

Present Level of Academic Achievement and Functional Performance (PLAAFP) Examples

Example #1: Skill Area: Math (4th grade student)

Strengths:

Numeration and Place Value:

- Writing numbers from 1 to 1 million
- Rounding whole numbers to the nearest thousand

Weaknesses:

Numeration & Place Value:

- Read numbers from 1 to 1 million

Calculation:

- Add 3 columns of 5 numbers
- Subtract 4-digit numbers with 0s in the tens and hundreds place
- Add decimals with the same number of places.
- Subtract decimals with the same number of places.
- Estimate sums by rounding to the nearest 10
- Estimate differences rounding to the nearest hundred.
- Multiplication facts (0-12) with 35% accuracy at rate of 35 facts in 8 minutes, 23 seconds.
- Multiply a 3-digit number by a 1-digit number.
- Multiply a 2-digit number by a 2-digit number.
- Multiply a 3-digit number by a 2-digit number.
- Division facts with 15% accuracy at a rate of 34 facts in 2 minutes 30 seconds.
- Divide a 2-digit number by a 1-digit number.
- Divide a 3-digit number by a 1-digit number.

Problem Solving:

- Solve 4th grade word problems.

How the student's Disability affects his/her involvement in the general curriculum for the skill area:

The lack of math skills noted above causes _____ to be frustrated when working on classroom assignments. When working on these skills he/she gets off task and begins to interrupt other students who are working.

Parent/guardian input:

Parent/guardian has noticed several of the same concerns when _____ is doing homework. The parent/guardian has observed _____ purchasing an item for under \$5.00 and giving the clerk the correct amount of money.

Example #2: Skill area: Written Language

The following strengths were noted:

- Can write about personal experiences
- Can create complete sentences
- Capitalization:
 - o Follows rules of basic punctuation (the pronoun I, first word in a sentence, people's first and last names)

The following **weaknesses** were noted:

Ideas in Writing:

- Theme or topic does not consistently run through passages
- Ideas are not well developed and easily understood
- Topics not consistently supported by details
- Paragraphs do not reflect an organizational structure that provides for a natural flow of ideas
- Form of passages is not always appropriate for its purpose
- Language and tone are not consistently appropriate for intended audience
- Characters are not well defined by their traits
- Locations not well described

Writing Preparation, Production and Revision:

- Does not always independently select appropriate topics for writing assignments
- A realistic amount of time is not allocated to ensure a quality final product
- Written and oral passages not consistently equivalent in complexity and quality
- Written assignments not turned in on time

Grammar and Usage:

- Correct tense not always used and maintained throughout composition
- There is not consistent subject-verb agreement
- Possessives are not used correctly
- Grammatical errors are present
- Knowledge of grammar and syntax not age/grade appropriate

Writing Content:

- Vocabulary is not age/grade appropriate
- Does not distinguish word choices that are appropriate for informal vs. formal discourse

Capitalization and Punctuation:

- Does not consistently follow intermediate advanced rules of capitalization (ex., names of cities and states, titles when used with names, proper adjectives, names of organizations, first and important names in book and story titles)
- Does not consistently follow basic, intermediate, or advanced rules of punctuation (ex., period at the end of a sentence, period after abbreviations, comma to separate city from state. an apostrophe in a contraction, comma between day and the month of the year, a colon between numbers in an expression of time, etc.)

How the student's Disability affects his/her involvement in the general curriculum for the skill area:

The lack of the written language skills noted above causes _____ to be below the academic level of his/her peers. He/she is unable to complete work in the allotted time and seems to give up and begin to daydream. Therefore, his/her grades are impacted by incomplete assignments.

Parent/guardian input:

Parent/guardian has noticed that _____ has had difficulty with writing skills since he/she was in lower elementary.

Example #3: Skill Area: Behavior

The following behavior **strengths** were noted:

- Volunteers to answer questions when familiar with topic
- Can concentrate on task if alone with the teacher
- Has a sense of humor
- Loves conversation, particularly retelling past experiences
- Enjoys and seeks social interaction with peers and adults

The following behaviors were noted as being observed *frequently*:

Hyperactive:

- Constant movement in desk

Poor Attention/Concentration

- Does not follow oral lessons
- Does not follow lessons on board or visual materials
- Rarely completes any assignments
- Daydreams
- Demands individual explanation of assignments
- Easily distracted from task by ordinary classroom stimuli (minor movement, noises)

Teacher indicates that _____ chews on his mechanical pencil frequently and disassembles it at inappropriate times. Teacher also states that _____ seems to be a target for some students to tease and pick on, and can have some difficulty interacting appropriately with peers in general. _____ has trouble focusing and attending to lessons in class, and will watch or observe peers instead. Teacher further comments that sometimes _____ will hit self in the hand when he/she is having difficulty following along on an assignment.

How the student's Disability affects his/her involvement in the general curriculum for the skill area: The frequent behavior noted above causes _____ to stand out negatively with peers. Peers tell him/her to "leave them alone". The behaviors displayed make it difficult for him/her to focus and attend to lessons in class. As a result, his/her assignments are not completed.

Parent/guardian input: Parent/guardian has noticed several of the same concerns at home especially when he/she is attempting to complete his/her homework.

Example #4: Skill Area: Reading Decoding

Strengths:

Reading and Decoding Skills:

- Short vowels in consonant-vowel-consonant words (ex., sip, let, cat)

Weaknesses:

- Consonant blends with short vowels (ex., stop, trap, quit)
- Short vowels, digraphs and –tch trigraphs (ex., when, chop, rich)
- R-controlled vowels (ex, harm, dirt, form)
- Long vowels (ex., tape, key, lute)
- Variant vowels (ex., few, down, toy)
- Low-frequency vowel and consonant spellings (ex., kneel, cent, type)

How the student’s Disability affects his/her involvement in the general curriculum for the skill area: _____ reading decoding skills have resulted in him/her lagging behind his/her peers and becoming frustrated with him/herself when working on daily assignments. Teachers have reported that the lack of these skills have also caused _____ to struggle in other classes, such as science and social studies.

Parent/guardian input: The family has a set aside reading time once a week when they go to the city library. Recently _____ told his/her Mother/Dad that he/she did not want to check out any books because reading was too hard for him/her

Example #5: Skill Area: Reading Comprehension

Strengths:

- Identifies main event from a short narrative text
- Answers a what question about narrative text

Weaknesses:

- Remembering what was read
- Staying focused when reading
- Describing 3 or more supporting events from a narrative
- Answering inferential questions about a text
- Summarizing what he/she has read in their own words
- Understanding test questions

How the student’s Disability affects his/her involvement in the general curriculum for the skill area: _____ poor reading comprehension skills have caused him/her to struggle with classroom assignments. He/she doesn’t stay on task when reading is required in the classroom. He/she avoids reading classroom directions, which has caused him to complete worksheets and assignments incorrectly and fall behind his/her peers in the classroom.

Parent/guardian input: The family has said they have not been able to find reading material that _____ enjoys or will read on his/her own.

Example #6: Skill Area: Basic Reading

Strengths	Needs
Knows the letters of the alphabet	Recognizing sight color words
Knows the sound of beginning word consonants	Recognizing number words 1-10
Knows the sounds of short vowels	Sequencing a 2-4 picture group to tell a story
Attempts to sound out unfamiliar words	Recognizing rhyming words and patterns
Pretends to read	Identifying the first and last sound in a word
Recognizes sentences	
Follows print from left to right	
Participates in discussion about stories	
Recognizes upper and lower case letters	

How the student's Disability affects his/her involvement in the general curriculum for the skill area: _____ reading skill deficits cause him/her to dislike and avoid reading leading to inappropriate behaviors when engaged in reading activities.

Parent/guardian input: Mother/Dad report that he/she doesn't want to pick out a book to have read to him before he goes to bed because reading is too hard and hurts his stomach. _____ will shut down and give up when they try to work on sight word flash cards.

Example #7: Skill Area: Articulation/Speech

Strengths:

- _____ uses fluent speech, complete sentences, relevant questions, appropriate grammar, and age level vocabulary in his conversational speech.
- _____ has appropriate volume, voice pitch, and nasal quality in his/her day-to-day speech.
- _____ can produce the following age-appropriate sounds: /m, n, p, t, d, k, g, f, v, h, w, y, l, and th/ sounds and // blends in words, sentences, and in conversational speech.

Weaknesses:

- _____ has sound errors present on the /s, z, sh, ch, j, and r/ sounds, and /r, and s/ blends in words.

How the student's Disability affects his/her involvement in the general curriculum for the skill area: _____'s articulation errors noted above cause his/her speech to be difficult to understand when reading aloud and when talking to peers. _____ is asked to repeat what he/she said and sometimes he/she seems embarrassed to say the sentence again.

Parent/guardian input: _____ shies away from talking when around strangers because he/she is afraid of not being understood.

Example #8: Skill Area: Adaptive behavior

Strengths:

Communication:

- States her own telephone number (Parent)
- Says irregular plural nouns, such as knives and mice (Teacher)

Community Use:

- States which bus is taken to school (Teacher)

Functional Academics:

- Finds someone's number in the phone book (Parent)
- Uses a dictionary or encyclopedia to find information (Teacher)

Home/School Living:

- Cooks simple foods on the stove (Parents)
- Takes correct books and supplies home for homework (Teacher)

Health and Safety:

- Carries breakable objects safely and carefully (Parents)
- Asks to see school nurse or other school official when hurt or ill (Parent, Teacher)

Leisure:

- Participates in a specific fun activity on a routine basis (Parent)
- Participates in a club, sports team, or organized group activity when arranged by a teacher or parent (Teacher)

Self-Care:

- Cuts own meat or other foods into bite-sized pieces (Parent)
- Ties own shoes (Teacher)

Self-Direction:

- Puts school work over leisure activities (Parent)
- Returns on time when requested back in the classroom (Teacher)

Social:

- Compliments others for good deeds or behavior (Parent)
- Congratulates others when something good happens to them (Teacher)

Weaknesses noted include:

Communication:

- Paying attention during family discussions for as long as needed (Parent)
- Nodding or smiling to encourage others when they are talking - she just stares at the speaker (Teacher)

Community Use:

- Looking both ways before crossing a street or parking lot (Parents)
- Fining restroom in a public place (Parent)
- Stating general address of a travel destination, such as "On Washington Avenue, near Lake Street (Teacher)

Functional Academics:

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- Stating days of the week in order (Parent)
- Reading and obeying common signs, such as Do Not Enter, Exit, Stop, etc. (Parent)
- Following a favorite interest or current event by reading newspapers, books, or other materials (Teacher)

Home/School Living:

- Cleaning room or living quarters regularly (Parent)
- Dusting furniture until it is clean (Parent)

Health and Safety:

- Showing caution around hot items (Parent)
- Calling for help if someone is hurt at home (Parent)

Leisure:

- Participating in an organized sport or hobby, such as music lessons or basketball (Parent, Teacher)
- Organizing game or activity at school for a group of classmates without help from others (Teacher)

Self-Care:

- Closing and locking door before using public restrooms (Parent)
- Having clean hair and being clean when arriving at school (Teacher)
- Teacher notes self-care is one of student's biggest areas of need.

Self-Direction:

- Stopping fun activity without complaint when told time is up (Parent)
- Asking for help from teachers or authority figures when difficult problems come up (Teacher)

Social:

- Saying "thank you" when given a gift (Parent)
- Stating when others seem happy, sad, scared or angry (Teacher)

How the student's disability affects his/her involvement in the general curriculum for the skill area: _____ adaptive skill deficits have affected him/her in being able to participate in the same activities as his/her peers. They also prevent him/her from being independent like his/her peers during classroom activities/lessons.

Parent input: Parent/guardian is particularly concerned about safety issues, which are continually being worked on at home.

Example #9: Skill Area Reading Readiness: (age 4.9)

Strengths

- Recognizes environmental print (where to eat, candy, cereal)

Weaknesses:

- Unable to recite any of the alphabet

- Unable to match any letters of the alphabet
- Unable to identify any letters of the alphabet

How the student's disability affects his/her participation in appropriate activities: _____ is lagging behind his/her average peer with reading readiness skills. The lack of these skills makes playing games and singing songs with the alphabet difficult for him/her.

Parent/guardian input: Parent/guardian notes that _____ does not sing the alphabet song at home and that he/she likes books about animals.

Example #10: Skill area: General Knowledge (age 3.5)

Strength

General Knowledge:

- Body parts (receptive)-feet, ears, head, legs, arms, fingers, teeth, toes, neck
- Body parts (expressive)-eyes, nose, mouth, hair, feet, ears, legs, arms
- Colors (matching)-red, blue, green, yellow
- Shapes (matching)-circle, square
- Quantitative concepts-one/one more

Areas of Difficulty

General Knowledge:

- Does not know where tongue or thumb are located
- Does not name head, fingers, or thumb
- Does not know the use of a chair, car, bed, houses, pencils, dishes, coat
- Does not describe actions depicted in books
- Does not point to the colors red, blue or green
- Does not point to or name circle, square, triangle, or rectangle
- Cannot classify the animals, toys, means of travel
- Does not know what to do in different situations, such as when you are sleepy, are cold, are tired, are hungry
- Does not identify parts of a book, such as words, title, front, back

How the student's disability affects his/her participation in appropriate activities: _____ is lagging behind his/her average peer in general knowledge skills. The disability makes it difficult for him/her to follow directions during circle time.

Parent/guardian input: Parent/guardian notes that _____ does not like to do any sit down activities. This is _____ first year in preschool.

Example #10 Autism (5-year-old)

Reading Skills

Strengths

- Turns the pages in a book from to the left
- Looks at a book or pictures in a book from left to right

Needs

- Cannot identify upper or lowercase letters
- Cannot make the sounds of letters
- Is unable to match words with pictures

Math Skills

Strengths

- Can receptively identify or label some, same, and different
- Can get up to 2 items when requested

Needs

- Is unable to count objects with prompts
- Cannot name numbers
- Does not understand concepts of more, less, all, none

Writing Skills

Strengths

- Marks on paper

Needs

- Cannot color between lines
- Cannot copy curved lines

Adaptive Functioning

Strengths:

Personal:

- Drinks from a cup or glass
- Eats with a fork and spoon
- Wipes or blows nose, when needed
- Brushes teeth
- Washes face and hands

Home/Classroom:

- Shows caution around hot, sharp, or other dangerous objects
- Follows general safety rules
- Puts personal possessions away
- Differentiates between clean and dirty clothing

Community:

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- Buckles own seat belt
- Stays with adult or group in public places
- Knows who is a stranger and who is not
- Knows not to talk to strangers

Needs:

Personal:

- Cannot cut meat or other food into bite-sized pieces
- Does not cover mouth when coughing or sneezing
- Does not bathe and dry self
- Is not toilet trained during the day or night
- Puts shoes on the wrong feet
- Is unable to dress self
- Cannot tie shoes
- Dresses appropriately for the weather

Home/Classroom:

- Does not clean up area when finished with a work or play activity
- Does not wipe up spills
- Unable to clear the table after a meal/cannot clean area and dump lunch tray
- Unable to help with preparation of foods that do not require cooking
- Cannot safely cook food in the microwave

Community:

- Does not look both ways before crossing a street
- Does not know how to dial 911
- Is unable to locate the proper bathroom for his gender in a public place

Expressive Language

Strengths

- Able to make a variety of spontaneous vocalizations
- Spontaneously says at least one word per hour
- Spontaneously says an average of one phrase per day
- Occasionally adds "s" to the end of a word as appropriate
- Occasionally indicates negation when appropriate

Needs

- Exclusively uses one-word phrases
- Does not use verbs or articles
- Does not use past tense
- Does not spontaneously make requests
- Does not engage in conversation
- Does not imitate sounds on request
- Cannot imitate initial sounds of words

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Receptive Language

Strengths

- Follows instructions to select one reinforcing item from two objects
- Can select an object named by the instructor from an array of two common objects

Needs

- Requires prompts to respond to own name
- Does not follow instructions to touch a common item held in various positions
- Needs intensive training to acquire new selection skills

Behavior

Strengths

- Generally happy and in a good mood
- Is not picked on or bullied by other children
- Gets along well with adults and children
- Stays still for as long as needed
- Does not complain about physical symptoms
- Controls temper
- Does not seem to worry excessively

Needs

- Does not attend to teacher during small-group instruction
- Does not attend to other students in a group
- Does not consistently follow group instructions
- Does not work independently on academic activities
- Does not complete tasks independently and bring work to teacher
- Inconsiderate of others' feelings
- Has difficulty sharing readily with peers (toys, treats)
- Prefers to play alone (solitary)
- Fidgets and squirms excessively
- Does not like to play with other peers

How the student's Disability affects his/her involvement in the general curriculum for the skill

area: His/her lack of language skills does not allow him to participate in all areas of the general education curriculum. His/her social skills deficits prevent him from interacting with his/her peers during group activities. Therefore, he/she experiences difficulty forming friendships. The student often becomes frustrated when asked to transition from one activity to another.

Parent/guardian Input: The student does not interact with family members at home and parent/guardians state they help _____ with many routine tasks.\