**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.

|  |  |
| --- | --- |
| **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/