**PLAAFP Worksheet**

**Student Name (DOB): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

The PLAAFP Worksheet is intended to assist IEP teams in identifying primary areas of student need related to their disability and the impact of those needs on access and progress in general education curriculum and environments. This information can be also used to identify supplementary aids and services and develop IEP goals. The PLAAFP statement is the foundation of the IEP and must include three primary components:

1. Primary areas of need related to the identified disability and the impact on general education;
2. Data compared to peers for each area of need;
3. The specific impact of those needs on access and progress in general education.

To ensure that the selected areas of need are related to the student’s disability, it is helpful to ask the question “What about the <insert disability> impacts access and progress in the general education curriculum and environments.” For students with ASD, areas of need to be considered include:

* Ability to Participate in Instruction ( i.e. engagement)
* Socialization Skills / Competence
* Communication
* Independence
* Transition Challenges
* Ability to Manage Stress / Anxiety

Using data gathered from assessments, tools, and observations, identify 3-5 primary areas of need related to the student’s disability and the impact on access and progress in the general education curriculum and environments:

**EXAMPLES**

| **Area of Need** | **Data for Area Compared to Peers** | **Impact on Access and Progress in Gen Ed** |
| --- | --- | --- |
| Social | Sean has 97% fewer social interactions than others students the same age based on staff observations. He talks about Star Wars every 3 minutes during unstructured activities (according to staff observations) which results in peers resisting interaction with him. He does not have a preferred friend, and at lunch and recess, he plays alone. According to the “developmental inventory”, typical peers can identify a preferred friend and interact with others during play activities. | In the classroom, Sean does not choose a partner or join a work group without adult prompting. He does not participate in cooperative work with peers without argument, which results in adult intervention and 3-4 times per week, Sean having to leave the classroom due to disruption. Social interactions are impacted by Star Wars talk during unstructured times every 3 minutes. |
| Independence | Sean does not independently navigate the daily schedule. He requires 6-7 verbal and visual prompts by adults before following simple tasks. He does not independently get materials he needs to complete classroom activities and tasks, and requires more than 4 adult prompts to complete classroom work. Based on classroom observations, typical peers navigate the environment independently and complete their assignments with minimal adult prompting. | Because Sean requires 6-7 adult prompts to follow the daily routine, prepare for classroom activities, and complete classroom work, he misses instruction as much as 40 minutes per hour. As such, he is pulled out of the classroom to “catch up” on his work as much as an hour a day at which time he is missing the other instruction in the classroom. |
| Behavior | Sean has a low frustration tolerance especially with paper / pencil academic tasks. When this occurs, which ranges from 3-5 times per day, he whines and will not continue his work. When extremely frustrated which occurs 2-3 times weekly, he utters swear words loud enough for peers to hear him. Based on “developmental inventory”, ‘peers his age persist when frustrated and can identify and use 2-3 strategies for reducing frustration. | Based on teacher report and classroom observations, when frustrated, Sean misses as much as 20-30 minutes per incident of engaged time attempting to deal with his frustration. Additionally, he does not utilize strategies for reducing his frustration so he is not able to persist in academic tasks which further impacts his progress. |

**PLAAFP Statement**

| **Area of Need** | **Data for Area Compared to Peers** | **Impact on Access and Progress in Gen Ed** |
| --- | --- | --- |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |