

Individualized Education Program  
Present Level of Performance for Students With  
Moderate to Severe Disabilities  
(Alternate Curriculum)

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Fall 2007

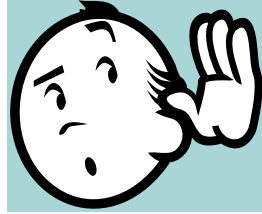


Division of Special Education  
Compliance Department

Welcome to the *Individualized Education Program Present Level of Performance for Students with Moderate to Severe Disabilities training.*

## Can You Hear This?

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If you don't hear the narration, please stop the presentation and adjust your computer settings to increase the volume.

If you don't hear the narration, please stop the presentation and adjust the volume on your computer.

In order to view each slide in the presentation, press the space bar or left click the mouse.



## Present Level of Performance: Training Objective

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- Write Present Level of Performance that:
  - Identifies specific academic and nonacademic performance areas
  - Provides assessment information specific to the performance area
  - Includes strengths, needs and impact of disability
  - Links to an appropriate goal

This presentation will assist teachers and other District staff develop appropriate present levels of performance for students with moderate to severe disabilities receiving instruction based on alternate achievement standards using the alternate curriculum.

By the end of the training, you will be able to write a student's present level of performance that:

- Identifies specific academic and nonacademic performance areas
- Provides assessment information specific to the performance area
- Includes a detailed summary of the student's strengths, needs and impact of disability, and
- Links to an appropriate goal

Now let's discuss the different parts of the present level of performance, or PLP.



## Present Level of Performance: Performance Area

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### Section E: Present Level of Performance

**Performance Area:**

Assessment/Monitoring Process:

State/District Assessment Results:

Current Performance/Assessment Summary (including student strengths, student needs and impact of disability on student performance)

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Page 3, Section E of the Welligent IEP is the template for writing the *Present Level of Performance*, or PLP. This section contains four parts. Let's look at each part individually, beginning with "Performance Area."

## Mandatory Performance Areas

○ Functional Math



○ Functional Reading



○ Functional Writing (if appropriate)



○ Communication



In the past, performance areas for students with moderate to severe disabilities were developed in functional skill areas based on student needs. They did not always include academic performance areas.

However, the District's Division of Special Education has NOW mandated that IEPs of all students with moderate to severe disabilities must include PLPs developed in the academic performance areas of Functional Math, Functional Reading, Functional Writing and Communication.

When it is inappropriate for the developmental level of the student, development of a "Functional Writing" PLP is NOT required.

## Nonacademic Performance Areas, as Appropriate

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- Social/Emotional
- Self-Care/Independent Living
- Vocational
- Recreation/Leisure
- Motor Skills/Mobility



As appropriate, PLPs in the nonacademic skill areas listed on the screen are also to be developed for students with moderate to severe disabilities.



## Present Level of Performance: Assessment/Monitoring Process

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### Section E: Present Level of Performance

Performance Area:

**Assessment/Monitoring Process:**

State/District Assessment Results:

Current Performance/Assessment Summary (including student strengths, student needs and impact of disability on student performance)

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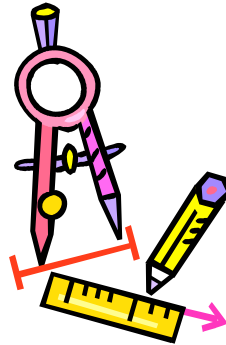
The second part of the *Present Level of Performance* section is “Assessment and Monitoring Process”. This is where the assessment and monitoring methods used to determine the student’s current level of functioning are documented.

Let’s discuss the types of measures that can be used for determining the student’s current level of functioning.

## Assessment/Monitoring Process

### Multiple Measures

- Review of Progress toward Alternate Achievement Standards and Benchmarks
- Curriculum Based Measurement
- Basic Skills Inventory
- Work Samples
- Recorded Observations
- Functional Assessment
- Portfolios
- Data Collection Worksheets
- Skills Inventories
- Parent Input
- Norm Referenced Tests (e.g., Brigance)



The assessment and monitoring process requires the use of multiple informal and/or formal measures to provide an accurate picture of the student's level of functioning. It is not sufficient to use a single assessment instrument or measure to prepare this part of the PLP.

The measures used will vary depending on the performance area. For example, academic achievement performance areas such as functional reading and functional math measures may include review of progress toward alternate achievement standards and benchmarks, curriculum based assessments, skill inventories and work samples.

For nonacademic performance areas such as social/emotional or independent living, multiple measures may include data collection worksheets, observations of the student in various school environments and input from the parent.

When additional information is needed that is not provided by curriculum or standards based measurements, it may be appropriate to administer and include information from norm-referenced tests such as the *Brigance Inventory of Basic Skills*.



## Present Level of Performance: State/District Assessment Results

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### Section E: Present Level of Performance

Performance Area:

Assessment/Monitoring Process:

**State/District Assessment Results:**

Current Performance/Assessment Summary  
(including student strengths, student needs  
and impact of disability on student  
performance)

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The third part of the *Present Level of Performance* section is "State and District Assessment Results". For those students taking the CAPA, this is where the student's CAPA level and performance level for each subject area tested are documented.



## Present Levels of Performance: Current Performance/Assessment Summary

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### Section E: Present Level of Performance

Performance Area:

Assessment/Monitoring Process:

State/District Assessment Results:

Current Performance/Assessment Summary  
(including student strengths, student needs and  
impact of disability on student performance)


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The fourth part of the *Present Level of Performance* section is "Current Performance and Assessment Summary". It contains three required components, strengths, needs and impact of the disability, and is written in narrative form. The three components provide important information for developing goals and accommodations to support student learning. This part of the *PLP* has been the most challenging for schools to address.



## Current Performance/Assessment Summary Functional Math Example

**Strengths:** Sean adds and subtracts without regrouping. He can use a calculator to add, subtract and multiply with regrouping. He identifies the values of coins and bills and can write values in dollars and cents. Using a calculator, Sean can total the price of purchased items and provide enough money for the purchase. He tells time to the minute and can differentiate between a.m. and p.m. He's beginning to identify markings on measuring cups, spoons and on a produce scale.

**Needs:** Sean is unable to count out correct change to a dollar. He cannot measure food products using measuring cups or spoons. He has difficulty weighing items to the pound and half pound. Sean becomes easily frustrated when he has difficulty with a task and will refuse to continue without verbal encouragement.

**Impact of Disability:** Sean's mental retardation impairs his ability in functional math which impacts his involvement and progress in the general education curriculum to such a degree that his instruction is based on alternate achievement standards using the alternate curriculum.

Take a moment to read the functional math *current performance/assessment summary* example on the screen.

Sean is a high school student who receives Community Based Instruction (CBI). You will notice that Sean's strengths, needs and impact of the disability in the area of functional math are clearly described.

Let's look at each of the three required components individually, beginning with "Strengths".

## Current Performance/Assessment Summary: Strengths

### Establish baseline performance by:

- Identifying strengths
- Reviewing results of curriculum based assessments
- Identifying alternate achievement standards mastered
- Describing classroom/appropriate learning environment performance



### Example

Sean adds and subtracts without regrouping. He can use a calculator to add, subtract and multiply with regrouping. He identifies the values of coins and bills and can write values in dollars and cents. Using a calculator, Sean can total the price of purchased items and provide enough money for the purchase. He tells time to the minute and can differentiate between a.m. and p.m. He's beginning to identify markings on measuring cups, spoons and on a produce scale.

When discussing student strengths, document what the student can do. Establish a baseline performance level and review the results of curriculum based assessments and ongoing monitoring from sources such as data collection sheets. Think about what alternate achievement standards the student has mastered and be sure to include information on how the student performs in the classroom and other appropriate school learning environments.

The example on the screen for Sean illustrates these points.

Now we'll move to the next slide to address student needs.

## Current Performance/Assessment Summary: Needs

### Identify areas of need by:

- Describing areas of difficulty
- Determining alternate achievement standard or benchmark skill that needs to be mastered
- Describing classroom/appropriate learning environment performance
- Reviewing on-going assessments

### Example



Sean is unable to count out correct change to a dollar. He cannot measure food products using measuring cups or spoons. He has difficulty weighing items to the pound and half pound. Sean becomes easily frustrated when he has difficulty with a task and will refuse to continue without verbal encouragement.

When discussing student needs, be specific. Describe areas of difficulty. Indicate what alternate achievement standards or benchmark skills need to be mastered. Document your observations of the student in the classroom or other appropriate school learning environments and review on-going assessments. Include information about what skills the student needs to learn.

The example on the screen illustrates the kind of information required when documenting student needs.

Now let's discuss the third component, impact of the disability.

## Current Performance/Assessment Summary:

### Impact of Disability

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- The impact statement includes:
  - The student's disability
  - How the disability is manifested, and
  - That the disability impacts involvement and progress in the general education curriculum



When documenting the impact of disability for each performance area of the PLP, the impact statement must include: 1) the student's disability, 2) how the disability is manifested, and 3) that the disability impacts the student's involvement and progress in the general education curriculum.

Let's look at each of these three elements individually.



Current Performance/Assessment Summary:  
**Impact of Disability**

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Identify Student's Disability:

- Mental Retardation
- Autism
- Multiple Disabilities
- Speech and Language Impairment
- Orthopedic Impairment
- Emotional Disturbance

First, indicate the student's disability. Some examples are listed on the screen. Refer to pages 171-179 of the *Special Education Policies and Procedures Manual* for the list and explanation of disability categories as defined in the law.




## Current Performance/Assessment Summary: Impact of Disability

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Document how the disability is manifested:

- Impaired ability in functional math
- Impaired ability in functional reading
- Impaired ability in functional writing
- Impaired ability in communication
- Impaired ability in building and maintaining social relationships
- Impaired ability in coordinating body movements
- Impaired ability in developing self-help skills

Next, indicate how the disability is manifested in the classroom and/or other school learning environment. For example, the disability may manifest itself as impaired ability in: functional math, functional reading, functional writing, communication, building and maintaining social relationships, coordinating body movements, or developing self-help skills.



Current Performance/Assessment Summary:  
**Impact of Disability**

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- Impacts the student's involvement and progress in the general education curriculum

"The student's mental retardation impairs his ability in functional reading which impacts his involvement and progress in the general education curriculum to such a degree that his instruction is based on alternate achievement standards using the alternate curriculum."

Finally, indicate that the disability impacts involvement and progress in the general education curriculum.

Frequently the disability of students with moderate to severe disabilities impacts involvement and progress in the general education curriculum to such a degree that instruction will be based on alternate achievement standards using the alternate curriculum. This information is also included in the impact statement.

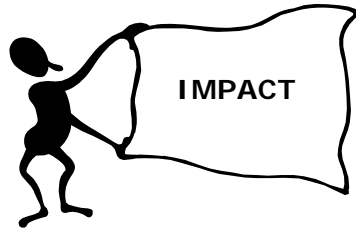
The statement in red print on the screen combines all three elements of the impact statement.

## Current Performance/Assessment Summary: Impact of Disability

### Document the impact of the disability by:

- Indicating the student's specific disability
- Describing how the disability is manifested in a specific performance area
- Stating that this impacts the student's involvement and progress in the general education curriculum

### Example



Sean's mental retardation impairs his ability in functional math which impacts his involvement and progress in the general education curriculum to such a degree that his instruction is based on alternate achievement standards using the alternate curriculum.

Now let's look at the impact statement developed for Sean, the high school student who receives Community Based Instruction (CBI).

The impact statement addresses all three elements. It indicates his disability...*mental retardation*. It describes how the disability is manifested...*impairs his ability in functional math*. And finally, it states that his disability... *impacts his involvement and progress in the general education curriculum to such a degree that his instruction is based on alternate achievement standards using the alternate curriculum*.

We're now ready to develop a functional math goal for Sean. But before we address the goal, let's discuss resources that will provide assistance in developing appropriate goals for students with moderate to severe disabilities.

## Curriculum Resources

- *Curriculum Guide for Students with Moderate to Severe Disabilities*
  - *Core Content Access*
  - *Instructional Best Practices*
- *Adapted Core Curriculum Guide*
- *Guidelines for Instruction: Secondary School Curriculum-Special Education Life Skills*



The curriculum guides listed on the screen are based on a continuum of developmental levels and are important to use when planning instruction and developing IEP goals for students with moderate to severe disabilities.

The *Curriculum Guide for Students with Moderate to Severe Disabilities* consists of two notebooks—*Core Content Access* and *Instructional Best Practices*.

The *Core Content Access* notebook provides Functional Performance Indicators (FPIs) and instructional goals that link to California State standards.

The *Instructional Best Practices* notebook provides a listing of skills that serve as a basis for developing goals and objectives in identified performance areas for students with severe to profound disabilities. The list of skill areas found in this document can be used as a reference for developing goals when goals from the *Core Content Access* notebook are inappropriate for the student due to a lower level of functioning.

The *Adapted Core Curriculum Guide* provides examples of quality learning experiences based on the California State Standards for students with moderate, severe and profound disabilities. “Adapted Core Standards/Performance Indicators” listed in this document, as well as the “Functional Performance Indicators” in the *Core Content Access notebook*, can be used as a resource to facilitate the development of goals for lower levels of functioning.

The *Guidelines for Instruction: Secondary School Curriculum-Special Education Life Skills* is a course of study that is organized into six life skills clusters and includes courses which list representative objectives focusing on skills needed to function as independently as possible. Because grade levels have been assigned to all courses this guide can be used as a resource for developing goals for middle and high school students that correspond to the goals in the *Core Content Access* notebook described above.

## Welligent Resource

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### **Alternate Curriculum Goal Bank**

- Functional English Language Arts (ELA)
- Functional English Language Development (ELD)
- Functional Math



Currently, the Welligent system contains a General Education Curriculum goal bank which consists of standardized goals based on the ACSA and CARS "Handbook of Goals and Objectives".

During the 2007-2008 school year, it is anticipated that an Alternate Curriculum goal bank will be added to the Welligent system. The goal bank will contain Functional English Language Arts (ELA), Functional English Language Development (ELD) and Functional Math goals that can be used for developing IEP goals for students receiving instruction based on alternate achievement standards.

The goals will reflect a range of developmental levels and may be used for more than one performance area. For example, ELA or ELD goals can be used to address needs in the Communication performance area. Communication goals may also be developed from standards found in content areas, such as History and Social Science, found in the *Core Content Access* notebook.

## Goal Linked to Math Need



### Needs

Sean is unable to count out correct change to a dollar. He cannot measure food products using measuring cups or spoons. He has difficulty weighing items to the pound and half pound. Sean becomes easily frustrated when he has difficulty with a task and will refuse to continue without verbal encouragement

### Functional Math Goal

When given a scale and bagged items in weights of  $\frac{1}{2}$  pound and 1 pound, Sean will indicate the weight with 80% accuracy on  $\frac{3}{5}$  trial days as measured by data probes.

(Math-FPI-16.10)

Let's return to our discussion about developing a functional math goal for Sean, the high school student participating in a CBI program. Once the IEP team clearly identifies the student's needs and impact of the disability in a given performance area, a goal that reflects the identified needs is developed.

As you see in the example on the screen, Sean's functional math goal is directly linked to his need in measuring.

The information in parenthesis that appears in the box with the goal and the other goals in this training is the item number from the Alternate Curriculum goal bank that is anticipated to be added to the Welligent IEP system during 2007-2008.

Be aware that when more than one need is identified within a performance area, as in the example on the screen, the additional need may be addressed by scaffolding the objectives and/or providing accommodations, modifications and/or supports. In some cases, it may be appropriate to develop another goal.

Let's now look at an functional reading current performance/assessment summary example of a PLP developed for another student to determine if the required components of the PLP provide sufficient information that will lead to an appropriate goal.



## Current Performance/Assessment Summary: Functional Reading Example

**Strengths:** Rose is able to respond to her name and the names of classmates during story time by raising her head. She enjoys being read to aloud, vocalizing, laughing and making eye contact. She reaches for books and pictures. She is able to identify objects and simple pictures using eye gaze.

**Needs:** Rose does not orient to environmental sounds such as bells, telephone or toys. She cannot hold a book independently or turn the pages. She has difficulty making picture or object choices consistently following reading activities. Rose needs to develop reading readiness skills.

**Impact of Disability:** Rose's multiple disabilities impair her functional reading skills which impacts her involvement and progress in the general education curriculum to such a degree that instruction is based on alternate achievement standards using the alternate curriculum.

Rose is a middle school student with multiple disabilities attending a Special Education Center. Read the functional reading example on the screen developed for Rose. Does it describe what Rose can do, what she has difficulty with and what she needs to learn?

And finally, does it identify her disability and how it impacts her involvement and progress in the general education curriculum?

## Goal Linked to Reading Need



### **Needs**

Rose does not orient to environmental sounds such as bells, telephone or toys. She cannot hold a book independently or turn the pages. She has difficulty making picture or object choices consistently following reading activities. Rose needs to develop reading readiness skills.

### **Functional Reading Goal**

When given an environmental sound source such as telephone ringing, Rose will indicate the environmental sound source by eye gaze toward telephone ringing 5 out of 10 trials, daily as observed and charted by staff.

(ELA-FPI-2.1)

After reviewing the example on the previous slide, you will notice it does describe Rose's strengths, needs and how her disability impacts reading. Her goal is directly linked to her reading readiness needs in functional reading.

Now let's move to a current performance/assessment summary of a communication performance area.



## Current Performance/Assessment Summary: Communication Example

**Strengths:** Larry shows awareness of others and events in his environment by looking at the speaker. He responds to his name and is able to follow simple one step commands. He looks at pictures with some attentiveness and will accept an object presented to him. Larry's methods of communication consist of facial expressions, gestures, pointing to pictures, and a few simple words such as "milk" and "more". He uses social greetings "hi" and "bye" appropriately. He answers simple yes and no questions using head gestures and, with prompting, words. He is able to complete simple, over learned sentences such as "I want water."

**Needs:** Larry needs prompting by an adult to choose an activity. He is unable to follow two step directions. He does not answer "who", "what", and "where" questions after being read stories or following classroom discussions. His verbalizations are usually echolalic and perseverative, as he repeats the question asked over and over rather than answering the question.

**Impact of Disability:** Larry's autism impairs his communication skills which impacts his involvement and progress in the general education curriculum to such a degree that instruction is based on alternate achievement standards using the alternate curriculum.

Read the communication example on the screen. Larry is an elementary student with autism. He is enrolled in an early education class at a Primary Center.

As you see, Larry's current performance/assessment summary identifies what he is able to do and what he has difficulty doing, and what he needs to learn. There is also a description of how his communication disability impacts his involvement and progress in the general education curriculum to such a degree that instruction is based on alternate achievement standards using the alternate curriculum.

Move to the next slide to see if the goal is linked to the need.

## Goal Linked to Communication Need



### Needs

Larry needs prompting to choose an activity. He is unable to follow two step directions. He does not answer who, what, and where questions after being read stories. Usually his verbalizations are echolalic and perseverative, as he repeats the question asked over and over rather than answering the question.

### Communication Goal

Larry will communicate choice without prompts using gestures or words by choosing between 3 activities within 5 seconds of request with 80% accuracy for 5 consecutive trial days.

(ELA-FPI-19.2)

Notice that Larry's goal in communication is directly linked to his primary need in social communication.

Next, we'll look at a functional writing PLP.



## Current Performance/Assessment Summary: Functional Writing Example

**Strengths:** William enjoys making marks on paper. He is able to attend to coloring and writing tasks for 2-3 minutes. He is building up strength in his hands. He is able to hold a crayon with his thumb and forefinger. He can trace his name and simple shapes with increasing accuracy and independence.

**Needs:** William is having difficulty tracing upper case letters of the alphabet and numbers 0-9. He often begins tracing at the bottom of the letter or shape. Sometimes he needs hand over hand assistance when using a primary pencil because he has little strength in his hand.

**Impact of Disability:** William's mental retardation and orthopedic impairment impairs his ability to complete functional writing tasks. This impacts his involvement and progress in the general education curriculum to such a degree that instruction is based on alternate achievement standards using the alternate curriculum.

William is an elementary student with moderate mental retardation who is enrolled in a special day program and participates in general education activities at his home school. Because it is appropriate for his developmental level, a current performance/assessment summary in functional writing has been written for William.

Read the functional writing example on the screen. Does it provide a detailed description of William's writing functioning and sufficient information to develop an appropriate goal?

The answer is "Yes" because the writing example for William has identifiable strengths and clearly defined needs which provide information regarding how his disability impacts his involvement and progress in the general education curriculum.

As you read the next slide, determine whether the goal links to the identified need.

## Goal Linked to Functional Writing Needs

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### Needs

William is having difficulty tracing upper case letters of the alphabet and numbers 0-9. He often begins tracing at the bottom of the letter or shape. Sometimes he needs hand over hand assistance when using a primary pencil.

### Functional Writing Goal

When given 15 upper case letters of the alphabet, William will produce the letters by tracing over them 3 out of 5 trials for 3 consecutive days.

(ELA-FPI-14.5)

William's goal is directly linked to his identified need in letter formation in the performance area of functional writing.

Now let's look at one last performance area example, social/emotional.



## Current Performance/Assessment Summary: Social/Emotional Example

**Strengths:** Diane greets familiar adults and children with “hi” or “bye”. She follows classroom routines. Diane plays with peers and has established friendships with two classmates. She participates in art in a first grade classroom. The general education teacher reports that Diane asks for help using gestures or signs and responds to positive verbal praise and rewards such as stickers and happy faces.

**Needs:** During group lessons in both classrooms, Diane has difficulty remaining seated and paying attention. She often distracts other students by taking their materials. To complete tasks, she needs directions repeated, activities modeled and reminders to pay attention and share materials.

**Impact of Disability:** Diane’s mental retardation and speech and language impairment make it difficult to consistently interact appropriately with others. This impacts her involvement and progress in the general education curriculum to such a degree that instruction is based on alternate standards using the alternate curriculum.

Diane, a student with moderate retardation, attends her school of residence in a special day program and participates in general education activities.

After reading the example on the screen, determine if the information clearly describes Diane’s strengths, needs and impact of her disability and think about what her goal could be based on the identified needs.

## Goal Linked to Social/Emotional Needs



### Needs

During group lessons in both classrooms, Diane has difficulty remaining seated and paying attention. She often distracts other students by taking their materials. To complete tasks, she needs directions repeated, activities modeled and reminders to pay attention and share materials.

### Social Emotional Goal

When participating in a small group activity, Diane will ask for permission, in sign language, before using possessions of others and wait for permission to use the item after making the request 80% of the time in 3/5 trials as observed and charted by staff.

Diane's identified needs are difficulty paying attention and social interaction. Using the *Core Content Access* notebook mentioned earlier, a goal from the History/Social Science standards directly links to her need to ask permission to use other's materials during lessons. Maybe you thought of another goal?

You have now completed the *Individualized Education Program Present Level of Performance for Students with Moderate to Severe Disabilities* training. The next slide provides telephone contact information.



## SPECIAL EDUCATION SUPPORT UNITS

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Support Unit East

323.932.2155

Support Unit North

818.256.2800

Support Unit South

310.354.3431

Support Unit Central-West

323.421.2950

For further information or questions about this training, contact your Special Education Support Unit at the telephone numbers provided on the screen.