Step 2: Developing PLAFP Statements

* Purpose
  + How the student’s disability effects their performance in academic and nonacademic areas.
  + How the student’s disability effects the student’s involvement and progress in the general education curriculum.
* Critical elements
  + Written in objective and measurable terms.
  + Reported assessment results should specifically describe the child’s performance on the target routine, activity, or skill.
  + Direct relationship between PLAFP and the other components of the IEP (goals, placement, etc.).
* Statement should include three components:
  + 1. What the student can do
    2. What the student are not currently able to do
    3. What the student needs to learn to do

**Examples**

|  |  |
| --- | --- |
| *Avoid* | Use Clear and Detailed Statements |
| *Bob can’t tie his shoes for PE.* | Bob can put on his shoes but needs physical prompts to tie them. He needs to tie them independently to participate in physical education class. |
| *Bob needs to use a calculator to complete basic addition problems.* | Bob can independently identify the numerals on the calculator but needs verbal and gestural prompts to complete single digits addition problems. He needs to use the calculator to complete three and four digit addition problems to develop a budget. |
| *Bob cannot cross streets at controlled and uncontrolled intersections.* | Bob can cross controlled and uncontrolled streets with verbal and gestural prompts. He can not identify the “walk” and “don’t walk” signals and crosses the street slowly. He needs to cross streets without assistance to get to his job and other community settings. |
| *Bob needs to use a picture schedule to complete assigned work tasks.* | Bob can point to 10 of 20 task photographs but requires verbal prompts to place photographs in the correct sequence. He needs to identify and order task pictures in the correct order without assistance, and follow his schedule independently. |