

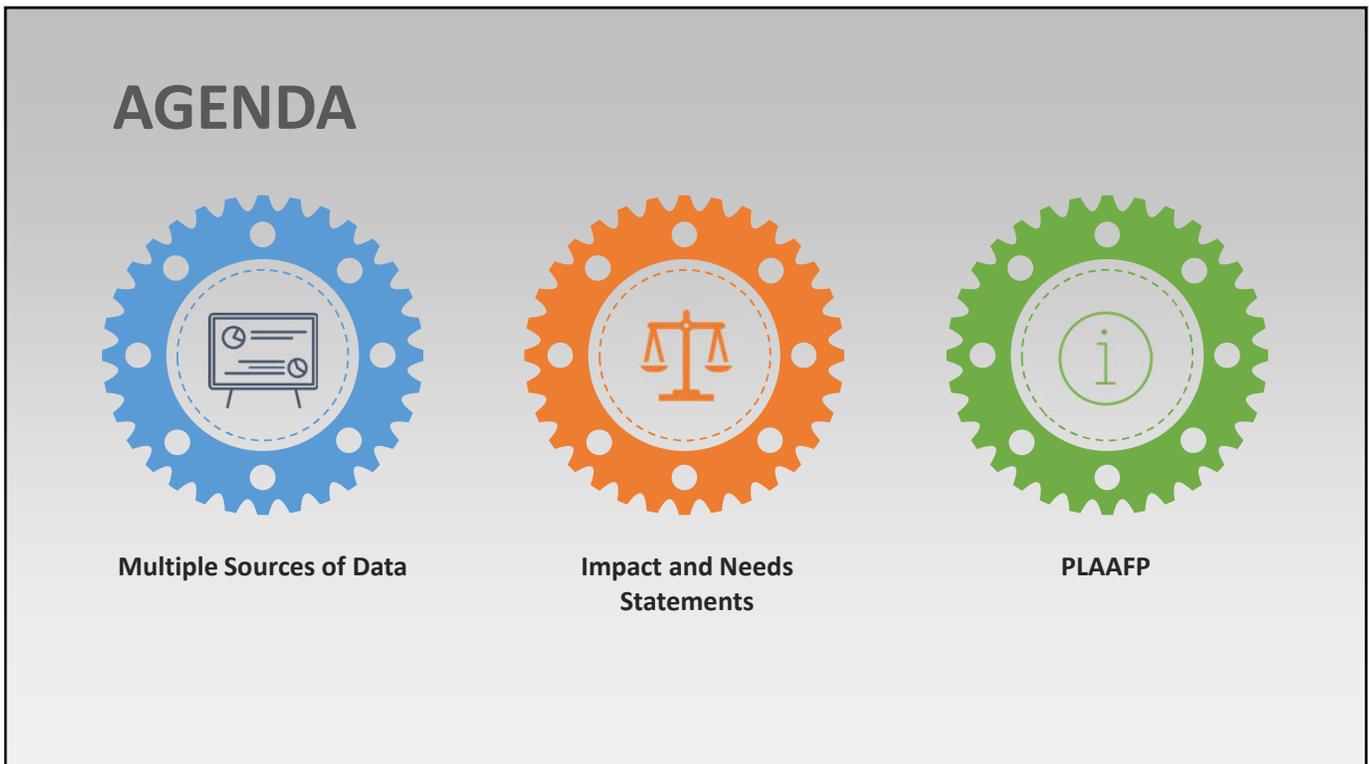


FIE – Impact and Needs Statements - PLAAFP

2025 NELI Conference
Mertie M. Gomez, PhD

The slide features a large black gear on the left side. A horizontal band with orange, blue, and orange stripes runs across the middle. The title and speaker information are centered in a white rounded rectangle with a dashed border.

1

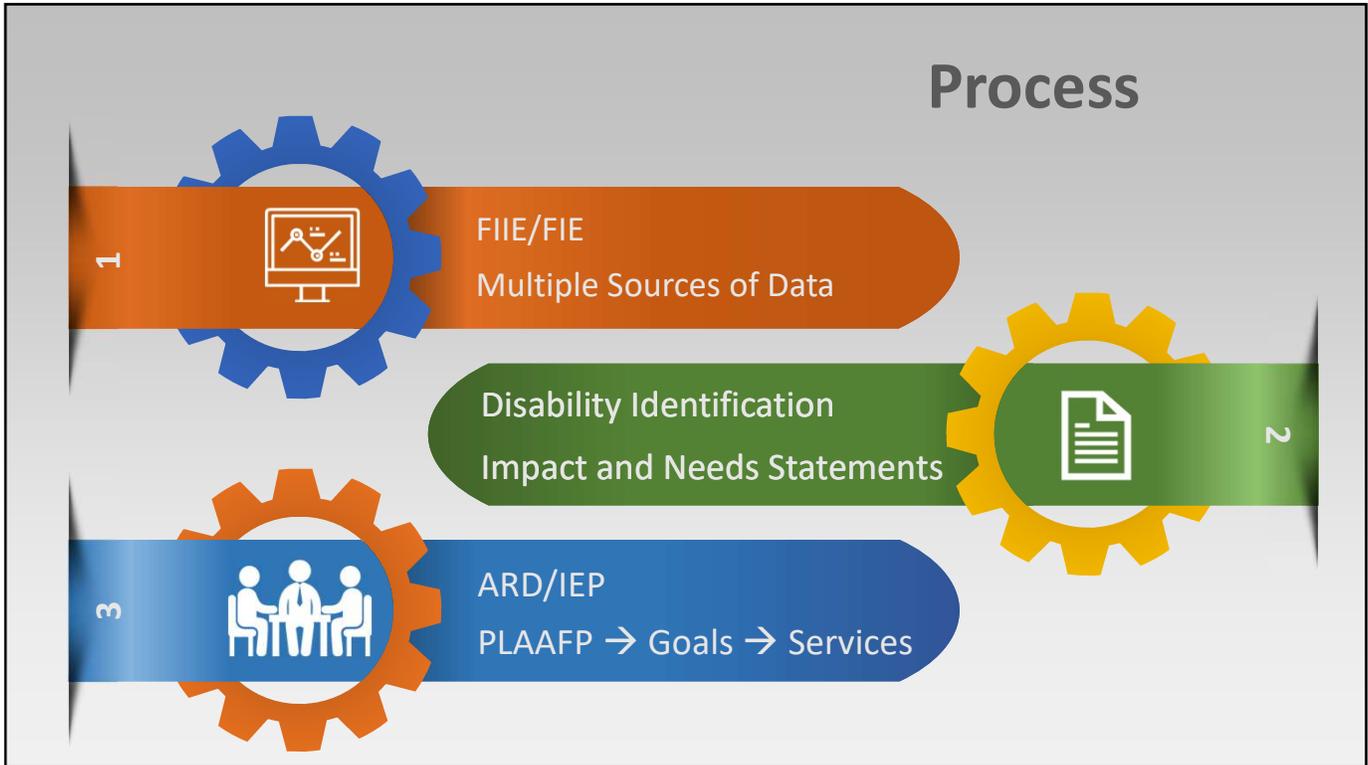


AGENDA

- 
Multiple Sources of Data
- 
Impact and Needs Statements
- 
PLAAFP

The agenda is presented in a grey box. The word 'AGENDA' is at the top left. Below it are three gear icons, each containing a different symbol: a document with a clock, scales of justice, and an information symbol. Each gear is a different color (blue, orange, green) and has a dashed white circle inside.

2



3

Where is this monitored?

IDEA

TEA

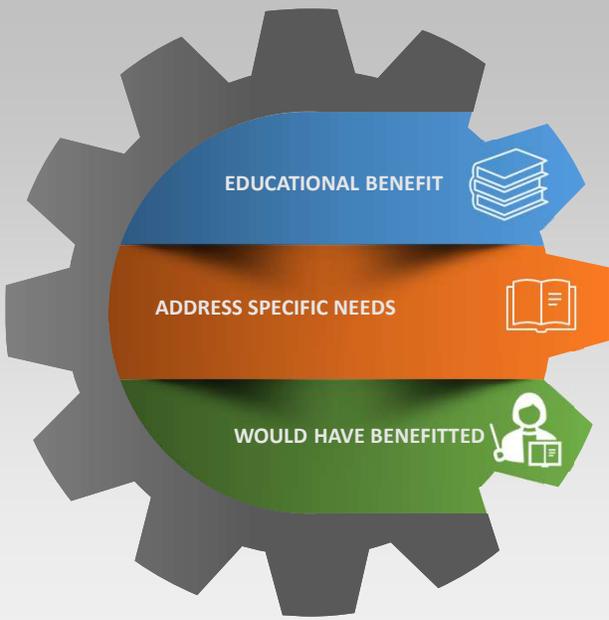
Trending Topics in Special Education Monitoring

“The most recent group of monitoring identified common challenges with development of the present levels of academic achievement and functional performance (PLAAFP), developing measurable annual goals, and holding annual ARD meetings within timelines.”

“**Writing Effective Impact and Needs Statements in the Full and Individual Evaluation (FIE):** This recorded webinar provides guidance for writing effective needs statements related to the student’s disability in the initial FIE to create PLAAFP statements that lead to the development of an appropriate IEP. “

TEA (2021). *Trending Topics in Special Education Monitoring*.

4



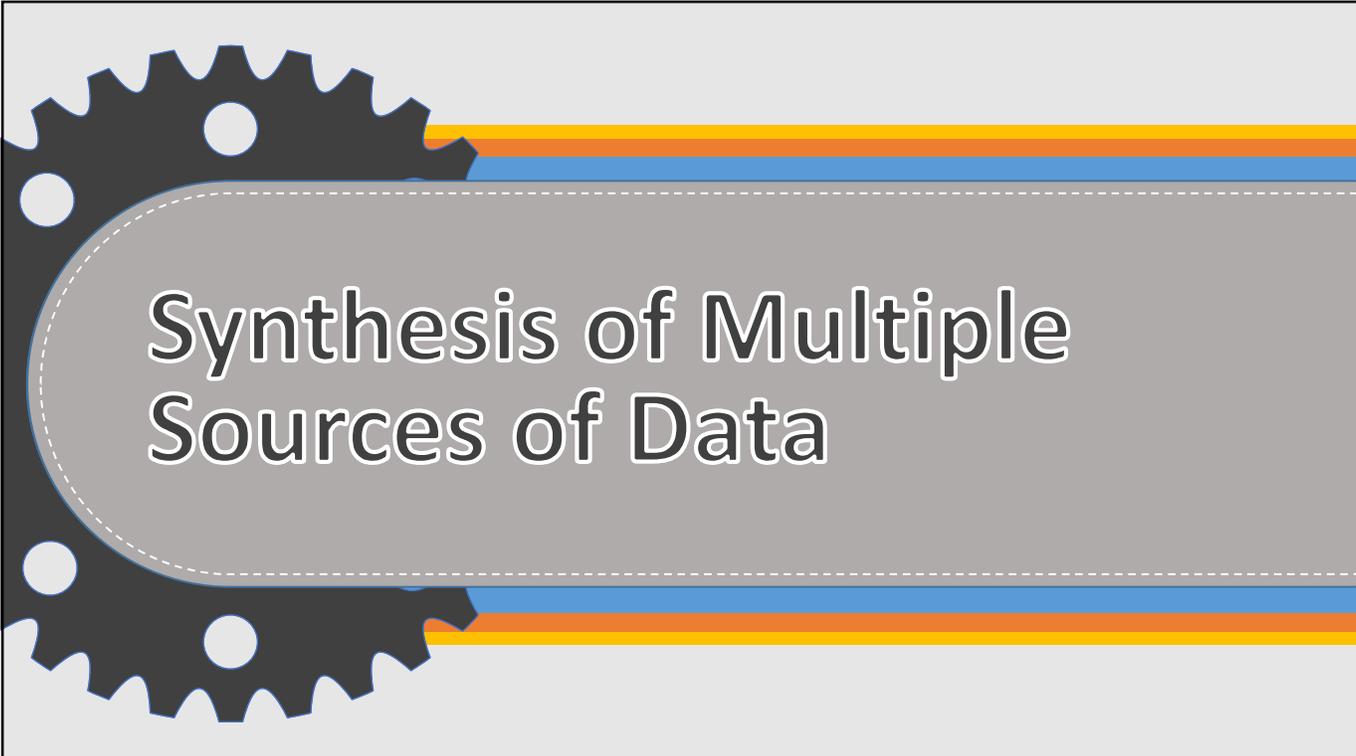
Appeal - US District Court, Middle District of Tennessee

The IDEA guarantees W.A. educational benefits appropriate to his situation--not merely generic support for children who struggle with language and a system of accommodations so sweeping that it makes the severity of his disability hard to notice.

If CMCSS violated all of the *Say Dyslexia Act's* general requirements but had nevertheless adequately addressed W.A.'s specific disability-related needs, there would be no basis for an award under the IDEA.

W.A. has established, with evidence, that he likely would have benefited substantially from one-on-one tutoring geared toward addressing his specific, dyslexia-correlated deficits, rather than the more general support that he received, and that the adequacy of his educational benefit was significantly degraded by CMCSS's failure to provide that manner of services.

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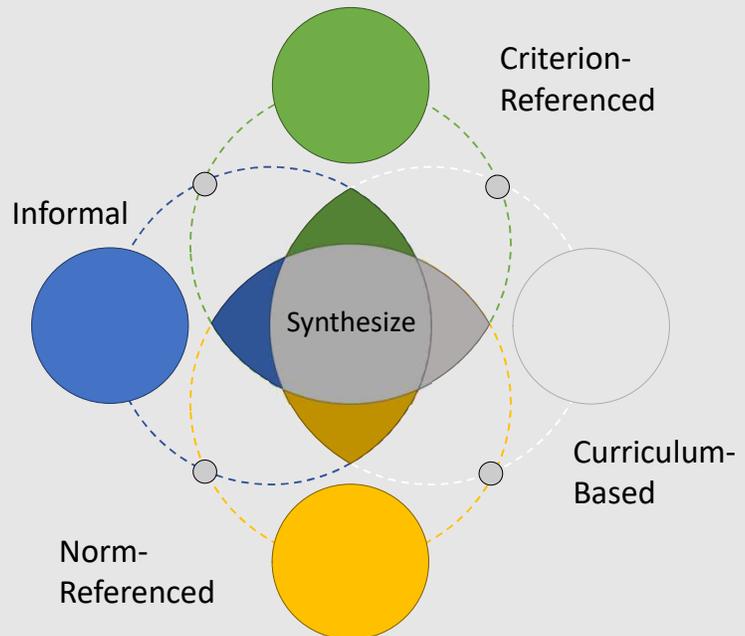


Synthesis of Multiple Sources of Data

6

§ 300.304 Evaluation procedures.

- (1) Use a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent, that may assist in determining—
- (i) Whether the child is a child with a disability under §300.8; and
 - (ii) The content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum (or for a preschool child, to participate in appropriate activities);



7

Non-example of synthesizing multiple sources of data in the Achievement section of FIE

- What data sources are included?
- What does this tell you beyond what is in the data table?
- Are you able to draw conclusions?
- Does this assist with developing the PLAAFP?
- Does this assist with developing the impact statement?
- Does this assist with developing the goals/objectives?

This area was assessed by three measures. On the first, John had to read aloud individual words correctly (Letter-Word Identification SS=60, Very Low Range/Normative Deficit). On the second, he had to produce the sound for single letters and read aloud letter combinations that are phonically consistent or are regular patterns in English orthography but are nonsense or low-frequency = words (Word Attack SS=88, Low Average Range /Within Normal Limits). On the third, he had to read nonsense words (Nonsense Word Decoding SS=67, Very Low Range/Normative Deficit). John experiences difficulty reading words with common spelling patterns, irregular spelling patterns, single syllable and multisyllabic words. He demonstrates the ability to produce some sounds for single letters combination that are phonically consistent. Overall, Basic Reading Skills (61) was in the Very Low Range/Normative Deficit range, which indicates that he has a deficit in this academic skill a finding that should play an essential role in developing educational interventions.

8

Ecological Validity – Establishing Academic Strength or Weakness

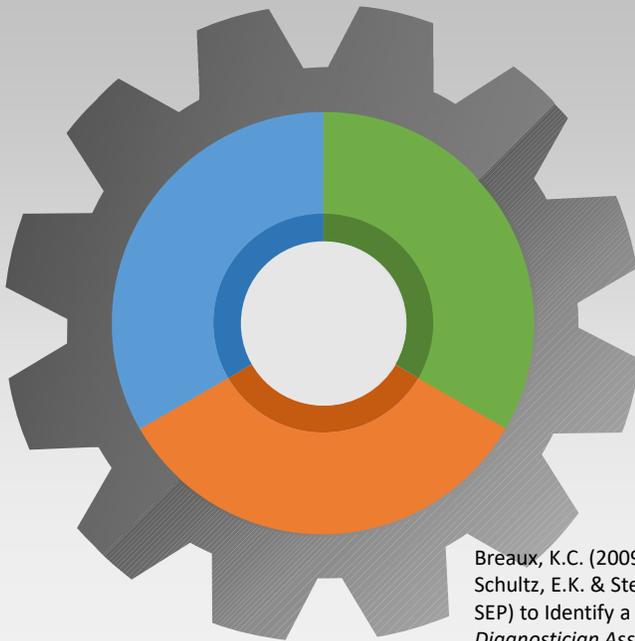
Use multiple sources of data to determine achievement weaknesses:

- Standardized tests (individual or group)
- Progress monitoring data; CBM data
- Work samples; classroom observations; parent/teacher/student reports
- Criterion referenced; Benchmark assessments

Alfonso, V.C. & Flanagan, D.P. (2018). *Essentials of Specific Learning Disability Identification*. Hoboken, NJ: John Wiley & Sons, Inc.

9

Over- and Underestimating Abilities



“Subtest and composite scores are the basis of discrepancy models, however the use of these scores require additional consideration (Schultz & Stephens-Pisecco, 2017).”

“...an overall subtest or composite score may overestimate or underestimate his or her math ability. For this reason, performing a skill analysis is particularly important for evaluating a student’s profile of strengths and weaknesses (Breux, 2009, p.8).”

Breux, K.C. (2009). *WIAT-III Technical Manual*. San Antonio, TX: Pearson.
Schultz, E.K. & Stephens-Pisecco, T.L., (2017). Using the Core-Selective Evaluation Process (C-SEP) to Identify a Pattern of Strengths and Weaknesses. *Journal of the Texas Educational Diagnostician Association*, 46(1), p. 9-15.

10



Synthesis of Data

1. Michael's score on the Letter-Word ID and Word Attack test is in the below average
2. range. He was able to decode nonsense words with short vowel sounds. However,
3. he struggled to decode non-phonetic words, including long-vowels. He attempted
4. to sound out irregular (non-phonetic) words. These reading struggles are consistent
5. with his BOY and MOY Reading Benchmark tests, which indicate that his word
6. reading abilities are at the 5th percentile, well below grade level expectations. Ms.
7. Smith, 3rd grade teacher, reported that he was able to correctly read 12 out of 50 on
8. the high frequency words checklist, when 42/50 was expected. He scored at the 9th
9. percentile on the released 3rd grade Reading STAAR, when he was expected to score
10. at the 30th percentile. Given the multiple sources of data, it is evident that basic
11. reading is a weakness for Michael.

11

Comprehensive – Multiple Measures

- **Functional**
 - Daily living skills, social skills
- **Functional**
 - Behavior, Communication skills, Mobility
- **Developmental**
 - Milestones in how student plays, learns, speaks, acts and moves
- **Academic**
 - Reading, Spelling, Writing
- **Academic**
 - Math Calc, Math Problem Solving, Science, Social Studies

Adapted from: TEA (n.d.) *Writing Effective Impact and Need Statements in the FIE.* <https://childfindtx.tea.texas.gov/recorded%20sessions.html>

12



13

Probabilistic – Not Deterministic

 A diagram showing three interlocking gears of different colors: blue, green, and orange. The blue gear is labeled "Auditory Processing" and has an ear icon. The green gear is labeled "Reasoning Fluid" and has a head with gears icon. The orange gear is labeled "Visual Spatial" and has an eye icon. In the center, where the gears meet, is a black brain icon with a gear inside it.

“Cognitive abilities are indeed causally related to academic abilities, but the relationship is *probabilistic*, not deterministic, and is of moderate size (Flanagan & Schneider, 2016). The finding of cognitive weaknesses raises the risk of academic weaknesses; it does not guarantee academic weaknesses (Flanagan & Schneider), as assumed by Kranzler and colleagues. Likewise, it should not be assumed that the finding of academic weaknesses means that there are related cognitive weaknesses (again, a faulty assumption made by Kranzler et al.). As most practitioners know, in many cases there are no cognitive correlates to academic underachievement. This is because academic weaknesses may be related to numerous factors, only one of which is a cognitive weakness.”

Flanagan, D.P. & McDonough, E.M. Editors (2018). *Contemporary Intellectual Assessment, 4th Ed.* Guilford Publications.

14

Do Not:

Students with comprehension-knowledge deficits have difficulty learning vocabulary.

Do:

Due to his comprehension-knowledge deficit, John's specific learning disability in reading comprehension impedes his ability to answer factual and inferential questions after independently reading a passage.

Comprehension-Knowledge (Gc)

Involves expressive vocabulary, ability to grasp the relationships among word meanings, and knowledge acquired from general experience within the mainstream culture. *Gc* is often called crystallized intelligence and sometimes long-term memory in the literature. Descriptors: Prior knowledge, background knowledge, schema, long-term memory, acquired or stored knowledge, vocabulary, comprehension, episodic memory, declarative knowledge, procedural knowledge.

Possible Implications	Possible Recommendations
<ul style="list-style-type: none"> • Learning vocabulary • Answering factual questions • Comprehending oral and written language • Acquiring general knowledge and knowledge in content areas • Using prior knowledge to perform activities and understand new concepts 	<ul style="list-style-type: none"> • Relate new information to acquired knowledge • Assess prior knowledge before introducing new topics, concepts. • Pre-teach relevant vocabulary or background knowledge • Provide specific vocabulary instruction such as the meaning of common prefixes, suffixes, and root words. • Incorporate interests and prior knowledge areas into instructional activities • When presenting directions and discussing concepts, use vocabulary that is understood by the individual.

Adapted from: Mather, N., & Jaffe, L. (2002). *Woodcock-Johnson III: Reports, Recommendations, and Strategies*. New York: John Wiley & Sons

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Do Not:

Students with fluid reasoning deficits have difficulty solving abstract problems.

Do:

Due to his fluid reasoning deficit, John's specific learning disability in math problem solving impedes his ability to solve unique problems.

Fluid Reasoning (Gf)

Involves the ability to use inductive and deductive reasoning to ascertain commonalities and differences, form concepts, generate rules, and apply rules to solve novel problems. Often called fluid intelligence. Descriptors: Creativity, abstract problem solving, transfer, analogical reasoning, inductive reasoning, deductive reasoning, rule generation, inference.

Possible Implications	Possible Recommendations
<ul style="list-style-type: none"> • Drawing inferences • Solving abstract problems • Creating solutions to problems • Transferring and generalizing information • Solving unique problems • Transforming and extending a product or concept (rather than matching or reproducing a stimulus) • Thinking conceptually • Problem solving through rule application 	<ul style="list-style-type: none"> • Teach problem-solving strategies • Provide overlearning, repetition, and review of concepts • Use real objects and manipulatives to develop concepts • Teach strategies to increase understanding and retention of concepts (e.g., self talk, lists of procedures or steps) • Encourage creativity with solution • Teach problem-solving techniques in the contexts in which they are most likely to be applied.

Adapted from: Mather, N., & Jaffe, L. (2002). *Woodcock-Johnson III: Reports, Recommendations, and Strategies*. New York: John Wiley & Sons

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Do Not Use

- **Could impact**
 - Student's auditory processing deficit could impact his reading.
- **Potentially**
 - Student's fluid reasoning deficit could impact his math.
- **Can directly impact**
 - Student's short-term memory deficit can directly impact all areas.
- **Can have an enormous impact**
 - Student's rapid automatized naming deficit can have an enormous impact on his reading fluency.
- **Could result in**
 - Student's long-term retrieval deficit could result in a math calculation deficit

17

- ADHD
- ADHD
- OHI (ADHD)

- Anxiety
- Anxiety
- ED (Anxiety)

- Short-term memory delay
- Short-term memory delay
- SLD (Math Problem Solving)

1
GENERAL EDUCATION

Entitlement for all students with determine yearly outcomes

2
SECTION 504

Accommodations that ensure student's access to the learning environment

3
SPECIAL EDUCATION

Specialized instruction designed to meet the unique needs of children with disabilities

18



Do we have enough data to determine the impact and need?

1. What characteristics of the disability affect the student (academic, functional, behavioral, and/or participation in developmentally appropriate activities)?
2. What are the critical skills and behaviors required for the student to participate and make progress in the general curriculum, move towards participation in the general curriculum or other developmentally appropriate activities?
3. What programs, classroom or testing accommodations, and/or interventions have been successful with the student?
4. What support does the student need to gain the knowledge and attain the skills to progress in the general curriculum?

19



Do we have enough data to determine the impact and need?

“In the first step, the IEP team must have a complete understanding of the student’s disability and the unique needs arising from it. This information is first documented in the student’s special education evaluation and further described in the present levels of academic achievement and functional performance that is a required component of the IEP. “Without adequate knowledge of both the disability itself and the way in which it affects a particular student, it is impossible to determine the strategies, supports, or conditions that are helpful to the student” (Twachtman-Cullen & Twachtman-Bassett, 2011, p. 25)(p.135).”

Torres, T. & Barber, C.R. (2017). *Case Studies in Special Education: A Social Justice Perspective*. Charles C. Thomas, Publisher, Ltd.

20

Do we have enough data to determine the impact and need?

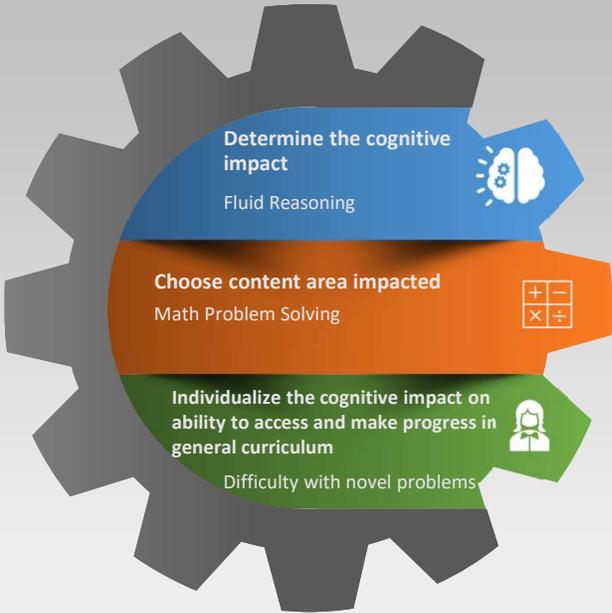


Use language:

- **Barriers to learning** – how disability impacts student’s ability to access and make progress in the general education curriculum

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Specific Learning Disability Impact Statement



Determine the cognitive impact
Fluid Reasoning

Choose content area impacted
Math Problem Solving

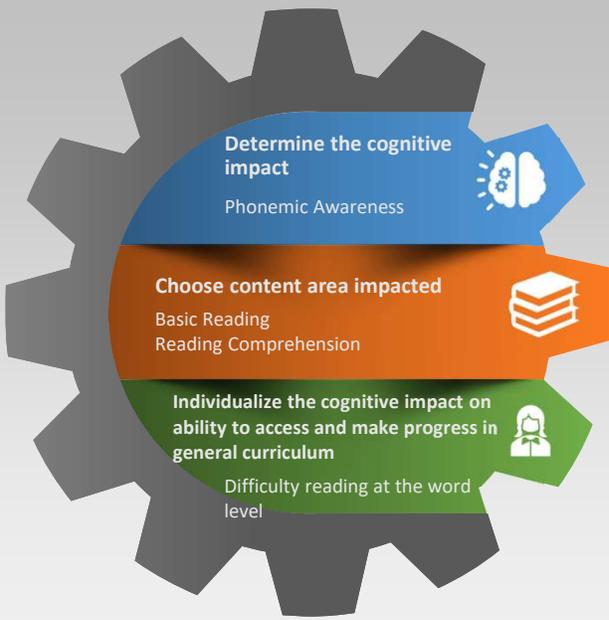
Individualize the cognitive impact on ability to access and make progress in general curriculum
Difficulty with novel problems

Gail’s specific learning disability in math problem solving is primarily due to a deficit in fluid reasoning which impacts her ability to identify patterns and apply previously learned strategies to novel problems. On 4th grade end-of-year (EOY) math benchmarks, she scored at the 9th %ile. Her calculation was correct; however, she was unable to accurately determine the procedural steps necessary to solve the word problem. When provided with a note sheet at her desk of math procedural steps, she was able to correctly answer 75% of the items. Gail’s delays in fluid reasoning and math problem solving are impacting her ability to keep pace with the lesson progress of the math curriculum to learn more advanced math skills.

Adapted from: TEA (n.d.) *Writing Effective Impact and Need Statements in the FIE*. <https://childfindtx.tea.texas.gov/recorded%20sessions.html>

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Specific Learning Disability Impact Statement

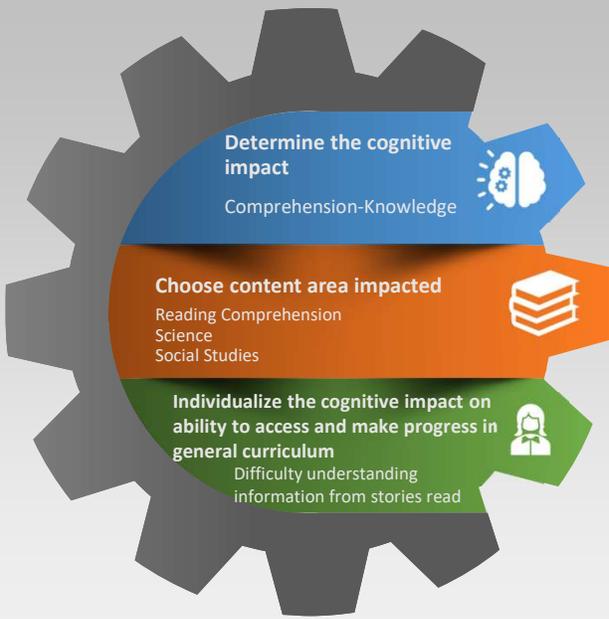


Gail meets criteria for a specific learning disability in basic reading skills. Her delays in auditory processing, specifically phonemic awareness, result in deficits in word reading and decoding. Her difficulties at the word level result in comprehension delays of grade level vocabulary words. Gail cannot independently read 3rd grade level text with the accuracy necessary to obtain full comprehension of the text. When provided the accommodation of text-to-speech software, her comprehension increases to 2.7. Her current independent reading level is 1.7. Gail's phonological awareness deficit impacts her ability to decode and comprehend grade level reading materials.

Adapted from: TEA (n.d.) *Writing Effective Impact and Need Statements in the FIE.* <https://childfindtx.tea.texas.gov/recorded%20sessions.html>

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Specific Learning Disability Impact Statement



Ellen's specific learning disability in reading comprehension is primarily due to delayed vocabulary (verbal conceptualization skills) affecting her ability to grasp the relationships among word meanings. On her 3rd grade middle-of-year (MOY) benchmark, she correctly answered 32% of the reading comprehension questions. Ms. Jones, her teacher, reported that when working on classroom reading assignments, she has difficulty learning vocabulary and acquiring knowledge in content areas. Ellen is provided a vocabulary binder and is pre-taught relevant vocabulary and background knowledge for upcoming lessons. When this is done, her understanding increases to an average of 70% on her unit tests. Ellen's difficulty learning vocabulary and acquiring knowledge in content areas is hindering her ability to keep pace with grade level expectations and progress in the general curriculum.

Adapted from: TEA (n.d.) *Writing Effective Impact and Need Statements in the FIE.* <https://childfindtx.tea.texas.gov/recorded%20sessions.html>

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Synthesis of Data in Achievement Section of FIE

Michael's score on the Letter-Word ID and Word Attack test is in the below average range. He was able to decode nonsense words with short vowel sounds. However, he struggled to decode non-phonetic words, including long-vowels. He attempted to sound out irregular (non-phonetic) words. These reading struggles are consistent with his BOY and MOY Reading Benchmark tests, which indicate that his word reading abilities are at the 5th percentile, well below grade level expectations. Ms. Smith, 3rd grade teacher, reported that he was able to correctly read 12 out of 50 on the high frequency words checklist, when 42/50 was expected. He scored at the 9th percentile on the released 3rd grade Reading STAAR, when he was expected to score at the 30th percentile. Given the multiple sources of data, it is evident that basic reading is a weakness for Michael.

Impact Statement Activity

- Direct impact of the student's disability in accessing or progressing in the general curriculum (SLD-BR with *Ga* deficit)
- The gap for the student academically, functionally, and/or developmentally and how this compares to his/her peers
- Any accommodations or modifications
- If preschool, age-appropriate developmental skills the student is lacking compared to peers
- Transition skills – describe how the effects of the disability will impact post-secondary transition

25



Achievement Section of FIE → Impact Statement

Michael's specific learning disability in basic reading impedes his ability to accurately read at the word level. His delays in auditory processing, specifically phonemic awareness, result in deficits in word reading and decoding. His score on the Letter-Word ID and Word Attack test is in the below average range. He was able to decode nonsense words with short vowel sounds. However, he struggled to decode non-phonetic words, including long-vowels. He attempted to sound out irregular (non-phonetic) words. These reading struggles are consistent with his BOY and MOY Reading Benchmark tests, which indicate that his word reading abilities are at the 5th percentile, well below grade level expectations. Ms. Smith, 3rd grade teacher, reported that he was able to correctly read 12 out of 50 on the high frequency words checklist, when 42/50 was expected. He scored at the 9th percentile on the released 3rd grade Reading STAAR, when he was expected to score at the 30th percentile. **Michael's phonological awareness deficit is a barrier to learning and decoding grade level reading materials.**

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Intellectual Disability Impact Statement

Ginger is a 3rd grade student with an intellectual disability, which affects her general cognitive functioning and adaptive behavior skills. Ginger reads environmental, social, and academic sight words with automaticity (80/100 words), as measured by end-of-year (EOY) 1st grade DOLCH word list. When provided tasks allowing for an assistive technology facilitated response (pointing - 8/10), she outperforms those requiring an expressive response (4/10). Ginger's disability impacts reasonable and meaningful progress in the general education curriculum and learning environment in all areas.

Adapted from: TEA (n.d.) *Writing Effective Impact and Need Statements in the FIE.* <https://childfindtx.tea.texas.gov/recorded%20sessions.html>

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Intellectual Disability Impact Statement

Ginger is a student with an intellectual disability (moderate). She would like to become a chef and go to culinary school upon graduation. Her weaknesses in receptive and expressive language make it difficult for her to comprehend multi-step directions and to express what order tasks need to be completed when given a multi-step project/task to complete in her LifeSkills class. Ginger does not understand that recipes must be completed in a specific order (2/10 attempts). When the recipe is accompanied with a visual schedule of steps, she can successfully complete it 9/10 attempts. Ginger's delayed global cognitive functioning is hindering her ability to access the general education curriculum at grade level.

Adapted from: TEA (n.d.) *Writing Effective Impact and Need Statements in the FIE.* <https://childfindtx.tea.texas.gov/recorded%20sessions.html>

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Other Health Impairment Impact Statement

Ellen is a first grader with an other health impairment. Her diagnosed ADHD negatively impacts her ability to access the general curriculum as she attends to instruction approximately 73% of the time, when her peers attend 92% of the time. Once she begins her classwork, she struggles to maintain focus and effort on the task. This inattention and lack of focus impedes her ability to process writing complex sentences and paragraphs, which involves verbal working memory (organizational deficit). When seated where there are few distractions and given prompts to stay on task, her task completion rate increases by 20%. Ellen's inattention coupled with the need for repetition significantly impacts her ability to access and make progress in grade level content.

Adapted from: TEA (n.d.) *Writing Effective Impact and Need Statements in the FIE.* <https://childfindtx.tea.texas.gov/recorded%20sessions.html>

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Other Health Impairment Impact Statement

Ellen is a first grader with an other health impairment. Her diagnosed ADHD negatively impacts her ability to access the general curriculum as she exhibits a weakness in initiating tasks, which impacts her ability to complete assigned tasks. She requires multiple 3-5 reminders to begin her classwork. This lack of initiation of tasks results in incomplete work. When seated near the teacher and given prompts to begin assigned work, her completion rate increased from 0/5 to 4/5 assignments submitted as complete within a week. Ellen's lack of initiation and need for reminders significantly impacts her ability to master grade level content.

Adapted from: TEA (n.d.) *Writing Effective Impact and Need Statements in the FIE.* <https://childfindtx.tea.texas.gov/recorded%20sessions.html>

30



31

Do we have enough data to determine the needs?

1. Consider impact of disability condition
2. Make specific recommendations for supports and services
3. Include specific information about the types of services and supports the student will need to access the general education curriculum
4. Include what support the student needs to gain the knowledge and attain the skills to progress in the general curriculum

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Specific Learning Disability Needs Statement

Based on Gail's specific learning disability in math problem solving, she will benefit from strategy instruction. When teaching Gail any problem-solving strategies, use the following sequence. First, teach the steps to the strategy, have Gail memorize them (or, if necessary, provide a cue card), and then work with the strategy until she has mastered its use. Second, teach a self-questioning strategy that will prompt her to use the strategy when appropriate to the task. Third, provide follow-up training to ensure retention and use of the strategy.

Adapted from: Mather, N., & Jaffe, L. (2002). *Woodcock-Johnson III: Reports, Recommendations, and Strategies*. New York: John Wiley & Sons

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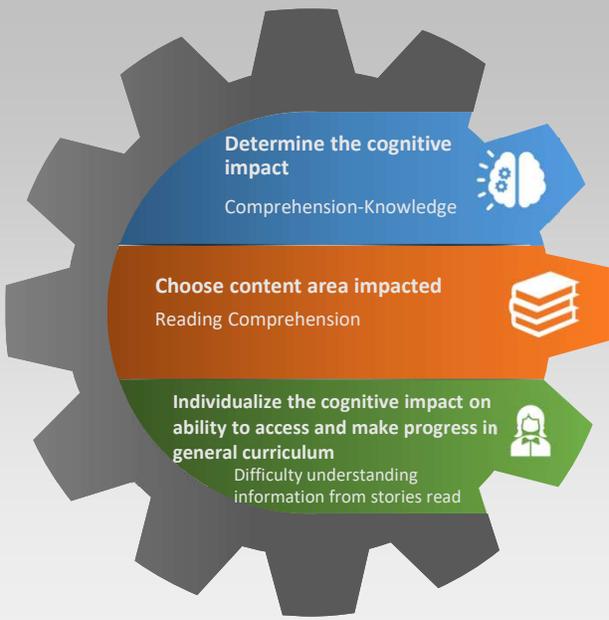
Specific Learning Disability Needs Statement

Based on Gail's specific learning disability in basic reading, she will benefit from basic reading and spelling skills that is systematic in introduction, practice, and reinforcement of phonemic awareness skills, phoneme-grapheme relationships, sight words, syllabication rules, structural analysis and spelling rules. In a systematic program, skills are presented in graduated steps, from simple to complex, with Gail achieving mastery before the next skill is introduced. Practice assignments on the current skill and incorporate previously learned skills, providing opportunities for her to develop automaticity.

Adapted from: Mather, N., & Jaffe, L. (2002). *Woodcock-Johnson III: Reports, Recommendations, and Strategies*. New York: John Wiley & Sons

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Specific Learning Disability Needs Statement

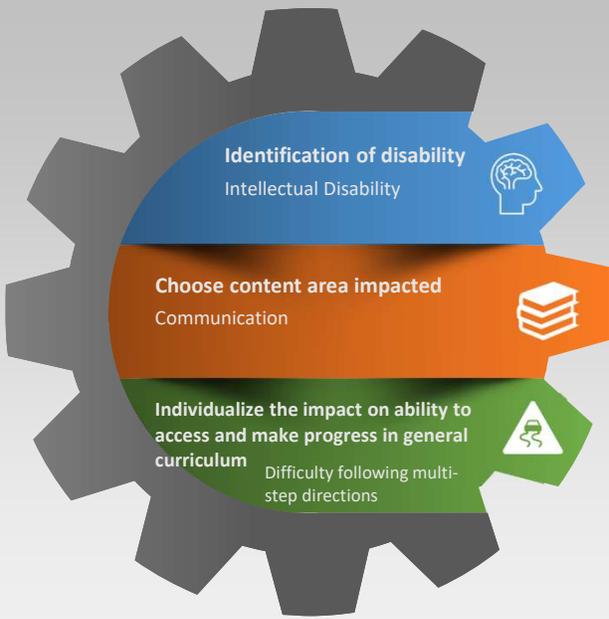


Based on Ellen’s specific learning disability in reading comprehension, she will benefit from prereading activities that include familiarizing her with the meanings of critical vocabulary before reading new topics. This vocabulary instruction will allow Ellen to utilize this knowledge when reading grade level content in her class and better understand new concepts. As part of her prereading activities, she should accrue a vocabulary binder that would allow her to review and refer to previously learned words and meanings.

Adapted from: Mather, N., & Jaffe, L. (2002). *Woodcock-Johnson III: Reports, Recommendations, and Strategies*. New York: John Wiley & Sons

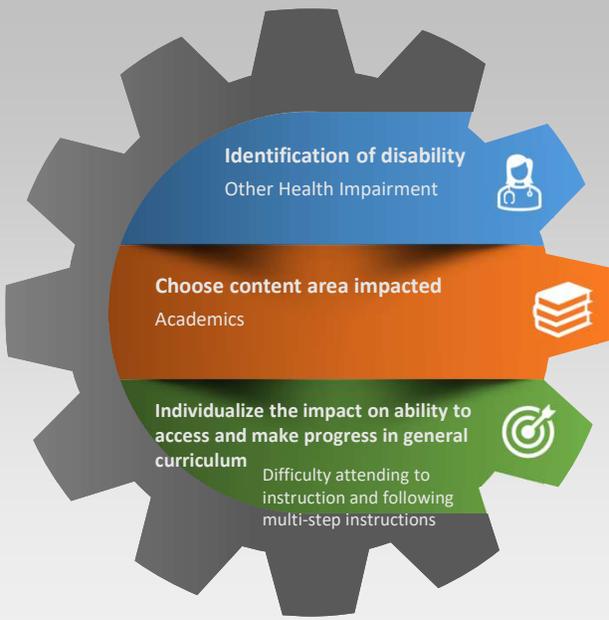
35

Intellectual Disability Needs Statement



Ginger’s global cognitive delay (ID), specifically weakness in verbalizing her thoughts in complete sentences, impacts her ability to communicate effectively. Based on her receptive and expressive communication deficit, she will benefit from a smaller student:teacher ratio and a visual schedule to complete multi-step tasks and participate in the general education. Ginger benefits from a functional approach to education, including teaching life skills related to daily living. Provide frequent opportunities to learn and generalize skills with typically developing peers.

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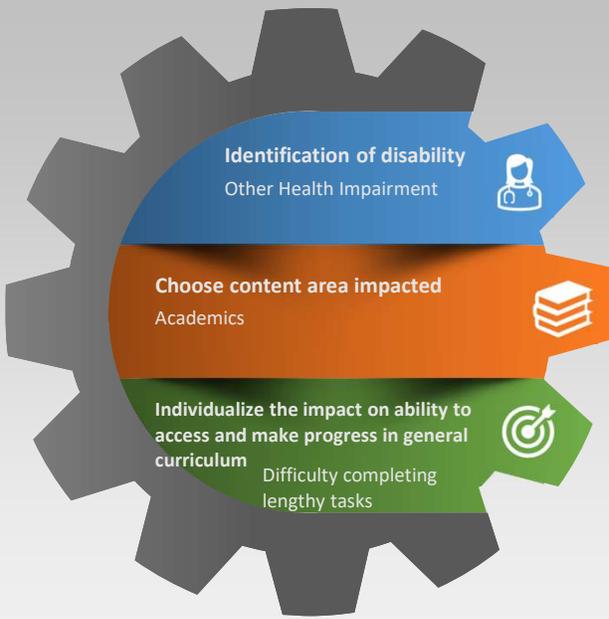


Other Health Impairment Needs Statement

Based on Ellen's other health impairment (ADHD), she will benefit from a calm, well-organized classroom with consistent daily routines and consistent behavior management techniques. Providing clear rules, frequent and positive reinforcement for target behaviors will facilitate Ellen remaining on task. Seating Ellen close to the teacher will help her remain/return to task, as the proximity of the teacher will help her stay involved in teacher-directed tasks and make it easier for the teacher to make frequent contact and provide feedback during independent work. For a certain task, a chore card will provide a routine for task completion.

Adapted from: Mather, N., & Jaffe, L. (2002). *Woodcock-Johnson III: Reports, Recommendations, and Strategies*. New York: John Wiley & Sons

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Other Health Impairment Needs Statement

Based on Ellen's other health impairment (ADHD), she will benefit from a calm, well-organized classroom with consistent daily routines and consistent behavior management techniques. Divide Ellen's in-class assignments into smaller, more manageable chunks. Give her one chunk at a time with instructions to hand each chunk in as it is completed and pick up the next. Each time Ellen hands in a portion of the work, provide reinforcement for completed work and for time on task.

Adapted from: Mather, N., & Jaffe, L. (2002). *Woodcock-Johnson III: Reports, Recommendations, and Strategies*. New York: John Wiley & Sons

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Impact Statement to Needs Statement

Michael's specific learning disability in basic reading impedes his ability to accurately read at the word level. His delays in auditory processing, specifically phonemic awareness, result in deficits in word reading and decoding. His score on the Letter-Word ID and Word Attack test is in the below average range. He was able to decode nonsense words with short vowel sounds. However, he struggled to decode non-phonetic words, including long-vowels. He attempted to sound out irregular (non-phonetic) words. These reading struggles are consistent with his BOY and MOY Reading Benchmark tests, which indicate that his word reading abilities are at the 5th percentile, well below grade level expectations. Ms. Smith, 3rd grade teacher, reported that he was able to correctly read 12 out of 50 on the high frequency words checklist, when 42/50 was expected. He scored at the 9th percentile on the released 3rd grade Reading STAAR, when he was expected to score at the 30th percentile. Michael's phonological awareness deficit is a barrier to learning and decoding grade level reading materials.

Needs Statement Activity

- Include recommendations for instruction based on the impact(s) of the student's disability(ies)
- Facilitate advancing toward attaining annual goals
- Identify involvement in general curriculum and participate in activities
- How child will be educated with children with and without disabilities
- In other words – if needed, content, methodology, and delivery of instruction

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FIE (Achievement Section) →

Michael's score on the Letter-Word ID and Word Attack test is in the below average range. He was able to decode nonsense words with short vowel sounds. However, he struggled to decode non-phonetic words, including long-vowels. He attempted to sound out irregular (non-phonetic) words. These reading struggles are consistent with his BOY and MOY Reading Benchmark tests, which indicate that his word reading abilities are at the 5th percentile, well below grade level expectations. Ms. Smith, 3rd grade teacher, reported that he was able to correctly read 12 out of 50 on the high frequency words checklist, when 42/50 was expected. He scored at the 9th percentile on the released 3rd grade Reading STAAR, when he was expected to score at the 30th percentile. Given the multiple sources of data, it is evident that basic reading is a weakness for Michael.

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FIE → Impact Statement

Michael's specific learning disability in basic reading impedes his ability to accurately read at the word level. His delays in auditory processing, specifically phonemic awareness, result in deficits in word reading and decoding. His score on the Letter-Word ID and Word Attack test is in the below average range. He was able to decode nonsense words with short vowel sounds. However, he struggled to decode non-phonetic words, including long-vowels. He attempted to sound out irregular (non-phonetic) words. These reading struggles are consistent with his BOY and MOY Reading Benchmark tests, which indicate that his word reading abilities are at the 5th percentile, well below grade level expectations. Ms. Smith, 3rd grade teacher, reported that he was able to correctly read 12 out of 50 on the high frequency words checklist, when 42/50 was expected. He scored at the 9th percentile on the released 3rd grade Reading STAAR, when he was expected to score at the 30th percentile. **Michael's phonological awareness deficit is a barrier to learning and decoding grade level reading materials.**

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FIE → Impact Statement → Needs Statement

Based on Gail's specific learning disability in basic reading, she will benefit from basic reading and spelling skills that is systematic in introduction, practice, and reinforcement of phonemic awareness skills, phoneme-grapheme relationships, sight words, syllabication rules, structural analysis and spelling rules. In a systematic program, skills are presented in graduated steps, from simple to complex, with Gail achieving mastery before the next skill is introduced. Practice assignments on the current skill and incorporate previously learned skills, providing opportunities for her to develop automaticity.

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FIE → Impact Statement → Needs Statement → **PLAAFP**

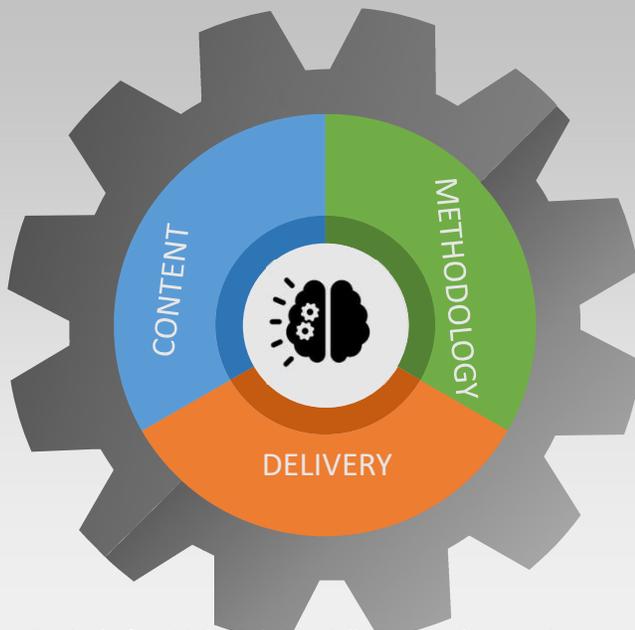
- Clear, objective baseline data (written in parent-friendly language)
- Description of student's strengths, need(s), and skill gaps
- Explanation of how gaps affect student learning and participation
- Explanation of how the student's disability impacts his or her progress in the general curriculum
- Information the ARD committee uses to determine what student can achieve in one year

Texas SPED Support. *Present Levels of Academic Achievement and Functional Performance (PLAAFP)*.

<https://spedsupport.tea.texas.gov/resource-library/ta-guide-iep-development/present-levels-academic-achievement-and-functional>

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Specially Designed Instruction (SDI)



“Included in the federal definition of special education (34 CFR 300.39(b)(3)), specially designed instruction (SDI) is described as

adapting, as appropriate to the needs of an eligible child under Part B of the IDEA, the content, methodology, or delivery of instruction to address the unique needs of the child that result from the child's disability and to ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.”

Beninghof, A. M. (2021). *Specially Designed Instruction: Increasing Success for Students with Disabilities*. Taylor & Francis Group.

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FIE RECOMMENDATIONS – as it relates to SDI



CONTENT

How can student access the general education curriculum (TEKS)?



METHODOLOGY

How does this student learn?



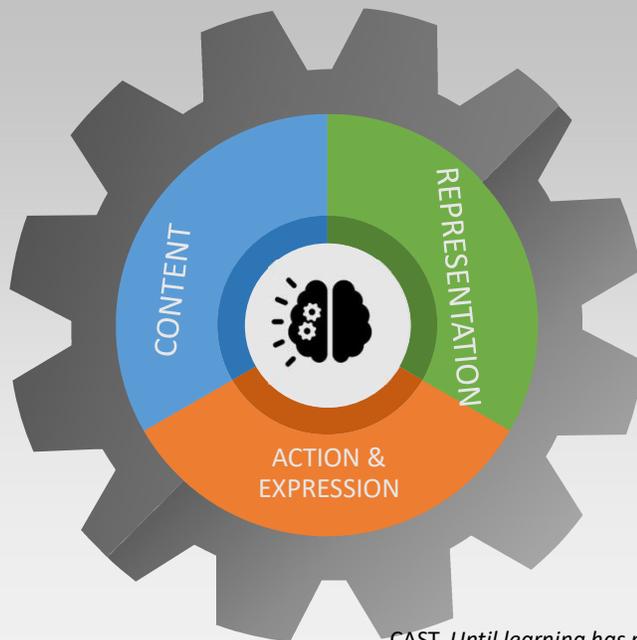
DELIVERY

How should the information (general education curriculum) be presented?

Adapted from: TEA (n.d.) *Writing Effective Impact and Need Statements in the FIE*. <https://childfindtx.tea.texas.gov/recorded%20sessions.html>

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Universal Design for Learning



Online CAST tools:

<https://www.cast.org/resources/online-tools>

Corgi – Digital Graphic Organizer

<https://corgi2.cast.org/login>

UDL Guidelines

<https://udlguidelines.cast.org/>

UDL Guidelines Printed Version

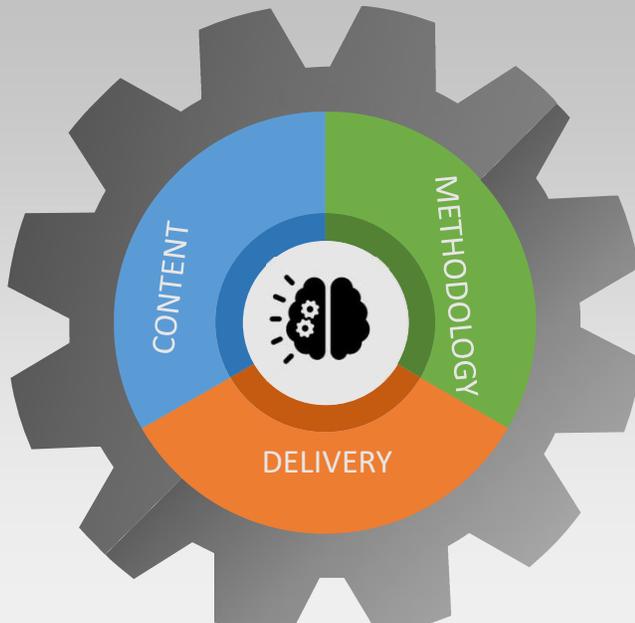
chrome-e

<https://udlguidelines.cast.org/static/udlg3-graphicorganizer-digital-numbers-a11y.pdf>

CAST. *Until learning has no limits.* <https://www.cast.org/>

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Specially Designed Instruction (SDI)



The National Center for Educational outcomes concludes that for students with disabilities, “the vast majority (80-85%) can meet the same standards as other students if they are given the specially designed instruction, appropriate access, supports, and accommodations, as required by IDEA (Thurlow, Quenemoen, & Lazarus, 2011, p. 4).”

“A determination must be made as to what the strategy that is being implemented actually does to the standard. If it offsets the impact of the disability without changing the content standard or performance expectation, it is an accommodation. If it changes or alters the content standard or performance expectation, it is a modification (Iris Center for Training Enhancement, 2004), (p. 133).”

Torres, T. & Barber, C.R. (2017). *Case Studies in Special Education: A Social Justice Perspective*. Charles C. Thomas, Publisher, Ltd.

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FIE – Impact and Needs Statements - PLAAFP

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