

## Present Levels of Educational Performance (PLEP)

This document was developed to help special education teachers begin transitioning from standards based IEPs. Present levels of educational performance should address student's areas of strength and areas of deficit, as well as the impact of the deficit on grade level standards. The items below are examples of present levels of educational performance.

### Associated Deficits of Autism (For full IEP, refer to Appendix Example A)

**Occupational Therapy Evaluation** Gina presents with right hand dominance. She holds a writing tool using a lateral quadrupod grasp (index, middle finger, and thumb rest on the writing tool). Her thumb web space is partially collapsed and she does best with "The Pencil Grip". Gina is able to legibly form all upper case letters and has occasional difficulty forming some lower case letters (g/y). She has motor planning difficulties that impact writing, acquisition of novel fine motor tasks, and can cause frustration and occasional difficulty maintaining pace. Gina is sometimes a perfectionist with her writing and she may become frustrated when her intended output does not match how she visualizes the task to occur. Gina continues to work on placing letters between the writing lines and accurate spacing when composing sentences. Students in the 3rd grade typically copy handwriting at a rate of 7-10 words per minute. Gina's rate of 4 words per minute is significantly lower than what is expected. When typing, Gina demonstrated a fair knowledge of letter placement and showed good skills in editing mistakes. Her typing speed is somewhat faster at 5-6 words per minute (copying) but she is still not able to work at the same rate as her peers on any task requiring writing. Exceptional: Yes

**OT Evaluation: Sensory Processing Measure** Gina's need for sensory movement interferes with her ability to follow directions and complete tasks independently throughout her school day in all settings. She has a sensory diet that is part of her daily routine and is incorporated into her visual schedule. She is a sensory seeker (vestibular, proprioceptive, tactile, auditory, visual). She uses a variety of sensory tools and strategies such as a weighted and pressure vest, fidgets, alternative seating, wiggle cushion, and engages in heavy work/sensory movement breaks throughout the day. Exceptional: Yes

**Pre-Vocational Checklist** Gina sometimes does not follow direction given during large group instruction without additional prompting. She also has trouble seeing non-preferred tasks through to completion. The assessment data in the area of receptive language indicates that she does understand the directions, however, her behavior pattern is to not follow them. These behaviors make it difficult for her to participate independently in both structured (instructional) and unstructured (social and play). Exceptional: Yes

**Vineland Adaptive Behavior Scale:** Gina's adaptive behavior scored in the significantly delayed range in the areas related to problem solving, seeking assistance, and emotional regulation. When Gina gets excited or upset she is often difficult to understand and frequently reacts by yelling, using inappropriate language, or destroying her work. During these times, she often requires additional staff assistance to calm down. Once escalated, she is removed from the setting of instruction. Each time she is removed, she misses instruction which is difficult for her to make up quickly. Exceptional: Yes

**Triad Social Skills Assessment: Social Conversation** Gina has been observed struggling to initiate conversation for the purpose of play, seeking help, and social enjoyment with peers. This impacts her opportunities to participate with her peers in class. Exceptional: Yes

**Triad Social Skills Assessment: Emotional Expression** Gina has been observed using inappropriate language and destroying her materials instead of labeling the emotion she is feeling and requesting the necessary help which has negatively impacted her participation within general education. Exceptional: Yes

**Woodcock Johnson III Tests of Achievement (WJ-Ach III) Math** Gina scored in the average range for math calculation and math reasoning subtests. Her calculation and math fluency skills are average for her age and grade level. She is quickly able to identify the correct operation for applied problems. Gina participates fully within general education math instruction. Exceptional: No

**Woodcock Johnson III Tests of Achievement (WJ-Ach III) Reading** Gina's basic reading skills were in the average range, but her performance on the reading comprehension tasks of this assessment was in the limited range. While she excelled with decoding tasks, she had difficulty completing the story recall and passage comprehension subtests. This will make it difficult for Gina to access any information within the curriculum presented in a written format. Gina's needs will be addressed in reading intervention within general education. Exceptional: No

**Woodcock Johnson III Tests of Achievement (WJ-Ach III) Writing** Gina performed in the average range for basic writing skills, but her scores for written expression fell within the limited range. Gina excelled at the spelling subtest but struggled with the writing sample tasks which negatively affects her throughout the school day. Gina's needs will be addressed in writing intervention within general education. Exceptional: No

**PPVT-4** Gina scored a 77 on this assessment. This score is below average for her age. The average score for this assessment is 100. Gina exhibited difficulty with labeling and identifying pictures and objects, when named, from a set of 4 pictures. This makes it difficult for Gina to understand both oral and written instruction as well as sharing her learning and knowledge with others. Exceptional: Yes

**Clinical Evaluation of Language Fundamentals - 4th Edition (CELF-4)**

Core Language: 74

Concepts and Following Directions: 80

Recalling Sentences: 70

Formulated Sentences: 68

Receptive Word Classes: 83

Expressive Word Classes: 76

Expressive Vocabulary: 66

Understanding spoken paragraphs: 80

Gina's score of 74 in core language falls below the average range for a student her age. Areas of strength include: following directions, comprehension of oral materials, and receptive word classes (identifying 2 things that relate). Her areas of weakness include: expressive vocabulary, formulating sentences, and repeating sentences. Difficulties with expressive vocabulary and formulating sentences may hinder her progress in the general curriculum when she is answering questions in class (using appropriate sentence structure/vocabulary) and applying new vocabulary during learning exercises/activities and on tests.

**Arizona Articulation Proficiency Scale-3** Gina's standard score of 87 falls within the average range for a child her age; however, intelligibility is reduced during conversational speech which justifies direct instruction in this area. Gina exhibits the phonological process of fronting, where she produces rear portion of the tongue sounds /g,k/ in the front of her mouth using /d,t/. This can affect her in the

classroom when communicating with peers and adults and in written activities in class where she may spell the word as she says it. Exceptional: Yes

#### Associated Deficits of Deafness (For full IEP, refer to Appendix Example B)

**Audiological Evaluation** Donna received a cochlear Implant in RIGHT ear (10-19-2009) and cochlear implant in LEFT ear (12-8-2010). Donna responds to sound in the lower limits of normal in both ears with her cochlear implants on. She takes ownership of her implants. She is making a lot of progress when following directions containing two critical elements but still struggles when directions are provided within a noisy setting such as when multiple students are talking or working in pairs within the classroom. Exceptional: Yes

**Speech/Language Observation: Hearing** Donna can discriminate words with manner contrasts with 85% accuracy, words with place contrasts with close to 90% accuracy, and voicing contrasts with 80% accuracy. This is an improvement from last year and will assist her in articulation and communication within social and academic settings. However, she can still find it difficult to discriminate between words at a pace that allows full participation in core instruction. Exceptional: Yes

**Speech/Language Observation: Language** Donna knows many basic qualitative and quantitative concepts. On most days she is able to sequence pictures with close to 100% accuracy. She is able to answer comprehension questions about a story of interest read/signed to her with approximately 60% accuracy. Story recall is very difficult. She needs prompts to retell any details. This impacts all core instruction that requires remembering information from a text. Her use of oral language has decreased as her use of sign language has increased. With oral language she has errors with syntax and morphology (including the use of plurals, possessives, pronouns, and verb tenses). Exceptional: Yes

**Speech/Language Observation: Speech** Donna's use of oral speech has decreased. She uses speech along with sign but her speech is often imprecise and not clear. When asked to voice, she is hesitant and sometimes responds that she doesn't know. Her speech skills are preventing her from actively participating in all instructional settings. Donna is able to use /p, b, m, n, t, d, f/ with few errors. She has more errors with /k, g, s, v/ final consonant production, and /s/ clusters. Exceptional: Yes

**Brigance Diagnostic Comprehensive Inventory of Basic Skills–Revised (CIBS-R) Reading** Donna scored a standard score of 81 in reading which is below average. She is struggling most with decoding and phonics. For reading she successfully decodes or when assistance is given in decoding, she is able to understand the passage at a level commensurate with peers. The area of deficit is in phonics and decoding which negatively impacts her each time instruction requires reading.

**KeyMath-Revised** Donna's math skills were determined to be in the average range with a score of 97. Within the general education classroom, she is on grade level within math and it is a relative strength for her. Exceptional: No

**Pre-Vocational Checklist** Donna is able to run errands in the building on her own but has trouble following the rules of the classroom and initiating appropriate activities during less tightly structured time when given options. She has had difficulty keeping her hands to herself but has shown improvement in the last month. Participation within the classroom is adversely affected by her behaviors as she needs to be moved to a location to work independently and safely. Exceptional: Yes

#### Associated Deficits of Developmental Delay (For full IEP, refer to Appendix Example C)

**Pre-vocational Checklist** Tony is usually ready for school and transitions well. However, he struggles to follow directions, complete work independently, and work with others. These make it difficult for him to successfully work in collaborative peer groups and cause him to often not complete his work within the core instruction. Exceptional: Yes

**Test of Early Reading Ability- Third Edition (TERA-3)** Tony scored a standard score of 74 on the TERA-3 which is significantly below average. He was able to identify common signs and labels, particularly those related to favorite foods. Identification of letters and their sounds is a struggle. Also, discriminating between letters was difficult for him when considering lower case letter. These are the core focus skills of his general education and it is difficult for him to participate in the instruction as he is still working on these foundational reading skills. Exceptional: Yes

**Test of Early Mathematics Ability- Third Edition (TEMA-3)** Tony scored a standard score of 64 in the area of math. At this time, he was able to identify only three numbers. He can only count up to 2 objects consistently and was not able to compare items. This makes it difficult for him to participate in the classroom instruction as these are foundational math skills. His strength is completing activities that require matching. Exceptional: Yes

#### Associated Deficits of Emotional Disturbance (For full IEP, refer to Appendix Example D)

**Behavior Tracking Form** Tracking of Cam's behavior using his daily behavior track sheets developed in conjunction with his BIP indicate that working with peers or in larger group settings remains an area of deficit for him. He becomes aggressive both verbally and physically to peers and the teacher when frustrated. Also, once he reaches this level of escalation, he is reticent in returning to the setting and appears to be embarrassed so reentry needs to be a thoughtful, well planned process. These behaviors cause him to miss core instruction or receive his core instruction in another setting often and are negatively impacting his progress and participation. Exceptional: Yes

**Student Transition Questionnaire** Cam showed an interest in business administration or social services. However, he was reluctant in participating in this survey so career exploration should continue. Without accurate and full participation, he will not have a transition plan that provides the support and services he will need to be successful post-secondary. Exceptional: Yes

#### Associated Deficits of Intellectual Disability (For full IEP, refer to Appendix Example E)

**Transition Checklist** Delia's strengths are a willingness to take directions and getting along with others. Her weaknesses are being aware of health and safety issues and working independently. Delia has expressed an interest in working with animals. Exceptional: Yes

**Occupational Therapist Therapy Update** Delia is significantly impacted within bilateral coordination and visual motor skills. This is also reflected in her daily classroom performance, most dramatically in the areas of writing and math. At this time, she would continue to benefit from direct occupational therapy. Exceptional: Yes

**Woodcock-Johnson III Normative Update Tests of Achievement (WJ-III NU Ach) Subtest: Passage Comprehension** Although her decoding and fluency skills have improved one half year, the results of

Delia's Passage Comprehension test confirm that she is significantly below grade level in the area of reading comprehension. Her SS is 62 and her GE (grade equivalent) is 4.2. She requires accommodations and additional instructional supports to be successful in the general education classroom throughout the day as reading and learning from reading is a large part of core instruction at the high school level. Exceptional: Yes

**Woodcock-Johnson III Normative Update Tests of Achievement (WJ-III NU Ach) Subtest: Math Calculation** Delia is working significantly below grade level in the area of math calculation. Her SS score has increased from 65 to 70 and her GE (grade equivalent) increased from 4.5 to 5. She is able to compute basic facts but is not yet able to compute multi-step calculations or calculate fractions and decimals (other than money) successfully. This negatively impacts her participation within the general education curriculum as she is working on foundational math skills. Exceptional: Yes

**Woodcock-Johnson III Normative Update Tests of Achievement (WJ-III NU Ach) Subtest: Math Reasoning** Delia is significantly below grade level in this area. Her SS score is 60 with a GE (grade equivalent) of 4. Delia is not able to reason though what information is needed, what is not, and how to use the information given to calculate an answer. She still requires visual and verbal prompts in the area of math reasoning. This negatively impacts her participation within the general education curriculum as she is working on foundational math skills. Exceptional: Yes

**Woodcock-Johnson III Normative Update Tests of Achievement (WJ-III NU Ach) Subtest: Word Identification** Delia's score in the area of word identification indicates improvement. Her standard score increased 60 to 65 and her Grade equivalent scores increased from 4 to 4.6. Delia is able to read many words by sight or with minimal decoding. She struggles with longer, unfamiliar words out of context. However, she is still significantly behind her grade level peers to a degree that negatively impacts her participation in all content instruction as reading is required in all core areas. Exceptional: Yes

**Adaptive Behavior Inventory (ABI) Subtest: adaptive skills** Two of Delia's teachers evaluated her adaptive behaviors compared to another student of the same age. Delia's oral communication skills, self-care, social, leisure and school/home living skills are all close to that expected of her same age peers. She is able to independently find her classes. She knows the day of the week and can write her name and address. She can use a calculator for basic problem solving and can make small purchases independently. She will follow safety rules if she understands them. She can name five occupations, but cannot fill out an application independently. Her work skills need improvement as she gets easily distracted, but never argues when she is corrected. She does not attempt difficult tasks without prompting. Her struggles with reading and writing keep her from writing letters, completing an application or short response task, reading the newspaper, or using resources like dictionaries, and accessing the core instruction. Exceptional: Yes

Intellectually Gifted (For full IEP, refer to Appendix Example F)

**Kaufman Assessment Battery for Children, 2nd Edition (KABC-II)** Larry was administered the KABC-II and obtained an FCI score of 132. This is in the above average range. His strengths were in the areas of Verbal knowledge and Riddles. Exceptional: Cognitive ability considered

**TCAP Achievement Test** Larry participated in the TCAP with grade level peers without accommodations or a different setting. He scored: reading 95%ile, math 90%ile, science 74%ile, social studies 66%ile.

Larry earned advanced scores in all areas tested. Given his eligibility of giftedness, his skills negatively impact him within the general education instruction as it cannot meet his needs for higher level thinking and knowledge. Exceptional: Yes

**Tennessee Creative Thinking Rating Scale (TnCreat)** Larry scored 46 points on the Creative Thinking Checklist (TnCreat), which is a teacher observation of creativity as seen in the classroom. The classroom teacher noted that Larry easily adapts to new situations and quickly sees innovative relationships among seemingly unrelated objects, ideas, or facts. Given his eligibility of giftedness, his skills negatively impact him within the general education instruction as it cannot meet his needs for higher level thinking and knowledge. Exceptional: Yes

**Tennessee Teacher Observation Checklist Plus (TnTOC+)** Larry scored 15 points on the Teacher Observation Checklist (TnTOC). The classroom teacher indicated that Larry is curious and often asks thoughtful, searching questions, displays a strong sense of justice and fairness, and shows an advanced rate of learning in the regular classroom. Given his eligibility of giftedness, his skills negatively impact him within the general education instruction as it cannot meet his needs for higher level thinking and knowledge. Exceptional: Yes

**Tennessee Parent Information Form (TnPIF)** The parent rating and concerns show that Larry is highly creative but struggles with turning in completed assignments. He enjoys math and science and loves to play with Legos and Magformers. Exceptional: Yes

Associated Deficits of Orthopedic Impairment For full IEP, refer to Appendix Example G)

**Beery VMI 6<sup>th</sup> Edition Motor Coordination** Marna's handwritten short responses are legible, but her efforts are labored due to fine motor coordination difficulties and delays in information processing. Handwriting: copying 6 - 7 words per minute (4th grade norm = 12-14); composing 3-4 words per minute (4th grade norm = 4-5). With decreased handwriting efficiency Marna often expresses frustration, though crying, when she has not expressed her own ideas fully. This school year, Marna moved to assistive technology to produce 70 % of her written work. She uses a touch screen tablet with word prediction typing 10 words per minute (norm grade 4 = 14 WPM) with few errors. As she has gained confidence and skill with accuracy on the Qerty keyboard on the touch screen technology, Marna's writings have matured with increased vocabulary, sentence structure, and length of paragraphs. However, her motor skills still negatively impact her participation in core instruction on all tasks that require written expression. Exceptional: Yes

**Beery VMI 6<sup>th</sup> Edition Visual Motor Integration** Marna received a standard score of 93, which is average for her a student her age. She did not demonstrate a deficit in visual perception. She understood how to successfully cross a midline and demonstrated awareness of body space location as well as location relative to objects. Exceptional: No

**School Functional Assessment (Criterion Referenced Kk-6th Grade)** Participation Scales: Marna's subcategory scores are as follows: Participation in the Regular Education Classroom- 5/6; Recess- 5/6; Transportation- 5/6; Toileting- 2/6; Transitions- 6/6; Mealtime- 4/6. Marna self-propels her manual wheelchair through the learning environment where the surface is paved or smooth. In the classroom, she maneuvers her wheelchair to her wheelchair accessible desk table situated among the rows of

desks. Her desk is positioned near the front and on the outer aisle. Marna manages her materials with peer support to retrieve items from her backpack on her wheelchair or from the classroom bookshelf. In the cafeteria, Marna has a buddy system whereby she selects from the menu, carrying the closed container items for herself and a friend while the friend carries the open plate items. Marna sits with peers, at the end of the cafeteria table. Marna rides the bus with a lift. She participates in PE from her wheelchair. Last semester, she passed and dribbled the ball, performed upper body and trunk exercises with the class, participated in relay activities, and completed the rhythmic dance unit. The class evacuation routes include easy access for the wheelchair in this one level school. Marna can bump up and down curbs independently. She accesses her cubby with occasional peer assistance. Marna is beginning to take ownership of her catheterization routine by reminding her teacher that it is time to go to the nurse. The nurse reminds Marna as necessary. She does have difficulty accessing the instruction when the room becomes cluttered, she is in a tight space requiring a 3-4 point turn, or in carrying materials or lunch from one space to another independently.

#### Associated Deficits of Other - Health Impairments (For full IEP, refer to Appendix Example H)

**BASC-2 Behavioral & Emotional Screening (BASC-2 BESS)** Piper scored a standard score of 76 with an outlier of 53 on study skills. Her other area of concern was inattention. The outlier impacted the other scores which were in the mid to high 80s, so although her overall was 76, study skills and inattention are the two areas that need to be addressed. These two areas negatively impact her in all content instruction in both, actively participating and learning for extended periods of time and in her homework and independent learning. Her strength is social skills with a standard score of 93. These scores are a reflection of what was observed within the classroom setting. Exceptional: Yes

**Stanford Achievement Test Series, Tenth Edition (Stanford 10)** Piper scored a standard score of 96 for general math. The area of math reasoning was her weakness with a standard score of 89, but when given the prompt to slow down, she performed better. The errors she made were related to her finding the information within her work, not whether or not she could compute it correctly. This impacts her in daily instruction, homework, assessments, and math application in her Algebra coursework.

Exceptional: No

#### Associated Deficits of Specific Learning Disability in Reading (For full IEP, refer to Appendix Example I)

**Pre-Vocational Checklist** Several of Susan's teachers completed the pre-vocational checklist on Susan. There were no significant areas of deficit. She comes to class prepared with materials, participates appropriately and gets along well with her peers. Exceptional: No

**Test of Silent Word Reading Fluency (TOSWRF)** In looking at Susan's protocol, it appears that she worked very slowly. She managed to divide 45 words on the form, but made 10 errors. Her descriptive rating indicated that she fell within the below average range placing her at the 13th percentile. Based on expected third grade norms, Susan is significantly behind for her current grade level. This negatively impacts her participation throughout content instruction as third grade is the year instruction switches from learning to read to reading to learn. Exceptional: Yes

**Curriculum-Based Measure:** Given a 1 minute 3rd grade fluency test, Susan accurately sounded 42

letters. This represents the 45th percentile according to winter norms. **Word Identification Fluency:** Susan identified 6 words from the CBM third grade word list in one minute. This represents the 10th percentile according to winter norms. **Reading Fluency**-Given a 1 minute grade level passage, Susan read 25 words correctly with 11 errors. This is significantly below the 10th percentile according to winter norms. Susan is significantly behind grade level average compared to her third grade peers in word identification fluency and reading fluency and will be negatively impacted in content instruction in all subject areas. Exceptional: Yes

**Brigance Diagnostic Comprehensive Inventory of Basic Skills--Revised (CIBS-R) Word recognition grade placement:** When presented with a list of 10 words commonly introduced in basal reading texts, Susan read and pronounced 10 words out of 10 words in the first grade level, 6 out of 10 on the second grade, and only 2 of 10 on the 3rd grade passage. **Reading Comprehension-** Susan read a group of passages quietly on her own and scored 100% accuracy on comprehension at the late 1st grade level. Errors were random. Susan is currently in the 3rd grade. Her assessment results indicate she is significantly behind grade level in comparison to the average of her peers and her low reading skills will negatively impact her in all content areas of instruction that require reading. Exceptional: Yes

**Woodcock Johnson III Tests of Achievement (WJ-Ach III)** When compared to others at her grade level, Susan scored well below her peers. Her standard scores in letter-word identification is 84 which is at the 16th percentile. Due to weak phonetic abilities, Susan's reading comprehension scores were also significantly impaired. Her standard score was 85 which was at the 15th percentile, and she had a reading fluency standard score of 81 at the 15th percentile as well. She has not mastered any of the phonemic rules needed to help her decode words, and reads in a slow, laborious manner stumbling over her words. This has a significant negative effect on grade level independent access of the core curriculum. Exceptional: Yes

#### Associated Deficits of Specific Learning Disability in Math (For full IEP, refer to Appendix Example J)

**KeyMath-Revised (KeyMath)** Matt was assessed following continuing concerns in math even with Tier III, small group intervention support. He scored a standard score of 80, which is below average. He is struggling with concepts of addition and making and dividing groups. He is able to rote count and count objects using one-to-one. He is significantly below his peers and it negatively impacts his participation and progress within the general education classroom. Exceptional: Yes

**KeyMath-Revised (KeyMath)** Matt was assessed following continuing concerns in math even with Tier III, small group intervention support. Matt scored a standard score of 86 on the problem solving portion of the assessment. He is able to read through the information and determine what the problem is but he struggles to work through how to solve the problem. This is evident in his struggles to work within the general education classroom instruction. Exceptional: Yes

**Curriculum-Based Measure--Math Computation** Matt is currently working on math calculation within small group direct instruction as well as within the general education. He is working on adding numbers 1-9 and subtraction for numbers 1-5. He is making some progress but continues to be significantly behind a grade level which negatively impacts his participation within core math instruction. Exceptional: Yes

**Curriculum-Based Measure--Concepts and Applications** Matt is currently working on math problem



solving skills within small group as well as within the general education classroom. He is making good progress in discerning the information and process of thinking through how to find an answer. He is able to figure out what the question is, what information he is given and what he needs but it still working on how calculate the needed information. This negatively impacts his progress in the core math instruction. Exceptional: Yes

#### Associated Deficits of Specific Learning Disability in Writing (For full IEP, refer to Appendix Example K)

##### **Woodcock-Johnson III Normative Update Tests of Achievement (WJ-III NU Ach) Written Expression**

**Composite** David scored a 60 on the Written expression composite. He was able to recognize and apply rules of mechanics but was not able to develop a plan, stay on one topic, or vary his sentence structure. This impacts his ability to participate within the general education instruction as a great portion of the instruction in all content areas requires written communication. He is not adequately demonstrating his knowledge and understanding in his writing at this time. Exceptional: Yes

**Woodcock-Johnson III Normative Update Tests of Achievement (WJ-III NU Ach) Brief Reading** David was able to complete the reading assessment at a level commensurate with his age peers. He scored a 97 standard score which is within the average range. His data from the classroom confirms that this is accurate as he is able to access print and understands it as it relates to both fiction and non-fiction. Exceptional: No

**Woodcock-Johnson III Normative Update Tests of Achievement (WJ-III NU Ach) Brief Math** This is David's areas of strength within the core curriculum. He scored a standard score of 100. He computes math calculations at a level expected within his grade level and is able to apply these skills to applied math problems. Exceptional: No

#### Associated Deficits of Speech Impairments (For full IEP, refer to Appendix Example L)

**Goldman - Fristoe Test of Articulation - Second Edition (GFTA-2)** Jaxson was tested to determine the articulation concerns that her still needs to work on for this year. He is still working on the following sounds in all positions: /k, g, f, v, l, r, s/ and /m/ in the final positions. These sound errors are negatively impacting Jaxson's writing when he uses phonetic spelling strategies. Exceptional: Yes

**Weiss Comprehensive Articulation Test (WCAT)** Jaxson was tested a year ago in articulation after observations within the classroom. He was aware of having trouble making the words "sound right" and needed reassured that the test was only to help the teachers know how to help him say the words better so he didn't need to worry. At that time, he struggled with consonant sounds at the final position, as well as /k, g, l, m, n, s, t, v, f, p, w, r/ in all positions. He was not able to mimic oral movements without a mirror but was willing to try in the small, one-on-one setting. He had just begun to risk phonetic spelling in his writing but still preferred to use sight words or words he had mastered. He has improved in articulation from last year and the GTFA-2 will be given to determine his new level of need. Continued speech errors will negatively impact his writing and his oral participation within the classroom.

#### Associated Deficits of Language Impairments (For full IEP, refer to Appendix Example M)

**CELF-4 Receptive Language** Lisa received a standard score of 80 in receptive language skills. This score falls below the average range for a child her age, yet does not meet criteria for a language impairment in receptive language (that would be 77 or below). Lisa's highest scores were on the subtests related to receptive vocabulary and receptive word classes. In class, her strengths in receptive vocabulary can be used to scaffold her use of expressive vocabulary. Exceptional: No

**CELF-4 Expressive Vocabulary** Lisa received a standard score of 70 on the expressive language portion of the CELF-4. This score falls more than one and a half standard deviations below the average range for a student her age. Lisa's strengths included: repeating sentences and expressive vocabulary. Lisa had the most difficulty with formulating sentences when given a single word. She used short, incomplete utterances (syntax) with incorrect grammar (morphology). These areas of difficulty may hinder her ability to express herself in the classroom during the following times: answering comprehension questions (verbally or written), completing grammar-based assignments, communicating effectively at age level with teachers and peers.

#### Associated Deficits of Traumatic Brain Injury (For full IEP, refer to Appendix Example N)

**Comprehensive Test of Phonological Processing (CTOPP) Phonological Awareness** Janin is able to read sight words and sound out unfamiliar words. Consonant blends are difficult. Janin is able to segment words in sentences, distinguish syllables in words, and blend, segment, sequence, and manipulate each sound within spoken words. Janin's Phonological Awareness Composite score of 42 is considered higher than 32% of other children her age. This score falls in the low range and is indicative of a processing deficit in this area. Due to Janin's current skill deficit in reading, she is adversely impacted throughout the content instruction as all content areas require reading. Exceptional: Yes

**Comprehensive Test of Phonological Processing (CTOPP) Nonword Repetition** Janin stumbled on the skills presented in this assessment. She needed additional time to remember to connect phonetic sounds and remember site words. This was one of the most difficult tasks for her. The tasks are foundational to reading. Given Janin's phonological processing deficit, reading will be difficult which, in turn, negatively impacts her in all content instruction. Exceptional: Yes

**Comprehensive Test of Phonological Processing (CTOPP) Rapid Letter Naming** Janin's reading fluency is affected by recognition of letters, cues needed, and a slower processing speed. Janin's Rapid Naming Composite Score of 48 is considered the same as or slightly above than 26% of children her age. This score falls in the below normal range and is indicative of a processing deficit in this area. The tasks are foundational to reading. Given Janin's phonological processing deficit, reading will be difficult which, in turn, negatively impacts her in all content instruction. Exceptional: Yes

**Wide Range Achievement Test-Fourth Edition (WRAT-4) Word Reading** Janin was assessed with the WRAT in the area of Word Reading in which she was able to recognize and was fluent to the grade equivalency of 3.3. Sight word recognition is a difficult skill for her and impacts her reading fluency. She struggles within the general education content instruction as each subject requires reading skills for researching, learning new information, and homework. Exceptional: Yes

**Wide Range Achievement Test-Fourth Edition (WRAT-4) Sentence Comprehension** Janin is at the 3.4

grade level equivalency for sentence comprehension. She is currently in the fifth grade, placing her one and a half years behind her peers. This affects her independent reading in the classroom. Exceptional: Yes

**Wide Range Achievement Test-Fourth Edition (WRAT-4) Math Computation** Janin struggled with remembering rules within math computation, needed additional time to identify and count numbers. Janin struggles with multi-step written math problems. Grade equivalency was 3.2, she is currently in the fifth grade. She is significantly behind compared to her peers. These skill deficits negatively impact her participation in math core instruction. Exceptional: Yes

**Adaptive Behavior Assessment System, 2nd ABAS** Janin's adaptive behavior score is 74. She receives prompts to stay on task since she is easily distracted. Visual cues assist her in remembering the steps in computation math problem. Additional time needed allowing her to recall words and process information. Janin was able to stay on task for 12 minutes with a study carrel during independent work time and during large group sessions, for a period of 23 minutes with 6 verbal prompts given as support and 2 nonverbal. This is adversely impacting her progress and participation within the core instruction as it is taught in longer blocks of time. Her self-help skills are age appropriate, including her ability to feed, dress and clean herself as reported by parents. Exceptional: Yes

**Pre-vocational/Vocational** Janin uses an organizer, timer, visual and verbal prompts to assist with focus, an assignment book, and a study carrel to limit distractions. She has improved in her focus since the bike accident. However, she is still not able to focus for the length of time as expected by her age peers. This is adversely impacting her participation and progress in the core instruction as she is not attending to all of the instruction. Remembering to use her cues assist her with staying on task and schedule remains a challenge for Janin. Exceptional: Yes

#### Associated Deficits of Visual Impairment (For full IEP, refer to Appendix Example O)

**Ophthalmology Examination** Dr. Henry Davis's eye report, dated 3/23/12 restricted Kim from physical activity through 4/23/12 due to recovery from a second surgery for a corneal implant and retinal detachment repair. Treatment includes follow up by a local ophthalmologist. Exceptional: Yes

**Functional Vision Assessment (FVA)** Kim's eligibility documents include a summary of her eye reports and observation of her visual behaviors since she has experienced a reduction in her vision. She has no vision in her right eye and has some vision in the extreme left field of her left eye. She is able to indicate when a person or object is positioned to her left. She can no longer see color or any details at any distance (near or distant). Exceptional: Yes

**Orientation & Mobility Evaluation (TSB Outreach Program)** Kim can demonstrate diagonal technique with her cane. She knows the correct procedure to open a door and recognize drop offs/obstacles with her cane. She is trailing using her hand correctly and demonstrates the squaring off technique in context. Kim takes her cane home but does not use it daily in a functional settings after she leaves school. She needs additional instruction on descending/ascending steps and in upper and lower protection. Exceptional: Yes

**Orientation & Mobility Evaluation (TSB Outreach Program)** Kimberly is immature in her body awareness and gross motor movement. She knows the names and function of all body parts but still needs modeling to move her body in the requested manner. She participates in PE class with adult

assistance and monitoring. She can run up to 8 minutes with a human guide, jump rope slowly, catch a dropped ball and dribble a ball. She has a modified skip that is more of a gallop and skip hybrid. She is participating in movements that require balance and strength including yoga and gymnastics. Kimberly prefers to make movement, unstructured, or loosely structured class times a social event. Exceptional: Yes

**Pre-Vocational Behavior Checklist** Kimberly performs 40% of the job skills satisfactorily, 75% of attendance/punctuality satisfactorily, and 88% of interpersonal skills satisfactorily. She uses simple tools typically used by students with blindness appropriately. She stays on task with minimal prompting. Kim does take advantage of center time and prefers to use it as a social event. She can recite the date and time to the half hour. She has great social skills, but needs some instruction in maintaining personal space when interacting with others especially with "new people." Kim needs to learn to keep her mouth and face clean during meals. She needs to wash her hands thoroughly and how to comb/groom her hair. These are skills that will assist her in building positive social relationships with her peers.

**Assessment of Braille Literacy Skills (ABLS)** Subtest: Emergent Literacy's Discrimination Skills and Unique Features of Braille Readiness: Applied Skills-85%, Tracking Lines- 86%; Emergent Literacy Indicators: Reading 83%; Writing 100%; Kimberly is well on track to becoming a Braille reader and writer. Subtest: Academic Literacy Reading Unique Features of Braille Reading: Orientation to Braille Book- 68%; Placement of Braille Book -66%; Hand Movements- 33%; Tracking Patterns- 25%; Pictures- 33%. Kimberly is emerging in her reading skills related to Braille and the independence of tracking and book orientation. Subtest: Grade Two Braille Oral Reading: Kim can read 80/189 contractions and short form words (42%). Subtest: Literary Braille Code Grade One Braille: 100% for letters and numbers, 50% composition and signs. She has the basic identification skills required to become a reader. Subtest: Academic Literacy Indicators Phase One and Two: Kim reads 20 words on average. These skills are approximately one year behind her peers in the area of reading and writing is more impacted. This negatively impacts her within the general education curriculum as she is still at an emergent reader level. She is making progress in her reading and writing of Braille and it is an appropriate form of media for her. Exceptional: Yes

**Oregon Project** Kim scored 97% on the 5-6 year old cognitive level testing. She can write letters from dictation, copy short words, give consonant sounds of selected letter, etc. She does not know her complete address and both parents' phone numbers. In regards to compensatory skills, Kim scored an 80%. She can track 3 lines of double spaced braille but not smoothly and she scrubs with her left index finger. This negatively impacts her in reading, but also in content areas that require reading as a part of the learning. Although in first grade most of the instruction in content is hands-on, the reading expectation will continue to increase with each year of school. In fine motor skills subtest, Kim is not making as much growth and remains at 64%. She can pinch things but is not refined in adjusting pressure on use of her fingers. Exceptional: Yes

**Assistive Technology Assessment** Kim demonstrates emerging proficiency in the use of gesture based navigation skills to access a tablet computer. She has access to digital book reading application on tablet computers and demonstrates emerging proficiency with the commands of swipe, single-tap select, and double-tap open for desired applications or books. Due to her blindness, Kim requires access to screen reading options. She requires additional instruction and practice in gesture based navigation skills. Exceptional: Yes