

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

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(1) current academic achievement and functional performance, (2) impact of exceptionality, (3) baseline data	
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Components of the PLAAFP

Content of the IEP

Evaluation information for a child with an exceptionality must identify each of the child's educational needs that result from the exceptionality, provide baseline information and describe how the exceptionality affects the child's participation and progress in the general education curriculum (or for preschool children, appropriate activities). Utilizing baseline data established in the present levels of academic achievement and functional performance (PLAAFPs), the IEP team must develop measurable annual goals, including academic and functional goals that meet the child's needs and enable the child to be involved in and make progress in the general education curriculum. The special education, related services, supplementary aids and services, program modifications, and supports for school personnel described in the IEP must reflect the child's needs in order to ensure he or she receives educational benefit.

Present Levels of Academic Achievement and Functional Performance Present levels of academic achievement and functional performance (PLAAFPs) are not new to IDEA 2004, in previous laws they have been called present levels of educational performance or PLEPs. The requirements of a present level statement is not any different, however, the name was changed slightly to emphasize the importance of issues beyond academics only.

The IEP for each exceptional child shall include a statement of the child's present levels of academic achievement and functional performance, including:

1. how the child's disability or giftedness affects the child's involvement and progress in the general education curriculum;
2. for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities; and
3. for those children with disabilities who take alternate assessments aligned with alternate achievement standards, a description of benchmarks or short-term objectives (K.S.A. 72-987(c)(1)).

The PLAAFPs summarize the child's current performance and provide the foundation upon which all other decisions in the child's IEP will be made. The PLAAFPs identify and prioritize the specific needs of a child and establish a baseline from which to develop meaningful and measurable goals. For a PLAAFP to be complete it needs to include information about:

1. **Current Academic Achievement and Functional Performance:** This is the broadest type of information that is included in the present level statement. It helps the team to begin to sort through information and data to determine how well the child is performing and to make note of additional issues outside of academic and functional behavior that have a direct impact upon how well the child performs in school. This communicates a more global understanding of the child. This might include information such as standardized assessments, learning rate, social issues, vocational interests, independent living skills, and other interests, strengths, and weaknesses.
2. **Impact of Exceptionality** upon ability to access and progress in the general curriculum: In addition to describing the child's current performance (academics and functional areas), PLAAFPs must describe how the exceptionality affects the child's involvement and progress in the general curriculum. The present level statement must also include more specific information that clearly describes how the child's exceptionality impacts (or manifests itself) within the general education curriculum that prevents them from appropriately accessing or progressing. By completing this statement, it will make it clear to the team what the child's needs are and which ones are of highest priority to be addressed.

3. **Baseline:** Baseline data provides the starting point for each measurable annual goal, so there must be one baseline data point for every measurable annual goal on the child's IEP. Baseline data in the PLAAFPs are derived from locally developed or adopted assessments that align with the general education curriculum. Examples of baseline data include percent of correct responses, words read correctly, number of times behavior occurs, and mean length of utterances. Other issues important in collecting baseline data are the understanding that any goal written will have the same measurement method as was used in collecting its baseline data. Also, when selecting baseline data, it needs to be (a) specific –to the skill/behavior that is being measured, (b) objective –so that others will be able to measure it and get the same results, (c) measurable –it must be something that can be observed, counted, or somehow measured, and (d) able to be collected frequently –when progress reports are sent out the progress of the student toward the goal will have to be reported using the same measurement method as used to collect the baseline data. Non-examples of this would be self-esteem or social awareness without a more specific description of what it means.
 - Local school districts have a variety of places to document these components. In the IEP there is no single place the measurable annual goals. Both are acceptable and legal as long as the data they contain is correct.
 - For preschool children, the PLAAFPs describe how the disability affects the child's participation in appropriate activities. The term “appropriate activities” includes activities that children of that chronological age engage in as part of a preschool program or in informal activities. Examples of appropriate activities include social activities, pre-reading and math activities, sharing-time, independent play, listening skills, and birth to 6 curricular measures. Federal regulations at 34 C.F.R. 300.323(b) indicate that preschool programs for children with disabilities should have an educational component that promotes school readiness and incorporates pre-literacy, language, and numeracy skills. Teachers should become familiar with the Kansas Early Learning Guidelines: Section IV: Kansas Early Learning Standards <http://www.ksde.org/Default.aspx?tabid=529> to know what preschool age children should know and be able to do.
 - For children ages 14 and older (or younger if appropriate), the PLAAFPs also describe the child's transition needs in the areas of education/training, employment and where appropriate independent living skills.

Considerations of the IEP Team

The IEP team should consider the following questions when writing the PLAAFPs:

- In areas of concern, what is the child's present level of performance in relationship to district standards and benchmarks in the general education curriculum (or to the extended standards)?
- In areas of concern, what is the child's present level of performance in relationship to level of performance that will be required to achieve the postsecondary goals?
- Are there functional areas of concern related to the disability not reflected in the general education curriculum (e.g., self-care skills, social skills, classroom survival, etc.)?
- What is the degree of match between the skills of the child and the instructional environment?
- What strengths of the child are relevant to address the identified concerns?

Examples for IDEA IEPs

Examples of PLAAFP Statements:

Current Academic Achievement and Functional Performance: Jeremiah is a 9 year old fourth grade student with average ability, whose achievement testing shows relative strength in reading and weakness in math. Jeremiah is reading at grade level and has good comprehension. He likes to read and he also enjoys science activities. His most recent CBM testing showed that he read 111 words per minute, which is at the 65 percentile on local norms. Math CBM testing showed that he scored 9 digits correct in a two minute timing, which is at the 17 percentile on district fourth grade norms. Mom reports that he brings home assignments requiring reading, but he forgets his math homework.

Impact of Exceptionality: Jeremiah has difficulty paying attention during class time. His inability to stay on task and follow directions is negatively affecting his classroom performance. When asked to begin work, he often looks around as if he does not know what to do. Observations indicate he often looks to peers for directions, rather than attending to the teacher. This

occurs in both classes that he likes and in those he does not like. When the teacher goes to him to provide individual help, he refuses help and insists he understands what to do, but then he often completes the assignment incorrectly. Jeremiah also needs to work on staying in his personal space and not invading others' personal space. This is exhibited when he swings a backpack or his arms around in a crowded room or while walking down the hall. Observations of Jeremiah show this is also an issue during games in PE class and in unstructured activities during recess, such as playing tag. He is unable to appropriately interact with others. He sometimes stands very close to other students, squaring up to them, in a posture that is intimidating to younger students, and challenging to those his own age. He has also been observed to inappropriately touch other students. These behaviors have been especially problematic during special out-of-school activities, and Jeremiah has not been allowed to attend the last two class field trips, because of the severity of problems on earlier field trips.

Baseline Data: Teachers estimate that Jeremiah inappropriately invades other's space at least 50% of the time during unstructured activities. Observations using interval recording indicate that during recess he invaded others' space (using defined behavioral criteria) during 70% of the observation intervals. During classroom time, he was out of his seat and inappropriately close to another student during 35% of the observation intervals. Total off-task behavior during classroom observation was 60% of observed intervals.

Other Examples of PLAAFP Statements:

Example of Current Academic Achievement and Functional Performance: In his general education 8th grade math classroom, Mike is currently turning in about half of his assignments, and only about a third of those assignments are completed. Accuracy of his turned-in work fluctuates markedly. Because of his poor assignment completion, Mike received a mid-quarter failing warning letter. Mike's completion of assignments in other curricular areas is not a concern.

Example of Impact of Exceptionality: Stephanie, a third grader, when given a sixth grade-level mixed math operations probe that includes fractions, decimals, and percents, is able to correctly solve 87% of all problems presented. This means that Stephanie is approximately 3 years ahead of her typical third grade peers in math calculation. In areas of math other than calculation, Stephanie has mastered most of the fourth grade but very few of the fifth grade math standards. She is not yet able to solve one-step equations with one variable and she is not yet able to use function tables to model algebraic relationships. She has learned to make one but not two transformations in the area of geometry. In probability, she has not yet learned how to use fractions to represent the probability of an event.

Example of Baseline Data: Todd, a fourth grader, currently reads 85 words per minute with 5 errors when given a first semester, second grade-level passage. According to district norms, Todd is reading at the 5th percentile for fourth graders in the fall.

Example of Present Levels of Academic Achievement and Functional Performance: Katie is an outgoing 4-year old girl with cerebral palsy who has a motor disability affecting primarily the right side of her body. She is above average intellectually and is very verbal. Katie has many friends at home and at school, and is described by her teachers as very motivated to learn new things. Katie enjoys preschool and spends time in all of the learning centers. Katie's parents are concerned about Katie's writing ability and how that might impact her ability to be successful in kindergarten. During classroom observations in the writing and art center and work sample analysis, Katie was observed holding crayons, markers, and other writing utensils in her fists, rather than in an appropriate grasp. Katie holds onto writing and other utensils in this manner due to excessive muscle tone, which also limits her ability to rotate her wrists. During a painting activity Katie painted using down strokes with her paintbrush in her fist. When asked to draw a picture of herself, Katie was able to scribble on her paper using back and forth motions. Typically, children of the same age hold writing utensils between their thumb and forefingers and can copy lines, circles and simple figures. They are able to make up and down strokes as well as circular patterns with a paintbrush. Katie's fine motor disability keeps her from being able to participate in prewriting activities and create representational artwork like that of other children her own age.

Example of Impact of Exceptionality: Katie's fine motor disability keeps her from being able to participate in prewriting activities and create representational artwork like that of other children her own age. Katie's parents are concerned about Katie's writing ability and how that might impact her ability to be successful in kindergarten. Evaluation and assessment data support this concern.

Example of Baseline Data: Katie was observed holding crayons, markers, and other writing utensils in her fists, rather than in an appropriate grasp. Katie holds onto writing and other utensils in this manner due to excessive muscle tone, which also limits her ability to rotate her wrists. During a painting activity Katie painted using down strokes with her paintbrush in her fist. When asked to draw a picture of herself, Katie was able to scribble on her paper using back and forth motions.

Measurable Annual Goals Measurable annual goals are descriptions of what a child can reasonably be expected to accomplish within a 12-month period with the provision of special education (specially designed instruction) and related services. When selecting areas of need to address through annual goals, the IEP team’s focus should be on selecting goals from the most highly prioritized needs from the PLAAFPs. For curricular needs, the IEP team should consider identifying goals from the standards and benchmarks of the local district or from the Kansas Extended Standards. To accomplish this, it is necessary that the child’s performance be measured against the district or state standards, benchmarks, and indicators. As districts develop assessments to measure their standards, all children need to be included.

Measurable annual goals must be related to meeting the child’s needs that result from the child’s exceptionality, to enable the child to be involved and progress in the general or advanced curriculum. In addition, they must meet each of the child’s other educational needs that result from the child’s exceptionality (K.S.A. 72-987(c)(2)). Annual goals are not required for areas of the general curriculum in which the child’s exceptionality does not affect the ability to be involved and progress in the general curriculum. The annual goals included in each child’s IEP should be individually selected to meet the unique needs of the individual child. The goals should not be determined based on the category of the child’s exceptionality or on commonly exhibited traits of children in a category of exceptionality.

There is a direct relationship between the measurable annual goal, baseline data and the needs identified in the PLAAFPs. Because the PLAAFPs are baseline data for the development of measurable annual goals, the same criteria used in establishing the PLAAFPs must also be used in setting the annual goal.

* The *Kansas Special Education Process Handbook*. Chapter 4: The Individualized Education Program (IEP). Download at: <http://www.ksde.org/Default.aspx?tabid=598>

Examples for Gifted IEPs

PLAAFP Component: Impact of Exceptionality	Goal and Baseline Data
<p>As a result of his gifted ability, Kevin has advanced skills in the area of math that limit his ability to make progress with grade level instruction. Kevin, a third grader, is currently participating in a fourth grade level math class, but he has interests and skills in advanced math concepts in geometry that go beyond fourth grade math instruction. This means he will need extensions in order to continue to access and progress in the math curriculum in those areas of strength.</p>	<p>Goal: In 36 instructional weeks, Kevin will accurately describe a real-world application for each of 3 advanced geometry concepts. Kevin may choose from an essay, a 3-D model, or a visual software program for each description of the real-world application. Kevin’s math teacher will evaluate whether or not each real-life application is accurate.</p> <p>Baseline data: Kevin has identified three advanced geometric concepts of which he has mathematical understanding but cannot describe a real-world application.</p>
<p>As a result of her gifted ability, Sally has high level skills in the area of reading that limit her ability to progress in the general curriculum when provided with grade level instruction. Based on the building’s universal reading screening assessment, Sally (a 2nd grade student) is at mastery on reading recognition skills at the 4th grade level and at mastery on comprehension skills at a third grade level. During core reading, she participates in a literature circle with other students reading books at a 3rd grade level, to help her work on improving skills with summarization and knowledge of plot structure. She also needs individualized</p>	<p>Goal #1: By the end of 18 instructional weeks, given a 3rd grade level literary text, Sally will correctly summarize the plot, including the major conflict and 3 events related to the conflict.</p> <p>Baseline data: Sally can retell a story but cannot summarize the plot. She can identify the major conflict but she cannot identify 3 events related to that conflict.</p> <p>Goal #2: By the end of 36 instructional weeks, given a 5th grade reading sample, Sally will read the text at 168</p>

<p>instruction to continue to improve her reading recognition skills at her 5th grade instructional level.</p>	<p>words per minute (75 percentile on spring norms for fifth grade fluency). Baseline data: Sally reads fifth grade text at 110 wpm, which is at the 50th percentile on fall norms for fifth grade fluency.</p>
<p>Ming is a seventh grade student who is extremely gifted in the area of math. During his sixth grade year he completed two senior level math classes at the high school with an A in both classes. In order to continue to progress within the math curriculum, he will need to enroll in dual credit (classes that result in attaining both high school and college credit) advanced placement courses at the high school. Despite his outstanding performance in math, his current skills in language arts are at grade level. This may be related to the fact that English is his second language, but, both socially and academically, accelerated grade level placement is not an option at this time. Because of his level of advancement in math, the IEP team needs to consider enrollment in advanced college classes for math instruction beginning in his eighth grade year.</p>	<p>Goal components:</p> <ul style="list-style-type: none"> • Behavior: Complete all required assignments for credit in each dual credit advanced placement course • Conditions: Given enrollment in dual credit AP course • Criteria: number of additional high school and college credits he will be earning • Timeframe: by May 20xx <p>Baseline data: Ming currently has 4 semesters of high school credit in math. He has zero college credits at this time. He will need two more semesters of high school credits in math to complete his math requirements for graduation.</p>
<p>Yolinda, a sixth grader, has outstanding reading skills and good writing skills, scoring 5/5 on the rubric for the last district writing assessment. Her skills with narrative writing are better than expository writing, and she is relatively weak in how to use and cite reference materials. For example, she used only 2 references on her last writing assignment for social studies class. She has good skills with word processing software, but has little knowledge of visual presentation software. The team feels that she needs to learn to better use reference materials in both writing and presentations in order to continue to progress at a high level within the language arts, science, and social studies curricula.</p>	<p>Goal: In 18 instructional weeks, when assigned a research topic, Yolanda will conduct a research project and create a Powerpoint presentation of her research, scoring 20/20 points on a research rubric (see attached research rubric). Baseline data: Yolanda currently scores a 3 on each of the four categories of the research rubric, for a total of 12/20 points.</p>

Belinda (a ninth grader) is academically strong in every subject area, but especially reading and writing. She reads and understands books that are above grade level and she expresses concepts that are advanced when compared to others of her grade. She is able to analyze information easily and she demonstrates unusual insight into what she reads and topics discussed in class. She scored in the Level 4 category on her eighth grade state assessments for English/language arts. Belinda's work samples indicate she has mastered most of the district's language arts outcomes expected through 11th grade. Because of her advanced reading and writing skills, Belinda needs opportunities to expand her reading and writing skills with more complex content, resources, and information integration.

Measurable Annual Goal 1:
 After reading at least 2 nonfiction or historical fiction books about famous women and discussing the similarities in experiences among famous women with a small group of peers, Belinda will select one famous woman and prepare a dramatic presentation of at least 3 to 5 minutes in which she describes the major influences in the woman's life, the issues she faced in her lifetime, and her role in history, achieving a rubric score of at least a 3 on a 4 point rubric by 5-22-16.

Measurable Annual Goal 2:
 By 5-22-16, given a biography of William Shakespeare, historical information about the Elizabethan time period and theater, and having read and discussed A Midsummer Night's Dream and Hamlet, Belinda will write three 1 to 2 page papers, define a "vengeance play", and correctly explain 8 quotes, achieving an average score of at least 95%.

Juanita is a gifted and talented student whose academic skills are at very high levels for a high school junior. She participates in advanced placement classes, band and chorus activities, and is on the school's volleyball and basketball teams. Her only difficulty with classes is what she describes as procrastination in getting assignments, especially long research papers, completed on time. She is feeling very stressed out by what she perceives as last-minute cramming to study for tests and to complete school work. Her parents and teachers believe that she is not a procrastinator, but rather that she has too many time commitments to get everything completed at the high level of quality that she expects of herself.

Goal #1: Given information about planning an task completion schedule, Juanita will plan and follow an assignment completion schedule for each of her three advanced placement courses.

Baseline data: Juanita does not currently use an assignment completion schedule for any of her classes.

Goal #2: Given support from a mentor, Juanita will identify all her current activities, prioritize those activities, and select at least one low-priority activity to eliminate from her schedule.

Baseline data: Baseline data regarding the number of activities will be collected after Juanita identifies all her current activities with support from a mentor.