

Directions:

**This can be done as group work, partner work, or independent work.*

Read the Eligibility Rationale and Impact of Disability statement IEP example. You are looking to see if this example answers the following:

1. Did the eligibility rationale break down the psychological data and the direct implications to the child?
2. Now that you have an understanding of the cognitive and other evaluative impacts, do those weaknesses connect to the student's specific educational weaknesses? (e.g. academic, social, emotional, behavioral, etc.) **AND should connect to PLAAFP*
3. Are the educational weaknesses specifically mentioned AND the educational *impacts* for the student for all areas addressed?(e.g. mathematics=specifically completing multi-step problems and need manipulatives; behavioral= specifically difficulty maintaining attention to task independently without teacher prompting and redirection; etc.) **AND should connect to PLAAFP and Goals*

The Example

SPECIFIC LEARNING DISABILITY: (ELIGIBILITY RATIONALE= HOW STUDENT IS ELIGIBLE)

STUDENT evidences a pattern of strengths and weaknesses in both her cognitive and academic skills. STUDENT has cognitive strengths in these areas: Language Use, Visual-Spatial skills, Analysis/Reasoning, Working Memory, Processing Speed, and Auditory Processing. STUDENT has cognitive weaknesses in this area: Orthographic Processing. STUDENT has academic strengths in these areas: Math Calculation and Math Reasoning. STUDENT has personal and normative weaknesses in reading skills with well below average skills in Basic Reading, Reading Fluency and Reading Comprehension. Written Expression skills are also well below average. STUDENT'S underachievement has been documented by assessment of grade level performance, teacher input, work samples and observations in the classroom setting. Despite numerous interventions, STUDENT continues to struggle to achieve grade level expectations. Exclusionary factors were considered and none were determined to be the primary cause of her learning difficulties.

1. IMPACT OF DISABILITY STATEMENT ON EDUCATIONAL ACCESS AND OPPORTUNITIES:

STUDENT's Orthographic Processing weakness impacts access to the 5th grade general education curriculum in reading by affecting the ability to decode new and multisyllabic words encountered in increasingly complex grade-level texts. STUDENT needs additional time to sound out unfamiliar vocabulary and break words into manageable sounds. STUDENT'S reading fluency and pace are below that of 5th grade peers, with reading characterized by hesitation and labored effort, especially when reading aloud. This slower, less fluent reading affects STUDENT'S ability to process and comprehend written material at the expected 5th grade level.

In writing,STUDENT'S Orthographic Processing, the ability to recognize and recall the visual appearance of words, weakness also impacts the production of grade-appropriate written work through difficulties with spelling accuracy and consistency. STUDENT often spells words phonetically and may spell the same word differently within a single piece of writing. Additionally, STUDENT needs support with grammar, punctuation, and constructing coherent sentence structures, which affects the ability to effectively communicate ideas in writing assignments across the 5th grade curriculum.

Additional questions to consider:

1. Was the direct educational impact specific in this statement?
2. Is it clear what the IEP goals should address?
3. Could you identify accommodations the child may require?

STOP

The Answer

4. Did the eligibility rationale break down the psychological data and the direct implications to the child? Yes
5. Now that you have an understanding of the cognitive and other evaluative impacts, do those weaknesses connect to the student's specific educational weaknesses? Yes
6. Are the educational weaknesses specifically mentioned AND the educational *impacts* for the student for all areas addressed? Yes

***See below for answers to the following questions**

7. What was the specific processing weakness(es) and what does that weakness(es) impact?
-Specific Learning Disability- Orthographic processing
 8. Was the direct educational impact specific in this statement? Yes
 9. Is it clear what the IEP goals should address? Yes
 10. Could you identify accommodations the child may require? Yes
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Question 5: Was the direct educational impact specific in this statement? Yes

THE SPECIFIC AND DIRECT EDUCATIONAL IMPACT:

"...affecting the ability to decode new and multisyllabic words encountered in increasingly complex grade-level texts. STUDENT needs additional time to sound out unfamiliar vocabulary and break words into manageable sounds..."

"affects STUDENT'S ability to process and comprehend written material at the expected 5th grade level."

"STUDENT often spells words phonetically and may spell the same word differently within a single piece of writing. Additionally, STUDENT needs support with grammar, punctuation, and constructing coherent sentence structures, which affects the ability to effectively communicate ideas in writing assignments across the 5th grade curriculum."

The Connected Dots- Remember the color key?

Question 4: What was the specific processing weakness(es) and what does that weakness(es) impact? -Specific Learning Disability- Orthographic processing

2. SPECIFIC LEARNING DISABILITY: (ELIGIBILITY RATIONALE= HOW STUDENT IS ELIGIBLE)

STUDENT evidences a pattern of strengths and weaknesses in both her cognitive and academic skills. STUDENT has cognitive strengths in these areas: Language Use, Visual-Spatial skills, Analysis/Reasoning, Working Memory, Processing Speed, and Auditory Processing. STUDENT has cognitive weaknesses in this area: Orthographic Processing. STUDENT has academic strengths in these areas: Math Calculation and Math Reasoning. STUDENT has personal and normative weaknesses in reading skills with well below average skills in Basic Reading, Reading Fluency and Reading

Comprehension. Written Expression skills are also well below average. STUDENT'S underachievement has been documented by assessment of grade level performance, teacher input, work samples and observations in the classroom setting. Despite numerous interventions, STUDENT continues to struggle to achieve grade level expectations. Exclusionary factors were considered and none were determined to be the primary cause of her learning difficulties.

3. IMPACT OF DISABILITY STATEMENT ON EDUCATIONAL ACCESS AND OPPORTUNITIES:

STUDENT's Orthographic Processing weakness, which impacts a student's ability to recognize and recall the visual appearance of words, impacts access to the 5th grade general education curriculum in reading by affecting the ability to decode new and multisyllabic words encountered in increasingly complex grade-level texts. STUDENT needs additional time to sound out unfamiliar vocabulary and break words into manageable sounds. STUDENT'S reading fluency and pace are below that of 5th grade peers, with reading characterized by hesitation and labored effort, especially when reading aloud. This slower, less fluent reading affects STUDENT'S ability to process and comprehend written material at the expected 5th grade level.

In writing, STUDENT'S Orthographic Processing weakness also impacts the production of grade-appropriate written work through difficulties with spelling accuracy and consistency. STUDENT often spells words phonetically and may spell the same word differently within a single piece of writing. Additionally, STUDENT needs support with grammar, punctuation, and constructing coherent sentence structures, which affects the ability to effectively communicate ideas in writing assignments across the 5th grade curriculum.

Goals	Student Supports/Accommodations	Services
Reading-Decoding	<ul style="list-style-type: none"> -Additional time to sound out unfamiliar vocabulary -Does data support additional time to complete assignments with much reading? -Does she need assignments broken into manageable parts? 	Reading- consider the continuum of services and student data.
Reading Fluency	<ul style="list-style-type: none"> -Provide warning before she is called to read aloud in class -and so on.... 	
Writing- Spelling	<ul style="list-style-type: none"> -Spelling aids -Does data support speech-to-text? -and so on... 	Writing-
Writing-Mechanics	<ul style="list-style-type: none"> -Access to writing checklist -and so on..... 	

*IEP Drafting Roadmap

IEP Roadmap & Due Process Checklist

<ul style="list-style-type: none"> ● I completed the most recent progress reports. 	<p style="text-align: center;">I have baseline data assessments.</p>	<p style="text-align: center;">I have work samples to support my data.</p>
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<p style="text-align: center;">Present Levels of Academic Achievement and Functional Performance</p> <p>Psychological Evaluation: Cognitive Educational/academic achievement Rating scales (Behavior, Autism, Adapted)</p> <p>Communication (if applicable) State and Division-Wide Assessment Student Strengths Student Weaknesses *Parent Input (located in Parent Input Section of PLAAFP)</p>



Does each PLAAFP weakness connect to a goal?

Academic Weaknesses:	Academic Goals:
Communication Weaknesses (SLI):	Communication Goals (SLI):
Behavioral Weaknesses:	Behavioral Goals:
Social/Emotional Weaknesses:	SEL Goals:
Adapted Functioning Weaknesses:	Adapted Functioning Goals:
Fine/Gross Motor Weaknesses:	Fine/Gross Motor Goals:
Vision/Hearing Weaknesses:	Vision/Hearing Goals:



Student Supports: Does each accommodation/support align with weaknesses/goals and access to curriculum?

Academic Supports:	
Communication Supports:	
Behavioral Supports:	
SEL Supports:	

AC Supports:	
Fine/Gross Motor Supports:	
Vision/Hearing Supports:	



Does each goal area connect to a service?

Academic Goals:	Academic Service(s):
Communication Goals (SLI):	Communication Service(s)(SLI):
Behavioral Goals:	Behavioral Service(s):
SEL Goals:	SEL Service(s):
Adapted Functioning Goals:	Adapted Functioning Service(s):
Fine/Gross Motor Goals:	Fine/Gross Motor Service(s):
Vision/Hearing Goals:	Vision/Hearing Service(s):



Do Special Factors to Consider *connect to and address each* PLAAFP weakness?

***Additional IEP Contents to Align:**

- Transition (as applicable)
- Testing and accommodations
- ESY data
- Transportation- how does this service connect to disability and need?
- ESOL needs?
- Twice Exceptional to include Gifted?
- Medical

EXAMPLE

-iready weakness with vocabulary and reported from psych report	teacher data collections. By the end of the annual IEP, February 2026, when reading text at his instructional level, STUDENT will apply word analysis skills (e.g. prefixes, base words, suffixes, synonyms, antonyms) to make meaning of unfamiliar words with a minimum of 75% accuracy as measured by teacher data collections.
Communication Weaknesses (SLI): Arctic Language	Communication Goals (SLI): By the end of the annual IEP, February 2026, when provided with a verbal model paired with a visual stimulus, student will produce the "ch" phoneme in all word positions with 80% accuracy on 4 out of 5 measured opportunities over three consecutive sessions. By the end of the annual IEP, February 2026, when given a short dialogue, student will identify if the language used is direct or indirect and will provide an acceptable social response with 80% accuracy over three consecutive sessions.
Behavioral Weaknesses: no	Behavioral Goals:
Social/Emotional Weaknesses: No	SEL Goals:
Adapted Functioning Weaknesses: No	Adapted Functioning Goals:
Fine/Gross Motor Weaknesses: Yes- hand writing	Fine/Gross Motor Goals: By the end of the IEP, February 2026, when given a written or verbal teacher prompt to write a sentence with even spacing (e.g., size of index finger as a finger spacer), STUDENT will write a five words minimum sentence using no more than one inch (one finger space) of space between words with a minimum of 80% accuracy (4 out of 5 correct sentences) as measured by teacher data collections.
Vision/Hearing Weaknesses: No	Vision/Hearing Goals:



Student Supports: Does each accommodation/support align with weaknesses/goals and access to curriculum?

Academic Supports: Reading Math	Audio (electronic) Allow STUDENT to access math aids to include counters, base ten blocks, counting strip, number line when math calculations are required And so on.... That connect to weaknesses
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Communication Supports:	<i>*consult with SLP to determine what may be needed</i>
Behavioral Supports:	
SEL Supports:	
AC Supports:	
Fine/Gross Motor Supports:	<i>Accommodations to his/her writing paper for each word, highlights for text planning, and support for legibility</i>
Vision/Hearing Supports:	



Does each goal area connect to a service?

Academic Goals: <i>Math and Reading</i>	Academic Service(s): <i>Collaborative Math 45 min, 5X weekly Collaborative Reading 45 min, 5X weekly</i>
Communication Goals (SLI): <i>Arctic and Language</i>	Communication Service(s)(SLI): <i>Small Group Communication 30 minutes 3X monthly</i>
Behavioral Goals:	Behavioral Service(s):
SEL Goals:	SEL Service(s):
Adapted Functioning Goals:	Adapted Functioning Service(s):
Fine/Gross Motor Goals: <i>Writing/Spacing</i>	Fine/Gross Motor Service(s): <i>Small Group OT 15 min, 2X Monthly by OT</i>
Vision/Hearing Goals:	Vision/Hearing Service(s):



Do Special Factors to Consider *connect to and address each* PLAAFP weakness?

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