



Present Levels of Academic Achievement and Functional Performance (PLAAFP)

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/IIIP, and is required in both the ER and IEP.**

In the SPED Forms ER, the PLAAFP section looks like this:

Section: Present Level of Performance Statements and Educational Need

Present Level of Academic Achievement and Functional Performance (PLAAFP):

Cognitive PLAAFP: According to assessment data, observations, review of records, and parent information, Daisy's cognitive functioning is likely above-average/average/below-average/significantly delayed compared to same age peers. Strengths for Daisy were noted in his/her XX. Weaknesses were noted in XX.

Academic PLAAFP: According to assessment data, Academic strengths are noted the areas of XX, Academic weaknesses, when compared to his/her same age peers, are XX. In the classroom, he/she is exhibiting significant underachievement in the areas of XX, which is supported by state tests scores, observations, review of records, and current grades. Basic psychological processing difficulties, noted by teachers, parents, and observations, suggest XX exhibits difficulties paying attention, processing information visually and auditory, processes information very slowly, has poor organizational skills, has poor motor control for written tasks, recalling information previously learned, expressing himself/herself verbally, sequencing information. **(edit as needed, if not supported by this or there is conflicting information or assessment data, explain why)**

In the SPED Forms IEP, the PLAAFP section looks like this:

Present Level(s) of Academic Achievement and Functional Performance:

The present levels of academic achievement and functional performance (PLAAFP) is an integrated summary of data from all sources including parents.

- 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.
- In addition, for students ages 14-21, address the present level of performance in each of the transition areas.

**** IMPORTANT!!! PLAAFPS need to change with every IEP ****

PLAAFP Continued:

According to MDE's record review and monitoring training (2014), the PLAAFP must include:

- A statement of the students' present level of academic and functional performance (strengths and needs) - **and** be more than just test scores.
- Information on how the disability impacts progress and participation in the general education curriculum.
- Contains objective statements written in understandable language for parents and other team members
- Either the PLAAFP, Annual Goal, or Short Term Objectives must have a measurable baseline/starting point.

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 IEP: annual goals, supplementary aids/services/supports, special education programs and services, or secondary transition services.***

PLAAFP Anatomy:

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

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.

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.

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

- Mike's difficulties with mathematical problem solving and word problems prevent him from performing independently in the general education math setting.
- 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, AND/OR a functional area such as self-care, social skills, behavior, adaptive functioning, or transition, AND/OR an area of disability such as speech/language behavior, motor functioning. Sample Needs Statements:

- Mike needs to improve his mathematical problem solving skills and ability to do word problems
- Mike needs to improve his reading fluency
- Mike needs to improve his intelligibility and use of correct sound production
- Mike needs to improve his use of positive behavior strategies

Samples of PLAAFP from MDE:

Sample of Noncompliance

Jamal is presently a 10th grade student. Last year his grades were mostly A’s and B’s. He struggles with writing and spelling.

Sample of Compliance

Jamal knows many mechanical rules. He correctly capitalizes and uses appropriate ending punctuation for all of his sentences. However, in a recent writing sample, he was unable to spell sight words such as “could” and “respect” as well as many of the shorter words (five letters or less). Due to his written expression difficulties, he will need to continue work on spelling.

Sample of Non-Compliance

Martin has a Full Scale IQ score of 86. He did not meet expectations on his MCA Reading or Math scores. Martin has many behavior incidents, although the severity of the incidents has lessened.

Sample of Compliance

Martin’s intellectual abilities fall within the average to low average range. His memorization and processing speed were relatively strong, compared to lower reasoning and conceptual thinking skills. Classroom teachers noted that Martin is turning in assignments on time, responds well to redirection and is beginning to positively interact with peers. Martin has had seven behavioral incidents this school year compared to sixteen during the last school year. Five of these incidents were due to peer conflict and three of those led to disruptive behavior and his removal from the classroom. Although the severity of behavioral incidents has decreased, negative peer interactions are keeping Martin out of class, preventing him from focusing in class and thus result in him falling behind in academics.

Sample Statements from Michigan IEP Manual Section 3-2 July 28, 2005:

- 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.

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