

Supplemental Material S4. Sample PLAAFP using WHO-ICF.

The Sample Present Levels of Academic Achievement and Functional Performance models how to align standards-based data following the World Health Organization – International Classification of Functioning, Disability and Health (WHO-ICF).

Sample PLAAFP using WHO-ICF:

Health Condition/IDEA Disability: Speech/Language Impairment		
Data sources include: Teacher input, parent report, observation in the classroom, standardized assessments, curriculum-based assessments, student work samples, and SLP observation.		
Body Structure and Function	Activity and Participation	Environmental and Personal Factors
<p><u>Speech:</u> The student has adequate oral structure and respiration for speech production. Voice and fluency are unremarkable. The student is intelligible in conversation.</p> <p><u>Language:</u> The student demonstrates sufficient phonological skills orally and in writing (i.e, adequate phonics for decoding/encoding and reading fluency). The student demonstrates deficits in morphological awareness (i.e., word knowledge, prefixes/suffixes/roots). The student has deficits in listening and reading comprehension. In syntax, the student has reduced sentence complexity. In pragmatics, the student gets along well with peers and participates appropriately in social discourse. The student demonstrates reduced vocabulary knowledge and</p>	<p><u>Standards:</u> The student will be assessed on 4th grade-level standards and is on track to graduate with a high school diploma. The student participates in the state assessment for 4th grade ELA and Math.</p> <p><u>State Assessment Performance:</u> The student scored Basic (2 on a scale of 1-5 performance, with 4 being Proficient) in ELA and Math in the last school year. The student is in the bottom quartile for performance on state assessments. The student scored below the grade average of Proficient in Math and ELA (4).</p> <p><u>Universal Screener:</u> In reading the student scored on the 2nd grade level on the iReady Winter assessment, with strength in Reading for Literature and deficit in Reading for Information. In Math the student scored 3rd</p>	<p><u>Demographic information:</u> Caucasian and African-American, Non-Hispanic Age 10 years, 6 months English-speaking home</p> <p>The student attends Brookway Avenue Elementary. The student's attendance rate is 92%.</p> <p><u>Accommodations:</u> Small group testing Test over multiple days (2) FM System for teacher Supplemental aids (mnemonic devices, graphic organizers, place value chart, number chart) Cue to stay on task Read test questions and answer choices</p> <p><u>Student motivation, preference, and interests:</u> The student enjoys speech therapy and prefers to come with friends. The student works hard in therapy and is always willing to learn. The</p>

<p>has difficulty understanding new words in context. Standards: RL.4.1-4.10; RI.4.1-4.10; L.4.4</p> <p><u>Cognition</u>: According to comprehensive evaluation, the student's cognitive functioning is the average range.</p> <p><u>Vision/Hearing</u>: The student is not blind or visually impaired, and hearing is within normal limits.</p> <p><u>Motor</u>: There are no noted concerns in fine or gross motor skills.</p> <p><u>Social/Emotional</u>: The student gets along well with peers and has friends. The student self-reports having difficulty following conversations in class with peers and adults.</p> <p><u>Behavior</u>: The team has no concerns about the student's behavior. The student has no office referrals during the current school year, and 2 classroom write-ups for not following directions. The student follows instructions from teachers, but struggles to comply with instructions when they are complex.</p>	<p>grade level with strength in Numbers and Operations and deficit in Algebra and Algebraic thinking.</p> <p><u>Impact of Disability</u>: The student's language disorder impacts the ability to understand complex sentence structure for listening and reading comprehension, the ability to express thoughts orally and in writing with clarity and coherence, and the ability to understand unknown words encountered in texts. The student's language disorder also impacts the ability to participate in collaborative conversations with peers and adults, the ability to understand figurative language.</p> <p><u>Conversational Language</u>: Language Sample Analysis reveals that the student has reduced syntactic complexity in conversation. The student has self-awareness that recognizes difficulty in understanding conversational language and utilizes conversational repair techniques. The student expresses interest to understand conversations better, specifically in regards to following the topic of conversation. The student also reports listening comprehension improves when the speaker rate is slowed.</p>	<p>student wants to improve reading comprehension. The student is interested in Pokemon, RoBlox, and playing baseball. The student wants to be a social media influencer after graduating high school.</p> <p><u>Parent input</u>: The student's parent can see growth since IEP services began. The parent is concerned about the student's reading comprehension ability and what is understood by the student in conversation. The parent reports that the student has friends and enjoys playing baseball outside of school. The parent wishes to see the student to continue to grow and graduate with a high school diploma.</p>
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