

# Examples of Different Types of PLAAFPs and Goals

- Transition Goals
- Secondary Goals
- Preschool Goals
- Speech Goals
- Related Services Goals

# Transition PLAAFP

Working format:

Jazmine, age 17		
1	CAN	Independently job trains in the community, completes her time card accurately and on-time, completes assigned tasks, and gets to and from work
2	CAN'T (Doesn't)	Arrive at work with a clean uniform or appropriate personal hygiene (clean hair, body, teeth)
3	GEN ED IMPACT	This impacts her ability to meet the requirements of her work study program
4	FUNCTIONAL IMPACT	This makes a poor impression on her fellow workers and customers and may interfere with her ability to keep his job

Actual format:

*Jazmine job trains in the community and can independently get herself to and from work, complete her time card, and complete assigned work tasks. She arrives at work with an unclean uniform 3 of 5 work shifts per week. This has affected her ability to complete her work study program. This makes a poor impression on her fellow workers and customers and may interfere with her ability to keep her job.*

# Transition GOAL

Working format:

<b>Who</b>	Jazmine will
<b>What</b>	Improve personal grooming and hygiene
<b>When</b>	By arriving at work with clean hair, body, teeth, and uniform
<b>How Much</b>	With no errors 8 of 10 consecutive days
<b>How Measured</b>	Guardian and management reports and data sheets

Actual format:

*Jazmine will improve her personal grooming and hygiene skills by arriving at work or at school with clean hair, body, teeth, and uniform without error for 8 of 10 consecutive days as measured by both guardian and management reports and data sheets.*

# Transition PLAAFP

Working format:

Sam, age 18		
1	CAN	Currently job trains in the community with a job coach 3/5 days a week
2	CAN'T (Doesn't)	Independently carry out and complete assigned tasks with at least 80% accuracy or complete his time card without error
3	GEN ED IMPACT	Inability to complete tasks inhibits his learning progress
4	FUNCTIONAL IMPACT	Limits his choice of community jobs and his ability to be self supporting

Actual format:

*Sam currently job trains in the community with a job coach 3/5 days a week. He is unable to independently carry out and complete assigned tasks with 80% accuracy or complete his time card without error. Sam's reliance on help to complete work tasks and time cards inhibits his ability to demonstrate learning and will limit his choice of community jobs and his ability to be self supporting.*

# Transition GOAL

Working format:

<b>Who</b>	Sam will independently
<b>What</b>	Complete assigned work tasks
<b>When</b>	When provided instruction and with no more than one additional clarifying question per task
<b>How Much</b>	90% of all tasks on one shift or per school period over 10 trials
<b>How Measured</b>	Management report and data sheets

Actual format:

*Sam will independently complete assigned work tasks when provided instruction with no more than one additional clarifying question per task, 90% of all tasks on one shift or per school period over 10 trials as measured by management report and data sheets.*

# Transition OBJECTIVES/Benchmarks

- Complete assigned task utilizing questions (90% of tasks per shift or school period)
- Independently complete his time card without error per shift across 10 consecutive shifts

# Secondary School Behavior PLAAFP

Working format:

Ahmed, age 14		
1	CAN	Complete with accuracy rates of 80% or higher
2	CAN'T (Doesn't)	Complete and turn assignments in on time (36%)
3	GEN ED IMPACT	This makes it difficult for him to demonstrate learning progress in all subjects
4	FUNCTIONAL IMPACT	This may inhibit his ability to be a productive worker in the community

Actual format:

*Ahmed can complete work with accuracy rates of 80% or higher, but struggles with completing and turning assignments in on time (36%). This behavior makes it difficult for him to demonstrate learning progress and may inhibit his ability to a productive worker in the community.*

# Secondary School Behavior GOAL

Working format:

<b>What</b>	Complete and turn in assignments
<b>When</b>	On-time as indicated by teacher and with no more than one prompt
<b>How Much</b>	7 Of 8 class periods over 10 consecutive days
<b>How Measured</b>	Daily tracking sheet

Actual format:

*Ahmed will complete and turn in daily assignments on time with no more than one prompt per class period, daily, over 10 consecutive days as measured by his daily tracker.*

## Secondary School PLAAFP

Working format:

Beck, 11 <sup>th</sup> grade		
1	CAN	Write a complete sentence without assistance and can verbally tell a story of at least three sentences
2	CAN'T (Doesn't)	Write a paragraph with at least three sentences related to the same story
3	GEN ED IMPACT	This impacts his ability to complete written assignments that require these skills across multiple subjects
4	FUNCTIONAL IMPACT	The inability to write more than one sentence may restrict his work opportunities and his ability to communicate in the community

Actual format:

*Beck, 11th grade, can write a complete sentence without assistance and can verbally tell a story of at least three sentences. He struggles when asked to write a paragraph with at least three sentences related to the same topic. This impacts his ability to complete written assignments that require these skills across multiple subjects and may restrict his ability to communicate and work in the community.*

## Secondary School GOAL

Working format:

<b>Who</b>	Beck will
<b>What</b>	Write a story with at least three paragraphs containing at least three complete sentences per paragraph all related to the same topic
<b>When</b>	When requested or assigned
<b>How Much</b>	With no more than one verbal prompt and no more than one error
<b>How Measured</b>	Paper product and teacher grade book

Actual format:

*Beck will write a story with at least three paragraphs containing at least three complete sentences per paragraph all related to the same topic, when requested or assigned, with no more than one verbal prompt and no more than one error, as measured by his work product and teacher grade book.*

## Secondary School OBJECTIVES/Benchmarks

- Identify a topic and write three complete sentences about the topic when requested
- Write a second paragraph of at least three more sentences providing additional information about the topic when requested
- Write a third paragraph of at least three more sentences providing an ending to the story when requested

## Speech-Language PLAAFP

Working format:

Kai, age 10		
1	CAN	Understands and uses basic language concepts with at least 79% accuracy; understands and uses antonyms with 80% accuracy on a 2 <sup>nd</sup> grade level
2	CAN'T (Doesn't)	State what the problem is in a social situation with more than 50% accuracy; provide problem solutions to a problem with more than 30% accuracy; use synonyms on a 2 <sup>nd</sup> grade level with more than 20% accuracy
3	GEN ED IMPACT	This impacts Kai's ability to resolve social problems that arise with his peers and to understand and use words meaningfully
4	FUNCTIONAL IMPACT	Kai's language abilities will hinder his ability to interpret social cues appropriately and to communicate within the community

Actual format:

*Kai, grade 4, understands and uses basic concepts with 79% accuracy. He also understands and uses antonyms with 80% accuracy on a 2nd grade level. Kai can state the problem to a situation with 50% accuracy. Kai can state solutions to a problem with only 30% accuracy and he understands and uses synonyms with 20% accuracy on a 2nd grade level. This impacts Kai's ability to resolve social problems that arise with his peers and to understand and use words meaningfully. Kai's language abilities will hinder his ability to interpret social cues appropriately and to communicate within the community.*

## Speech-Language GOALS

Working format:

<b>Who</b>	Kai
<b>What</b>	Accurately use grades 2 and 3 level vocabulary in meaningful sentences
<b>When</b>	Prompted by teacher or assignment
<b>How Much</b>	with 90% accuracy across three consecutive sessions
<b>How Measured</b>	SLP record sheets and paper product

<b>Who</b>	Kai
<b>What</b>	Accurately identify grades 2 and 3 level synonyms and antonyms
<b>When</b>	Prompted by teacher or assignment
<b>How Much</b>	with 90% accuracy across three consecutive sessions
<b>How Measured</b>	SLP record sheets and paper product

<b>Who</b>	Kai
<b>What</b>	Accurately describe situations, generate possible solutions, and state possible outcomes
<b>When</b>	Prompted by teacher or in a role play situation
<b>How Much</b>	with 90% accuracy across three consecutive sessions
<b>How Measured</b>	SLP record sheets

## Preschool PLAAFP

Working format:

Maria, age 3		
1	CAN	Recognize, select, and match two colors (r, b) consistently. She can use 15 single words to express her needs and wants. Maria can walk independently
2	CAN'T (Doesn't)	Select or match colors other than red and blue. She does not put two words together to express her needs and is unable to hop or jump without physical assistance
3	GEN ED IMPACT	Maria's difficulties in identifying colors and expressing herself limit her participation in choosing activities and activities requiring verbal responses
4	FUNCTIONAL IMPACT	Maria's difficulties impact her ability to be a functional member of her family, school, and neighborhood communities

Actual format:

*Maria, age 3, can recognize, select, and match two colors (r, b) consistently and she can use 15 single words to express her needs and wants. She walks independently. Maria is unable to select other colors consistently, put two words together, or hop on one foot without help. Maria's difficulties in identifying colors and expressing herself limit her participation in choosing activities and activities requiring verbal responses. Maria's difficulties impact her ability to be a functional member of her family, school, and neighborhood community.*

## Preschool GOAL

Working format:

<b>Who</b>	Maria will
<b>What</b>	Match 5 colors (r,b,g,y,o)
<b>When</b>	When requested
<b>How Much</b>	With no more than one error across three consecutive trials
<b>How Measured</b>	Teacher data sheets

Actual format:

*Maria will match 5 colors (r, b, g, y, o) on request with no more than one error across three consecutive trials as measured by teacher data sheets.*

## Preschool OBJECTIVES/Benchmarks

- Name the color provided with model (80% of trials over 5 days)
- Name the color provided with no model (80% of trials over 5 days)
- Match the color with one distracter (80% of trials over 5 days)
- Match the color with two distracters (80% of trials over 5 days)
- Select the color with three distracters (80% of trials over 5 days)

# Preschool Speech PLAAFP

Working format:

Maria, age 3		
1	CAN	Get her needs met accurately using one word and nonverbal gestures 70% of her attempts
2	CAN'T (Doesn't)	Put two words together when making a request even with a model more than 18% of trials
3	GEN ED IMPACT	This impacts her ability to ask questions, provide information, or verbally respond to others in the classroom
<i>Remember, with preschool, the PLAAFP must indicate how the disability affects the child's participation in appropriate activities</i>		
4	FUNCTIONAL IMPACT	This may inhibit Maria's ability to participate in sharing activities, verbally access snack, and communicate with her peers

Actual format:

*Maria can get her needs met accurately using one word and nonverbal gestures 70% of her attempts. She is unable to put two words together when making a request even with a model more than 18% of all trials attempted. This may impact her ability to ask questions, provide information, or verbally respond to others in the classroom. This may also inhibit Maria's ability to participate in sharing activities, verbally access snack, and communicate with her peers.*

# Preschool Speech GOAL

Working format:

<b>Who</b>	Maria will
<b>What</b>	Use two words together
<b>When</b>	Making a request without prompts
<b>How Much</b>	8 of 10 opportunities, daily, over 5 days
<b>How Measured</b>	Teacher data sheets

Actual format:

*Maria will use two words together when making a request, without prompts, 8 of 10 opportunities, daily, over 5 days as measured by teacher data sheets.*

# Preschool Speech OBJECTIVES/Benchmarks

Say two words together, with model and no errors, 8 of 10 trials
Say two words together, with a prompt and no errors, 8 of 10 trials
Say two words together, spontaneously as needed, 8 of 10 opportunities



# Occupational Therapy (OT) PLAAPF

Working format:

Abby, age 8		
1	CAN	Write all 26 letters of the alphabet, both capital and lowercase, when requested
2	CAN'T (Doesn't)	Form more than 8 of the letters within the lines of grade level appropriate paper and make them legible
3	GEN ED IMPACT	Impacts her ability to complete assignments and demonstrate her on-grade level academic skills using paper and pencil
4	FUNCTIONAL IMPACT	May inhibit her school performance and reduce her ability to be a successful student

Actual format:

*Abby can write all 26 letters of the alphabet, both capital and lowercase, when requested. She is unable to draw more than 8 of the letters within the lines of grade level appropriate paper and make them legible. This impacts her ability to complete assignments and demonstrate her on-grade level academic skills using paper and pencil. This may inhibit her school performance and reduce her ability to be a successful student.*

## OT GOAL

Working format:

<b>Who</b>	Abby
<b>What</b>	Legibly write each of the 26 upper and lowercase letters of the alphabet within the lines of grade appropriate paper
<b>When</b>	With no model or prompt
<b>How Much</b>	4 of 5 opportunities across 5 probes per letter
<b>How Measured</b>	OT data sheets

Actual format:

*Abby will legibly write each of the 26 upper and lowercase letters of the alphabet within the lines of grade level appropriate paper with not model or prompt 4 of 5 given opportunities across 5 probes per letter as measured by the OT's data sheets.*

## Physical Therapy (PT) PLAAFP

Working format:

John, age 12		
1	CAN	Walk at least 5 feet using an assistive walking device with adult assistance and continuous prompts
2	CAN'T (Doesn't)	Walk independently using an assistive walking device
3	GEN ED IMPACT	John struggles to get to activities and locations within the classroom and school building where he needs to be for his educational instruction
4	FUNCTIONAL IMPACT	John's reliance on adult help restricts his access to transportation, activities with his peers, and makes him dependent in the community

Actual format:

*John can walk at least 5 feet using an assistive walking device with adult assistance and continuous prompts. He is unable to walk independently using an assistive walking device. John struggles to get to activities and locations within the classroom and school building where he needs to be for his educational instruction. His reliance on adult help restricts his access to transportation, activities with his peers, and makes him dependent in the community.*

## PT GOAL

Working format:

<b>Who</b>	John
<b>What</b>	Independently walk to and from the bus with an assistive walking device
<b>When</b>	In the morning and after school; without direct adult supervision or additional prompts
<b>How Much</b>	2 of 3 given opportunities over 3 probes
<b>How Measured</b>	PT and teacher observations and PT's data sheets

Actual format:

*John will independently walk to and from the bus with an assistive walking device in the morning and after school with no adult supervision and no additional prompts for 2 of 3 given opportunities as measured by teacher observation and data sheets.*

## PT OBJECTIVES/Benchmarks

- Walk to/from bus and classroom with minimum assistance in an assistive walking device 2 of 3 given opportunities over 3 probes
- Walk to/from bus and classroom with stand-by assistance in an assistive walking device 2 of 3 given opportunities over 3 probes
- Walk independently to/from bus and classroom in an assistive walking device 2 of 3 given opportunities over 3 probes

## PLAAFP and GOAL Worksheet

### Writing a PLAAFP

1	Can	What the student can do before intervention
2	Can't/Doesn't	What the student can't or doesn't do that needs intervention
3	General Ed Impact	How the skill the student can't do will impact how s/he functions in general ed
4	Functional Impact	How the skill the student can't do will impact how s/he functions in the real world

1	Can	
2	Can't/Doesn't	
3	General Ed Impact	
4	Functional Impact	

### Writing a Goal

Who	Name of student
What	Skills the student can do and can not do
When	When conditions must be in place or prompts must be given before the student is expected to perform the skill
How Much	How much of the skill the student must perform and over what period of time in order to complete the goal
How Measured	How will data be collected to show progress

Who	
What	
When	
How Much	
How Measured	