

# PLAAFP Statement Model/Guidance - Edplan

## What is a PLAAFP?

A student's Individualized Education Program (IEP) team, which includes the parents, expects special education services to help the student improve at school. As a foundation for higher achievement, the IEP team will identify the student's current level of learning or performance and the effect or impact of a student's disability on learning. The present level of academic achievement and functional performance narrative, better known as the PLAAFP statement, is a primary component of an individualized education program (IEP) and is the basis for the development of all other components of the plan. The PLAAFP statements are intended to identify strengths and weaknesses of the student and all of the student's disability related needs. It is a concise summary of the information and data previously collected and known about the student. The IEP Team must consider the impact the disability has on the student's ability to learn and function as their non-disabled peers.

**By regulation, the PLAAFP is defined as...**

**IDEA 2004: Sec. 300.320 under Definition of Individualized Education Program**

(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);

## **A Few Essential Questions for the IEP Team to Consider as They are Developing a PLAAFP:**

- What are the disability-related challenges affecting his or her learning and involvement at school?
- At what academic and functional level is this student performing right now? (Where is the student's starting point?)
- Is there any other information needed to provide a complete picture of this student?
- What strategies, accommodations and/or assistive technology have already been successful for this student's learning?
- What are the grade-level academic standards for this student's grade, and how do the skills of this student compare to those standards?
- Has the student made progress in the current general education placement/curriculum?
- Has the student made progress with his/her current IEP goals and objectives?

**Sidebar: What does the word "functional" mean, as used in "functional performance"?** Functional means nonacademic, as in "routine activities of everyday living or ADLs." Routine activities that people tend to do every day without needing assistance. This clarification should support IEP Team members with understanding that the purpose of the IEP is to prepare children with disabilities for life after school. This should also help the school understand that teaching children how to "function" in the world is just as important as teaching academic skills

The writers of the IEP need to remember that the PLAAFP is based upon those identified student needs, strengths, interests and preferences. The following components must be included in the PLAAFP section:

-  Factors to Consider
-  Baseline Data
-  Impact Statement
-  Resulting Needs

## **Alignment of the PLAAFP with the Remaining IEP Components**

The PLAAFP determines methods for ensuring involvement in, access to, adaptations, accommodations, or modifications to, the general education curriculum. Each area of educational need identified in the PLAAFP must be addressed in at least one other section of the written IEP such as:

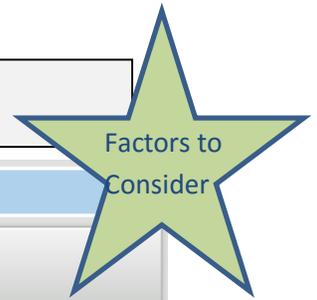
- annual measurable goals and instructional objectives
- supplementary aids/services/supports
- special education programs and services
- secondary transition services

The writers of the IEP should consider a student's IEP as the needed road map guiding the student from a beginning level of performance to a higher level of achievement

## **Putting the PLAAFP Pieces Together: A Framework to Consider**

The PLAAFP will serve as a snapshot of the student at a particular time and place. It will describe the level at which the student is working academically and functionally. The information in the PLAAFP section of the IEP should be written in brief, clear, specific and accurate statements with enough information to describe the student's current skill levels in objective, measurable terms. If scores are reported, they should either be self-explanatory or explained. The following is an example of how to build a PLAAFP statement.

## Section 2A: PLAAFP Page 1 Considerations



**\* (required) The results of the most recent evaluation(s) of the student:**

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**All evaluations conducted in the last year** - Indicate evaluation tool, administration date, and scores

*Example*

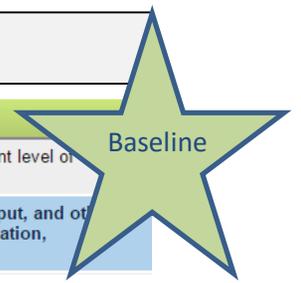
KTEA-II Ed 11/19/15  
 Reading Comprehension SS=65  
 Math Computation SS=88

Teacher Authentic Assessment 9/16  
 Letter ID  
 Personal Information  
 Counting 1-100

NOTE: if you entered your assessment and scores in the "Evaluations" section and selected them to print below, you do not need to list scores here, only the assessment name and date.

[body](#)

## Section 2B: PLAAFP Narrative



### Academic Achievement and Functional Performance

After reviewing Bert's progress in the general education curriculum and any prior special education goals and objectives, describe Bert's present level of academic achievement and functional performance.

**\* (required) Report and describe baseline data such as curriculum-based assessments, student work, teacher observations, parent input, and other relevant data for each area of need including secondary/transition assessments (age-appropriate assessment related to training, education, employment, and independent living skills) if appropriate.**

### Progress on Goals and Objectives

#### BASELINE

- Describe how the students' needs affect progress in the general education curriculum;
- Include information from assessments, student work, teacher observation, other relevant data
- Elaborate on assessment results, including transition assessments
- Prioritize needs and skills remembering that you have one academic year to support and demonstrate growth
- Narrative for any of the below areas of deficit/need:

Academic Achievement P-12 <sup>th</sup>	Perception/Motor/Mobility
Communication	Adaptive/Independent living Skills
Medical/Health	Transition/Vocational
Social-Emotional/Behavioral	

**Progress on goals and objectives:**

Goal #1: Following daily schedule 60% of the time. Student achieved at 64%.

Goal #2: Identify personal information 75% of the time. Student still progressing at 64%

ACADEMIC ACHIEVEMENT (Pk-12th)

*Describe data for Reading, Writing, and/or Math*

READING: Student scored as an independent reader at level D according to LLI assessment (9/12/16), which is approximately a Kindergarten level. Her sight words have grown by 30 words since last year (Dolch Sight Word List 169/220, previously 139/220). Parents report that she is reading her leveled books each night at home. During class, student has difficulty following along with reading unless she is actively participating (her turn to read) and requires prompts to use her finger as a guide, turn the page, etc.

COMMUNICATION:

*Describe data that identifies the communication/speech and language needs of the student. Data in this section may also support the need for assistive technology to address hearing or augmentative communication needs.*

The student has difficulty with sound production, making it difficult for others to understand her. She needs to continue to improve production of final sounds in one and two syllable words.

Additionally, she needs to practice answering "what" and "who" questions and following one-step directions with basic concepts (SLP, 2016).

SOCIAL-EMOTIONAL/BEHAVIORAL:

*Development to the degree and quality of the student's relationship with peers and adults, feelings about self, social adjustment to school and community environment.*

The Student has difficulty remaining focused in class and does not seek assistance when needed. The Student lacks the ability to interact in a positive manner during unstructured times (lunch/recess, specials, transitions), and therefore requires close adult supervision during these times. The student is able to remain in his general education classroom 50% or less of the school day, with more time spent in the am.

PERCEPTION/MOTOR/MOBILITY

*Provide and describe data that identifies gross and fine motor coordination, balance, and limb/body mobility. For students with visual impairment, include information from Orientation and Mobility.*

ADAPTIVE/INDEPENDENT LIVING SKILLS

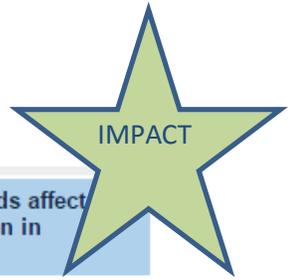
*Skills for academic success and independent living, including personal care, preparing meals, household activities, managing resources, avility to cope with the natural and social demands of environment.*

MEDICAL/HEALTH

*Health, vision, hearing, or other physical/medical issues. Include any relevant information provided by medical personnel. Reference medical plan (if applicable).*

TRANSITION/VOCATIONAL

*Include transition assessment information, employability skills, etc. What does this mean for transitioning into post-secondary life.*



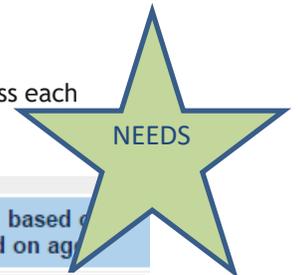
**\* (required) Describe how the student's academic, developmental, transition needs, and functional needs affect involvement and progress in the general education curriculum, transition related needs, or participation in appropriate activities for preschool children.**

- Student-specific statement including disability and program
- This section addresses the **IMPACT** of the disability when compared to peers.
- Functional performance statement
- Preschool and Transition appropriate social activities

*Student* is eligible for special education services as a student with a Cognitive Impairment and attends a Moderate Cognitive Impairment program in a general education building.

*Student's* low reading and math skills impact his ability to understand grade level curriculum in all subject areas. He has difficulty reading for information or pleasure. | He continues to need support with maintaining a topic during conversation and remaining calm while interacting with his classmates.

**NEEDS** resulting from the disability (Program, services, accommodations, etc.). Be sure to address each Deficit area identified in the first section of 2B.



**\* (required) Describe how the student accesses or makes progress in the general education curriculum based on grade level content standards for the grade in which the student is enrolled or would be enrolled based on age.**

*Student* will receive speech-language services in order to improve his articulation |as well as his pragmatic language skills.

The Moderate Cognitive Impairment program will provide specialized instruction and a modified curriculum for core curriculum. Social Studies and Science participation in general education will be for socialization opportunities.

*Student* will receive occupational therapy consultation services to support fine motor skills and sensory processing strategies.