

Present Level of Educational Performance (PLEP) Guidelines

The present level of educational performance (PLEP) is to be completed by the school psychologist on an initial placement and by the teacher of record (TOR) on subsequent individualized education plans (IEPs). The goal is to create an individualized portrait of the student. A person receiving this student without any prior knowledge about the student should be able to obtain a comprehensive yet concise understanding of the student based on the information provided in the PLEP. The PLEP must be updated on every new or revised IEP.

Before beginning this process for students receiving services through an intensive interventions program you need to have current Indiana Standards Tool for Alternate Reporting (ISTAR) ratings for this student. Print a detail report of those ratings to assist in writing a thorough PLEP.

Current status is a simple description of the student’s current placement in school and the type of special education he/she receives.

* State student’s current grade level.
* Describe level and type of special education services.
* Examples:
	+ Johnny is a third grade student who receives resource services to support his participation in the general education curriculum.
	+ Johnny receives support in the general education classroom through the special education program.
* Intense interventions example:
	+ Sarah is a first grade student who receives full time special education services in the intense interventions program. Sarah is included in the general education classroom for calendar, read aloud, and science with support from special education.
* State whether student participates in specials (music/physical education) and other school activities and if support is given.
* State whether student participates in recreation and leisure activities (horseback riding, swimming, athletics, hobbies etc.).
* State whether student participates in community based instruction.
* State whether the student requires special transportation or has limited mobility.
* State whether the student uses any assistive technology.

Summary of assessment data and evaluation

* Scores/summary of psychological evaluation.
* Psychologist will provide summary of evaluation information.
* Standard scores from the most current formal achievement test must be entered in box. Do not enter IQ scores on PLEP.
* Form for assessment data.
* Enter current mCLASS assessments, Acuity assessments, Indiana statewide testing for Educational Progress Plus (ISTEP+), Indiana Graduation Qualifying Exam (GQE), End-of-Course Assessments (ECAs), scores for students who are eligible to take these tests.
* Include percentiles.
* State where the score came from and the date of the evaluation/assessment.
* Intense interventions:
	+ Current Indiana Standards Tool for Alternate Reporting-ISTAR scores including assessment name and date.
	+ The ISTAR assessment must be updated and current for this IEP.
	+ Examples:
		- The ISTAR assessment was completed on “date”. The ISTAR summary report is included in this IEP. Johnny’s current scores, including strengths and needs in all areas, are reported below.
* Other curriculum based assessments::
	+ Information regarding CBMs such as, Rigby, Informal Running Records, DRA, Everyday Math Assessments, MAZE passages, math CBMs, Fluency assessments or Content Area Assessments, etc. must be entered.

Narrative of present levels is a summary of all the information/data gathered on the student. It calls for the writer to paint a written picture of the student, which will help to define the needs for the goals. Do not attach notes and emails from teachers.

* Academic performance
	+ State information that is per the general education teacher (i.e.: his classroom teacher reports that “ “ ).
	+ Include a statement of how the student’s disability affects his/her involvement and progress in the general education curriculum.
		- Examples:
			* Due to Johnny’s disability in reading, he is unable to read grade level content material.
			* Johnny has a disability in the area of long-term memory, which makes memorization of course material or math facts difficult.
	+ Include a statement of student’s progress on grade level performance on Indiana Core Academic Standards.
	+ Intense interventions:
		- Give specific scores including a statement of progress in each area (Language Arts, math, functional relative to developmental growth and grade level).
		- Student is in fifth grade and is following the general education curriculum at his/her developmental level. Current scores on the ISTAR assessment in the area of Language Arts indicate that he/she is demonstrating skills at the Foundations 1 level (F1), He/she is able to “ “, He/she needs

“ “.

* + Include information about each academic area.
	+ Report on progress on current year grades (especially middle and high school).
	+ Include information of how a student accesses the general education curriculum and tell what the student needs from special education in order to be successful in the classroom.
		- Examples:
			* Johnny participates fully in all general education classes with accommodations for testing situations.
			* Johnny participates fully in all general education classes except for math in which he requires some modification to the curriculum in order to meet his skill needs at an earlier standard.
			* When Johnny is given recorded books or has content material read to him and tests administered orally, he is successful in accessing the academic standards.
			* Johnny requires the support of a positive behavior intervention plan, which is monitored by a paraprofessional to support his participation in general education.
			* When content material is read to the student, he/she is able to understand grade-level concepts and is successful in mastering the content area standards.
			* Johnny is successful in the general education curriculum when information is presented to him at a slower pace and directions are clarified for him. Therefore paraprofessional support and access to the resource room is important for Johnny.
			* Johnny accesses the general education curriculum when he is given enlarged print.
			* Once Johnny arrives in his classroom and has his materials set up for him, he can function with only minimal assistance from teachers and peers.
		- Intense interventions examples:
			* Johnny participates in general education classes for science and health. Lessons are adapted and/or modified in order for him to be successful. All tests are given orally. Special education staff support is needed in the general education classroom for some activities in order for Johnny to be successful.
			* Johnny requires the support of a behavior intervention plan, which is monitored by “ “ to support his participation in general education.
	+ If student is not accessing the general education curriculum full-time, explain the extent to which he/she will not be involved and why.
		- Example:
			* Due to Johnny’s inability to manage frustration, as evidenced by his frequent verbal outbursts in the general education classroom, he is required to spend about 50% of the school day in the emotional disabled (ED) classroom.
			* Because Johnny’s reading skills are three years below grade level, he requires significant modifications to the general education curriculum and requires some pull-out intervention services. Therefore, Johnny misses part of the general education instruction each day.
			* Johnny’s disability in math requires such significant modifications to the general education math program that it is necessary for him to receive some pull-out intervention for math skills.
			* Due to Johnny’s severe attention problems and inability to complete tasks in a large group, it is necessary for him to spend part of Social Studies in the resource room.
	+ Discuss classes separately if needed (Language Arts, Social Studies, math, science, etc.)
	+ For high school students include information on credits earned.
* Social / emotional / discipline / behavior
	+ Describe student’s attitude, behavior, effort, etc. May include reports about behavior at home from parents or siblings (specify who the information came from and how).

Refrain from injecting personal opinions and conclusions not based on data.

* + Use data to report on suspensions, expulsions, office referrals, behavior recording, etc… Tell “how many” and “how often”. Behavior must be reported in objective data based terms.
	+ Describe student’s peer relationships.
	+ Describe student’s participation in extra-curricular activities (sports, music, and clubs).
	+ Is there a difference in behavior or motivation when the student takes medication?
	+ Does the student have a behavior plan? Has it been effective? Use data to describe how the positive behavior intervention plan (PBIP) has worked for the student.
* Communication
	+ Speech pathologist information should be entered here if applicable.
	+ Describe student’s ability in language (expressive, receptive, fluency, nonverbal).
	+ How does the student communicate?
	+ Does the student mispronounce words or have articulation errors?
	+ Does the student have any hearing problems?
	+ Does the student need any assistive devices to support communication?
	+ How does the student’s communication impact behavior and academic performance?
* Health records
	+ List medications the student is taking, glasses, other health needs or issues. Do not make statements expressing your opinion of whether the student should or should not be taking medication but you may make an objective observation of how the student performs when taking medication and how the student performs when not taking medication.
	+ Use data collected to support your observations.
* Attendance
	+ Make a statement whether attendance is good or if there are excessive absences. Report the specific number and type of absences. Report if the student has reached an attendance level on the Elkhart County Wide Attendance Program.
	+ State whether absences have had an impact on academic growth and performance.

Tips and reminders

* The IEP is a professional document so spelling and grammar is important.
* The language used in describing the student in the PLEP must be professional, factual, and devoid of personal opinions.
* Always state where and how the information for the PLEP was obtained.
* The PLEP forms the baseline for the goals and progress monitoring. It is the standard against which we measure growth for individual students.
* Be specific and use data. (Example: If attendance is an issue, write the # of absences the student has had and reason absences have occurred).
* Try to stay positive and focus on what the student can do.

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| Stay away from words like: | Use words like these instead: |
| Weak | Scores on assessments are at 3rd grade level. |
| Has difficulty | Uses a calculator to figure out problems. |
| Unmotivated | Has completed 20% of assigned work. |
| Limited | Does best when directions are given one at a time. |
| Defiant | Has been referred to the office for swearing at teachers five (5) times. |
| Irresponsible | In two weeks, he/she has taken his/her homework home zero (0) times. |
| Uncooperative | When given tasks such as to put away his backpack, he argues. |
| Aggressive | Hits other students when he/she wants their attention |
| Disruptive | Makes frequent irrelevant and insulting comments to others. |
| Hyperactive | Leaves seat frequently, rocks in chair, and blurts out in the classroom. |

* Goals will be written directly from the PLEP so be specific.
* Include statements of strengths and weaknesses. Remember the positives.
* The goal of the PLEP is to paint a well written picture of the student but do it succinctly.