

PLAAFP IEP STATEMENTS

➤ 40 DETAILED PLAAFP

➤ GLOBAL OVERVIEWS

➤ STUDENT STRENGTHS

➤ BEST PRACTICE GUIDE

Functional Based PLAAFP				
	Baseline Data	Strengths	Impact	Need
	<i>Utilize a collection of data including standardized assessments, diagnostic testing, classroom performance, criterion referenced assessments, observations, student records, progress reports, report cards, and input forms.</i>	<i>Use positively worded statements that are measurable and objective. Commonly noted areas for students receiving special education services include academics and social skills.</i>	<i>Describe how the student's disability affects progress within general education. Include how weaknesses impact the student from accessing the typical curriculum.</i>	<i>Commonly noted areas include academic subjects, functional components, social skills, work completion, life skills, and behavior.</i>
routines	STUDENT is unable to interact with a visual schedule and independently move to the indicated location or activity as noted in classroom behavior frequency charts during observations on DATE. STUDENT successfully used the schedule X times out of X observed opportunities.	STUDENT is able to transition from a non-preferred activity to a preferred activity. STUDENT interacts with a visual schedule with adult assistance.	STUDENT'S inability to independently follow a schedule limits the activities and locations they are able to participate in.	STUDENT needs to be able to use a visual schedule independently to make academic, functional, and social advancements at school.
self-advocacy	STUDENT is unable to request help from any given teacher and respond to questions. As noted in an observation on DATE, STUDENT responds to sounds in the environment but does not initiate communication.	STUDENT is able to locate sounds in the environment. Also, STUDENT can press a switch to participate in class activities.	STUDENT'S inability to engage in answering and asking questions limits the ability to participate in all areas of skill building at school.	STUDENT needs to be able to use any mode of communication (switch, pictures, vocalization) to engage others at school.
social skills	STUDENT is often uninterested in the peers and adults in the class. As observed on DATE, STUDENT responded to NUMBER out of NUMBER social interactions initiated by others.	STUDENT is able to parallel play with others. With adult support, STUDENT will wait for a turn with a preferred item or activity.	STUDENT'S inability to socially engage in activities with others hinders academic growth and social skill acquisition.	STUDENT needs to increase interaction abilities in order to advance social skills and participate in academic and non-academic activities throughout the school.
work completion	STUDENT is unable to maintain an extended period of focus in class. During the dates of DATE, STUDENT could attend to a SUBJECT lesson for a maximum of NUMBER minutes in NUMBER trials.	STUDENT is able to focus on work in two-minute increments with five-minute breaks afterwards. STUDENT explores a variety of academic tools.	STUDENT'S inability to complete activities lasting over NUMBER minutes limits the academic opportunities available.	STUDENT needs to be able to adhere to an activity for NUMBER minutes in order to make advances across all levels of learning.



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5 SUBJECTS + BROAD OVERVIEW

Writing Based PLAAFP

	Baseline Data	Strengths	Impact	Need
	Utilize a collection of data including standardized assessments, diagnostic testing, classroom performance, criterion referenced assessments, observations, student records, progress reports, report cards, and input forms.	Use positively worded statements that are measurable and objective. Commonly noted areas for students receiving special education services include academics and social skills.	Describe how the student's disability affects progress within general education. Include how weaknesses impact the student from accessing the typical curriculum.	Commonly noted areas include academic subjects, functional components, social skills, work completion, life skills, and behavior.
letter formation	When given visual writing model on DATE, STUDENT was able to correctly transpose PERCENT of the letters and/or words.	STUDENT legibly writes the letters in their name. They are able to explore a variety of writing utensils.	STUDENT'S weakness in writing negatively impacts transposing letters, words, thoughts, and responses.	STUDENT needs to improve letter writing ability and legibility to expand written expression.
phonetic writing	STUDENT can independently produce and write consonant vowel consonant words with PERCENT accuracy as noted by ASSESSMENT given on DATE.	STUDENT can copy most letters and words when given a visual model. STUDENT'S handwriting is legible with consistent spacing between letters and words.	STUDENT'S inability to produce phonetically spelled words hinders participation in writing activities within the general education setting.	STUDENT needs to improve phonemic spelling in order to produce meaningful written work.
sentence writing	When asked to write a sentence using ASSESSMENT on DATE, STUDENT'S sentence structure accuracy including capitalization, punctuation, and proper spacing was PERCENTAGE accuracy. This indicates a grade level equivalency of GRADE.	STUDENT is able to independently write a thought containing five to seven words about a preferred topic.	STUDENT'S inability to produce a sentence with proper structure negatively affects progress in the general education setting.	STUDENT needs to increase basic writing skills in order to express oneself through writing.
paragraph writing	When given a writing prompt with details to create a paragraph with 5 sentences, STUDENT is able to do so with PERCENT accuracy based off an in class writing rubric from DATE.	STUDENT independently writes a sentence with a minimum of five words and includes capitalization, punctuation, and proper spacing.	STUDENT'S weakness with writing expressions impedes the production of a complete paragraph with proper grammar and syntax.	STUDENT needs to increase expressive writing skills in order to complete a detailed and meaningful paragraph.

Present Levels of Academic Achievement and Functional Performance

Board Student Strengths

Utilize the statements below to add additional information to a student's strengths. Use the strengths listed within each category in the additional pages but supplement with statements below. Add as much personalized details as possible when using one of the framework sentences below including data based and informal information.

STUDENT fully utilizes the special education accommodations listed in his IEP most notably using the additional time allotted for testing and the aid of a calculator to solve math problems.

STUDENT works to complete all assignments at school. STUDENT will always attempt to answer questions posed to him by his teachers.

STUDENT is motivated to work in order to gain social praise from adults. STUDENT is a rule follower and enjoys supporting his teacher's commands and expectations.

STUDENT has several friends within his social group. He is actively involved in extracurricular activities including sports and enjoys being involved in jokes.

Present Levels of Academic Achievement and Functional Performance

Board Current Performance

Broadly summarize the student's current performance for academics and functional behavior as a global overview. Add as much student specific details as possible. Edit PLAAFPs as needed. Add or removed conflicting information and explain what the assessment data signifies. Anything listed within Present Levels should be used to develop goals within the IEP. Best practices state that a present level should be noted for each IEP goal written.

STUDENT is a INSERT AGE year old in the GRADE. According to assessment data, STUDENT'S academic strengths exist in the area of SUBJECT. Additional strengths noted for STUDENT include STRENGTHS. When compared to same aged peers, STUDENT demonstrates academic weaknesses include SUBJECT. In the classroom, STUDENT is exhibiting signs of underachievement in SUBJECT as noted through state test scores, observations, review of records and current grades. Teachers, parents, and observations note basic processing difficulties by STUDENT including challenges focusing, slow processing of information visually and/or auditory, organizational materials and academic work, recalling information previously learned, verbal expression, and sequencing events.

STUDENT is a INSERT AGE year old in the GRADE. STUDENT demonstrates a range of behaviors that impact academic and functional performance. In the classroom, STUDENT exhibits behaviors such as LIST BEHAVIORS which may interfere with ability to fully engage in learning activities and interact with peers. Documentation pertaining to STUDENT'S behavior was reviewed during DATE and in class behavior observations on DATE. A record review noted that STUDENT'S behavior was noted during DATE.

ELA Based PLAAFP

	Baseline Data	Strengths	Impact	Need
	Utilize a collection of data including standardized assessments, diagnostic testing, classroom performance, criterion referenced assessments, observations, student records, progress reports, report cards, and input forms.	Use positively worded statements that are measurable and objective. Commonly noted areas for students receiving special education services include academics and social skills.	Describe how the student's disability affects progress within general education. Include how weaknesses impact the student from accessing the typical curriculum.	Commonly noted areas include academic subjects, functional components, social skills, work completion, life skills, and behavior.
sight words	On the ASSESSMENT given on DATE, STUDENT was able to read sight words with PERCENT accurate from a list of NUMBER sight words.	STUDENT is able to identify the letters of the alphabet and the sounds associated with each letter. STUDENT recognizes environmental print and names 10 basic colors.	STUDENT'S weakness in word recognition and short-term memory impacts the ability to read sight words.	STUDENT needs to improve word recognition skills.
fluency	STUDENT read NUMBER words per minute with NUMBER errors when given a GRADE LEVEL reading passage on DATE. These results indicate that STUDENT is reading at NUMBER percentile for their current grade level.	STUDENT can read sight words and match pictures to phrases. He can also successfully put a sequence of pictures together.	STUDENT'S reading fluency is affected by word substitutions and omitted words.	STUDENT needs to improve reading fluency rate in order to engage in general education subjects.
reading comprehension	Based on ASSESSMENT reading score given on DATE, STUDENT can comprehend reading passages at LEVEL INDICATOR which is below same aged peers.	STUDENT is able to read and understand the main idea of a passage.	STUDENT'S poor reading comprehension skills negatively impact the ability to understand and respond to general education subjects.	STUDENT needs to improve reading comprehension skills in order to understand and respond to general education subjects.
in	On the ASSESSMENT dated DATE, STUDENT has developed	STUDENT'S inability to use	STUDENT	

ELA Based Early Skills PLAAFP

	Baseline Data	Strengths	Impact
	Utilize a collection of data including standardized assessments, diagnostic testing, classroom performance, criterion referenced assessments, observations, student records, progress reports, report cards, and input forms.	Use positively worded statements that are measurable and objective. Commonly noted areas for students receiving special education services include academics and social skills.	Describe how the student's disability affects progress within general education. Include how weaknesses impact the student from accessing the typical curriculum.
alphabet recognition	When given a progress monitoring assessment for alphabet letters (OR SOUNDS) on DATE, STUDENT is able to identify (OR PRODUCE) letter names (SOUNDS) with PERCENT accuracy.	STUDENT is able to identify environmental print and some letters including LIST. STUDENT can recognize their name from a list of names.	STUDENT'S reading is affected by inability to associate letters with their names.
phonics - phonemic awareness	When given ASSESSMENT on DATE, STUDENT was able to identify PERCENTAGE of phonemic awareness skills including blending and segmenting sounds.	STUDENT is able to identify environmental print and some letters including LIST. STUDENT is able to sign classroom songs in group time.	STUDENT'S phonemic awareness skills negatively impact reading and writing abilities.
rhyming	When given ASSESSMENT on DATE, STUDENT was able to identify rhyming words with PERCENT accuracy. In relation, STUDENT was able to produce a rhyming word when given a prompt from a teacher with PERCENT accuracy on DATE.	STUDENT is able to identify rhyming words with similar ending sounds within a group of words.	STUDENT'S spontaneous word that rhymes with given word negatively impacts ability to express phonological skills.
	When given a progress monitoring assessment with consonant vowel consonant words, STUDENT was able to identify the letters of the alphabet and the sounds associated with each	STUDENT is able to identify the letters of the alphabet and the sounds associated with each	STUDENT'S abilities in the area of impact academic

Writing Based PLAAFP

	Baseline Data	Strengths	Impact
	Utilize a collection of data including standardized assessments, diagnostic testing, classroom performance, criterion referenced assessments, observations, student records, progress reports, report cards, and input forms.	Use positively worded statements that are measurable and objective. Commonly noted areas for students receiving special education services include academics and social skills.	Describe how the student's disability affects progress within general education. Include how weaknesses impact the student from accessing the typical curriculum.
letter formation	When given visual writing model on DATE, STUDENT was able to correctly transpose PERCENT of the letters and/or words.	STUDENT legibly writes the letters in their name. They are able to explore a variety of writing utensils.	STUDENT'S weakness in writing negatively impacts transposing letters, words, thoughts, and responses.
phonetic writing	STUDENT can independently produce and write consonant vowel consonant words with PERCENT accuracy as noted by ASSESSMENT given on DATE.	STUDENT can copy most letters and words when given a visual model. STUDENT'S handwriting is legible with consistent spacing between letters and words.	STUDENT'S inability to produce phonetically spelled words hinders participation in writing activities within the general education setting.
sentence writing	When asked to write a sentence using ASSESSMENT on DATE, STUDENT'S sentence structure accuracy including capitalization, punctuation, and proper spacing was PERCENTAGE accuracy. This indicates a grade level equivalency of GRADE.	STUDENT is able to independently write a thought containing five to seven words about a preferred topic.	STUDENT'S inability to produce a sentence with proper structure negatively affects progress in the general education setting.
paragraph writing	When given a writing prompt with details to create a paragraph with 5 sentences, STUDENT is able to do so with PERCENT accuracy based off an in class writing rubric from DATE.	STUDENT independently writes a sentence with a minimum of five words and includes capitalization, punctuation, and proper spacing.	STUDENT'S weakness with writing expressions impedes the production of a paragraph with proper grammar and syntax.

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BASELINE-STRENGTHS-IMPACT-NEED

Math Based Early Skill	
Baseline Data	Strengths
Utilize a collection of data including standardized assessments, diagnostic testing, classroom performance, criterion referenced assessments, observations, student records, progress reports, report cards, and input forms.	Use positively worded statements that are measurable and objective. Commonly noted areas for students receiving special education services include academics and social skills.
STUDENT rote counts up to NUMBER with PERCENT accuracy according to in class assessments dated DATE.	STUDENT is able to math numbers and rote count to 20. Counters are used to help with pacing.
When asked to continue a given pattern, STUDENT demonstrates the ability to create basic AB and ABC patterns with PERCENT accuracy as noted on class assessment from DATE.	STUDENT displays a beginning understanding of math concepts such as identifying colors, shapes, one-to-one correspondence, and counting up to 100.
STUDENT is unable to tell time to the PICK HOUR, HALF HOUR, QUARTER, OR MINUTE on an analog clock as noted by in class assessments given on DATE.	STUDENT can tell time on a digital clock and can identify the half and whole hours associated with 6 and 12 on an analog clock.
As noted on ASSESSMENT on DATE, STUDENT is able to identify the names of NAME COINS and the worth of NAME COINS. Adding up the total worth of a given set of coins is an emerging skill.	STUDENT displays a beginning understanding of names and values associated with money. They are able to identify pennies and nickels and count pennies by ones.

Math Based PLAAFP	
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Utilize a collection of data including standardized assessments, diagnostic testing, classroom performance, criterion referenced assessments, observations, student records, progress reports, report cards, and input forms.	Use positively worded statements that are measurable and objective. Commonly noted areas for students receiving special education services include academics and social skills.
STUDENT can add and subtract single (OR CHANGE TO DOUBLE) digits with and without regrouping with PERCENT accuracy based on data collected from ASSESSMENT on DATE.	STUDENT is able to add single-digit numbers independently with the use of counters.
STUDENT can multiply or divide single (OR CHANGE TO DOUBLE) digits with PERCENT accuracy according to classroom data probes from DATE.	STUDENT is able to use a multiplication chart. With this accommodation, STUDENT is successful with math problems based on the numbers within the chart.
STUDENT does not exhibit an understanding of the application of problem-solving skills within math word problems. The most recent math assessment, ASSESSMENT on DATE, shows STUDENT'S achievement level in math is ASSESSMENT DATA.	STUDENT exhibits the ability to solve basic skills math problems. STUDENT is able to use math visuals to aid in understanding.
STUDENT is able to compute the value of an algebraic variable with PERCENT accuracy according to a classroom assessment with NUMBER of algebraic equations containing one variable on DATE.	STUDENT exhibits the ability to solve basic skills math problems and correctly identifies the order of operations. STUDENT can identify what a variable is and

Behavior Based PLAAFP	
Baseline Data	Strengths
Utilize a collection of data including standardized assessments, diagnostic testing, classroom performance, criterion referenced assessments, observations, student records, progress reports, report cards, and input forms.	Use positively worded statements that are measurable and objective. Commonly noted areas for students receiving special education services include academics and social skills.
STUDENT exhibits impulsive and physically aggressive behavior. Within the last NUMBER days, NUMBER instances of inappropriate school behavior have been recorded within the school's discipline records.	STUDENT utilizes sensory tools such as a ball chair and fidget in class. When STUDENT feels overly stimulated, he will often stand at his desk to work.
STUDENT is unable to independently complete work in class without repeated prompting from adults. As noted from an in-class behavior rubric on DATE, STUDENT required NUMBER of prompts in NUMBER minutes.	STUDENT uses a visual schedule for the daily classroom activities. With help, STUDENT participates in organizing materials and work.
According to in-class behavior documentation, STUDENT uses escape and avoidance behavior rather than communicating wants, needs, and emotions NUMBER times within a school week.	STUDENT is able to identify ten different emotions and their relation to various situations. When calm, STUDENT will use visuals to help with self-expression.
As noted in from a school record review of the period between DATES, STUDENT received NUMBER discipline referrals for not adhering to classroom rules.	STUDENT is able to work in a one-to-one setting with both peers and adults.



Behavior Based PLAAFP	
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Utilize a collection of data including standardized assessments, diagnostic testing, classroom performance, criterion referenced assessments, observations, student records, progress reports, report cards, and input forms.	Use positively worded statements that are measurable and objective. Commonly noted areas for students receiving special education services include academics and social skills.
STUDENT is unable to transition from a non-preferred activity to a preferred activity. STUDENT interacts with a visual schedule with adult assistance.	STUDENT is able to transition from a non-preferred activity to a preferred activity. STUDENT interacts with a visual schedule with adult assistance.
STUDENT is unable to request help with a task or lacks understanding, a request for help is not initiated from in class observations.	STUDENT is able to inform a select group of people when they need assistance. STUDENT is conscious of school expectations and follows school rules.
STUDENT is unable to engage in turn taking with others. When calm, STUDENT is able to use a feelings chart and communication board to express emotions.	STUDENT is able to engage in turn taking with others. When calm, STUDENT is able to use a feelings chart and communication board to express emotions.
STUDENT requires multiple prompts and adult assistance to complete work.	STUDENT is able to complete work with prompts and adult assistance.

Functional Based PLAAFP	
Baseline Data	Strengths
Utilize a collection of data including standardized assessments, diagnostic testing, classroom performance, criterion referenced assessments, observations, student records, progress reports, report cards, and input forms.	Use positively worded statements that are measurable and objective. Commonly noted areas for students receiving special education services include academics and social skills.
STUDENT engages in hygiene activities with adult assistance. In NUMBER trials on DATE, STUDENT required NUMBER prompts to properly complete the hygiene activity of handwashing.	STUDENT is able to follow a visual schedule. When prompted to complete handwashing steps, STUDENT complies.
STUDENT is unable to independently navigate the school building. As noted from in-class daily behavior logs on DATE, STUDENT required NUMBER of prompts to transition between two previously known locations.	STUDENT participates in activities throughout the school. STUDENT independently transitions to activities within the classroom.
When STUDENT is unable to complete a task or lacks understanding, a request for help is not initiated from in class observations.	STUDENT is able to communicate about preferred topics. STUDENT engages in a variety of academic and social activities.
STUDENT becomes anxious and frustrated during new and non-preferred activities. NUMBER of times within a school week, STUDENT has been removed from the classroom.	STUDENT is able to transition from activities within the classroom. STUDENT understands the typical class schedule and

Functional Based PLAAFP	
Baseline Data	Strengths
Utilize a collection of data including standardized assessments, diagnostic testing, classroom performance, criterion referenced assessments, observations, student records, progress reports, report cards, and input forms.	Use positively worded statements that are measurable and objective. Commonly noted areas for students receiving special education services include academics and social skills.
STUDENT is unable to interact with a visual schedule and independently move to the indicated location or activity as noted in classroom behavior frequency charts during observations on DATE. STUDENT successfully used the schedule X times out of X observed opportunities.	STUDENT is able to transition from a non-preferred activity to a preferred activity. STUDENT interacts with a visual schedule with adult assistance.
STUDENT is unable to request help from any given teacher and respond to questions. As noted in an observation on DATE, STUDENT responds to sounds in the environment but does not initiate communication.	STUDENT is able to locate sounds in the environment. Also, STUDENT can press a switch to participate in class activities.
STUDENT is often uninterested in the peers and adults in the class. As observed on DATE, STUDENT responded to peers and adults with minimal interaction.	STUDENT is able to parallel play with others. With adult support, STUDENT will wait for a turn with a preferred item or activity.
STUDENT is unable to maintain an extended period of focus in class. During the dates of DATE, STUDENT could not maintain focus for more than NUMBER minutes.	STUDENT is able to focus on work in two-minute increments with five-minute breaks.

Behavior Based PLAAFP	
Baseline Data	Strengths
Utilize a collection of data including standardized assessments, diagnostic testing, classroom performance, criterion referenced assessments, observations, student records, progress reports, report cards, and input forms.	Use positively worded statements that are measurable and objective. Commonly noted areas for students receiving special education services include academics and social skills.
STUDENT is unable to interact with a visual schedule and independently move to the indicated location or activity as noted in classroom behavior frequency charts during observations on DATE. STUDENT successfully used the schedule X times out of X observed opportunities.	STUDENT is able to transition from a non-preferred activity to a preferred activity. STUDENT interacts with a visual schedule with adult assistance.
STUDENT is unable to request help with challenging tasks from any given teacher. As noted in a behavior observation on DATE, STUDENT waits for teachers or peers to help rather than asking for assistance.	STUDENT is able to inform a select group of people when they need assistance. STUDENT is conscious of school expectations and follows school rules.
As noted in school discipline records, STUDENT is unable to maintain a state of learning in class. During the dates of DATE, STUDENT was engaged in NUMBER negative situations with others including LIST A SUMMARY.	STUDENT is able to engage in turn taking with others. When calm, STUDENT is able to use a feelings chart and communication board to express emotions.
STUDENT requires multiple prompts and adult assistance to complete tasks. STUDENT'S completion rate for class assignments and homework is PERCENT for DATES as noted by gradebook records.	STUDENT is able to complete work with prompts from adults. STUDENT attends to a non-preferred activity for TIME minutes PERCENT of the time.

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STUDENT engages in hygiene activities with adult assistance. In NUMBER trials on DATE, STUDENT required NUMBER prompts to properly complete the hygiene activity of handwashing.	STUDENT is able to follow a visual schedule. When prompted to complete handwashing steps, STUDENT complies.
STUDENT is unable to independently navigate the school building. As noted from in-class daily behavior logs on DATE, STUDENT required NUMBER of prompts to transition between two previously known locations.	STUDENT participates in activities throughout the school. STUDENT independently transitions to activities within the classroom.
When STUDENT is unable to complete a task or lacks understanding, a request for help is not initiated from in class observations.	STUDENT is able to communicate about preferred topics. STUDENT engages in a variety of academic and social activities.
STUDENT becomes anxious and frustrated during new and non-preferred activities. NUMBER of times within a school week, STUDENT has been removed from the classroom.	STUDENT is able to transition from activities within the classroom. STUDENT understands the typical class schedule and



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