

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

Professional Development Video



Brent C. Elder, Ph.D.

Assistant Professor
Interdisciplinary and Inclusive Education
Rowan University

Agenda

- Overview of strength-based language
- Fast Facts
- Writing PLAAFPs



Overview of Strength-Based Approaches

The Franklin Example: pg. 120 [Elder, Rood, & Damiani \(2018\) article](#)

Deficit-Based

Franklin is a second-grade student who has labels of attention-deficit/hyperactivity disorder (ADHD) and an intellectual disability. Franklin often has difficulty staying on task and focused. He also has a hard time comprehending and recalling material. Currently, Franklin is on grade level for math, but is well below grade level in reading. Specifically, Franklin has a hard time comprehending and recalling information read from a text. Because of these difficulties, Franklin is often unable to recall information from both independent reading books and books read aloud.

Overview of Strength-Based Approaches

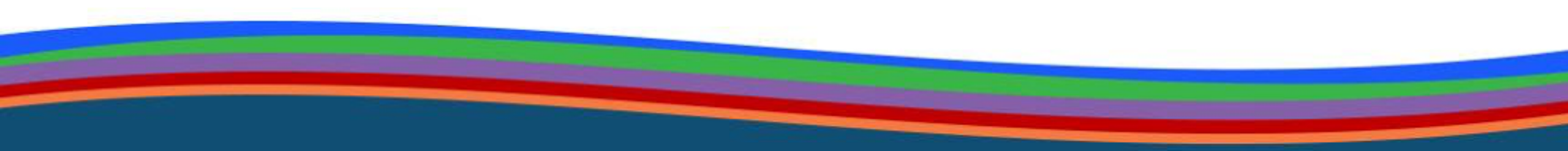
The Franklin Example: pg. 120 [Elder, Rood, & Damiani \(2018\) article](#)

Strength-Based

Franklin is a friendly young boy who enjoys trains and tall buildings. Franklin is timid in new situations but warms up to people quickly. He is a hard-working second grade student who enjoys attending school, working with his teachers, and developing relationships with peers. He enjoys and excels in math. During math instruction, he likes to use manipulatives when working to solve a given problem. Currently, Franklin is working at mastering double-digit addition problems. When given 10 double-digit addition problems, Franklin gets an average of six correct. However, when given assistance, such as the teacher drawing a line between the two-digit number, Franklin is able to solve them correctly most of the time, as long as there are no carryovers. Franklin has labels of intellectual disability and ADHD that affect him academically because it is more difficult for him to comprehend and remember material, and his label of ADHD makes it harder for him to stay on task and focus for the duration of a lesson.

Reflecting on Strength-Based Approaches

- What significant differences in language and student support do you notice in each?
- If Franklin was a student in your class, what kinds of expectations would have for him?
- How would your understanding of Franklin in each situation affect how you would approach teaching him?
- What influences do you think the two approaches have on the lives of the respective students and their families?
- Which scenario best represents what you experience at your school site?



Tool: Fast Facts and Template

Teacher: Mrs. _____ Rm. ____

Breaks:

Fast Facts for _____



DOB: _____

Grade: 4 _____

About _____

Huge motivators = I-pod, Axxess book and computer _____ is a pretty flexible guy most of the time. He attaches to people pretty quickly. He understands most things by visual cues. _____ buys lunch most days. Showing him pictures of people or things have worked the best. He is a happy guy with lots of strengths! _____ lives with his mom and grandma plus extended family.

Student Strengths, Interests

- Happy
- Flexibility
- Uses visuals
- Ability to problem solve
- Smiles and laughs a lot
- Computer
- Has a lot of friends
- Follows verbal directions with some physical prompting
- Uses I-touch paired with verbal for speech

Student Needs

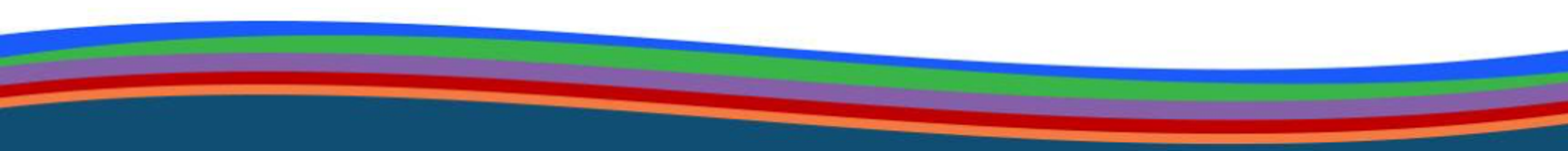
- Copies letters from a highlighted sample with some assistance.
- Uses I touch to communicate needs
- Visual/simplified format of general education curriculum
- Prompt & encourage verbal communication
- Clear goals: "1st _____, then" break, book, computer
- Angle works with a token system to complete classroom tasks

Abilities:

- **Reading:** _____ "reads" by matching/gluing color pictures and words. He can cut them himself if there is time in class, otherwise you cut the pictures and words out for _____. You should control the glue (_____ likes eating glue). Utilize alphabet index cards to emphasize first letter of words (they have high interest visuals). _____ enjoys listening center and being read to as well. He has a program he uses called Read 2 go. This program will read a book to _____.
- **Writing:** _____ Copies a written sample, with hand over hand for support and assistance (guide pen/wrist). He traces highlighted words independently. Emerging independence with some words.
- **Math:** Identifies numbers 1 – 30. Arrange 3 numbers on the desk for _____ to choose the # requested. Write the # on a white board and ask _____ to touch the # requested. He may need a bump on the elbow as a prompt to start or continue. He is learning touch match. He has a touch math book in his desk he works in and he enjoys working on the white board while the class is working on white boards. _____ uses a calculator for addition and subtraction problems. He will need some assistance at the wrist to touch the correct number.
- **Spelling:** _____ copies words from a written sample with some assistance at the wrist. It helps to say the letters for him as well. He is learning dance mat typing as another tool for spelling.
- **Language:** _____ uses PECs, schedule on Itouch to communicate his wants and needs. He also points to things he wants. When he points to things ask "What do you want?" Then you can mouth the words "I want _____." And he will say the words with you. He will say these words independently at times.

Student Vignette Modeled Example

Michael is in sixth grade, has good verbal skills and can count objects up to 30. He knows the first 15 language arts/Dolch sight words and loves to look at books with colorful pictures. He is a tactile and visual learner. He likes to work in small groups. He has a label of “intellectual disability” and screams at and hits others when frustrated. He can be extremely disruptive in class.

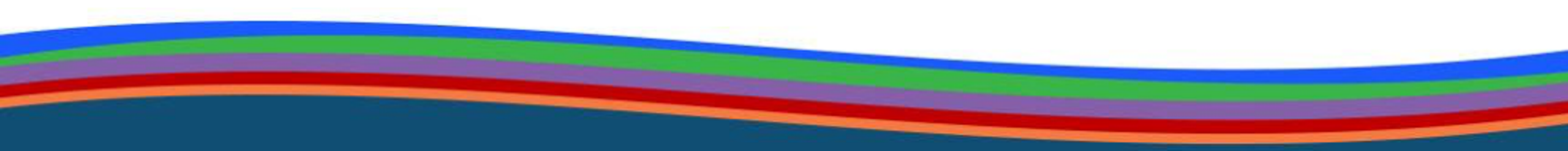


Student Vignette: Modeled PLAAFP Example

Michael is in sixth grade, and loves video games and hanging out with his neighbors. His parent describe him as “very social” and as “always talking.” He can count objects up to 30, and benefits from the use of a calculator when completing double-digit addition and subtraction problems that require regrouping. He knows the first 15 language arts/Dolch sight words and loves to look at books with colorful pictures. He is working on matching pictures-to-words that are on his weekly spelling list. He is a tactile and visual learner. He likes to work in small groups. He has a label of “intellectual disability” and can work with built-in breaks every 20-30 minutes. If he is not reminded of upcoming breaks, he sometimes screams at the teacher and can attempt to hit others when frustrated. A clear picture schedule helps keep Michael focused and engaged in class.

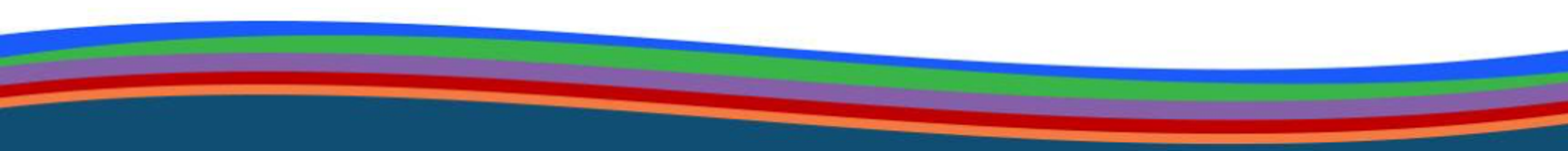
A Deeper Dive

- For a more in-depth explanation of strength-based language and PLAAFPs, see pgs. 122-123 and pgs. 132-134 in Elder, Rood, & Damiani (2018)



References

Elder, B. C., Rood, C. E., & Damiani, M. L. (2018). Writing strength-based IEPs for students with disabilities in inclusive classrooms. *International Journal of Whole Schooling*, 14(1), 116-153.





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