**PLAAFP Practice: Student K Information**

**Directions**

1. Read the information below, and identify the following essential components.
   * Student Need
   * Effect on Progress in General Education
   * Baseline Information
2. Determine whether there is enough information to determine annual goals and/or services and supports.
3. Work with your partner or small group to write a PLAAFP for Student K.
4. Share your work with the larger group when asked.

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| **Student K** | * Fourth grade * Eligible for services under specific learning disability |
| Parent | * K does not like to play games when there is reading is involved, and this causes problems on game night. * He also does not like to go to new restaurants where he doesn’t know the menu. |
| General Educator | * K has a large vocabulary and is very expressive. * K actively engages in class discussions and performs well on tasks that require auditory comprehension. * K is a strong communicator. His peers like him and see him as a leader. * K has difficulty with decoding. (The fourth-grade fall benchmark is 95 wpm on a fourth-grade reading probe.) * The fourth-grade curriculum involves many independent reading activities. * K doesn’t work well independently on reading activities. |
| Student | * K likes participating in class discussions. * K likes using technology. * K does not like doing reading activities in class and does not want his friends to know he has problems. |
| Current Evaluation Data | * Reading test scores:   + Grade level equivalent: 2.2   + National percentile rank: 27 * K is currently reading 54 words correct per minute on a second-grade reading probe, which is slightly higher than the second-grade fall benchmark of 50 wpm. |

Student profile adapted from The IRIS Center. (2019). IEPs: Developing high-quality individualized education programs. Retrieved from https://iris.peabody.vanderbilt.edu/module/iep01/