

Quick Reference Guide



**Tips for Developing a Quality and
Compliant Present Level of Academic
Achievement and Functional
Performance (PLAAFP) for the
Individualized Education Program**



**Michigan Department of Education
Office of Special Education and Early Intervention Services**

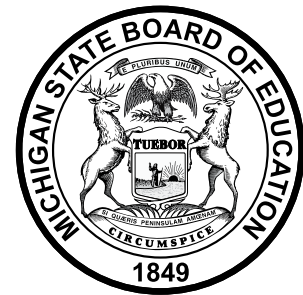
Points to Consider in Present Level of Academic Achievement and Functional Performance (PLAAFP) Development

- Address how the student's disability impacts the student's involvement/progress in the general education curriculum (i.e., the same curriculum as for children without disabilities); or for preschool children how the disability affects the child's participation in appropriate activities.
- There is only one curriculum, the general education curriculum (consider GLCE, EGLCE, HSCE, and EHSCE).
- Address current functioning in the area(s) of difficulty using current assessment data, observations, classroom performance data, etc.
- Identify academic/non-academic needs and strengths.
- Describe performance in all areas that are affected by the student's disability.
- Describe specific learning accommodations, modifications, learning strategies, level of independence, and general need for assistance based on current data.
- Ensure there is a direct relationship between evaluation information and PLAAFP statements.
- Be sure assessment results and other data are self explanatory or an explanation is included.
- Address functional performance as evidenced in the child's daily environment such as classroom, lunchroom, the community, bus, etc.
- Consider health, motor skills, mobility, assistive technology, and communication.
- Address critical-thinking/problem-solving skills.
- Consider social emotional issues.
- Identify opportunities in the general education setting least restrictive environment (LRE).
- Using transition assessment data, consider recreation, leisure, community participation, work experience, postsecondary training/learning, and adult living skills.

PLAAFP Forms

Student's Name	DOB	Grade	PLP Item
Section 2: Option 1 Present Level of Academic Achievement and Functional Performance (PLAAFP)			
The IEP team considered the following factors: • A need for positive behavioral interventions, supports, and other strategies. • The language communication needs of a student who is deaf/hard of hearing. • The language needs of a student with limited English. • A need for Braille instruction. • The communication needs of the student. • A requirement for assistive technology.			
After reviewing the student's progress in the general education curriculum and prior special education goals and objectives, the IEP team determined that the student's present level of academic achievement and functional performance is as follows: Report baseline data with same age peer comparison and/or grade level comparison for areas in which the student is making progress or needs additional support. • Describe the student's present level of academic achievement and functional performance. • Describe the student's present level of academic achievement and functional performance.			
ACADEMIC/PROF-ACADEMIC ACHIEVEMENT: Academic achievement and functional performance.			
GENERAL EDUCATION CURRICULUM: General education curriculum and prior special education goals and objectives.			
TRANSITION ASSESSMENT: The appropriate transition assessment, including employment, and independent living skills.			
COMMUNICATION/SPEECH & LANGUAGE: Communication, speech, and language.			
PERCEPTION/COGNITION/REASONING: Perception, cognition, reasoning, and problem-solving.			
ADAPTIVE/INDEPENDENT LIVING SKILLS: Skills for independent living and independent living (where appropriate).			
PHYSICAL: Physical, sensory, hearing, or other physical condition.			
ASSISTIVE TECHNOLOGY: Assistive technology.			

Student's Name	DOB	Grade	PLP Item
Section 2: Option 2 Present Level of Academic Achievement and Functional Performance (PLAAFP)			
The IEP team considered the following factors: • A need for positive behavioral interventions, supports, and other strategies. • The language communication needs of a student who is deaf/hard of hearing. • The language needs of a student with limited English. • A need for Braille instruction. • The communication needs of the student. • A requirement for assistive technology.			
After reviewing the student's progress in the general education curriculum and prior special education goals and objectives, the IEP team determined that the student's present level of academic achievement and functional performance is as follows: Report baseline data with same age peer comparison and/or grade level comparison for areas in which the student is making progress or needs additional support. • Describe the student's present level of academic achievement and functional performance. • Describe the student's present level of academic achievement and functional performance.			
Describe the student's academic, non-academic, and functional needs, including those related to general education curriculum or participation in appropriate activities for preschool children.			
Describe the student's present level of academic achievement and functional performance.			
Describe the student's present level of academic achievement and functional performance.			



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PLAAFP Checklist

- ☐ Describes performance in the general education curriculum.
- ☐ Identifies areas affected by the student's disability.
- ☐ Describes current performance including academic and functional performance.
- ☐ Includes current evaluation data (transition assessment when appropriate).
- ☐ Includes an explanation of assessment data.
- ☐ Describes present levels so that goals, services, assessments, educational setting, etc. may be easily determined.
- ☐ Includes information that is instructionally relevant and written in an understandable language.
- ☐ Includes information from a variety of sources.
- ☐ Specifies needed instructional and assessment accommodations.
- ☐ Provides a "snap shot" of the student.