



PLAAFP Resource for the IEP (Present Levels of Academic Achievement and Functional Performance)

Credits to SCRED (St. Croix River Education District) for language and resources:
[SCRED PLAAFP Resource](#)

Introduction:

A PLAAFP is the foundation on which you build the IEP. It provides present levels of information about the student, it should be comprehensive enough for the reader to understand how the student is discrepant from peers, has needs for specialized instruction, and how the disability impacts progress and participation in the general education curriculum. The PLAAFP should contain student strengths and information from the parent. The PLAAFP must address present levels for:

- 1) Special education need areas and goals

but also include:

- 2) Statements for all areas of academic and functional performance even if there are no needs in these areas. (see explanation on page 3 of this resource)

Location of the PLAAFP:

There isn't a rule about where PLAAFP information should be located. Choose a process that works for you and is clear to parents:

Option One: The "all in one PLAAFP" at the beginning of the IEP document.

Option Two: At the beginning of each goal.

Option Three: A hybrid of the two options - some case managers prefer to put elements of the PLAAFP at the beginning of the IEP in the "all in one" location and then put specific data about each goal area above the goal. They may make a general statement in the "all in one PLAAFP" that additional information is located at the beginning of each goal.

PLAAFP Elements, required and best practice:

*denotes required information within a PLAAFP

1. Background Information (brief summary of relevant information) -
 - a. *Ex. Student is currently a 5th grader and initially qualified for Special*

*Education services in the area of Other Health Impairment on 01/24/2019.
Student currently resides in Ourtown, with her parents and two younger sisters.*

2. ***Information reported by parents/guardians and/or the student**, inclusive of input relating to school performance. This could be embedded everywhere in the PLAAFP, or labeled as such so you don't forget to incorporate this input.
 - a. *Ex. Student needs to "reset" when arriving home from school, we take 15-30 minutes for a snack and some activity before starting any homework. We use the school plan sheet and really rely on notes provided. Student needs those notes to know what to do and find materials independently. She gets distracted if working with her sisters around. Student is usually able to stay on task and complete the first step of an assignment or directions I might give for an at-home chore. I use a timer, sometimes reward - really motivates her . . .*
3. ***Student's strengths** as they relate to special education goals and school performance. Also could be embedded or labeled.
 - a. Input from parent and student
 - b. Input from teachers
 - c. Relative strengths noted on benchmark testing, progress data from goals
 - d. *Nice to hear but not helpful for the true purpose of a PLAAFP: "Laurie is a friendly and helpful student and I enjoy having her in class."*
 - e. *Better and more relevant: "Laurie uses her visual schedule to anticipate the next activity in her day. She will independently use a calming strategy of deep breathing when feeling anxious about a transition."*
4. ***Academic Achievement** - some sources of information
 - a. *Current progress data for the current goals
 - b. District Benchmark assessment data - *relevant as it may help establish if a student is commensurate with peers or shows discrepancy from peers. Not necessary to have long term historical information unless you need it to show a change in behavior or achievement due to some circumstance.*
 - c. MCA data - *relevant to help establish if a student is commensurate with peers or shows discrepancy from peers. Not necessary to have long term historical information unless you need it to show a change in behavior or achievement due to some circumstance.*
 - d. Data from the Evaluation Report if this is an initial IEP
 - e. Current Grades
 - f. Teacher input - assignment completion, participation in class etc.
 - g. Attendance information
5. ***Functional Performance** - (activities of daily living such as self care, dressing, feeding, vulnerability issues; "functional skills")
 - a. *Current progress data for current goals - if the student has a goal in this area.
 - b. Parent input
 - c. Teacher input
 - d. Data from the Evaluation report if this is an initial IEP
 - e. Skills checklists/inventories
6. Health/Physical Status
 - a. Current vision and hearing screening
 - b. Other relevant info from school nurse if applicable
7. Behavior Information if relevant for the student - may also be considered under Functional performance.

- a. *Current goals and progress data - if the student has a goal in this area
- b. Parent input
- c. Teacher input
- 8. ***Educational Needs** - student centered, related to goal areas
 - a. *Ex. Laurie needs to increase her level of proficiency with the skill of following instructions because this will increase her capacity to meaningfully participate in her classes, follow routines throughout the school day, and develop positive relationships with peers.*
- 9. ***How does the disability impact the student from progressing in the general education curriculum?**
 - a. *Ex. Laurie's inability to follow instructions at an expected level of proficiency affects her ability to initiate engagement in group activities, maintain engagement when an activity is less preferred, and to respond appropriately to redirection.*
- 10. **Post-Secondary Transition**
 - a. *Must be addressed for students who have an ER that has included Transition Assessments. Typically starting within Grade 7 to 9; required by the end of Grade 9.
 - b. Post Secondary Education and Training
 - c. Employment
 - d. Independent Living (Home Living, Recreation and Leisure, Community Participation)

The Following section is an excerpt from St Croix River Education District:

PLAAFP for Areas Where There is No Identified Special Education Need

IDEA 2004's requirement that the IEP include a statement of the student's Present Levels of Academic Achievement and Functional Performance (34 C.F.R. § 300.320 (a) (1)) has been further clarified by the Minnesota Department of Education (MDE) to mean that a student's IEP must include a PLAAFP statement in all areas, including those for which the student *does not* demonstrate the need for special education and related services.

Based on MDE's guidance, the IEP must contain the following:

1. A statement describing the student's present levels in the "**big three**" **academic areas: math, reading and writing** if the present levels in these areas are not otherwise described in a goal area.
2. A statement describing the student's present levels in the broad area of **functional performance** (i.e., "routine activities of everyday living").

Examples:

- **No academic goals in IEP:** "*Stanley's academic performance is commensurate with his same aged peers.*"

- **Academic goals in one or more areas (i.e., reading and writing only):**
"Stella's academic performance in the area of mathematics is commensurate with her same aged peers."
- **No functional goals in IEP:** *"Beth's functional skills are commensurate with her same aged peers."*

Tip from the Field: Placeholder Statements

A case manager had a student with goals in math, reading, writing, and functional performance. As such, she did not need to include a PLAAFP for areas of non-need. She was concerned, however, that it would be difficult to remember to add this PLAAFP element if one of the student's IEP goals was dropped (e.g., the student no longer had a reading goal). To address this, she added a **placeholder statement** on the Present Levels page (e.g., *"Bailey currently has goals in the areas of math, reading, writing, and functional performance."*). If, at any point in the future, the student's reading goal was dropped, that placeholder statement will remind her to replace it with *"Bailey's academic performance in the area of reading is commensurate with her same aged peers."* Please note that this is by no means required and is merely a tip from the field.