

PLAAFP

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (PLAAFP)

The PLAAFP component of the IEP serves as foundation from which content for the other elements of the IEP are drawn. In essence, the PLAAFP summarizes a student’s current level of functioning about academic and functional performance skills. Within Oregon, the PLAAFP must contain:

- Overall, Strengths, Interests, Preferences, and Needs of the Student (PINS)
- Input from parent(s) in the areas of academic achievement and functional performance, including concerns for enhancing the education of their child
- Present level of academic achievement, including the most recent performance on state or districtwide assessments
- Present level of functional performance, including the results of initial or most recent formal or informal assessments and observations

PREFERENCES – INTERESTS – NEEDS - STRENGTHS (PINS)

For students of transition age, transition assessments serve as basis for gathering ongoing data on each student’s preferences, interests, needs, and strengths as they relate to the student’s vision of future education/training, employment, and independent living. Educational personnel should gather enough (and ongoing) information to plan other components of the IEP. For example, the following matrix could be completed for the student to help gather needed information for transition planning:

	Education	Training	Employment	Independent Living (if needed)
Preferences				
Interests				
Needs				
Strengths				

Please see the section on Transition Assessments to help determine what transition assessment(s) could potentially be used to help fill in the matrix and when these assessments would be most beneficial. This information can then be summarized for use in the PLAAFP statement and to plan for postsecondary goals annual goals, and other needed services.

Until a student with an IEP exits the school system, IEP teams should continue to collect data that captures the student's preferences, interests, needs, and strengths to ensure a student's transition plan continues to accurately reflect their goals for postsecondary life and provides transition services that are aligned with supporting the student in achieving these goals.

PARENT INPUT

Parent input and concerns are an important part of the IEP process and should be considered when developing the student's IEP. Parents are the experts on their child as they have a deep understanding of their child's strengths, passions, and personality. Parent input can be shared prior to or at the IEP meeting. However, a great way to gather parent input prior to the student's IEP meeting would be sending a parent questionnaire for transition planning along with a letter explaining why they are receiving the form. Examples of such forms can be found on the TTAN website. FACT Oregon also has information on gathering parent input into the transition process.

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT

The Present Level of Academic Achievement should include at least these three components:

1. The student's current level of performance in each academic area for which there are concerns. Information from both informal and formal assessments can help determine the student's current strengths, difficulties, and instructional needs in each area of concern.
2. Assessment information should be documented in this section including baseline data for annual goals that will be written in the IEP.
3. A statement of how the student's academic needs impact their ability to participate and make progress in the general education curriculum. For a transition student, it is also helpful to provide a description of the degree of match between the student's current academic skills and the student's post-school goals, as this helps describe the impact of the disability and provides information regarding comprehensive transition planning.

PRESENT LEVEL OF FUNCTIONAL PERFORMANCE

This section must describe the student's current strengths and areas of need related to student's functional performance. Functional performance is defined as the ability to apply academic skills in a variety of ways and in a variety of settings. Functional performance is also observed in how the student engages in the routine activities of everyday life, including communication, mobility, behavior skills, social skills, and daily living skills. Relevant assessment data as well as relevant observation data should be documented in this section of the PLAAFP. The section must also include a statement of how the student's functional needs impact their ability to participate and make progress in the general curriculum. Once again, for students of transition age, this statement should include a description of the student's current functional skill development as it relates to their post-secondary goals. Identified mismatches can be used as potential content for transition planning.