



IEP Case Scenario Handout: G.H.

The following case scenario provides an example of three components of an individualized education program (IEP) for a fictitious student, G.H. The scenario is designed to support professional learning and discussion and includes elements of a well-written IEP as well as areas that would need improvement. As a result, teams should feel free to critique elements of and assess internal consistency among the three IEP elements: present levels statement, measurable annual goals, and statement of services and aids using the PROGRESS Center [IEP Tip Sheet Series](#).

Present Levels or PLAAFP Statement [[IDEA Sec. 300.320 \(a\)\(1\)\(i-ii\)](#)]

In January 2019, G.H. was identified as a student with a learning disability in the area of math calculation. On a standardized Math Facts Fluency, G.H. struggled to solve simple addition, subtraction, and multiplication problems with performance comparable to that of the average individual at grades 1-7. His Math Facts Fluency standard score is in the very low range (percentile rank of 7). G.H.'s overall intellectual ability, as measured by the AAA General Intellectual Ability (GIA) standard score (90), is in the average range of others his age. There is a 68% probability that his true GIA score would be included in the range of standard scores from 86 to 95. A composite index of G.H.'s fluid reasoning and comprehension-knowledge intellectual abilities (109) is also in the average range of standard scores (106 to 112). Current standardized classroom and state test data indicate that G.H. continues to need specially designed instruction in the areas of math calculation to benefit from grade-level math curriculum. G.H.'s reading performance score of 136 WRC fell in the average performance range on the district benchmark test, indicating that he does not need specially designed instruction in reading fluency. Classroom observations and parent reports indicate that his social skills are age appropriate. G.H. would like to graduate with his peers and attend college.

On recent standardized math benchmark tests conducted in January 2022, G.H. scored at the 9th percentile, which is well below average. On three standardized measures of mixed-math fact fluency administered on 2/7 and 2/8, G.H. accurately recalled, on average, 18 facts compared with grade-level expectations of 75 facts in 2 minutes. Specifically, G.H. recalled about three multiplication mixed facts (0–9), 15 addition facts (0–9), and 0 division and subtraction facts (0–9) in the 2 minutes. This affects his ability to complete sixth-grade math assignments at the same rate as his peers and efficiently use mental math calculation skills to complete word problems without a calculator. To complete grade-level math assignments, G.H. currently benefits from shortened assignments, peer support, and the use of a calculator. Increasing his math fact proficiency would improve his ability to independently access and benefit from grade-level math instruction. Review of current intervention implementation



data suggests that G.H. benefits from daily direct one-on-one instruction distributed across the school day.

G.H.'s progress in math is impacted by his engagement in general education math instruction. Three formal classroom observations conducted in February 2022 indicate G.H. is academically engaged 32% of the math class periods compared with 76% of the time for class peers. His lower engagement results in him missing core math instruction and failing to complete 85% of math assignments. Classroom peers on average turn in 94% of assignments on time. Interviews with the student in February 2022 indicate that G.H. is feeling increasingly frustrated and overwhelmed with math. The parent indicated in a phone call on February 5, 2022, that he would benefit from strategies to manage his frustration and complete math assignments independently at home and at school. Previously mentioned classroom observations and interviews with the math teacher also indicate that this is a need.

Reflection

Is there enough information in the PLAAFP statement to develop challenging, ambitious, and measurable annual goals?

Is there enough information in the PLAAFP statement to determine what special education, related services, accommodations, and program modifications are needed?

How might the team improve the statement for this student?

Statement of Measurable Annual Goals [\[Sec. 300.320 \(a\)\(2\)\(i-ii\)\]](#)

Goal 1: When presented with mixed-fact fluency probes including subtraction, addition, division, and multiplication facts, G.H. will accurately complete 75 problems in 2 minutes on three consecutive probes.

Goal 2: During math class periods, G.H. will demonstrate at least 75% academic engagement for three consecutive weeks as measured by weekly averages of Direct Behavior Rating measures.

Goal 3: G.H. will complete 90% of his math work on time as measured by teacher report.

Reflection

To what extent are these proposed goals sufficient for addressing the needs that require specially designed instruction? Why or why not?

Do the proposed goals include the essential components of a well-written measurable annual goal: condition, behavior, and criterion for proficiency?

How might the team improve the proposed goals for this student?



Statement of Aids and Services [\[Sec. 300.320\(a\)\(4\)\(i-iii\)\]](#)

Components of the Statement of Services and Aids	Description of Services for G.H.
Special Education	Daily, direct 1:1 instruction in math facts distributed across the day in 10 to 15-minute increments.
Related Services	None
Supplementary Aids and Services	Calculator, extra time or shorten assignments, paraprofessional support during math class
Program Modification	Parent training to reinforce strategy use to reduce frustration and complete math assignments independently

Reflection

To what extent do the proposed services align with the needs outlined in the PLAAFP statement?

How might the team improve the proposed statement of aids and services for this student?

Want to Learn More?

- Resources: [IEP Tip Sheet Series](#)
- Online Course: [IDEA and the IEP: From Compliance to PROGRESS](#)
- Online Course: [The What and Why of Present Levels of Academic Achievement and Functional Performance \(PLAAFP\)](#)
- Online Course: [The What and Why of Measurable Annual Goals](#)

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