

PLAAFP EXCERPT – JEFF

Jeff is a twelve-year-old sixth-grade student whose Full and Initial Evaluation (FIE) shows he meets education eligibility under the areas of Intellectual Disability [ID] and Speech Impairment [SI]. The past year, he has attended Art and Music electives with his general education peers. All core classes are in the special education setting, with the exception of reading. Jeff receives inclusion support in a general education reading classroom.

Jeff is non-verbal, but anecdotal records from the classroom and speech therapy indicate he is able to make reliable, valid choices between two items and respond to tasks in class by pointing to answer choices, objects, picture cards, or activating simple communication device icons in an array of two. Jeff's mother reports that they have also been presenting Jeff with two-item choice-making opportunities in the home during hygiene routines, leisure activities, and mealtimes. During classroom and speech therapy trials using an array of two, Jeff was able to provide an appropriate response in 7 out of 10 trials. When increasing response choices to an array of three, Jeff generally chooses the middle item without regard to the content of the choices. During classroom trials using an array of three, Jeff was only able to provide an appropriate response in 2 out of 10 trials.

Academics (Reading):

In the reading classroom, the teachers introduce new concepts using errorless learning that focus on Jeff's strength in matching. His teachers and the general education students work together collaboratively to summarize and break down novels being read by his peers into adapted texts for Jeff, utilizing reduced text and visual cues. Without reduced text and visual cues, Jeff becomes inattentive to the text on the page and will look away or place the reading materials down within the first five seconds upon presentation. Staff and peers provide support to Jeff by reading the adapted texts aloud and reviewing key elements of the text using visuals.

Typically developing same-grade peers are expected to understand, make inferences, and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from the text to support their understanding. To demonstrate this, sixth-grade students are expected to identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography.

Jeff's disability impacts the cognitive skills required to recognize letter sounds and blend letter sounds into words to read independently, as well as answer higher-order comprehension questions.

According to teacher created classroom tests, Jeff can identify and match all letters, but Jeff does not yet recognize any letter sounds and is unable to read independently. However, if a short selection is read aloud to him, and when given visual cues along with the print, Jeff is able to make a choice between two responses if the comprehension question is presented orally.

Jeff mastered last year's reading goal:

*When a short story with visual cues is read aloud, and Jeff is given two answer choices on his communication device, he can accurately answer comprehension questions revolving around important facts or details in the text (1st grade) with a minimum of 70% accuracy on four consecutive text samples.

This document was designed to accompany the [A Step Toward IEP Quality and Rigor training](#) from TX CAN.