

High Leverage Practices Series

Session 2: Assessment (HLPs 4-6)

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There is no way a **single system**
has all the **time**,
all the **knowledge**,
and all the **skills**
to meet all the needs
of every child in **every school or district.**

Buffman, Mattos, & Webber 2009

*We need a sustainable ecosystem with capacity to
develop and implement high-quality educational
programming for students with disabilities.*

Today's Session

- Define the high-leverage practices (HLPs) in the assessment area of practice.
- Model how the assessment HLPs can be implemented in practice.
- Share freely available resources to increase educators' knowledge and use of the assessment high leverage practices.

Review of High-Leverage Practices in Special Education



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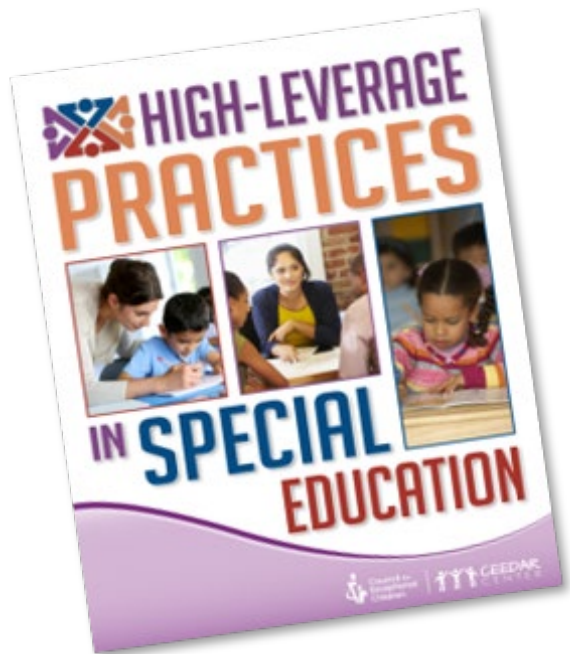
What are general high-leverage practices?

- The **basic fundamentals** of teaching.
- **Used constantly** and are **critical** to helping students learn important content.
- Central to **supporting students' social and emotional development**.
- Used **across subject areas, grade levels, and contexts**.

They are “high-leverage” not only because they matter to student learning but because they are basic for advancing skill in teaching.

Source: <https://www.teachingworks.org/work-of-teaching/high-leverage-practices>

High-Leverage Practices



- A team of experts drafted the high-leverage practices (HLPs), which were later approved and published by the Council for Exceptional Children (McLeskey et al. 2017).
- Similar to the general HLPs, they were initially identified and essential practices that should be taught in educator preparation programs.

McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center. © 2017 CEC & CEEDAR

In special education, HLPs are categorized into four areas

Assessment

Collaboration

Instruction

Social/Emotional/
Behavioral

Assessment HLPs in Special Education

HLP	Description
HLP4	Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs
HLP5	Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.
HLP6	Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.

Importance of Assessment in Special Education

- evaluate student academic, behavioral, and functional strengths and needs
- developing students' individualized education programs (IEPs)
- Informing design and delivery of ongoing services
- Monitoring progress on IEP goals and from the general education curriculum
- continuously analyze the effect and effectiveness of instruction
- communicating with families, students, and other educators

Evidence base for assessment HLPs

Research

vs.

Policy



HLP 4: Use **multiple sources of information** to develop a comprehensive understanding of a student's strengths and needs

What does IDEA say about understanding of a student's strengths and needs?

(1) A statement of the child's **present levels of academic achievement and functional performance**, including—

(i) How the child's disability **affects the child's involvement and progress in the general education curriculum** (i.e., the same curriculum as for nondisabled children); or

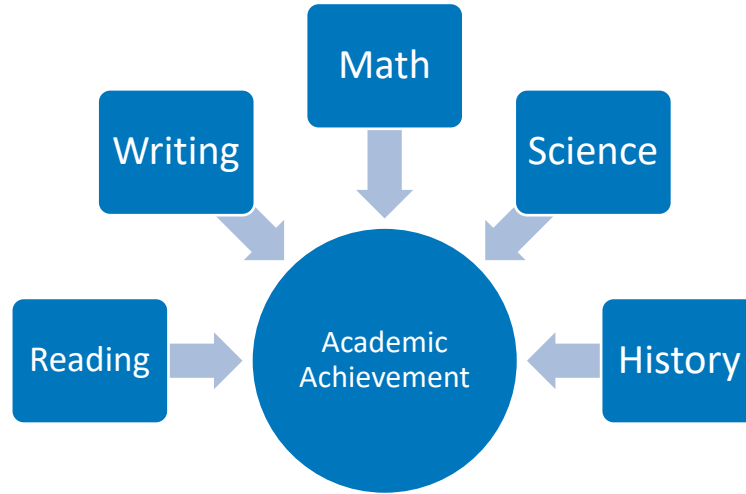
(ii) For preschool children, as appropriate, **how the disability affects the child's participation in appropriate activities.**

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What Is Meant by Present Levels of Academic Achievement?

“Academic achievement” generally refers to a **child’s performance in academic areas**. It could vary depending on a child’s circumstance or situation; therefore, a definition of academic achievement is not included in the IDEA regulations.



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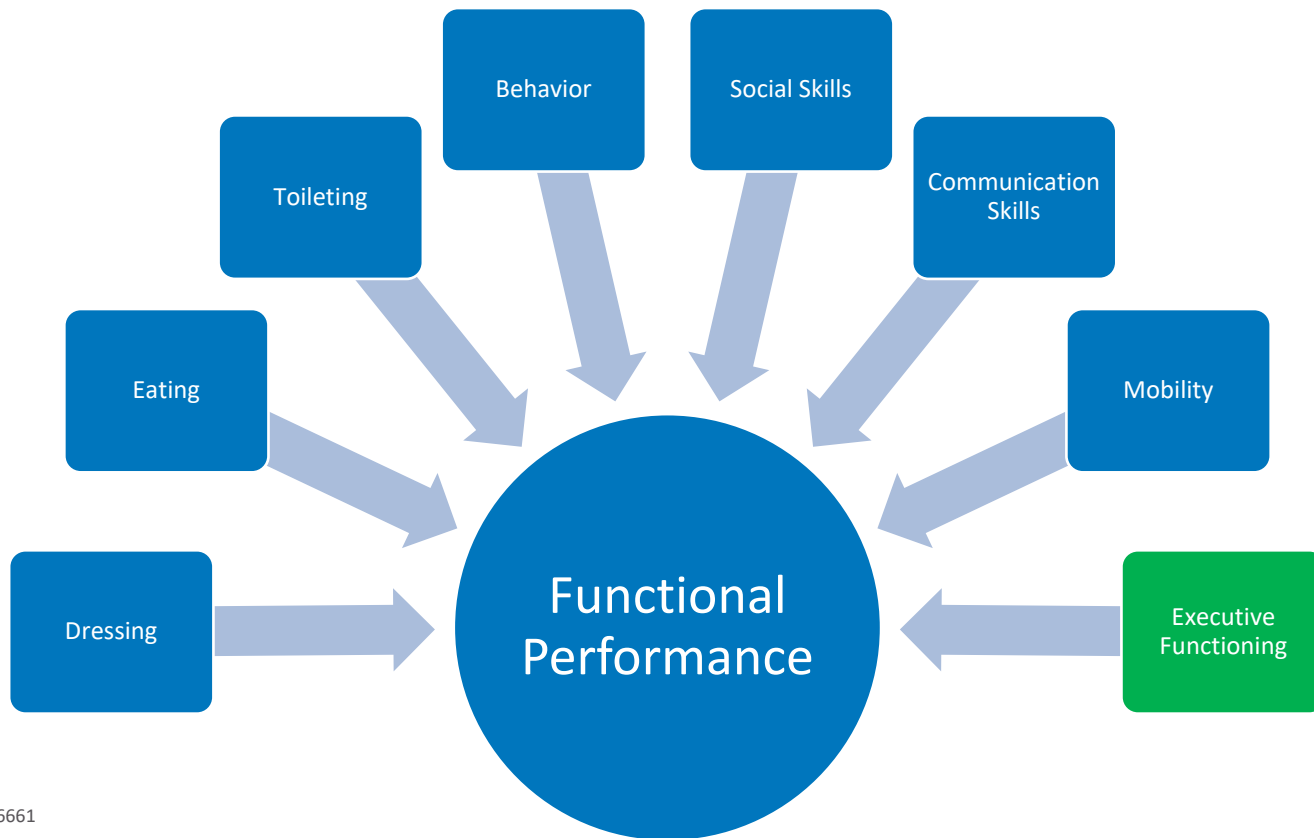
What Is Meant by Present Levels of Functional Performance?

- “Functional performance” generally refers to activities that are not considered academic or related to a child’s academic achievement.
- “Functional” often is used in the context of routine activities of everyday living.

Source: 71 Fed. Reg. at 46661



What Are Some Examples of Functional Skills?



Source: 71 Fed. Reg. at 46661



What is the big deal about the comprehensive PLAAFP statement?

If designed well, it prevents us from experiencing the dreaded and harmful...

“Assumacide”

This is when we make decisions or identify solutions based on our assumptions, rather than evidence.



What Does the US Department of Education Say?

- “There should be a **direct relationship between the present levels of performance and the other components of the IEP**. Thus, if the statement describes a problem with the child’s reading level and points to a deficiency in reading skills, the problem should be addressed under both goals and specific special education and related services provided to the child.”

U.S. Department of Education¹⁷, Code of Federal Regulation, 1999, Appendix C, Question 36



What Does the US Department of Education Say?

- A district cannot lawfully prepare IEPs with the same statement of current levels of performance for all students in a specific program.
- It is impermissible for districts to have the IEP for each student in a class/disability category contain identical statements of present levels of educational performance.

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OSEP Letter, 1987 211 IDELR 464



What Do the Courts Suggest?

- Use standardized test scores (i.e., criterion-referenced tests, standard achievement tests, diagnostic tests), or objective, measurable data for each area of need.
- Identify the specific difficulty the student would face as a result of each area of need.
- Fully explain how the disability affects involvement in the educational process.
- Include data from families and the student.
- Goals, supplementary aids/services, and services must have a direct relationship to the PLAAFP, including baseline data for each goal.



Tip for PROGRESS: Develop writing routines for summarizing and documenting [and communicating] student's strengths and needs

Data [includes source] indicate Student [objective data performs in this way- objective data] which affects [must include impact on involvement and progress in the general education curriculum]. As a result, he needs [justifies proposed services and supports].



Tip for PROGRESS: Develop writing routines for summarizing and documenting [and communicating] student's strengths and needs

Weekly summaries of the direct behavior rating indicate Student is academically engaged an average of 30% of a 45-minute academic block which affects his ability to attend to and thus benefit from the classwide, general education at the same rate as his peers. His peers are academically engaged 70% of the period. As a result, he needs frequent prompting from the teacher to complete tasks.



Examples of Multiple Data Sources

- Comprehensive, multidisciplinary assessments that produce **information about cognitive and language variables**;
- **Discussions with students' family members** that provide information about students' interests and motivations and how they adapt to their home and community environment;
- **Curriculum-based measurement data** that can be used to provide information about student progress in different curricular areas

Examples of Multiple Data Sources

- **Student interviews and surveys** that generate data about students' interests in an academic area and their strategic approach to tasks
- **Inventories, classroom checklists, and student work samples** that can be used to help teachers understand students' strengths and needs in an academic area
- **Direct observation of classroom performance and behavior** (e.g., functional behavioral assessment) that can be used to help teachers gather information such as how students perform a task and how students respond to different behavior and learning supports.

What data sources have been helpful for you in developing a comprehensive understanding of a student's strengths and needs?

What Are the Four Essential Elements of a Comprehensive PLAAFP Statement?



Student Needs



Baseline Information



**Effect on Progress in
General Education**



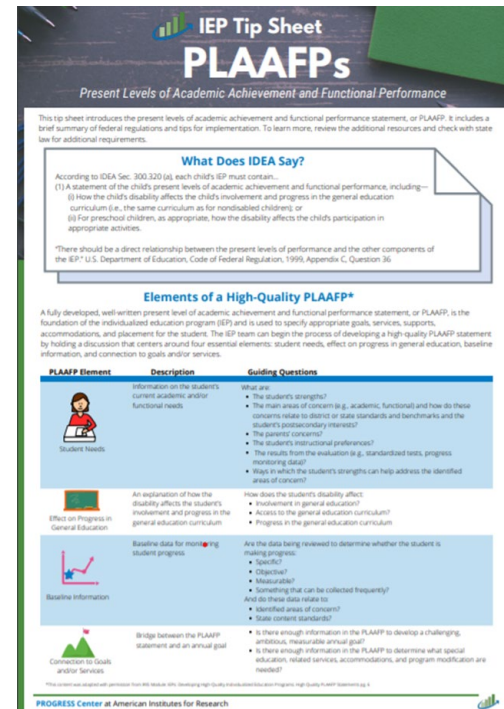
**Connection to Goals
and/or Services²⁵**

This content was adapted with permission from the IRIS Center module titled *IEPs: Developing High-Quality Individualized Education Programs. High-Quality PLAAFP Statements* (p. 6).



Quick Tips for Developing Comprehensive PLAAFP Statements

- Address **all** the student's educational needs identified in the evaluation.
- Include a **description of changes in student functioning** since the last IEP was developed.
- Include **objective, measurable data** to describe current performance.
- Explain how specific accommodations and modifications are needed and will be used by the student.



<https://promotingprogress.org/resources/iep-tip-sheet-plaafps>



Quick Tips for Developing Comprehensive PLAAFP Statements

- Structure the **baseline statement** using the same structure as the annual goal.
- **Compare** the student's baseline **performance to grade-level expectations.**
- **Include administration dates and names of measurement tools** to the extent possible.

IEP Tip Sheet
PLAAFPs
Present Levels of Academic Achievement and Functional Performance

This tip sheet introduces the present levels of academic achievement and functional performance statement, or PLAAFP. It includes a brief summary of federal regulations and tips for implementation. To learn more, review the additional resources and check with state law for additional requirements.

What Does IDEA Say?





According to IDEA Sec. 300.320 (a), each child's IEP must contain...

- (1) A statement of the child's present levels of academic achievement and functional performance, including—
- (i) how the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children); or
- (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities.

There should be a direct relationship between the present levels of performance and the other components of the IEP. U.S. Department of Education, Code of Federal Regulation, 1999, Appendix C, Question 36.

Elements of a High-Quality PLAAFP*

A fully developed, well-written present level of academic achievement and functional performance statement, or PLAAFP, is the foundation of the individualized education program (IEP) and is used to specify appropriate goals, services, supports, accommodations, and placement for the student. The IEP team can begin the process of developing a high-quality PLAAFP statement by holding a discussion that centers around four essential elements: student needs, effect on progress in general education curriculum, baseline information, and connection to goals and/or services.

PLAAFP Element	Description	Guiding Questions
 Student Needs	Information on the student's current academic and/or functional needs.	<ul style="list-style-type: none">What are the student's strengths?What are the main areas of concern (e.g., academic, functional) and how do these concerns relate to district or state standards and benchmarks and the student's postsecondary interests?What are the student's preferences?What are the student's instructional preferences?What are the results from the evaluation (e.g., standardized tests, progress monitoring data)?What are the student's strengths that can help address the identified areas of concern?
 Effect on Progress in General Education	An explanation of how the student's disability affects the student's involvement and progress in the general education curriculum.	<ul style="list-style-type: none">How does the student's disability affect involvement in general education?Access to the general education curriculum?Progress in the general education curriculum.
 Baseline Information	Baseline data for monitoring student progress.	<ul style="list-style-type: none">Are the data being reviewed to determine whether the student is making progress?Specific?Objective?Measurable?Something that can be collected frequently?And do these data relate to:Identified areas of concern?State content standards?
 Connection to Goals and/or Services	Bridge between the PLAAFP statement and an annual goal.	<ul style="list-style-type: none">Is there enough information in the PLAAFP to develop a challenging, ambitious, measurable annual goal?Is there enough information in the PLAAFP to determine what special education-related services, accommodations, and program modifications are needed?

This content was adapted with permission from IDEASchools.org. Developing high-quality individualized education programs requires high-quality baseline statements.

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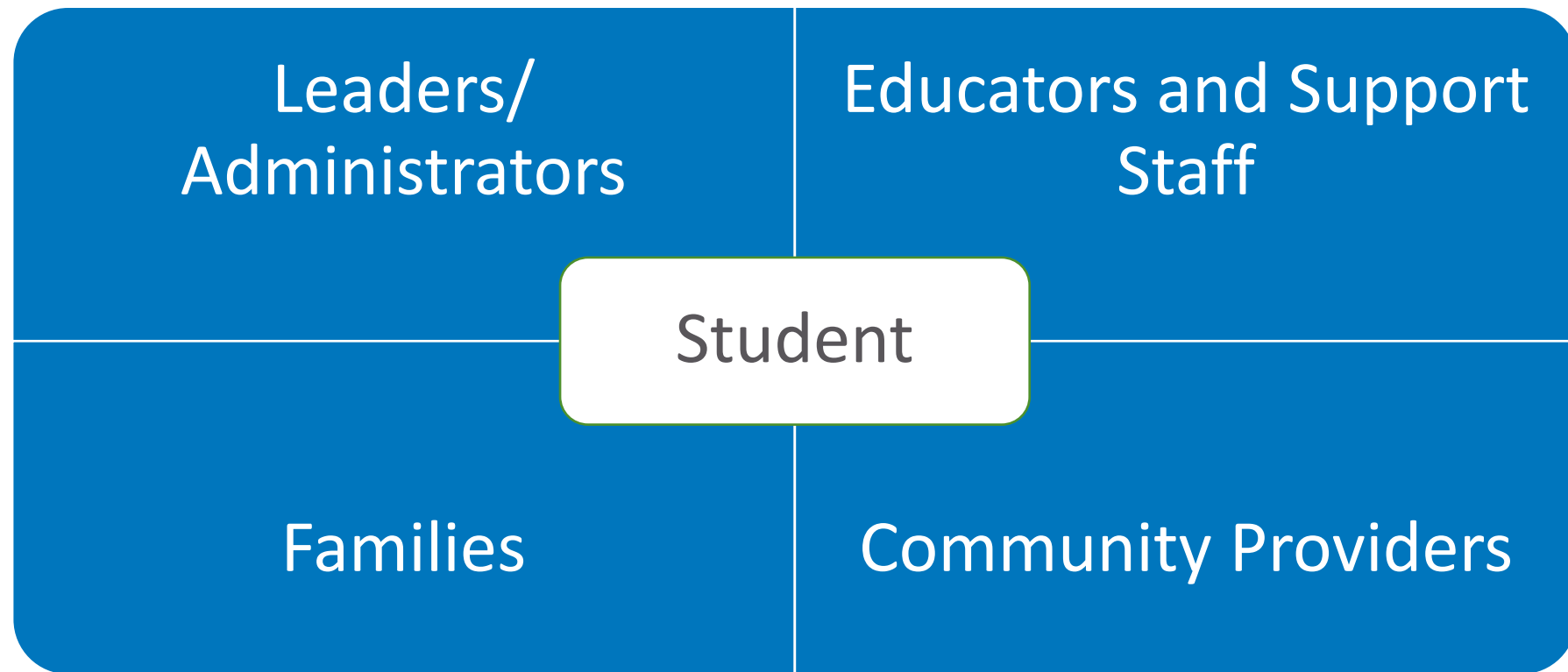
<https://promotingprogress.org/resources/iep-tip-sheet-plaafps>





HLP 5: Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.

Who are the “stakeholders”?



Who are the “stakeholders”?

IEP Team Members!

What does it really mean?

- **Interpret assessment information** for stakeholders (i.e., other professionals, families, students) and **involve them in the assessment, goal development, and goal implementation process.**
- **Use data to collaboratively develop and implement individualized education and transition plans** that include measurable goals, appropriate accommodations and modifications, and transition goals that are aligned with student needs.
- **Knowledge of purpose** of assessments and how culture and language influence interpretation of data generated.

Did you know...

Monitoring progress is not the same as **progress monitoring**.

Monitoring Progress

- Can occur daily
- Occurs during instruction
- Provides data for immediate, real-time instructional decisions
- Aligns with HLPs (, e.g., interpreting student thinking)
- Often informal, unstandardized
- Used for ALL students
- Uses formative assessments, questioning, providing feedback, and similar strategies.

Progress Monitoring

- Standardized delivery
- Requires valid and reliable tools
- Frequency depends on intensity of instruction
- Requires ongoing data (i.e., 4-6 data points) for valid interpretation
- Used for entitlement decisions
- Requires graphed data
- Used for students verified as at-risk (~20-25%)

Importance of interpreting and communicating assessment



Tip for **PROGRESS!**

Collect and summarize data for the development of the PLAAFP statement prior to the IEP meeting to help facilitate more robust discussion

...and to ensure families (and other educators) can meaningfully participate in the development of the IEP.

Develop routines for communicating assessment information!

1. Consider frequency, format, and delivery.
2. Provide scaffolding and professional learning for recipient of information.
3. Use clear and appropriate language and attend to cultural and linguistic needs of the stakeholder
4. EXAMPLE: [A Six-Step Protocol for Engaging Students in Progress Monitoring](#)

Note-Taking Log and Fidelity Checklist

Student: _____ Teacher: _____ Date: _____

Note-taking log and fidelity checklist

☐ Step 1. Explicit Performance Feedback
"Now I'm going to calculate your score by counting how many (*words you read/problems you solved*).
Your score is _____."

☐ Step 2. Specific, True, and Positive Feedback
"I liked/noticed that you _____."

☐ Step 3. Collaborative Data Graphing
"Together, let's add the new score (*repeat the score*) to your progress graph."

☐ Step 4. Collaborative Data Analysis
"Let's look at what the graph shows us. Did your score go up, go down, or stay the same since last time?"
Student Response: _____

☐ Step 5. Reflective Questioning
"What have you been doing to help you keep improving?"
Student Response: _____

"Last time you set a goal to (*state goal*). Do you think you accomplished your goal?"
Student Response: _____

☐ Step 6. Collaborative Goal Setting
"Do you have any ideas about what I can do to help you improve?"
Student Response: _____

"What can you do from now until next time so that you keep improving?"
Student Response: _____

"Using this scale, tell me how sure you are that you can reach your goal."

0 1 2 3 4 5 6 7 8 9 10
I cannot do it Maybe I can do it I am sure I can do it

Note-Taking Log and Fidelity Checklist, Example

Student: _____ Teacher: _____ Date: _____

Note-taking log and fidelity checklist

☒ Step 1. Explicit Performance Feedback
"Now I'm going to calculate your score by counting how many (words you read/problems you solved).
Your score is 31 words correct/minute

☒ Step 2. Specific, True, and Positive Feedback
"I liked/noticed that you remembered the "magic"e" rule when reading the word "pine"

☒ Step 3. Collaborative Data Graphing
"Together, let's add the new score (repeat the score) to your progress graph."

☒ Step 4. Collaborative Data Analysis
"Let's look at what the graph shows us. Did your score go up, go down, or stay the same since last time?"
Student Response: "It went way up."

☒ Step 5. Reflective Questioning
"What have you been doing to help you keep improving?"
Student Response: practicing my vowel sounds
"Last time you set a goal to (state goal). Do you think you accomplished your goal?"
Student Response: Yes

☒ Step 6. Collaborative Goal Setting
"Do you have any ideas about what I can do to help you improve?"
Student Response: Keep practicing with me.
"What can you do from now until next time so that you keep improving?"
Student Response: Practice reading at home for 10 minutes a night.
"Using this scale, tell me how sure you are that you can reach your goal."

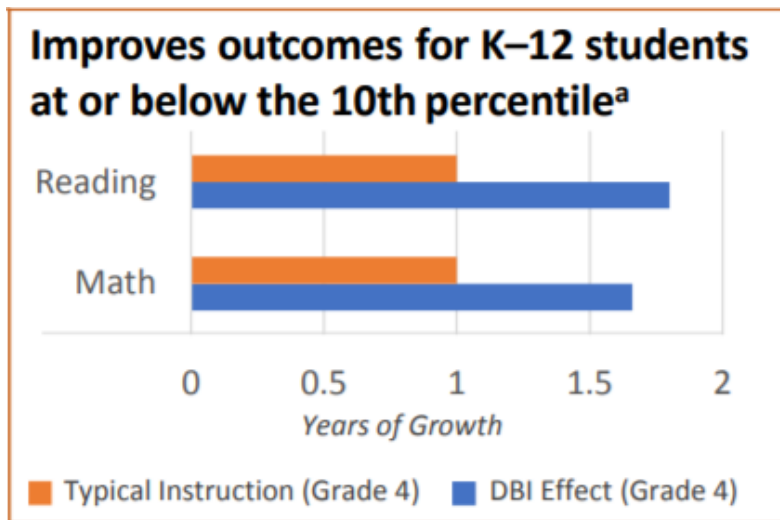
0 1 2 3 4 5 6 7 8 9 10
I cannot do it Maybe I can do it I am sure I can do it



HLP 5: Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.

Evidence-base for HLP 6

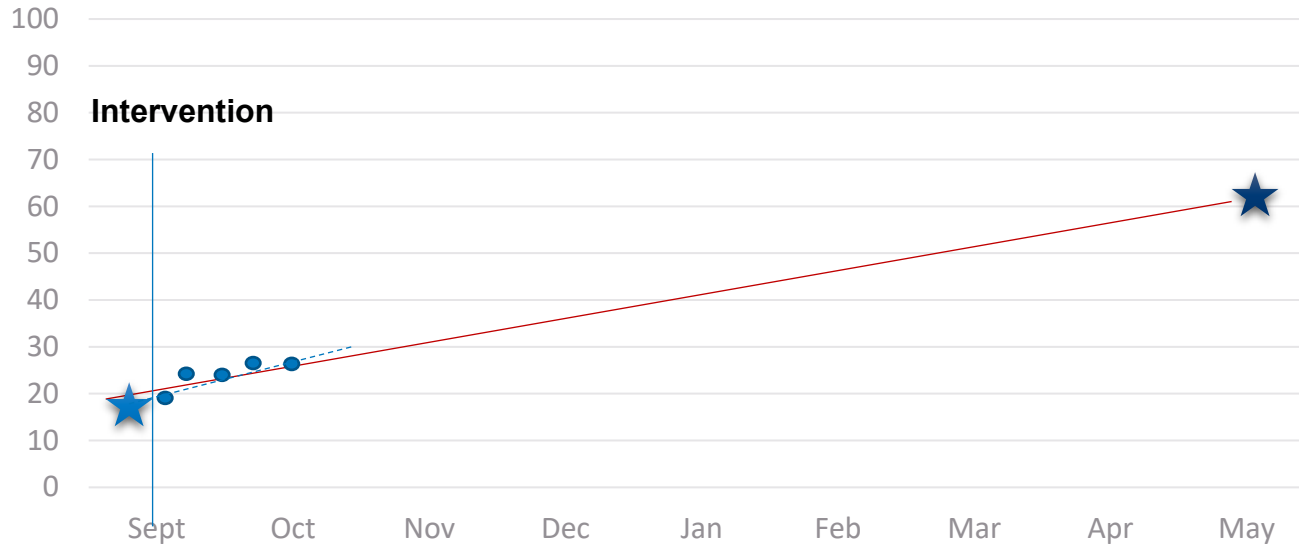
- Formative Evaluation (Hattie 2011, 2015; ES = .68 to .90)



(Fuchs, & Fuchs, 2003)



Academic Measure



Requires a goal based on valid strategies and valid approach to analyzing the data.





ANALYZING DATA

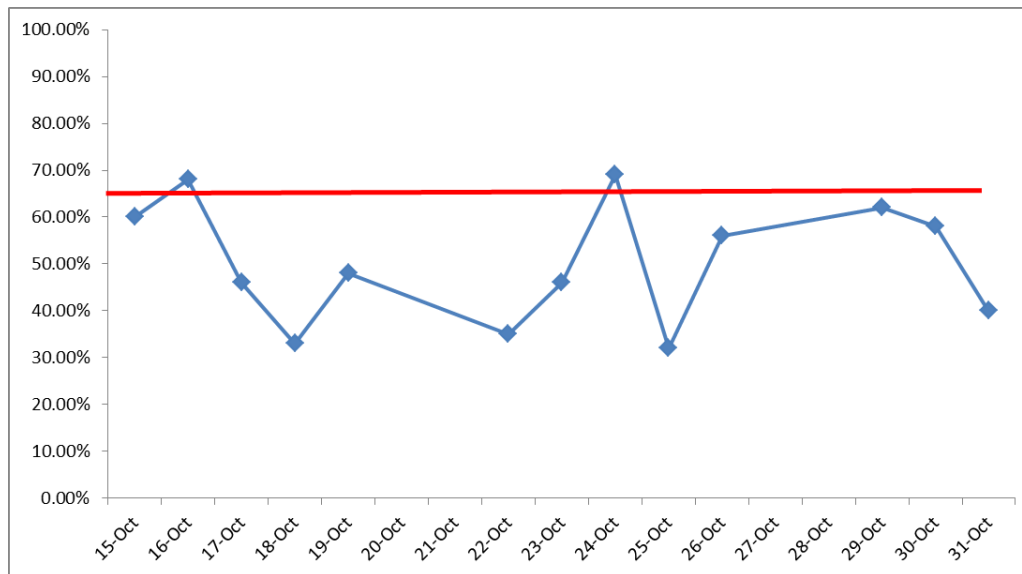
Do data Indicate that the Intervention Is working?



If no, move
to Step 3.



If yes, move back to Step 1 and continue to provide the
validated intervention and monitor progress.





ANALYZING DATA

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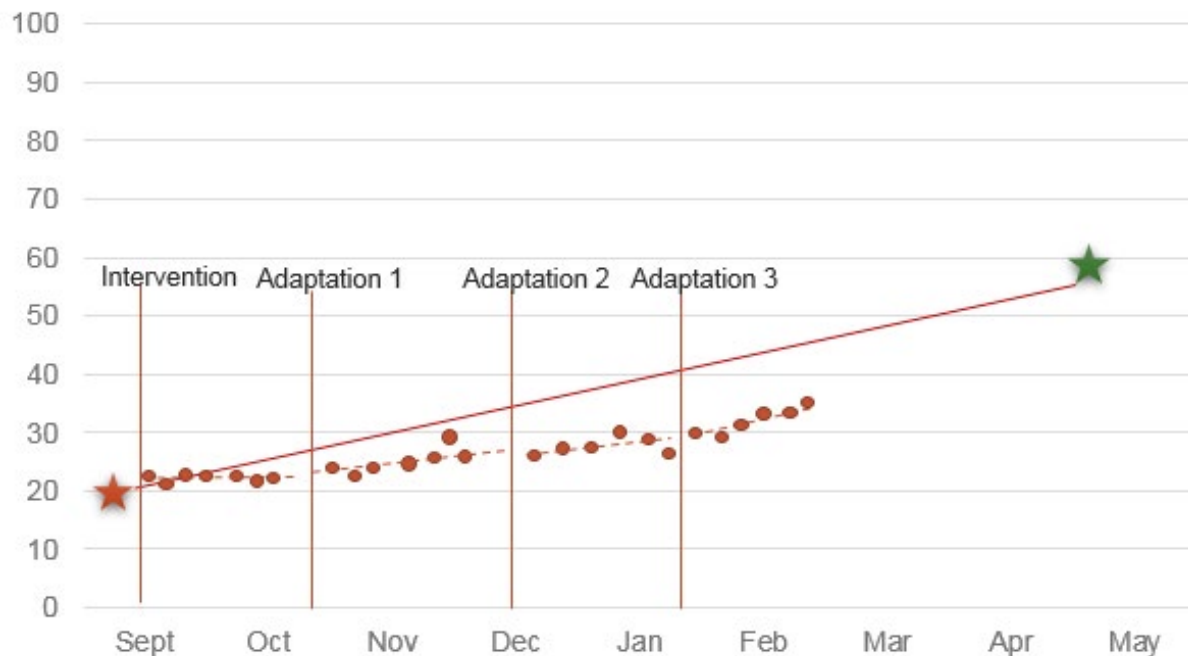
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Academic Measure





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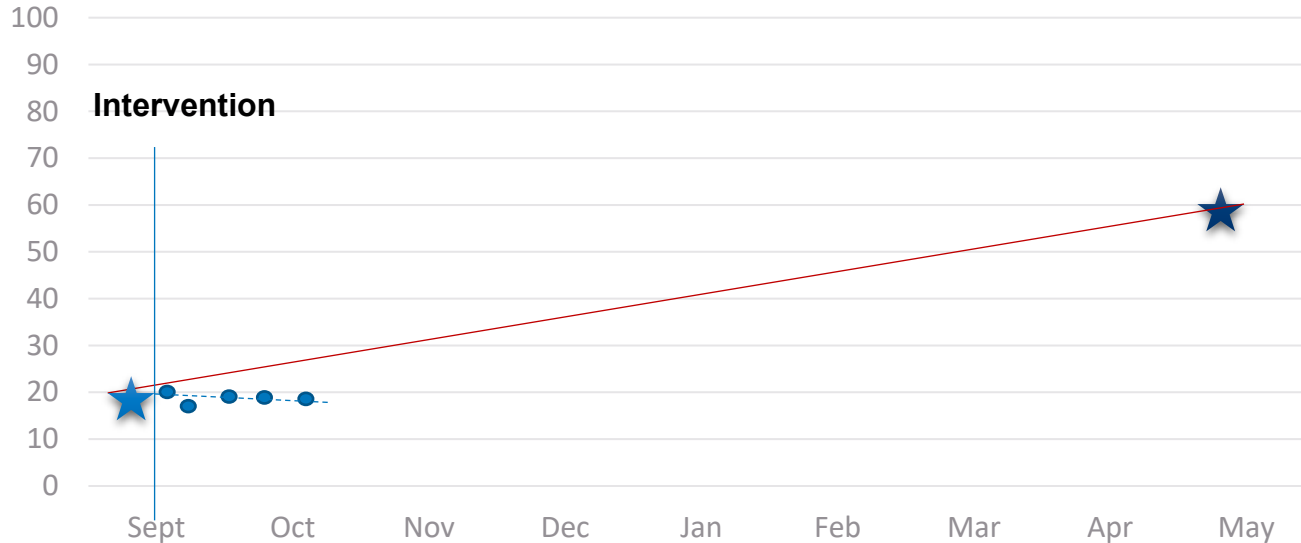
If no, move to Step 3.



If yes, move back to Step 1 and continue to provide the validated intervention and monitor progress.



Academic Measure



Requires a goal based on valid strategies and valid approach to analyzing the data.



Why isn't the intervention or instructional program working? What should we do now?



Hypothesis Development

- Student Performance
- Intervention Design (Strength/Evidence base)
- Intervention Delivery/Fidelity
- Learner Needs and Background
- *Taxonomy of Intervention Intensity Dimensions—Refining the Hypothesis*

Clarifying Questions to Create a Hypothesis to Guide Intervention Changes: Question Bank

This resource includes questions that teams can use to develop a hypothesis about why an individual or group of students may not be responding to an intervention. The hypothesis should help guide intervention planning and selection of intensification strategies using the [Intervention Intensification Strategy Checklist](#). When developing a hypothesis, teams should consider the intervention design, fidelity of implementation, and learner needs. Intervention fidelity data collected using the [Data-Based Individualization Implementation Log](#) and informal diagnostic data may help teams answer the sample questions below related to these three areas.

Tip: If most students are not responding to the intervention, consider developing a hypothesis to guide selection and implementation of adaptations or intensification strategies for the group. If most students are responding and a few students are not, consider using this resource to develop a hypothesis to guide adaptations and intensification for individual students.

Intervention Design (*Strength/Evidence base*)

- Does evidence suggest that the intervention is expected to lead to improved outcomes (*strength*)?
 - For the identified skill deficits and/or function of the behavior?
 - For students with similar characteristics (e.g., English learner, disability, socioeconomic status, geographic setting)?
 - For students with similar growth goals?
- Does the group size, duration, and frequency provide sufficient opportunities to respond and receive corrective feedback (*dosage*)?
- Does the intervention match the student's identified needs (*alignment*)?
- Does it assist the student in generalizing the learned skills to general education or other tasks (*attention to transfer*)?
- Does the intervention include elements of explicit instruction (*comprehensiveness*)?
- Does the student have opportunities to develop the behavior skills necessary to be successful (*behavioral support*)? Does the behavior intervention complement rather than supplant the academic focus (*academic support*)?

If teams indicate no or are unsure about any of these questions, click on the link in the parentheses to access additional questions to help clarify or narrow the hypothesis.

Intervention Delivery/Fidelity

- Does the interventionist have the necessary training with fidelity?
- Is there evidence that the intervention was delivered

Handout

Review and Reflect

- Review the provided resource.
- Identify this resource can be used with assessment data to analyze instructional practices and make necessary adjustments that improve student outcomes.

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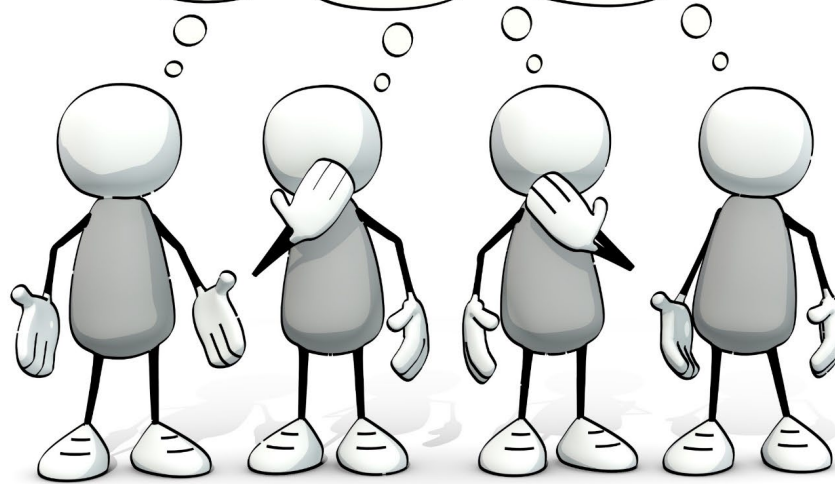
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Handout

Questions





Closing and Next Steps



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Coming Soon

Session Description	Date
HLPs series #3 Instruction (12-14, 16)	2/15/2022
HLPs series #4 Social/Emotional (8-10)	2/22/2022

Ticket out the Door

- In the chat, share which assessment HLP you feel is most challenging for educators in your site.

HLP	Description
HLP4	Use multiple sources of information to develop a comprehensive understanding of a student's strengths and needs
HLP5	Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs.
HLP6	Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes.

Website: HLP for Students with Disabilities - <https://highleveragepractices.org/>

The screenshot shows the homepage of the High-Leverage Practices website. The browser address bar displays 'highleveragepractices.org'. The website has a blue header with navigation links: 'Back to CEC Home', 'CEEDAR Website', and 'Contact Us', along with a search icon. Below the header, the 'High-Leverage Practices for Students with Disabilities' logo is on the left. Three main navigation buttons are in the center: 'EXPLORE HLPs', 'FIND RESOURCES', and 'ACCESS VIDEOS'. The main content area features three large cards. The first card, 'Practice-Based Learning Opportunities', includes a photo of a teacher and students, the text 'Every Student Deserves an Equitable Opportunity to Succeed.', and a 'LEARN MORE' button. The second card, 'About High-Leverage Practices', features a photo of hands with colorful number tiles and a 'LEARN MORE' button. The third card, 'Watch HLPs in Action', features a photo of hands using a tablet and an 'ACCESS VIDEOS' button. A chat bubble icon is in the bottom right corner. The browser's address bar shows the URL 'highleveragepractices.org/practice-based-learning-opportunities-high-lever...'.

highleveragepractices.org

Back to CEC Home CEEDAR Website Contact Us

High-Leverage Practices for Students with Disabilities

EXPLORE HLPs FIND RESOURCES ACCESS VIDEOS

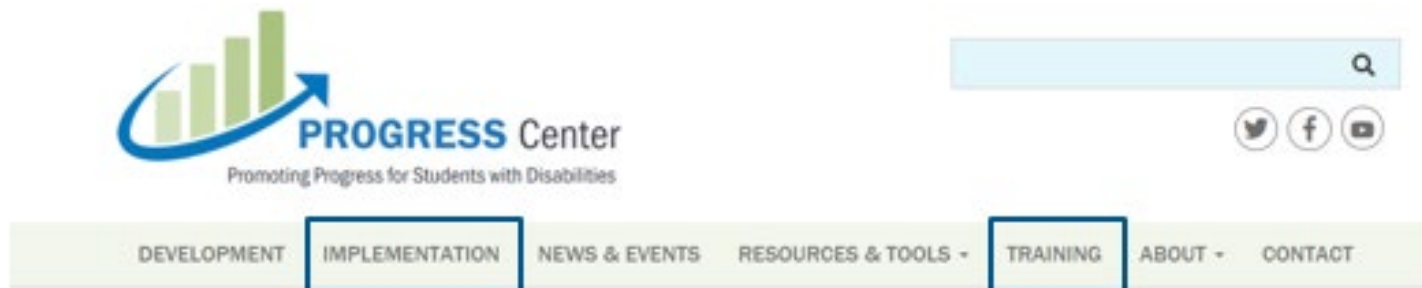
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LEARN MORE

About High-Leverage Practices
LEARN MORE

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highleveragepractices.org/practice-based-learning-opportunities-high-lever...

PROGRESS Center Website



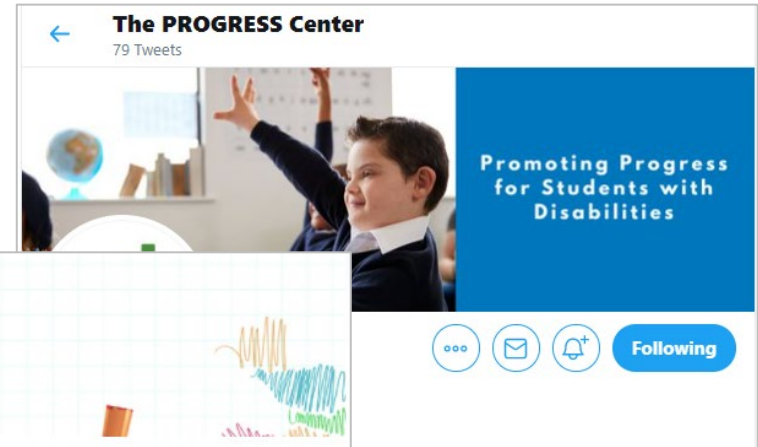
The **PROGRESS** Center provides information, resources, and support for local educators and leaders responsible for the **development** and **implementation** of high-quality educational programming for students with disabilities that ensures access to free appropriate public education (FAPE) and progress toward appropriately ambitious goals... [MORE](#)



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Advancing Evidence.
Improving Lives.





IEP Tip Sheet

PLAAFPs

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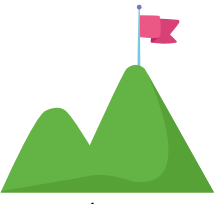
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Elements of a High-Quality PLAAFP*

A fully developed, well-written present level of academic achievement and functional performance statement, or PLAAFP, is the foundation of the individualized education program (IEP) and is used to specify appropriate goals, services, supports, accommodations, and placement for the student. The IEP team can begin the process of developing a high-quality PLAAFP statement by holding a discussion that centers around four essential elements: student needs, effect on progress in general education, baseline information, and connection to goals and/or services.

PLAAFP Element	Description	Guiding Questions
 Student Needs	Information on the student's current academic and/or functional needs	What are: <ul style="list-style-type: none">• The student's strengths?• The main areas of concern (e.g., academic, functional) and how do these concerns relate to district or state standards and benchmarks and the student's postsecondary interests?• The parents' concerns?• The student's instructional preferences?• The results from the evaluation (e.g., standardized tests, progress monitoring data)?• Ways in which the student's strengths can help address the identified areas of concern?
 Effect on Progress in General Education	An explanation of how the disability affects the student's involvement and progress in the general education curriculum	How does the student's disability affect: <ul style="list-style-type: none">• Involvement in general education?• Access to the general education curriculum?• Progress in the general education curriculum
 Baseline Information	Baseline data for monitoring student progress	Are the data being reviewed to determine whether the student is making progress: <ul style="list-style-type: none">• Specific?• Objective?• Measurable?• Something that can be collected frequently? And do these data relate to: <ul style="list-style-type: none">• Identified areas of concern?• State content standards?
 Connection to Goals and/or Services	Bridge between the PLAAFP statement and an annual goal	<ul style="list-style-type: none">• Is there enough information in the PLAAFP to develop a challenging, ambitious, measurable annual goal?• Is there enough information in the PLAAFP to determine what special education, related services, accommodations, and program modification are needed?

*This content was adapted with permission from IRIS Module: IEPs: Developing High-Quality Individualized Education Programs. High Quality PLAAFP Statements pg. 6





Quick Tips for Developing PLAAFPs

- ✓ Address all of the student's educational needs identified in the evaluation.
- ✓ Include a description of changes in student functioning since the last IEP was developed.
- ✓ Include objective, measurable data to describe current performance.
- ✓ Explain how specific accommodations and modifications are needed and will be used by the student.
- ✓ Structure the baseline statement using the same structure as the annual goal.
- ✓ Compare the student's baseline performance to grade-level expectations.
- ✓ Include administration dates and names of measurement tools to the extent possible.

Where can you learn more?



Understanding the Present Levels of Academic Achievement and Functional Performance Statement

(PACER Center). This resource offers questions for the IEP team when developing PLAAFP statements. It provides phrases and example statements and data sources that teams might use to develop PLAAFP statements.



What is Included in the IEP Document? High Quality PLAAFP Statements

(IRIS Center). This section is one component of the IRIS module, *Developing High-Quality Individualized Education Programs*. It describes elements of high-quality PLAAFP statements and guiding questions for IEP teams.



PROGRESS Center Website. The PROGRESS website includes additional information about developing high-quality IEPs and additional tip sheets in this series.



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Six Step Protocol: Note-Taking Log & Fidelity Checklist

Use this log to take notes and monitor implementation of the six-step protocol for progress monitoring performance feedback and goal setting during initial and ongoing progress monitoring sessions. Review your documentation periodically to monitor fidelity and refine your implementation over time.

Student: _____ Teacher: _____ Date: _____

Note-taking log and fidelity checklist

<input type="checkbox"/>	<p>Step 1. Explicit Performance Feedback</p> <p>"Now I'm going to calculate your score by counting how many (<i>words you read/problems you solved</i>).</p> <p>Your score is _____."</p>
<input type="checkbox"/>	<p>Step 2. Specific, True, and Positive Feedback</p> <p>"I liked/noticed that you _____."</p>
<input type="checkbox"/>	<p>Step 3. Collaborative Data Graphing</p> <p>"Together, let's add the new score (<i>repeat the score</i>) to your progress graph."</p>
<input type="checkbox"/>	<p>Step 4. Collaborative Data Analysis</p> <p>"Let's look at what the graph shows us. Did your score go up, go down, or stay the same since last time?"</p> <p>Student Response: _____</p>
<input type="checkbox"/>	<p>Step 5. Reflective Questioning</p> <p>"What have you been doing to help you keep improving?"</p> <p>Student Response: _____</p> <p>"Last time you set a goal to (<i>state goal</i>). Do you think you accomplished your goal?"</p> <p>Student Response: _____</p>
<input type="checkbox"/>	<p>Step 6. Collaborative Goal Setting</p> <p>"Do you have any ideas about <u>what I can do</u> to help you improve?"</p> <p>Student Response: _____</p> <p><u>"What can you do</u> from now until next time so that you keep improving?"</p> <p>Student Response: _____</p> <p>"Using this scale, tell me how sure you are that you can reach your goal."</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>0</p> <p>I cannot do it</p> </div> <div style="text-align: center;"> <p>1</p> </div> <div style="text-align: center;"> <p>2</p> </div> <div style="text-align: center;"> <p>3</p> </div> <div style="text-align: center;"> <p>4</p> </div> <div style="text-align: center;"> <p>5</p> </div> <div style="text-align: center;"> <p>6</p> </div> <div style="text-align: center;"> <p>7</p> </div> <div style="text-align: center;"> <p>8</p> </div> <div style="text-align: center;"> <p>9</p> </div> <div style="text-align: center;"> <p>10</p> <p>I am sure I can do it</p> </div> </div> <p style="text-align: center;">Maybe I can do it</p>



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