Present Level of Academic Achievement and Functional Performance (PLAAFP)

Age Specific Section:	Early Childhood	Secondary Transition
	EC1. PLAAFP	T1. PLAAFP

A

B

C

Present Level of Academic Achievement and Functional Performance

A statement of the child's present levels of academic achievement and functional performance including:

⭐ - Child's strengths and needs (include data used to determine strengths and needs)

- Consider the academic, developmental, and functional needs resulting from the child's disability, which may require special education, related services, supplementary aids, supports for personnel, or modifications.

- Effect of the child's disability on his/her involvement and progress in the general education curriculum

⭐ - Achievement of annual goals, performance in related service areas, and a description of any significant lack of progress.

Guidance: This is a very important part of the IEP process because it lays the foundation for all of the other components. There should be a clear and direct correlation between the most recent evaluation and current assessment data, the educational needs identified, and the goals, services, and accommodations determined to be necessary for the child's progress. In developing the Present Level of Achievement and Functional Performance, the IEP team should consider the child's strengths and all aspects of the child's disability related needs:

- ❖ How the most recent evaluations relate to current functioning
- ❖ The progress the child made on previous IEP goals
- ❖ How the child is currently performing in his or her classes in areas of need, including objective statements based on current data
- ❖ How the child performed on recent statewide and district-wide assessments
- ❖ The child's skill level in nonacademic areas such as communication, fine and gross motor, behavior and socialization, including performance baseline data
- ❖ Results of transition assessment results, if appropriate

PLAAFP Components (8.07.1.1; 8.08.1):

A) **Child's strengths and needs:** *Indicate strengths of the child and describe how these strengths will support the child's participation in the general curriculum.* (The statements of strengths for initial placement would be identified through the child's multidisciplinary evaluation.) *Include needs in each applicable area that may impact progress,* including academic, developmental, behavioral, and functional needs. Use data sources to support the statements of strength and need.

B) **Effect of the child's disability on involvement and progress in the general curriculum:** *Describe how the child's disability impacts his or her involvement and progress in the general education curriculum. What is the child able to do in general education settings and what supports does the child need to access general education?* All disability related needs would be included. Goals and services would be tied to those

needs.

C) **Achievement of annual goals, performance in related service areas, and a description of any significant lack of progress:** Describe what skills the child mastered during the IEP period and what, if any lack of progress was made. Include statements of skills and performance.

These PLAAFP components can be addressed in paragraph form or in bulleted format. The critical component of the PLAAFP is inclusion of skills the child has that can be built upon as well as what areas need to be accommodated or modified for the child. These statements are based on data and progress.

Age Specific Section:	Early Childhood **EC2. Outcomes**	Secondary Transition **T2. Transition Plan Information**
		Secondary Transition **T3. Transition Assessment Information**
		Secondary Transition **T4. Goals & Services**
		Secondary Transition **T5. Outside Agency Information**
		Secondary Transition **T6. Courses of Study**

EC1. Early Childhood PLAAFP

Present Level of Academic Achievement and Functional Performance
A statement of the child's present levels of academic achievement and functional performance including:
★ - Child's strengths and needs (include data used to determine strengths and needs and most recent IFSP, if appropriate)
- How the disability affects the child's participation in age-appropriate activities
- Consider and describe supports the child needs to access and participate in age-appropriate activities within a regular early childhood setting with his or her same age peers and/or within the home environment, across the three early childhood outcome (ECO) areas
★ - Achievement of annual goals and objectives in all areas (including Related Services), to include a description of any lack of expected progress toward the annual goals

Present Level of Academic Achievement and Functional Performance GUIDANCE
Child's strengths: State the child's strength using the three Outcome areas as headings. 1. Positive social emotional skills 2. Acquisition and use of new knowledge / skills 3. Taking action to meet needs As teams address the child's strengths, remember that the Outcome areas are broad and cover all of the areas of development. Discuss and consider how the child demonstrates these strengths across settings and situations. Include strengths that show developmental milestones the child has met. Communication is embedded in each of the three outcome areas.
Child's needs: *consider and prioritize supports in order for the child to access and participate in age appropriate activities within a regular early childhood setting with his/her same age peers and/or within the home environment, across the three early childhood outcome (ECO) areas.* State the child's needs using the three Outcome areas as headings: 1. Positive social emotional skills 2. Acquisition and use of new knowledge / skills 3. Taking action to meet needs As teams address the child's needs they must state where the child should be developmentally in each of the three outcome areas, including areas of identified developmental delay. Communication is embedded in each of the outcome areas. Be sure to address communication skills that impact a particular outcome area (for example, does the child's articulation prevent him from interacting with peers, thus impacting his social skills?) Include a description of how the child demonstrates the need across settings and situations.
Effect of the child's disability on his/her, participation in age-appropriate activities: This section refers to how the child can participate with peers and in regular classroom activities. How is the child able to access activities as his or her non-disabled peers do?

A summary of the most recent data (including initial or most recent evaluation and most recent IFSP, if appropriate) used to document strengths and needs:
If the child has an IFSP, the information from that IFSP must be reviewed and considered a data source. The child's exit outcomes completed by part C are also data sources that should be considered.

Data should come from multiple methods and sources, including parent input, observations, formal evaluation data (Battelle, CELF, DIAL, etc.), outside medical reports, and progress on IEP goals.

EC2. Early Childhood Outcomes   **(Back to Top of IEP Section)**

Once the team has reviewed the child's present levels of performance, they are ready to determine the child's outcome ratings in each of the three areas. Teams should use the following tools as well as information they outlined in the Present Levels of Academic Achievement and Functional Performance when determining ratings in each of the outcome areas:

- Decision Tree http://ectacenter.org/eco/assets/pdfs/Decision_Tree.pdf

- Definitions for Outcomes Rating http://ectacenter.org/eco/assets/pdfs/Definitions_Outcome_Ratings.pdf

- Assessment Crosswalk Tools http://ectacenter.org/eco/pages/crosswalks.asp#Crosswalks

- Age Anchors

  http://ectacenter.org/eco/pages/training_resources.asp#ChildDevelopment

The decision tree begins with the question "*Does the child ever function in ways that would be considered age-expected with regard to this outcome?*" Many have asked what does EVER in this question mean? ECTA and DaSy explain this word in the COS training module by stating the following: "Sometimes children show only one or two isolated examples of age-expected behavior, with nearly all their everyday behavior being not age-expected. Does that one isolated example mean the question should be answered yes? One or two isolated examples of age-expected behavior do not mean the child is showing age-expected behavior. So the answer to the first question is no. For a yes answer, the child needs to use one or more age-expected skills in his or her everyday functioning in at least one setting or situation."

Secondary Transition Section

Transition Goals and Services are to be in place beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team and are to be updated annually thereafter. The child must be invited to the IEP meeting if transition is being discussed.

Once a child with a disability reaches age 18, the public agency must provide notice to both the child and the parent. The parent retains the right to notice unless severed by a court order. All other rights transfer to the child unless he or she has been determined incompetent or incapacitated by a court order.

T1. Present Level of Academic Achievement and Functional Performance

Present Level of Academic Achievement and Functional Performance

A statement of the child's present levels of academic achievement and functional performance including:

- Child's strengths and needs (include data used to determine strengths and needs)

  - Consider the academic, developmental, and functional needs resulting from the child's disability, which may require special education, related services, supplementary aids, supports for personnel, or modifications.

  - Consider how the child's strengths relate to the child's postsecondary goals.

- Effect of the child's disability on his/her involvement in the general education curriculum

  - Consider how the child's disability will affect the child's ability to reach his/her postsecondary goals (what the child will do after high school).

- Achievement of annual goals, performance in related service areas, and a description of any significant lack of progress.

Guidance: Secondary Transition Services should be designed to prepare the child in reaching his/her post-secondary goal(s). The statement about the child's strengths (things he or she can do) and needs (based on age-appropriate transition assessments) as they relate to transition describes the child's performance at the time of the IEP development. Additionally, it reflects how the disability affects the child's ability in reaching post-secondary goals set forth within the transition plan.