PLAAFP Information

* OHI (ADHD) re-evaluation
* In all general education classes
* Accommodations (3 minute scheduled break every 20 minutes during classroom assignments, tests, and state assessments; preferential seating, graphic organizers, blank index card used to assist him in separating the line of words that he is reading from the rest of the text)

Behavior:

* Easily distracted
* Is learning to ignore some distractions in his environment
* Last year was only able to stay seated in his desk for 5 minutes at a time, has increased to 20 minutes after which he earns a “short” break.
* Can remain on-task for 15 minutes when closely monitored by an adult and reinforced at frequent intervals
* Pleased when he does well on a quiz
* Responds positively to teacher recognition (Good Day certificates)
* Grandmother: “likes school and looks forward to going”
* Grandmother: Plays football with the YMCA – she is glad that he “burns off some energy during practice”

Reading:

* Is able to read (with assistance) at a third-grade level
* Low fluency has negatively affected reading comprehension
* Receiving reading instruction in an intervention curriculum focused on improving reading with fluency and applying comprehension strategies
* Can read 80 wpm of connected text with 100% accuracy (on par with second-grade level)
* Working towards automaticity by reading passages at the second grade level
* Relative strength: determining the meaning of unknown words by reading words in context and applying word structures (prefix, base words, and suffix)
* Reading is affected by disability behaviors such as limited attention span, distractibility; specifically this detracts from him completing assignments, focusing on the details of reading passages/assignments (reading comprehension), and remaining on task.

**PLAAFP**

Anthony is a fourth-grade student at Sunny Side Elementary who is included in general education classes with accommodations and supports. Anthony demonstrates a variety of inattentive behaviors that interfere with his learning. He is easily distracted by other students, noise, and activity in and near the classroom, and he exhibits a limited attention span. These inattentive behaviors can detract from his ability to complete assignments, comprehend what he has read, and remain on task. Anthony is learning to ignore some distractions in his environment; however, Anthony struggles with remaining in his seat particularly when there are distractions in the environment. His time at his desk has increased to 20 minutes after which he earns a scheduled 3 minute break. With close monitoring by an adult, and verbal reinforcement at frequent intervals, Anthony can remain on-task for 15 minutes.

A review of classroom assessments indicates that Anthony struggles with reading fluency which affects his comprehension. Currently, Anthony can read 80 words per minute of connected text with 100% accuracy when using his blank index card for support, which is within the range of words per minute established for typical peers in the second grade. A relative strength for Anthony is determining the meaning of unknown words by reading words in context and applying word structures (prefix, base words, and suffix).

GOAL: Within 36 instructional weeks, using a blank index card for guidance, Anthony will read 105 words of connected text per minute with 100% accuracy on classroom

assignments as measured by his classroom teacher.

OBJECTIVE: Within 9 instructional weeks, using a blank index card for guidance, Anthony will

read 86 words of connected text per minute with 100% accuracy on classroom

assignments as measured by his classroom teacher.

OBJECTIVE: Within 18 instructional weeks, using a blank index card for guidance, Anthony will

read 92 words of connected text per minute with 100% accuracy on classroom

assignments as measured by his classroom teacher.

OBJECTIVE: Within 27 instructional weeks, using a blank index card for guidance, Anthony will

read 98 words of connected text per minute with 100% accuracy on classroom

assignments as measured by his classroom teacher.

GOAL: Within 36 instructional weeks, using 3 minute scheduled breaks for every 20 minutes of on-task

behavior and preferential seating, Anthony will remain in his assigned seat for 30 minutes at a

time on nine out of ten trials as measured by his classroom teacher.

OBJECTIVE: Within 36 instructional weeks, using 3 minute scheduled breaks for every 20

minutes of on-task behavior and preferential seating, Anthony will compose an

agreed-upon signal with his teacher that will indicate his desire to get out of his

seat. Success will be measured by his classroom teacher with a mastery criteria of

100%.

OBJECTIVE: Within 36 instructional weeks, using 3 minute scheduled breaks for every 20

minutes of on-task behavior and preferential seating, Anthony will signal the

teacher and wait for her to signal approval before leaving his seat. Success will be

measured by Anthony using this system on 9 out of 10 trials as measured by his

classroom teacher.