

Closing the GAP

Understanding the Purpose of the Present Levels of Educational Performance (PLEP).

Focus of Session: Understand how the PLEP statement is a driver for the IEP.

Materials Needed:

- Allan Blume IEP Writing Strategies for Related Services Providers Video (first 30 minutes)
- Redacted IEP
- Notebook and pencil

Setting a Purpose:

- What are some challenges you've encountered with understanding and designing an IEP?
- What are 1-2 learning goals you want to achieve in understanding and designing an IEP?
- What will it mean to you to achieve this goal?

Exploring and Discovering:

Viewing: Watch the first thirty minutes of the Allan Blume "IEP Writing Strategies" video.

Discovering:

1. According to IDEA, what statement must be included in the IEP? Why?
2. Dr. Blume uses the metaphor of a funnel when writing or reading the PLEP statement. How does that help you to determine what is important and critical about the student's needs?
3. True or False. Every skillset identified on the IEP should have a corresponding goal?

Active Learning:

Materials needed: A redacted IEP.

1. Read PLEP A. Circle the unique skillsets present in the PLEP statement.
2. List the following:

Broad Skills	Subskills
(e.g.,) Communication	(e.g.,) Articulation

3. Turn to the goal area. Do you see the same number of goal areas that you counted as skillsets in the PLEP statement and are they the same?
4. What do you notice about the goal areas? Are the goals named according to person, setting, and curriculum or are they named as skills? Which is more appropriate and inclusive? Why?

Reflection:

- How has today's session impacted your learning?
- What are 1-2 changes you will make in your practice?