Inventory and completed a Self-Help Functional Checklist. These tools support Janice's progress towards greater independence and self-advocacy. Janice and her parents report she is currently managing her medications independently.

As Janice prepares to transition to postsecondary education, she understands that she must register with the college/university disability services office and self-report her vision condition and her need for accommodations. She also understands the importance of doing this in a timely manner, prior to requesting or using accommodations with her instructors, to ensure she receives the accommodations. Janice is successfully completing the Virginia graduation requirements for an advanced studies diploma. After graduation, she plans to attend college to major in English/Journalism in order to pursue a career in journalism.

Janice has a few close friends at school, and she currently participates on the school yearbook committee. During her leisure time, Janice loves to read novels and write stories. She regularly assists at home with cooking and cleaning chores, and she occasionally babysits for her younger brother. Both Janice and her parents have expressed concerns about Janice needing to become proficient with using the braille note taker and traveling independently in preparation for her transition to college after graduation. Janice has

an open and active status with the Virginia Department for the Blind and Vision Impaired and the Virginia Rehabilitation Center for the Blind and Vision Impaired. She is eligible to receive pre-employment transition services (Pre-ETS), and she is working with her vocational rehabilitation counselor to identify appropriate services and programs to support her postsecondary goals (e.g., Strategies and Techniques for Enhancing Performance and Skills (STEPS) for Success).

## **Goals**

### **SOL TRIGONOMETRY T.1/CHEMISTRY CH.1: BRAILLE USE**

By June 15, 2022, utilizing embossed and refreshable braille, Janice will independently and tactually read and manually produce all content-specific braille chemical and mathematical expressions in UEB, with 90% accuracy in 8 out of 10 trials, as measured through teacher observation and data collection.

### **SOL ENGLISH/WRITING 11.6: ASSISTIVE TECHNOLOGY USE**

By June 15, 2022, while independently accessing her braille note taker, Janice will start a new file, input class notes, and will retrieve and review the document utilizing device-specific commands, with 90% accuracy in 9 out of 10 trials, as measured through teacher observation and data collection.

### **POSTSECONDARY GOAL: EDUCATION**

After high school graduation, Janice will enroll in college courses toward a major in Journalism.

*Virginia Department of Education December 2021*



© 2021, Commonwealth of Virginia Department of Education

The Virginia Department of Education does not discriminate on the basis of race, sex, color, national origin, religion, sexual orientation, gender identity, age, political affiliation, or against otherwise qualified persons with disabilities. The policy permits appropriate employment preferences for veterans and specifically prohibits discrimination against veterans.