Academic and Functional Performance Assessment of Ana

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Introduction

Being raised by a single mother, Ana had some psychological problems as her mother wanted her to finish school. However, her physical growth was delayed till eighth grade, and she had several absences from school. Her habit of getting up in the morning was deteriorating as she got failing grades in several classes. Given the WISC and UNIT tests, which indicate that her IQ is average, the following PLAAAFP describes her true abilities and condition.

FLAAAFP Present Level of Academic Achievement and Functional Performance The FLAAAFP includes Ana's condition and the way she has developed as a student. That includes her Student strengths, Evaluations, Performance in classes, Influences of language, culture, and family background, Strengths, preferences, and interests in non-academic areas, and any other relevant issues (U.S. Department of Education, n.d.).

Her physical growth was affected from second through seventh and eighth grade; she suffered severely in attendance, which shows a lack of interest in socialization and active schooling. She showed tardiness in eighth grade in school and refused to get up in the morning. She lagged in getting dressed and had trouble making friends due to her small height, 5.1" in the ninth grade. She had no behavioral or medical problems, but she had trouble with taking notes in class and staying ahead in class. Her IQ was tested to be of an average person; she was able to write complete sentences but had trouble with completing the paragraph. She often wrote her final draft incorrectly and also had a problem with sounding out the correct words. She was able to read 40 words per minute, which was a good sign. She took an extended time to complete her tasks, which was a weak point. Also, her mother called her a freak (Spielman et al., 2020).

She loved participating in sports but did not listen to her mother to leave the house and go to school. She liked adults more than her young peers; her strong point was her vocabulary when she spoke strongly. Her mother does not think she can make her proud someday as she was too small to play sports on a professional level. The good thing was Ana was never involved in any unlawful activities and had a smooth criminal record. She was reluctant to go to church or socialize often. Spending less time with friends also annoyed her mother in addition to her reluctance to go to school regularly. She was often found skipping school, which affected her grades, and she failed many times.

Annual Goals

Behavioral Goals

Within ten educational weeks, Ana will be able to develop a habit of getting up early in the morning and overcome her tardiness and laziness. Her reluctance to go to school will be reduced by 70%. She will achieve that goal by counseling and practice therapy, which will enable her to exercise her will to stop sleeping during the day and stop being frustrated. She possesses skills like a normal IQ level and intelligence to understand the negative effects of getting up late; she can overcome her habit of tardiness to improve her attendance in the ninth grade by using willpower.

The second goal is to help her develop some self-esteem; due to her small height and less developed muscles, she feels a bit inferior to her peers and finds it hard to make friends. She will be able to develop confidence by improving her physique by exercising and feeling good about herself and developing her image among friends within the next 90 days of the ninth grade.

Baseline

Ana was given counseling and advice by her mother and grandmother, whom she was close to; based on her presentation skills and condition, she was physically and mentally a weak young child who could not develop into a strong young girl in the ninth grade.

Academic Goals

As she constantly struggles with writing, her writing can be improved by 40% within the next six months of ninth grade by constant writing exercises.

She can struggle with failing grades, her overall grade point average can increase up to 30% in the next four months in the ninth grade. She can achieve this by increasing her study time and attending classes regularly. Her present level skill is not good enough to get competitive grades; she can get better grades than she already gets by improving her habits.

Rationale: Part 3

Each of these four goals is measurable and makes sense in the case of Ana; she can use her willpower, the correct guidance from her family and counselor and the intelligence she possesses to improve herself personally and educationally. As her PLAAFP states that she possesses skills including good vocabulary, ability to make friends and communicate with them in a right way, she can handle the challenges of improving herself personally and academically.

She can improve her early habits because she sleeps of her own free will, not due to any medical illness. She can become stronger and muscular with exercise to boost her self-esteem in a few months, make new friends, and improve attendance in class. Moreover, she can practice and improve her writing skills from the internet to overcome writing difficulties and reduce the time required for assignments. Her overall failing or low grades can improve because her skill level and IQ are not below average, by working on the IQ level through various exercises and taking a keen interest in her self-transformation, Ana can achieve both her personal and academic goals smoothly if she sticks with her plan and does not disregard her counselor.

References

U.S. Department of Education. (n.d.). 34 C.F.R. § 300.320: Definition of individualized education program. https://sites.ed.gov/idea/regs/b/d/300.320

Spielman, R. M., Jenkins, W. J., & Lovett, M. D. (2020). Psychology 2e. OpenStax. https://openstax.org/details/books/psychology-2e