

# IMPORTANT NOTICE

Important Note: As a facilitator in order to conduct this activity, one must have background knowledge in the development of IEPs. As well as understand the implementation and development of the PLAAFP. Facilitators will be required to guide the conversation and help participants make connections to the activity, their new knowledge, and apply their new understanding. This resource guide is to help the facilitator make connections with participants and ask guiding questions. The PLAAFP example used for this activity is taken from the <https://iris.peabody.vanderbilt.edu/module/iep01/cresource/q3/p06/#content> . They use this example as an example that could be used to write appropriate measurable annual goals and determine services. Yet, when

## Facilitator Guide for Activity 3.

### Step 1.

**Questions asked of the participants: Allow 10 minutes for the group to work together. Make connections with what was previously presented.**

Is there enough information in the PLAAFP to develop challenging, ambitious, measurable annual goals? Explain

Is there enough information in the PLAAFP to determine what special education, related services, accommodations, and program modifications are needed? Share why or why not? Explain

Can you identify examples of data sources? Are there more you may have included?

## Debriefing and Sharing out Responses

### Step 2.

Start with group responses- Call on Groups to respond to the first question. Have group members explain why or why not.

You May Hear- Yes and No-- You may receive a no because they do not see psychological evaluation scores, or the standardized scores requires more information. \*\*\* Get them to think about how they would improve –Also point out the importance of the PLAAFP *(The PLAAFP statements will become the basis of the annual goals and services and supports that will follow. Failure to develop PLAAFP statements that address each of a student's needs, as identified in the evaluation, not only constitutes a serious content problem, but can also be considered a denial of FAPE)*

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The second question have the groups alternate -chose one have them share. Then have the other contribute to the conversation by sharing if they agree or disagree. Suggestion-Capture their response with a summary or highlight connected answers (Chart Paper or Electronic Means).

You may hear yes and no. Draw out responses. Ask they explain their responses connect them to the point why we have the PLAAFP and if you are unable to conclude as to what type of accommodations or related services—You must determine what type of data missing? *If it is a documented service, it must be a documented need*

### Step 3.

The third question have a group share out a list of data sources they saw. Have some people from across the room share out what else might they include. What do they think would be helpful?

### Step 4.

Wrap-up the conversation with having group members share Aha's and any new connections. If you have a quiet group, then you as the facilitator go back to the learning targets and help them make connections with their new learnings