

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

What is the Present Levels of Academic Achievement and Functional Performance (PLAAFP formally known as PLEP or PLOP)? **The PLAAFP is the basis for planning the supports (educational and other agency) and services (instruction and activities) in the IEP/IIP.** The PLAAFP is based upon identified student needs as well as student strengths, interests and preferences and must address these issues:

- a statement of the students' present level of academic and functional performance (strengths and needs);
- contains objective statements written in understandable language for parents and other team members;
- describes what the student can do and what the student cannot do;
- Is a statement that describes how the disability impacts the student's participation in:
 - academic areas;
 - non-academic areas; and
 - attaining their post-secondary goals.

The present level determines approaches for ensuring involvement in, or adaptations or modifications to, the general education curriculum. Each area of educational need identified in the PLAAFP must be addressed in at least one other section of the form: annual goals, supplementary aids/services/supports, special education programs and services, or secondary transition services. (What if needs are so numerous that priorities must be set?----Is "will be addressed at a later date" an option?)

Keep in mind that all students have transitional issues. *The PLAAFP should address how the disability makes them an educational need.* The Present Level of Academic Achievement and Functional Performance information also supports the IEP/IIP Team's determination of supplementary aids/services/personnel supports, annual goals and short-term objectives, and state as well as district-wide assessments on the IEP.

STUDENT PERFORMANCE AND MEASUREMENT OF PROGRESS
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Present Level(s) of Academic Achievement and Functional Performance:

- For preschool children, describe how the disability affects the child's participation in appropriate activities.
- For K-12 students, describe how the disability affects the child's involvement and progress in the general curriculum.

Considerations: PLAAFP should contain:

A narrative summary of the baseline data: In understandable terms, explain the data, areas of need, and how the disability affects progress in the general education curriculum. The narrative summary must be sufficient to provide a foundation for education planning (a starting point for instruction).

- **Example:** Mike knows how to compute math problems, but is unable to meet the 8th grade Minnesota Comprehensive Assessment-II (MCA-II) for understanding and applying problem solving strategies to story problems. He does not understand the relationship between a description and a mathematical solution. Mike scored at the 3.8 level on the solving section of the Key Math test, and 6.8 on the Computation section. He completes word problems with 60% accuracy.

Baseline data may be obtained from criterion referenced tests, standardized achievement tests, diagnostic tests, classroom performance, systematic observations, state or district-wide assessments, checklists, progress reports, report cards, student input, parent input, or any combination of the above.

A statement of how the disability impacts the student's involvement/progress in the general education curriculum. Sample statements:

- Mike needs skills to perform independent tasks required for daily living.
- Mike's auditory processing needs affect his ability to take notes during lectures.
- Mike needs organizational skills for completing work on time.
- Mike's behavior prevents independent work on general education assignments.
- Mike's performance is below average in the areas of reading comprehension and spelling.
- Mike's poor work analysis and comprehension strategy skills continue to negatively impact performance on all grade level tasks.
- Mike's attention, concentration, focus and work habits also continue to negatively impact daily performance.
- Mike has a tendency to rush through his work and need frequent reminders to slow down and work for quality and accuracy.

A description of area(s) of educational need: "Areas" may refer to:

- An academic subject area such as math, reading, social studies, language art
- A functional area such as self-care, social skills, behavior, adaptive functioning
- An area of disability such as speech/language behavior, motor functioning

Sample Statements:

- Teacher records show that Mike turns in a weekly average of 60% of his math assignments, and 50% of his English assignments (100% expected). Fewer than 75% of assignments turned in are complete. He appears capable of completing the work as given. This performance jeopardizes completion of his coursework for graduation.
- In unstructured settings and transitional times of the day, Mike's activity level increases and he more likely violates school rules, or becomes agitated and angry. Mike does not de-escalate behavior and is not willing to discuss situations afterward. Disciplinary records indicate 4 disciplinary removals in the past 20 school days and 15 in 3 previous months, causing him to fall behind in his schoolwork. Mike's reading fluency is interrupted by substitutions. Mike does not efficiently use context or phonics clues which affect his progress in reading as indicated by his performance on completion of classroom assignments.