



MONTANA EMPOWERMENT CENTER, INC.
Montana's Parent Training Information Center

PLAAFP

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

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WHAT DOES IDEA SAY?

According to IDEA Section 300.320, each child's IEP must contain a statement of the child's present levels of academic achievement and functional performance including:

- A. How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children).
- B. For Preschool children, as appropriate, how the disability affects the child's participation in appropriate activities.

ELEMENTS OF A PLAAFP

A fully developed, well-written present level of academic achievement and functional performance statement (PLAAFP) is the foundation of the individualized education program (IEP) and is used to determine appropriate goals, services, supports, accommodations, modifications and placement for the student. The IEP team can begin the process of developing a high-quality PLAAFP statement by having a discussion that centers around four essential elements: student needs, affect on progress in the general education curriculum, baseline information, and connection to goals and services.

QUICK TIPS FOR DEVELOPING PLAAFPs

- > Address all the student's educational needs identified in the evaluation.
- > Include a description of changes in the student's functioning since the last IEP was developed.
- > Include objective, measurable data to describe current performance.
- > Explain how specific accommodations and modifications are needed and will be used by the student.
- > Provide the basis for the measurable annual goal.
- > Compare the student's baseline performance to grade level expectations.

PLAAFP BASICS:

PRESENT LEVELS	DESCRIPTION	GUIDING QUESTIONS
Student Needs	Information and data on the student's current academic achievement and functional performance	<p>What are:</p> <ul style="list-style-type: none"> • The student's strengths? • The main areas of concern and how these concerns relate to district or state standards and benchmarks? • The student's post-secondary interests? • The parents' concerns? • The student's interests and preferences? • The results from the initial evaluation, standardized tests, progress monitoring data etc. • Ways in which the student's strengths can help address the identified areas of concerns?
Effect on Progress in General Education	An explanation of how the disability affects the student's involvement and progress in the general Education curriculum.	<p>How does the student's disability affect:</p> <ul style="list-style-type: none"> • Involvement in the general education curriculum? • Access to the general education curriculum? • Progress in the general education curriculum?
Baseline Information	Baseline data for monitoring student progress	<p>Is the data being used to determine whether the student is making progress:</p> <ul style="list-style-type: none"> • Specific? • Objective? • Measurable? • Collected frequently? • Related to identified areas of concern and state content standards?
Connection to Goals and Services	Bridge between the PLAAFP statement and the measurable annual goal	<p>Is there enough information in the PLAAFP to:</p> <ul style="list-style-type: none"> • Develop a challenging, ambitious, measurable annual goal? • Determine what special education, related services, accommodations, and program modifications are needed?

This content was adapted with permission from IRIS Module: IEPs: Developing High-Quality Individualized Education Programs. High Quality PLAAFP Statements page 6.

