This powerpoint covers the following topics:
Participants will be able to:
1. Share basic information about Active Learning with someone else
2. Identify the role of play in learning

It will take approximately 45-60 minutes to present.
Educational staff must develop the Individualized Education Program for a student that meets the requirements outlined in the Individuals with Disabilities Education Act (IDEA).

Family members want to advocate for their child to have an Active Learning approach as a part of their program and ensure the Individual Education Program (IEP) is developed so this will happen.

This includes the development of the PLAAFP and IEP Goals and Benchmarks.

How can this be done?

This session will share information to help both educators and family members in developing programming to implement an Active Learning approach to instruction for individuals with significant multiple disabilities.

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This includes the development of the PLAAFP and IEP Goals and Benchmarks.

How can this be done?

This session will share information to help both educators and family members in developing programming to implement an Active Learning approach to instruction for individuals with significant multiple disabilities.
Participants will be able to:

- Develop a PLAAFP and IEP Goals that include information about Active Learning.
- Align IEP goals with the general (standard) curriculum when using Active Learning.
- Address the Expanded Core Curriculum (ECC) for students with visual impairments and DeafBlindness.
Section 1

Introduction to Program Planning
Introduction to Program Planning

Sections of the IEP we will discuss in this session:
• Present Levels of Academic Achievement and Functional Performance (PLAAFP)
• Goals and Benchmarks (Objectives)
At the IEP meeting the educational team goes through a process of developing a student’s program. The usual order that is followed is:

1. Evaluation/ Assessment
2. Present Levels of Academic Achievement and Functional Performance (PLAAFP)
3. Development of Goals and Benchmarks (Objectives)
4. Supplementary Services, Related Services & Program Modifications
5. Alignment to the General Curriculum
6. Instruction in the Expanded Core Curriculum (ECC)
7. Special Factors
8. Transition Services
9. Placement
We hope to aid educators and parents of children who need Active Learning to insure necessary parts of an Active Learning approach are documented correctly in the student’s IEP. That way, all team members are on the same page and appropriate instruction for these very unique learners is clearly defined.
Section 2

Present Levels of Academic Achievement and Functional Performance (PLAAFP)
The purpose of the IEP document is:

1. to set reasonable learning goals for a child for the school year
2. to state the services that the school district will provide for the child
IEP development starts with evaluation.
When a student first enters a school program this IEP is developed only after thorough evaluation (Full Individual Evaluation or FIE) has been made.
FIE is used to determine eligibility for special education services and specific needs related to receiving a Free and Appropriate Public Education (FAPE).
Additional assessment and evaluation in specific areas are also considered.
The IEP is developed and reviewed annually.

34 CFR § 300.304
Parent Center for Information and Resources https://www.parentcenterhub.org/partb-subpartd/#300.30
IEP development begins by creating a picture of the child’s abilities and challenges related to learning what other children are learning in school (PLAAFP).

*Functional Scheme* evaluation may be included in the development of this student profile.

IDEA 300.305 – Parent Center for Information and Resources
https://www.parentcenterhub.org/partb-subpartd/#300.30
Present Levels of Academic Achievement and Functional Performance (PLAAFP)

From IDEA 34 CFR §300.320 (1) (i)(ii):
(1) A statement of the child’s present levels of academic achievement and functional performance, including—
   (i) How the child’s disability affects the child’s involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or
   (ii) For preschool children, as appropriate, how the disability affects the child’s participation in appropriate activities;
To better understand how the Functional Scheme information relates to the development of the PLAAFP you will need to download this example. It is included in the supplemental handouts.

<table>
<thead>
<tr>
<th>Skill</th>
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To better understand how the Functional Scheme information relates to the development of the PLAAFP you will need to download this example to share with participants. It is included in the supplemental handouts.

[Word file](#)

[PDF file](#)
A general comment to include in the PLAAFP statement might make note of the range of developmental skills that comes from completing the *Functional Scheme*.

For example “the child is generally functioning at a developmental level of 0-3 months with splinter skills occurring primarily in the 3-9 month range of development.”
Present Levels of Academic Achievement and Functional Performance (PLAAFP)

When explaining why Active Learning should be used, you can talk about learning styles for students who are under 48 months developmentally (sensorimotor and early pre-operational level learners). You can share how they learn differently than students who are at higher developmental levels.

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You can share how they learn differently than students who are at higher developmental levels.
This information can help to identify specific skills in various instructional areas (such as communication, literacy, orientation and mobility).

Information gleaned from other assessment and evaluation (such as Learning Media Assessment, PT evaluation) are also used to identify skills.
Present Levels of Academic Achievement and Functional Performance (PLAAFP)

For example, Language and Communication:

Johnny is developmentally 0-6 months in the area of language and communication. His strengths in social and emotional development show he is highly motivated to interact with others. He seems to understand much that is said to him in the context of familiar activities.

His expressive communication consists primarily of vocalizing, babbling, and behavioral responses. He uses these to gain and maintain the attention of adults and peers. He also uses these to request and reject objects, foods, and activities.
He appears ready to expand his communication skills, but lacks many basic language concepts.
He has limited experiences (topics) to share with others.
He needs to use alternative forms of communication such as object symbols, gestures, and tactile cues to support both communication and literacy.
Present Levels of Academic Achievement and Functional Performance (PLAAFP)

In order to help others on your team understand how the PLAAFP relates to Active Learning share this information from the Active Learning Space website.

Present Levels of Academic Achievement and Functional Performance

Take time to show your participants this page on the Active Learning Space website.
http://www.activelearningspace.org/program-planning/present-levels-academic-achievement-functional-performance

In order to help others on your team understand how the PLAAFP relates to Active Learning share this information from the Active Learning Space website.

Present Levels of Academic Achievement and Functional Performance
Section 3

Goals and Benchmarks
Goals and Benchmarks

According to IDEA 34 CFR §300.320(a)(2)(i)(A) and (B) each student’s IEP should contain:

(2)(i) A statement of measurable annual goals, including academic and functional goals designed to—

(A) Meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum; and

(B) Meet each of the child’s other educational needs that result from the child’s disability...

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(B) Meet each of the child’s other educational needs that result from the child’s disability...
Goals and Benchmarks

Are based on:
- Assessment and evaluation
- PLAAFP
- Priorities set by the family
- Team priorities
- Academic & functional areas
- Expanded Core Curriculum areas
- Data (documented progress)
Most of the students who benefit from Active Learning are often said to “need everything” making it difficult to set priorities.

Too many goals mean the student does not have time to repeat and generalize the skills.

We recommend the IEP team and family spend time prioritizing the skills that will help the child function better within the context of their family’s life.
Skills build on one another. Sensorimotor and pre-operational level learners naturally build skills if they are actively engaged. Child-led learning happens by focusing on strengths and preferences in Active Learning. Goals and benchmarks should reflect this!
Goals and benchmarks represent only a sample of what the child may actually be working on daily. They serve as a way to monitor whether priorities are the focus of instruction. In Active Learning activities and environments, the student may work on many different skills. The team only takes data on those skills included in the IEP goals.
Goals and benchmarks (objectives) infused into a single activity or into multiple activities throughout the day ensure adequate time to repeat and practice skills. This leads to better use of skills across different environments and with a variety of people.

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Goals and Benchmarks

Annual review of goals and more frequent monitoring of benchmarks (objectives) insure teams are implementing instruction and checking to see if the student is making progress. That way, changes to instruction can be made quickly if no progress is taking place.
Goals and Benchmarks

Goals are the outline of what a student is expected to learn during one school-year. Students need goals written for both the general and expanded core curriculum. Goals may also be written for related service areas like gross motor, orientation and mobility, and auditory training. Infusing skills into a single goal is a good practice.

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You may want to share these sample IEP Goals and Benchmarks or Objectives with your participants before you begin. They are included in the supplemental handouts.

If you like you may download this information in either a [Word](#) or [PDF](#) File.
Goals and Benchmarks

Goals must answer these questions:
Who? . . . will achieve?
What? . . . skill or behavior?
How? . . . in what manner or at what level?
Where? . . . in what setting or under what conditions?
When? . . . by what time? an ending date?

(Anderson, Chitwood, & Hayden, 1997)

Let’s look at some sample goals that contain these elements.

Goals must answer these questions:

Who? . . . will achieve?

What? . . . skill or behavior?

How? . . . in what manner or at what level?

Where? . . . in what setting or under what conditions?

When? . . . by what time? an ending date?

(Anderson, Chitwood, & Hayden, 1997)

Let’s look at some sample goals that contain these elements.
 Goals and Benchmarks

<table>
<thead>
<tr>
<th>Element</th>
<th>Our Example for Physical Therapy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who?</td>
<td>the student</td>
</tr>
<tr>
<td>What? Skill/behavior</td>
<td>will reach and grasp a variety of preferred objects using a palmar grasp</td>
</tr>
<tr>
<td>How? Manner/level</td>
<td>without being prompted at least 10 times during a 15 minute observation period through weekly observations conducted by staff</td>
</tr>
<tr>
<td>Where? Setting/conditions</td>
<td>when placed in specific learning environments (i.e. Little Room, near a Position Board, on a Resonance Board) during independent play and during adult-child interactions using the techniques of offering, imitation, and interaction</td>
</tr>
<tr>
<td>When?</td>
<td>by the end of the school year</td>
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</table>

**Who?**  
the student

**What? Skill/behavior**  
will reach and grasp a variety of preferred objects using a palmar grasp

**How? Manner/level**  
without being prompted at least 10 times during a 15 minute observation period through weekly observations conducted by staff

**Where? Setting/conditions**  
when placed in specific learning environments (i.e. Little Room, near a Position Board, on a Resonance Board) during independent play and during adult-child interactions using the techniques of offering, imitation, and interaction

**When?**  
by the end of the school year
## Goals and Benchmarks

<table>
<thead>
<tr>
<th>Element</th>
<th>Our Example for Math</th>
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<tbody>
<tr>
<td>Who?</td>
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<tr>
<td>What? Skill/behavior</td>
<td>will tactually explore and experiment with objects</td>
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<td>How? Manner/Level</td>
<td>using hands, feet, and mouth continuously for 5 minutes during a 10 minute weekly observation period conducted by staff</td>
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<tr>
<td>Where? Setting/conditions</td>
<td>when given a variety of objects and materials representing sets of 1 and more than 1 in various environments using specialized equipment (Little Room, HOPSA, Position Board, Support Bench)</td>
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**Element**

**Our Example for Math**

**Who?**
the student

**What? Skill/behavior**
will tactually explore and experiment with objects

**How? Manner/Level**
using hands, feet, and mouth continuously for 5 minutes during a 10 minute weekly observation period conducted by staff

**Where? Setting/conditions**
when given a variety of objects and materials representing sets of 1 and more than 1 in various environments using specialized equipment (Little Room, HOPSA, Position Board, Support Bench)

**When?**
by the end of the school year
Goals and Benchmarks

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<tr>
<th>Element</th>
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<td>Who?</td>
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<tr>
<td>What? Skill/behavior</td>
<td>will explore objects using vision and touch in combination</td>
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<tr>
<td>How? Manner/Level</td>
<td>at least 10 times during a 15 minute observation period through weekly observations conducted by staff</td>
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<tr>
<td>Where? Setting/conditions</td>
<td>during independent play and adult-child interactions when presented with Pegboard books and experience boxes developed around the student's real-life experiences</td>
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**Who?**
the student

**What? Skill/behavior**
will explore objects using vision and touch in combination

**How? Manner or Level**
at least 10 times during a 15 minute observation period through weekly observations conducted by staff

**Where? Setting/conditions**
during independent play and adult-child interactions when presented with Pegboard books and experience boxes developed around the student's real-life experiences

**When?**
by the end of the school year
Goals and Benchmarks

IDEA 34 CFR §300.320(a)(2)(ii) says this:

**Benchmarks or short-term objectives** are required elements in a child’s IEP only if the student takes alternate assessments aligned to alternate achievement standards. (§300.320(a)(2)(ii))

They indicate the smaller steps a child will take to reach an annual goal.

They serve as a measurement gauge to determine if the child is making sufficient progress towards attaining an annual goal.

(Read about this on the Center for Parent Information and Resources - [https://www.parentcenterhub.org/benchmarks/](https://www.parentcenterhub.org/benchmarks/))

Note: Most children who need Active Learning will be taking some type of alternative assessments.
Goals and Benchmarks

Weekly documentation helps the team decide if any progress is being made.

At the first reporting period, the team may decide adjustments to programming are needed if there is no progress toward benchmarks in the student’s IEP.

This reduces the amount of time spent using instructional strategies that are not working for the student.

Weekly documentation can help the team decide if any progress is being made. When the first reporting period occurs, the team may decide that adjustments need to be made to programming if there is no indication of progress toward benchmarks (objectives) in the student’s IEP. This reduces the amount of time spent using instructional strategies that are not working for the student.
Here are some sample benchmarks or objectives:

1. By October, during independent play in the Little Room or with a Position Board containing graspable objects, the student will reach and use a palmar grasp to attain objects at least 5 times during a weekly 15 minute observation period.

2. By November, during adult-child interactions on a Resonance Board using the techniques of offering, imitation, and interaction, the child will independently reach and grasp various preferred graspable objects at least 5 times during a 15 minute weekly observation period.
3. By December, during a weekly group activity, when offered graspable objects hand-under-hand the student will independently reach and grasp the items at least 5 times during a 15 minute observation period.

4. By March, during independent play in the Little Room and with a Position Board utilizing graspable objects, the student will reach and use a palmar grasp to attain objects at least 10 times during a weekly 15 minute observation period.
5. By April, during adult-child interactions on a Resonance Board using the techniques of offering, imitation, and interaction, the child will independently reach and grasp various preferred graspable objects at least 10 times during a 15 minute weekly observation period.

6. By May, during a weekly group activity, when offered graspable objects hand-under-hand the student will independently reach and grasp the items at least 10 times during a 15 minute observation period.
Ask your participants to work with a partner to complete this activity. You may need to provide paper and pens for them to use. If you are doing flipped learning you may want to have this as a homework assignment.

See if you can write a goal for a student that focuses on pushing or kicking with her legs. Include several Active Learning perceptualizing aids. Remember to include:
1. Who will achieve?
2. What skill or behavior?
3. How or in what manner or at what level?
4. Where or in what setting or under what conditions?
5. When or by what time or date?
Share this example with your participants then ask for others to share what they wrote.

**Who?**
the student

**What? Skill/behavior**
will use her legs to push or kick

**How? Manner/level**
using enough strength to move objects or cause sounds at least 10 times during a 15 minute observation period

**Where? Setting/conditions**
when ESSEF boards and trays of materials are positioned below or in front of her during independent play

**When?**
by the end of the school year
Now ask participants to complete this additional step.

Use your goal and create several benchmarks (objectives).
Remember these are short steps toward achieving the annual goal.
Goals and Benchmarks

Here is our example of benchmarks:

1. By October, the student will use her legs to push or kick to create movement or sound using an ESSEF Board positioned in front of her during independent play in a hammock swing at least 5 times during a 15 minute observation period.

2. By December, the student will use her legs to push or kick to create movement or sound using a variety of materials (e.g. ping pong balls, walnuts) placed on a tray positioned below her while in a HOPSA dress at least 5 times during a 15 minute observation period.

3. By March, the student will use her legs to push or kick to create movement or sound using an ESSEF Board positioned in front of her or below her during independent play at least 8 times during a 15 minute observation period.

Share this example and ask others to share some of theirs.

Here is our example of benchmarks:

1. By October, the student will use her legs to push or kick to create movement or sound using an ESSEF Board positioned in front of her during independent play in a hammock swing at least 5 times during a 15 minute observation period.

2. By December, the student will use her legs to push or kick to create movement or sound using a variety of materials (e.g. ping pong balls, walnuts) placed on a tray positioned below her while in a HOPSA dress at least 5 times during a 15 minute observation period.

3. By March, the student will use her legs to push or kick to create movement or sound using an ESSEF Board positioned in front of her or below her during independent play at least 8 times during a 15 minute observation period.
Section 4
General Curriculum Instruction
Active Learning is an instructional approach which can be used to teach any content, including general or standard curriculum content. IDEA clearly states that all students will have access to the standard curriculum. It does not state that it must be provided at grade-level, but at the level the student needs to be able to learn the content.

Active Learning students are typically below 48 months, developmentally.

Most of the children who will benefit from Active Learning are developmentally below 48 months, even though they may be 5, 10, or even 20 years old.

Share the OSEP guidance letter with your participants which can be found in the supplemental handouts.
Here are the parts of the OSEP letter to stress.

From an OSEP Guidance Letter:

....we expect annual IEP goals to be aligned with State academic content standards for the grade in which a child is enrolled.

.....must guide but not replace the individualized decision-making required in the IEP process.

.....the IDEA’s focus on the individual needs of each child with a disability is an essential consideration when IEP Teams are writing annual goals that are aligned with State academic content standards for the grade in which a child is enrolled so that the child can advance appropriately toward attaining those goals during the annual period covered by the IEP. (page 4)
Remind participants to be sure to **read the highlighted sections of this letter on pages 4 and 5.**
The standards must be clearly related to grade-level content, although they may be restricted in scope or complexity or take the form of introductory or pre-requisite skills. (page 5 of OSEP Guidance Letter)

The image below shows a timeline progression of pre-requisite skills moving to higher level science skills in the general curriculum.

The standards must be clearly related to grade-level content, although they may be restricted in scope or complexity or take the form of introductory or pre-requisite skills. (page 5 of OSEP Guidance Letter)

The image below shows a timeline progression of pre-requisite skills moving to higher level science skills in the general curriculum. It is from Texas Early Learning Pathways.

You may want to have a copy or two of this document available to share. You may download it from the TEA website or from the Active Learning Space website at http://www.activelearningspace.org/program-planning/resources-aligning-goals-to-the-standard-curriculum. At any rate you will probably want to share the ALS page with your participants.
The Active Learning Space website has a variety of tools and resources to help in aligning IEP goals and instruction to the general or standard curriculum. Your state may also have some specific tools as well, check with your state education agency.

Show your participant these pages from the Active Learning Space website:

- Can Active Learning Be Used for General Education Instruction? - http://www.activelearningspace.org/program-planning/used-for-general-education
On the Active Learning Space website you can gather more information and see examples using an Active Learning approach to teach various general education content:

- **Science**
  Compare properties, learn about plants and fossils.

- **Social Studies**
  Learning about facial features, recognizing characteristics of people through an art activity.

**Share this page with your participants.**

**Science** - [http://www.activelearningspace.org/implementation/science](http://www.activelearningspace.org/implementation/science)

Compare properties, learn about plants and fossils.

**Show this video.**

**Social Studies** - [https://library.tsbvi.edu/Player/16462](https://library.tsbvi.edu/Player/16462) – approximately 6 minutes.

This video relates to these goals from the General Curriculum in Social Studies. Learning about facial features, recognizing characteristics of people through an art activity.
Section 5

Active Learning and the Expanded Core Curriculum
The Expanded Core Curriculum (ECC) is the body of knowledge and skills that are needed by students with visual impairments due to their unique disability-specific needs.


Remind participants that even though many of these skills are needed by all students, ECC applies only to students who are blind or visually impaired or DeafBlind.
Expanded Core Curriculum

ECC Areas include:
1. Assistive Technology (including perceptualizing aids for Active Learning)
2. Career Education (activities that lead to supported or customized employment or volunteer work)
3. Compensatory Skills (concept development, spatial understanding, speaking, and listening skills)
4. Recreation and Leisure Skills (games, sports, crafts, acting, art, music)
5. Orientation and Mobility Skills (purposeful movement and spatial perception)
Expanded Core Curriculum

5. Self-Determination Skills (choice-making, requesting preferred activities, self-regulation in stressful situations)
6. Social Interaction Skills (initiating and participating in interactions with others)
7. Sensory Efficiency Skills (use of tactile, auditory, proprioceptive, olfactory, and gustatory input)
8. Independent Living Skills (toileting, eating, dressing)
The teacher of students with visual impairments (TVI) and orientation and mobility specialists takes the lead in insuring that these ECC skills are assessed and instruction is provided. Instruction may not necessarily be provided by the TVI or COMS directly working with the student. Instead they may support the classroom teacher and others to provide instruction in ECC skills.
This activity should be done as a large group. Have participants respond to these questions.

**What ECC skills are directly taught by either the TVI or COMS?**
Braille, specific travel skills
After teaching the skills directly the TVI and COMS may role-release to others on the team.
For children using an Active Learning approach braille and some travel skills (cane travel, for example) may be skills above their developmental level. The TVI and COMS should consult on how to work toward these skills with other members of the team.

**What ECC skills can be directly taught by others?**
1. Assistive Technology (including perceptualizing aids for Active Learning)
2. Career Education (activities that lead to supported or customized employment or volunteer work)
3. Compensatory Skills (concept development, spatial understanding, speaking, and listening skills)
4. Recreation and Leisure Skills (games, sports, crafts, acting, art, music)
5. Orientation and Mobility Skills (purposeful movement and spatial perception)
6. Self-Determination Skills (choice-making, requesting preferred activities, self-
regulation in stressful situations)

7. Social Interaction Skills (initiating and participating in interactions with others)

8. Sensory Efficiency Skills (use of tactile, auditory, proprioceptive, olfactory, and gustatory input)

9. Independent Living Skills (toileting, eating, dressing)

What ideas do you have for teaching ECC skills using an Active Learning approach?
Create bins of materials that reflect specific jobs such as cooking, uniforms for various service providers (doctor/nurse, fireman, musician, etc.) for the child to explore.
Work on vocalizing while on a Support Bench or in a Little Room or with an Echo Bucket.
Play with various musical instruments while on a Resonance Board.
Choosing which Active Learning activity the student wants to do at a particular time.
All care-giving activities can be done using an Active Learning approach.
All Sensory Efficiency skills are easily worked on using an Active Learning approach.
Social and emotional skills are a big part of an Active Learning approach.
You may want to share these resources with your participants.

Center on Parent Information and Resources Website
https://www.parentcenterhub.org/find-your-center/

IDEA: Individuals with Disabilities Education Act
https://sites.ed.gov/idea/

United States Department of Education Website
Credits

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