

Writing Present Levels of Academic Achievement and Functional Performance (PLAAFP) Statements



PLAAFP Statements consist of a student's strengths, needs, and their impact on the student's education.

Strengths: Skills that the student has demonstrated, or circled skills in the student's Record Book.

Examples:

- *Rosa completes a four-piece puzzle, searches for a missing object in several locations, follows one-step directions, and nests objects that are graduated in size.*
- *Oscar manipulates a spoon to scoop food, takes a spoon from the dish to his mouth with some spilling, and holds an open cup with one hand and drinks.*
- *Leilani discriminates initial consonant sounds and ending consonant sounds, identifies long vowel sounds, and prints uppercase and lowercase letters.*

Needs: Skills that the student was evaluated for but has not demonstrated, or underlined skills in the student's Record Book. These skills provide baseline data that directly relates to the student's goals.

Examples:

- *Rosa does not yet describe her own activity, put things where they belong upon request, or follow two-step directions.*
- *Oscar does not yet place a spoon in his mouth without turning it upside down or return an open cup to the table after drinking.*
- *Leilani does not yet discriminate medial vowel sounds, identify short vowel sounds, or identify sound-spelling correspondences.*

Impact: Explanation of the impact of disability on the student's involvement in the general education curriculum.

Examples:

- *Rosa needs extra support understanding directions and routines in the classroom . . .*
- *Oscar's eating and drinking skills impact his ability to feed himself independently . . .*
- *Leilani's literacy skills impact her ability to sound out words . . .*