Examples of Present Level of Academic Achievement & Functional Performance (PLAAFP Statements)

Click on one of the following links:

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- **Behavior**
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- **Gross Motor**
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**Reading:**

1. Based on the total reading quotient of 76 (below average range) on the Woodcock Johnson Revised, the student has difficulty sounding out unfamiliar words. She also struggles with remembering what she has read. Given her current skill level, she would be unsuccessful in general education classes without special education support.

2. The student achieved a reading level of mid first grade on the Brigance Inventory of Basic Skills. The student knows some of the letters and sounds. He has a very limited sight word vocabulary. This impedes his progress in the general education setting and the general education curriculum.

3. Informal observation made by the teacher notes that the student demonstrates weakness in comprehension and attention. However, he appears to be a good oral reader. The difficulty in the area of sequencing and comprehension could cause the student some frustration in the general education setting in the areas of science or social studies.

4. The MLPP was given by the special education teacher and the student achieved a level four this spring. The student has difficulty comprehending and decoding narrative selections at her grade level. It is essential that she get accommodations to help her improve her basic reading skills. The student has shown improvement since the 00-01 school year but still needs extra support to build her skills in reading. Special education will enable the student to acquire basic reading skills.

**Written Expression: Top of the Document**

5. Based on the written language quotient of 80 (low average range) on the TOWL-R, the student has difficulty organizing paragraphs. She also struggles with functional writing. Given her current skill level, she would be unsuccessful in general education classes without special education support.

6. According to the low average written language quotient on the K-TEA, the student has difficulty putting his thoughts down on paper in an organized manner. It also appears he has limited knowledge of the basic grammar rules. This difficulty in writing could cause him frustration or hinder him in the general education classroom.

7. Based on classroom assignments and teacher observations, when Joe is given a story starter, he writes one sentence or less (usually 3-8 words) and makes approximately twice as many errors (spacing, spelling, letter formation) as he has words. Joe’s difficulty in writing sentences will
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therefore impact him in the general education curriculum without the support of special education.

**Math:** [Top of the Document]

8. Results of the WIAT-R (math calculation quotient of 80, below average range) indicate the student has difficulty with math computation. She also struggles with keeping a checkbook and a simple budget. Given her current skill level, she would be unsuccessful in the general education classes without special education support.

9. Based on the 1st grade teacher’s assessment and observation, Joe does not count objects, count by rote, recognize numerals or match numbers and objects. Given his current skill level, he would be unsuccessful in the general education classes without special education support.

**Speech:** [Top of the Document]

10. Based on the Goldman Fristoe Test of Articulation, the student has misarticulations which impact intelligibility. These may affect reading and writing in the general curriculum.

11. According to the teacher and parent report, the student’s comprehension skills have improved greatly this year. Currently, informal and formal assessment indicates that his receptive language skills cluster in the 18-24 month range. While he has demonstrated comprehension of several one-step direction when presented in context, (e.g., “sit down,” “come here,” and “stand up”), he is not always consistent in doing so. These difficulties impact both his ability to follow directions, and to understand the verbal language needed to participate fully in his preschool program.

**Behavior:** [Top of the Document]

12. According to teacher observation and the functional behavior assessment, the student is able to follow directions given to him, but it often takes him a long time to comply causing distractions and off task behavior. He has some difficulty with peer/adult interactions. This impedes his progress in the general education setting.

13. Based on the school social worker’s log and staff observations, Joe responds to teasing from his classmates by loud name calling and yelling. This behavior occurs approximately 5-8 times per day. Due to Joe’s inappropriate responses, he is unable to fully participate within the general education setting without the support of school social work services.

**Completion of Work:** [Top of the Document]

14. General education teachers report that the student has difficulties with work completion. The student has the capabilities to complete the majority of his work, but his tendency is to shut down when the work becomes too
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time consuming or the difficulty of the assignment increases. This prevents him from progressing satisfactorily within the general education curriculum.

Gross Motor: Top of the Document
15. The Quality of Movement checklist indicated below average functioning in the following areas: The student has difficulty following verbal instructions for motor commands, difficulty with spatial orientation and difficulty with bilateral coordination. This adversely affects his participation in the general education setting.
16. According to the Manual Muscle test and therapist observation, the student has difficulties with motor planning. The student exhibits difficulty using his left hand as an assist. This impedes his ability to write without a model, cut or draw in the general education setting.

Fine Motor: Top of the Document
17. Based on both the teacher’s and the therapist’s observation, the student passively cooperates when being dressed but will not dress herself or take any initiative in assisting getting dressed herself. This adversely affects her ability to participate in activities such as recess in the general education classroom.
18. Judy scored at the 4 ½ year old level on the (fine motor test) given at the end of her kindergarten year (June 2007). Based on this score, Judy will experience much difficulty in her general education 1st grade classroom next year and will need occupational therapy services to improve her fine motor abilities.