

IEP Training 2022

PLAAFP Activity

General Information *(Circle the irrelevant information)*

John Doe (JD) is a tenth grade student at Raleigh High School for the 2021-2022 school year. JD is a well behaved and polite young man, who enjoys the outdoors and talking with friends about fishing, hunting and powersports. JD has expressed interest in becoming a mechanic to support his love of powersports. JD is identified as a student with a Mild Intellectual Disability as determined by reevaluation during his 6th grade year. At that time, it was determined that JD demonstrated strengths in verbal comprehension and fluid reasoning. These strengths predict that JD has the ability to express himself verbally and identify and apply rules. His weaknesses of working memory and processing speed indicate he may impact the speed and accuracy in which he makes decisions as well as his ability to register and maintain visual information. The 08/15/20 STAR benchmarking placed JD at a 2.6 independent reading level and 3.7 in mathematical reasoning.

ELA *(Highlight 6 Sentences that contain predetermined language)*

JD scored a 555 (Level 1) on the General Summative Assessment. On his most recent STAR Reading assessment, he scored 4.5 grade equivalent. He participates successfully in the inclusion setting with co-teacher supports.

JD can orally read independent level material at fluency rate of 40 WPM. He can answer simple comprehension questions with increasing independence that include no more than two story details. He continues to have difficulty in sequencing events which effects his comprehension. As a result, JD needs materials presented orally when they are above his independent reading level.

JD has made improvements with spelling by accurately recognizing sounds of letters although vowel pairs give him difficulty. He can develop sentences to form paragraphs although he requires reminders for spacing and neatness for legibility. Shortened/Modified spelling should be aligned to his ability level. His poor memory not only interferes with acquiring new skills but also retention of information. JD can sequence 3-4 events in a story with prompts. He can recognize characters, main idea and sequence pictures. JD's deficits in working memory, reading and writing slow his progress when copying notes, word lists, and by board work. Extended time and alternate means for copying notes is required for lengthy assignments. JD also struggles to manage class time and stay on pace with the class. JD requires verbal/visual prompts for redirection to get back on task. JD prefers materials presented orally via human read aloud and not text to speech technology. Tests and directions should be presented orally through human read aloud.

Impact Statement *(Place a Check beside the appropriate statement)*

JD's poor working memory and ability to process information quickly interferes with his ability to fluently read and comprehend grade leveled text and passages. These deficits are likely to impact academic progress in all core areas.

The IEP team believes that JD's poor working memory and ability to process information quickly justify the use of copy of notes, word lists provided, multiplication table, manipulatives/hands on activities, oral testing/text to speech technology, directions read aloud/text to speech technology, extended time to complete lengthy assignments/assessments, and verbal visual prompts to stay on task.

Targeted Standard(s) *(Are both justified above?)*

Speaking & Listening	Comprehension and Collaboration	ELA.10.30
Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others' ideas and expressing ideas clearly and persuasively.		
Reading Integration of Knowledge and Ideas	Craft and Structure	ELA.T.7
Determine the meaning of words and phrases as they are used in a variety of literary texts, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language		