

Present Levels of Academic Achievement and Functional Performance (PLAAFP) Development

The Purpose of the PLAAFP is to identify and prioritize the specific needs of a child and establish baseline performance in the general education curriculum so that an individualized and meaningful plan can be developed. Statements of PLAAFP include current information about the student's academic achievement and functional performance. The PLAAFPs provide a description of the degree of match between the student's current skill levels and the expectations of the student's learning environment.

Component	Characteristics
<p>Describe Current Performance in the General Curriculum: The description of current performance should be in relationship to where the student currently is and where the student is headed (next setting, next transition, postsecondary goals, etc.).</p>	<ul style="list-style-type: none"> • This describes the unique needs of the child, relevant performance and other non-curricular issues that help clarify student needs. • Includes information such as learning strengths, absenteeism, standardized assessments, etc. • Includes information from a variety of sources such as parent(s), general and special education teachers of the child.
<p>Impact of Exceptionality upon ability to Access/Progress in the General Education Curriculum: This includes an explanation of how the disability or giftedness affects the child's participation and progress in the general curriculum.</p>	<ul style="list-style-type: none"> • Statement of how the exceptionality affects involvement and progress in the general education curriculum. • Includes information from a variety of sources such as classroom quizzes, tests, state and district assessments, the most recent evaluation of the child and other assessments that are linked directly to the curriculum. • Describes the degree of match between the student's performance and the expectations of the general curriculum standards.
<p>Provide Baseline Data: The PLEP needs to contain baseline data that is in specific, measurable and objective terms for each identified need addressed by a measurable annual goal.</p>	<ul style="list-style-type: none"> • Provides the starting point for each goal written in the IEP & is how progress is shown. • Sets the measurement method that will be used in each goal. • Specific • Objective • Measurable • Able to be collected frequently – must be able to be collected as frequently as progress reports are sent.