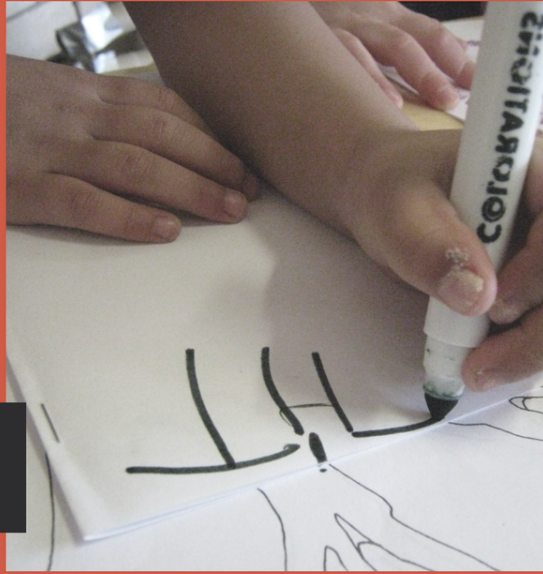


# FRAMEWORK & FORMULA FOR WRITING MEANINGFUL IEPS

WITH DR. KRISTIE  
PRETTI-FRONTCZAK



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# 01.1

## Activity

Good or Bad or Both

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## Directions

- Review the following statements from real-life PLAAFP
- Determine if the statements are “good” = green or “bad” = red
- You can do this activity alone or with a group
- Are there instances where the statement is both? “Good and bad”?
- How would you fix those that you rated as “bad”?

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## Green or Red?

Dayton prefers to play in isolation and becomes upset (e.g., cries and hits others) when another child comes too close. As a result, his peer interactions at playtime are limited.

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## **Green** or **Red**?

As measured on the EOWPVT-R, Carmen's (48 months) expressive vocabulary is at 19 months and as measured by the ROWPVT-R her receptive vocabulary is at 26 months.

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## **Green** or **Red**?

Elise is essentially non-verbal and uses many ways to communicate including: gestures, facial expression, eye gaze, vocalizations, word approximations, head nods for yes, head shakes for no, and use of a Dynavox 3100 augmentative communication device which she accesses with a head switch.

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## **Green** or **Red**?

Damien's attention problems result in failure to follow the teacher's directions, talking out of turn and responding inappropriately during group activities.

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## **Green** or **Red**?

Zung understands and remembers what he hears about a subject. Learning by reading or looking at pictures is difficult for him and doesn't work as well.

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## **Green** or **Red**?

Mark doesn't know his colors. He can count to 3 but doesn't always remember the number 2. He can stack 3 blocks.