

## Writing Impact Statements and Compliant PLAAFP in 4 steps

### Goal:

All special education and related service professionals will write complete, standards based PLAAFP statements which meet the compliance requirements by including can, can't, impact and needs to statements.

<p><b>1. Write the Can do statement.</b></p> <ol style="list-style-type: none"><li>The source of the data is included. "Based on _____"</li><li>Data is always numeric</li><li>Identifies what the student is able to do. "____ is able to ____(skill) with ____ accuracy or _____ performs _____ (skill) in __/____ tasks." (Skill included should demonstrate a high rate of accuracy.)</li></ol>
<p><b>2. Write the Can't do statement.</b></p> <ol style="list-style-type: none"><li>Indicates what the student struggles to do.</li><li>Is stated in a positive way.</li><li>Might include additional baseline data. "____ struggles to ____ (area of need/deficit)."</li></ol> <p>Other examples of neutral/positive "Can't do" statements include:</p> <ul style="list-style-type: none"><li>• struggles with/to</li><li>• needs more specially designed instruction in</li><li>• needs to improve in</li><li>• needs more help with</li><li>• does not have age/developmentally/functionally appropriate skill(s) with/at</li><li>• continues to require support with</li><li>• continues to require verbal/physical assist with</li><li>• in a large group setting, requires supervision to</li></ul>
<p><b>3. Write the Impact statement by completing steps A and B.</b> (The impact statement can also come at the start of the PLAAFP statement.)</p>
<p><b>Impact Statement Format:</b> [First Name]'s weakness in [area of weakness] impacts [his/her] ability to [skill].</p>
<p>A. Identify a weakness which most affects the area of need for the student related to this IEP goal. The weaknesses are going to be different for most IEP goals.</p>
<p>B. Complete the impact statement by identifying the skill or behavior that will be targeted by the IEP goal. See below for examples.</p>
<ul style="list-style-type: none"><li>• <b>For student's in 9<sup>th</sup> grade and above</b> Start at least one with a reference to the transition goal(s) from transition plan. See examples below.</li></ul>
<p><b>4. Write a standards-based needs statement.</b></p> <ol style="list-style-type: none"><li>The individualized skill or behavior that will be targeted by the IEP goal.</li><li>A standards alignment in addition to the skill/behavior.</li><li>The statement includes, "in order to progress in the general curriculum."</li></ol>
<p><b>5. Evaluate your PLAAFP to ensure it meets compliance criteria by answering the following questions:</b></p> <p><b>SELF EVALUATION TOOL:</b></p> <p><b>CAN DO</b></p> <ol style="list-style-type: none"><li>Does the statement identify what the student is able to do? <input type="checkbox"/> Yes <input type="checkbox"/> No</li><li>Does the statement include baseline data (with numeric data and the source of the data)? <input type="checkbox"/> Yes <input type="checkbox"/> No</li></ol> <p><b>CAN'T DO</b></p> <ol style="list-style-type: none"><li>Does the statement indicate what the student struggles to do? <input type="checkbox"/> Yes <input type="checkbox"/> No</li><li>Is the this statement stated in a positive way? <input type="checkbox"/> Yes <input type="checkbox"/> No</li></ol> <p><b>IMPACT</b></p> <ol style="list-style-type: none"><li>Does the impact statement identify the nature of the student's weakness in the specific area? <input type="checkbox"/> Yes <input type="checkbox"/> No</li><li>Does the impact statement identify the skill/behavior the goal is going to address? <input type="checkbox"/> Yes <input type="checkbox"/> No</li></ol> <p><b>NEEDS</b></p> <ol style="list-style-type: none"><li>Does the statement indicate the specific behavior that will be targeted by the IEP goal? <input type="checkbox"/> Yes <input type="checkbox"/> No</li></ol>

- For student's in 9<sup>th</sup> grade and above: Does at least one statement include an alignment with the transition goal(s) from the transition plan (ie. "in order to become a cook..., in order to become a pilot..., in order to become a mechanic...")?  Yes  No  NA – student's in PS-8<sup>th</sup> grade
8. Does the statement include a standards alignment (DESK, Essential Elements, Early Childhood Standards, Life Centered Career Education-LCE) in addition to the individualized skill/behavior in question 7?  Yes  No
9. Does the statement include, "in order to progress in the general curriculum?"  Yes  No

**GOAL ALIGNMENT**

Does the goal align with the need identified with the student need defined by the PLAAFP?  Yes  No

*In order for a PLAAFP statement to be compliant according USBE and DSD standards, all questions must be answered yes.*

**EXAMPLES OF LANGUAGE FOR PLAAFP STATEMENTS**

**Examples of weaknesses for impact statements:**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Reading <ul style="list-style-type: none"> <li>○ Comprehension</li> <li>○ Decoding</li> <li>○ Fluency</li> <li>○ Phonemic/Phonological Awareness</li> <li>○ Vocabulary</li> </ul> </li> <li>• Math <ul style="list-style-type: none"> <li>○ Calculation</li> <li>○ Mathematical Reasoning</li> <li>○ Number Sense</li> <li>○ Problem Solving</li> </ul> </li> <li>• Written Language <ul style="list-style-type: none"> <li>○ Grammar</li> <li>○ Letter formation</li> <li>○ Vocabulary</li> <li>○ Writing fluency</li> <li>○ Writing mechanics</li> <li>○ Written structure</li> </ul> </li> <li>• Transition <ul style="list-style-type: none"> <li>○ Accomplishing activities of independent living</li> <li>○ Independently developing vocational skills</li> <li>○ Preparing for post-secondary education and employment</li> </ul> </li> <li>• Cognitive Processes <ul style="list-style-type: none"> <li>○ Cognition</li> <li>○ Comprehending complex ideas</li> <li>○ Fluid reasoning</li> <li>○ Inference</li> <li>○ Planning</li> <li>○ Reasoning</li> <li>○ Solving problems</li> </ul> </li> <li>• Cognitive Processes (continued) <ul style="list-style-type: none"> <li>○ Spatial relations</li> <li>○ Thinking abstractly</li> <li>○ Understanding directions</li> <li>○ Visual memory</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Executive Functioning <ul style="list-style-type: none"> <li>○ Abstract thinking</li> <li>○ Attention</li> <li>○ Communication Initiation</li> <li>○ Inhibition</li> <li>○ Meta-cognition</li> <li>○ Organization</li> <li>○ Play Initiation</li> <li>○ Self-advocacy</li> <li>○ Self-management</li> <li>○ Sustained focus</li> <li>○ Switching between tasks/settings/skills/materials</li> <li>○ Task Initiation</li> <li>○ Transition between activities/tasks/settings</li> </ul> </li> <li>• Language Skills <ul style="list-style-type: none"> <li>○ Comprehension</li> <li>○ Functional communication/language</li> <li>○ Initiate communication</li> <li>○ Listening</li> <li>○ Pragmatics</li> <li>○ Semantics</li> <li>○ Social language</li> <li>○ Speaking</li> <li>○ Syntax</li> <li>○ Vocabulary</li> </ul> </li> <li>• Aural Skills (Listening) <ul style="list-style-type: none"> <li>○ Attend to information non-verbal prompts</li> <li>○ Attend to information presented verbally</li> <li>○ Attend to signed information</li> </ul> </li> <li>• Motor Skills <ul style="list-style-type: none"> <li>○ Ambulation</li> <li>○ Coordination</li> <li>○ Endurance</li> <li>○ Motor coordination</li> <li>○ Range of Motion</li> <li>○ Strength</li> <li>○ Visual motor skills</li> <li>○ Visual perceptual skills</li> </ul> </li> </ul> |
|---|--|

<ul style="list-style-type: none"> <li>○ Visual spatial organization</li> <li>○ Visual spatial reasoning</li> <li>○ Working memory</li> <li>● Social/Behavioral Skills <ul style="list-style-type: none"> <li>○ Building or maintaining interpersonal relationships</li> <li>○ Complying with classroom routines</li> <li>○ Complying with school rules and code of conduct</li> <li>○ Interpersonal Relationships</li> <li>○ Transition between settings/activities/tasks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Vision skills <ul style="list-style-type: none"> <li>○ Mobility</li> <li>○ Navigating environment</li> <li>○ Navigation</li> <li>○ Orientation</li> </ul> </li> </ul>
---	--

**Examples of completed impact statements (behaviors are underlined):**

- Minnie’s weakness in reading fluency impacts her ability to comprehend written material.
- Aladdin’s weakness in math calculation impacts his ability to solve problems.
- Donald’s weakness in verbalizing his thoughts in complete sentences impacts his ability to communicate effectively.
- Mickey’s weakness in initiating tasks impacts his ability to complete assigned tasks.

**Examples of transition statements:**

- in order to become a cook...
- in order to become a pilot...
- in order to become a mechanic...
- in order to attend college...
- in order to attend a trade school...
- in order to attend a post-secondary training program...
- in order to enlist in the armed forces...
- in order to work in the medical field...
- in order to live independently...
- in order to live with roommates...
- in order to live with support and supervision...

**Examples of standards aligned needs statements: (standard description included for reference, does NOT be included in the PLAAFP when the IEP is written) These are examples. There are multiple ways to write standards based needs statements, the key factor is to reference standards which align with the areas of instruction and grade level content for the student.**

**Social/Behavioral Elementary – All Ability Levels**

**DESK Comprehensive Counseling Comprehensive Counseling and Guidance – Elementary**

[http://www.davis.k12.ut.us/cms/lib09/UT01001306/Centricity/Domain/122/Final\\_Elementary\\_CG\\_DESK\\_Standards.pdf](http://www.davis.k12.ut.us/cms/lib09/UT01001306/Centricity/Domain/122/Final_Elementary_CG_DESK_Standards.pdf)

- needs to (behaviors related to executive functions and self control) in order to **increase self - awareness**.
- needs to (behaviors related to emotional regulation and awareness) in order to **develop self - management skills**.
- needs to (behaviors related to social skills, interpersonal skills and relationships) in order **increase social awareness and management skills**.

**Health Education I (Secondary)**

<http://www.davis.k12.ut.us/cms/lib09/UT01001306/Centricity/Domain/37/Health%20Education%20I%20DESK.pdf>

- needs to (behaviors related to self control) in order to **develop skills and apply strategies for a healthy self**.
- needs to (behaviors related to emotional awareness and understanding) in order to **develop skills and apply strategies for a healthy self**.
- needs to needs to (behaviors related to social skills, interpersonal skills and relationships) in order to **demonstrate appropriate communication in real life situations**.

**Health Education II (Secondary)**

<http://www.davis.k12.ut.us/cms/lib09/UT01001306/Centricity/Domain/37/Health%20Education%20II%20DESK.pdf>

- needs to (behaviors related to social skills, interpersonal skills and relationships) in order to **develop skills and understanding for a healthy self.**
- needs to (behaviors related to self control) in order to **examine and illustrate mental and emotional health.**
- needs to (behaviors related to coping skills) in order to **improve stress management.** *(This example uses the bulleted component instead of the standard title. Any part of the standard can be used as long as it is applicable to need and the behavior that will be addressed in the goal.)*

**Other standards to consider for social behavioral skills:**

Elementary

Healthy Lifestyles>[PE & Health](#)

Secondary

[Health and Physical Education](#)>7<sup>th</sup> Grade PE, 8<sup>th</sup> Grade PE, Fit for Life,

Other>[Advisory](#)

**Adapted Physical Education/Gross Motor and Movement Skills**

**Healthy Lifestyles PE & Health – Elementary**

<http://www.davis.k12.ut.us/cms/lib09/UT01001306/Centricity/Domain/37/Files/Elementary%20Health%20and%20PE/Healthy%20Lifestyles%20Through%20the%20Years%202015.pdf>

- needs to (behaviors related to gross motor skills, physical movement skills or physical education participation skills) in order to **develop skills and apply strategies for a healthy self.**
- needs to (behaviors related to gross motor skills, physical movement skills or physical education participation skills) in order to **exhibit basic sport skills and enhance movement skills.**
- needs to (behaviors related to gross motor skills, physical movement skills or physical education participation skills) in order to **demonstrate and apply spatial awareness in a physical activity setting.**

**Health and Physical Education - 7<sup>th</sup> Grade PE, 8<sup>th</sup> Grade PE, Fit for Life, Participation Skills and Techniques, Individual Lifetime Activities and Body Conditioning** *(Choose the Standards which align with the course(s) the student is enrolled in or participates in with peer support)* <http://www.davis.k12.ut.us/page/396>

- needs to (behaviors related to gross motor skills, physical movement skills or physical education participation skills) in order to **demonstrate forms of movement.**
- needs to (behaviors related to gross motor skills, physical movement skills or physical education participation skills) in order to **participate in a variety of activities that contribute to improvement of overall fitness.**
- needs to (behaviors related to gross motor skills, physical movement skills or physical education participation skills) in order to **demonstrate personal and socially responsible behavior in a variety of physically active settings.**

**Fine Motor Skills/Writing/Visual Motor Skills**

- needs to (behaviors related to fine motor skills and visual motor integration) in order to **review drawing, dictation, or own writing, and use variety of writing tools and forms to create and share ideas.** (Early childhood  
<http://www.davis.k12.ut.us/cms/lib09/UT01001306/Centricity/Domain/27/Preschool%20DESK%20Standards%202014.pdf>)
- needs to (behaviors related to fine motor skills and visual motor integration) in order to **use basic skills to write words; produce and expand sentences in response to prompts.** (First Grade  
<http://www.davis.k12.ut.us/cms/lib09/UT01001306/Centricity/Domain/27/First%20Grade%202015.pdf>)