

Summary

Submission Id: c93deb4e-00d7-47f0-b208-3a8ef30a5fad

1367 Words

60% SIMILARITY SCORE 17 CITATION ITEMS 10 GRAMMAR ISSUES 0 FEEDBACK COMMENT
 Internet Source 0%
 Institution 60%



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Case Study: PLAAFP and Annual Goals Template

Special Education Department

Individualized Education Program (IEP)

Part 1: Present Level of Academic Achievement and Functional Performance (PLAAFP)

Academic Student Strengths/Interests

Alicia has above-average reading comprehension skills. Her reading decoding skills are also average. She does well with short answers and multiple-choice questions related to the content she reads. When writing short answers, she has few or no grammatical errors. She is strong in spelling. She is motivated to work on math problems related to music and dance. According to her parents, she is greatly interested in dance and music. She would like to pursue something related to dance after high school.

Evaluations

The most recent psycho-educational evaluation on Alicia involved the Woodcock-Johnson IV test that focuses on achievements. The standard score for this test is 100% with a probable error of 15%. Her broad reading scores were 88%, placing her in the 22nd percentile. Her broad math scores were 20, placing her in the 1st percentile. Her scores for broad written language were 78, placing her in the 7th percentile.

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Three successive sentences begin wit...: Her

Performance in Classes

In class, Alicia will pick a book that is unrelated to the topic and start to read. Most of the time she has to be guided on the subject that the class is working on. She finds it difficult to

concentrate in the classroom. When writing an essay, Alicia has trouble organizing her thoughts, editing her essays, and using correct punctuation. Alicia struggles with developing topic sentences and thesis statements. She also has trouble with the correct use of point of view and subject-verb agreement. In math, Alicia finds it hard to determine the operations to use, writing number sentences to solve a problem, and solving the problem.

Other Relevant Issues

Alicia has no interest in doing any chores to help around the home. She is also unable to take her medication without supervision both at home and in school.

Special Education Department

Individualized Education Program (IEP)


Post-Secondary Transition


Student Present Levels of Interest and Ability for Transition Plan:

○ Preferential Learning Environment:

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Alicia shows some anxiety when in crowded places; she, therefore, prefers activities and small classes. Alicia will learn better when given instructions directly by the teacher, or when she is in a small group.


○ Strengths/Interests Relating to Transition:

Alicia is greatly interested in dancing and music. Alicia feels powerful when she dances. The movements help her release her anxiety.

○ Areas in Need of Improvement for Transition:

Alicia needs to learn skills like doing chores at home. She also needs to learn to take her medication on her own.

 Grammatical problem: missing 'to': better

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Transition Plan

I. Education/Training

| <u>Transition IEP Goal</u> | <u>One Transition Activity and One Service (Supports transition goal)</u> | <u>Persons/Agency Involved</u> | <u>Expected Date of Outcome Achievement</u> |
|--|---|--|---|
| Alicia will enroll in a local university to study dance after she graduates. The degree will take two years to complete. | Alicia will research not less than 2 colleges that have a dancing program. She will then apply to these colleges and later on, enroll in one after she graduates. | When researching colleges, Alicia will work together with her guidance counselor. After she makes it to college, she will then work with her Academic counselor to make sure she enrolls in the correct classes. | Alicia will choose and apply to a college before she graduates. 2 years after her high school graduation, she is expected to graduate from college. |

II. Employment

| <u>Transition IEP Goal</u> | <u>One Transition Activity and One Service (Supports transition goal)</u> | <u>Persons/Agency Involved</u> | <u>Expected Date of Outcome Achievement</u> |
|--|---|--|---|
| Alicia will be sanitizing all the equipment at her local | Alicia is interested in dancing and this makes her want to be more self-dependent. To ensure proper | In Alicia's senior year, the school will introduce a work- | After graduating, Alicia will |

| | | | |
|---|--|---|--|
| dance studio as her part-time job after graduating. | sanitation of the dance studio, she will be trained. | study program. This will help Alicia become more comfortable when working. Alicia will get all the proper | have a part-time job before the beginning of August. |
|---|--|---|--|

Checks that a sentence starts...: study → Study

Checks that a sentence starts w...: have → Have

| | | | |
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| | | training she needs from the dance studio. | |
|--|--|---|--|

| <u>III. Independent Living</u> | | | |
|--|---|--|--|
| <u>Transition IEP Goal</u> | <u>One Transition Activity and One Service (Supports transition goal)</u> | <u>Persons/Agency Involved</u> | <u>Expected Date of Outcome Achievement</u> |
| <u>Alicia will be picking up her medication from the pharmacy and paying for it each month after she graduates. Every Monday morning, Alicia will fill a weekly box of medication pill planners.</u> | <u>Alicia will have an assistant to help her learn how to refill and reorder her medication. Alicia will use a planner and write down when she has to reorder her medication and when she has to refill her weekly box.</u> | <u>Alicia will have an assistant who will help her learn how to use the planner and how to reorder her medication.</u> | <u>After she graduates, Alicia will be able to reorder her medication on her own before the end of the summer.</u> |

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Rationale and Reflection

The Council of Exceptional Children states that when working with children with special needs, there are few professional and ethical standards that educators should follow. When working with children with special needs, it is a professional goal to promote meaningful engagement of the student (Council of Exceptional Children, 2018). One of Alicia's goals is to participate in education by joining a dance school at the university. This will help her participate in her community in a more meaningful way. She will be willing to participate because of her love for dance. Alicia's teacher has observed her PLAAFP. She has also undertaken the woodcock Johnson IV test that focuses on achievement. We have therefore generated transition goals for Alicia based on these results and observations. These goals will help Alicia become more self-dependent. They will also help her participate more in her community and help her deal with her anxiety.

PLAAFP'S information is confidential and shared only with individuals who need to know. This may include the special education teacher, the student, the parents, the student's guidance counselor, the general education teacher, and other school administrators that might be in IEP meetings. It is important to keep all the records confidential. This is because such information can end up in the hands of the wrong person and cause harm to the student (U.S. Department of Education, 2020.). It is also part of the Family Educational Rights and Privacy

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Three successive sentences begin ...: **Alicia**

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released and ends up in the wrong hands, it can lead to unfair treatment of the student or cause differentiation in the family (University of California San Francisco, n. d.).

When taking these classes, I have learned a lot about the legal and ethical process to transition goals and IEPs. I did not know much about transition goals until I started taking these classes. I have learned so many things about transition goals during this course. I had not handled transition goals before this course. I know I have greatly benefitted from this study and I will keep the information I have gathered where I can easily access it anytime I need to remind myself of something. As a special education teacher, I know I will need this information from time to time. I am glad I took this class because it has given me a chance to write transition goal plans and IEPs. Taking this course has had a great impact on me because it has given me the confidence I was lacking when it came to becoming a special education teacher. Most times, I felt anxious when I thought about having to write transition goals, IEPs, and other paperwork before I started this course. However, after getting to practice how to write plans and being appreciated for having done a good job, I have found the confidence I needed to pursue special education. I have learned and benefitted a lot from this course and I am glad I took it.

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Three successive sentences begin with ...: I

Three successive sentences begin with ...: I

Spelling mistake: benefitted → benefited

Spelling mistake: benefitted → benefited

comma between inde...: course and → course, and

References

Council for Exceptional Children (n. d.). Ethical principles and practice standards.

<https://exceptionalchildren.org/standards/ethical-principles-and-practice-standards>

University of California San Francisco (n. d.). Maintaining confidentiality of student disability information. <https://sds.ucsf.edu/confidentiality>

U.S. Department of Education (2020). Family Educational Rights and Privacy Act.

<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

