

Individualized Education Program (IEP) Team Support: Present Levels of Academic Achievement and Functional Performance (PLAAFP)

The PLAAFP statement is one of several required components of an Individual Education Program (IEP). It is considered the starting point for developing annual goals, designing programming and measuring future progress. The PLAAFP statement should provide information about the student's current academic achievement and functional performance, describe how their disability impacts their involvement and progress in general education and identify their strengths and needs. Required components of the PLAAFP statement may be included in other parts of the IEP, such as within annual goals or the Least Restrictive Environment (LRE) statement.

Table 1 This PLAAFP resource provides clarification, compliance requirements and age-specific considerations to support IEP teams as they develop or revise IEPs. PLAAFP requirements can be found in Part 300 (Part B) of the Individuals with Disabilities Education Act 34 C.F.R. § 300.320 and Minnesota Rule 3525.2810.

Area(s)	Requirement(s)	Age-Specific Considerations
Academic Achievement: "Academic Achievement" refers to a student's performance in academic areas and may vary depending on the individual student's disability, age, grade level, etc.	<input type="checkbox"/> Describe the student's current level of performance in all academic areas the student is or will be participating in. <input type="checkbox"/> Consider a variety of current data sources including progress reports, evaluation report information and other data gathered from direct observation, parent or teacher input, assessments, etc. <input type="checkbox"/> Use objective and measurable terms that are understandable to all IEP team members, including parents.	Preschool-age: describes performance in-pre-academic tasks or skills such as letter recognition, number identification, etc., based on age-level or developmental expectations. School-age: describes performance in the academic areas in which the student is currently participating, at a minimum including reading, language arts, and math. Transition-age: in addition to school-age examples, describes academic performance as it relates to the student's identified secondary transition needs, postsecondary goals and current courses of study.

Area(s)	Requirement(s)	Age-Specific Considerations
<p>Functional Performance:</p> <p>“Functional Performance” refers to activities and skills that are not academic and is often used in the context of activities of daily living.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Describe the student’s current level of performance in relevant nonacademic areas. <input type="checkbox"/> Consider a variety of current data sources, including progress reports, evaluation report information and other data gathered from direct observation, parent or teacher input, assessments, etc. <input type="checkbox"/> Use objective and measurable terms that are understandable to all IEP team members, including parents. 	<p>Preschool-age: includes skills related to self-care (feeding, dressing, toileting, etc.), physical development, communication, social/emotional skills, adaptive behavior, motor skills, etc.</p> <p>School-age: includes skills related to personal hygiene, communication, social/emotional skills, behavior, orientation and mobility, etc.</p> <p>Transition-age: in addition to school-age examples, includes skills related to independent or community living, self-advocacy, vocational interests, recreation and leisure, transportation, etc.</p>
<p>Involvement and Progress in General Education:</p> <p>“Involvement” refers to the student’s level of participation and engagement with nondisabled peers in academic and nonacademic settings.</p> <p>“Progress” refers to growth of knowledge and skills, including social and emotional development, within the general education program, with or without accommodations.</p> <p>“General Education” refers to the same curriculum and activities as nondisabled students.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Describe how the student’s disability affects their involvement and progress in general education. <input type="checkbox"/> For preschool students, describe how the disability affects their participation in age-appropriate activities. <input type="checkbox"/> Include the student’s strengths and needs. <input type="checkbox"/> Ensure this description aligns with the LRE statement. 	<p>Preschool-age: describes how the disability impacts the student’s ability to master kindergarten readiness skills, independently complete self-care tasks, establish or maintain friendships, communicate needs, etc.</p> <p>School-age: describes how the disability impacts involvement, progress and engagement in grade-level academics, extracurricular activities, social relationships, etc.</p> <p>Transition-age: in addition to school-age examples, describes how the disability impacts transition areas such as courses of study, work experience opportunities, community living skills, engagement in recreation and leisure, etc.</p>