

# PLAAFP: Using STAR information within present levels on IEPs

You can use the STAR Learning Profile as a tool for baseline data, progress monitoring, and program planning. Because it is a curriculum-based assessment, it can be used as a tool at any point (i.e. not only in evaluations) and you do not need parent permission (You do need permission, however, if you are using it within a 3-year evaluation.).

Note: It is not best practice to reference specific curriculum in IEP goals/objectives. We can reference curricula in IEP present levels, and we can also reference the instructional strategies being utilized within this section (i.e. discrete trial training, pivotal response training, planning around and within functional routines, etc.).

Here is a template you can use when including information from any of the following:

- STAR Learning Profile,
- STAR scope and sequence
- Your instructional data.

Copy and paste the following sections into the academic, social and self-care areas in your PLAAFPs. Add the specifics for your student.

## Academic/Academic Language

\_\_\_\_\_ has been receiving discrete trial instruction to work on academic skills using the STAR curricular materials. STAR (Strategies for Teaching based on Autism Research) is a research-validated curriculum that is used to plan for instruction in the curricular areas of language, functional routines, academics, and play & social skills. Discrete trial training is an evidence-based strategy that teaches academic skills in small incremental steps in a one to one setting and then expands this learning to generalized activities such as small group and independent work opportunities.

Currently, \_\_\_\_\_ has mastered the following skill targets in direct teaching: \_\_\_\_\_

Currently, \_\_\_\_\_ is able to perform the following skills in small group opportunities: \_\_\_\_\_

Currently, \_\_\_\_\_ has generalized the following skill targets to other activities at school: \_\_\_\_\_

Upcoming target skills that will be covered within the STAR scope and sequence include \_\_\_\_\_ (include the next few skills to be taught here).

## Social Emotional

\_\_\_\_\_ has been receiving social skills instruction using skill targets identified in STAR, a research-validated curriculum that is used to plan for instruction in the curricular areas of language, functional routines, academics, and play & social skills. Social skills are built using pivotal response training, an evidenced based strategy that utilizes reinforcing/preferred items to build play and social skills.

Currently, \_\_\_\_\_ has mastered the following play and social skill targets in 1-1 play opportunities with an adult: \_\_\_\_\_

Currently, \_\_\_\_\_ has mastered the following play and social skills targets in small group opportunities with peers: \_\_\_\_\_

Upcoming target skills that will be covered within this scope and sequence include \_\_\_\_\_ (include the next few skills to be taught here)

## Functional

\_\_\_\_\_ has been receiving instruction in increasing independence levels within routines utilizing the routines and resources in STAR, a research-validated curriculum that is used to plan for instruction in the curricular areas of language, functional routines, academics, and play & social skills.

Currently, \_\_\_\_\_ is approximately independent at a level of 80% in the following routines: \_\_\_\_\_

Currently, \_\_\_\_\_ is approximately independent at a level of 50% in the following routines: \_\_\_\_\_

Currently, \_\_\_\_\_ requires significant adult prompting (over 50%) within the following routines:

\_\_\_\_\_ Routines that are currently being targeted for instruction include: \_\_\_\_\_