**PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (PLAAFP)**



❑Meaningful,

❑ Comprehensive, and

❑ Answer the following questions: **“What information does the general education teacher need in order to work with this student?’ and “Is this written in a way that parents understand where their child is currently functioning?”**

**DO:**

* Discuss the student’s strengths as well as weaknesses,
* Describe the learner-based special education instructional needs. The needs must be reflected in the present levels of performance on the IEP.
* Use objective statements when describing the student,
* Discuss progress in relation to goals and objectives from the last annual IEP (i.e., discuss the learner’s current levels of performance in *the areas of presenting problems)*.
* When giving scores, include an explanation of what the scores mean, if necessary describe the specific skills to be learned,
* Refer to the student’s progress related to the general education curriculum for that student’s grade level
* How is the student progressing in ALL academic areas, even if its an area they do not receive support or services.
* Discuss how the disability affects involvement and progress in regular education as well as in transition to adulthood.
* For students grade nine\* to age 21, address the present level of functioning in:
* Post-Secondary Education,
* Training and Employment, and when appropriate,
* Independent living
* ***If a student had transition assessed in prior grades, then transition must be addressed on the IEP.***
* ***Please note that if an annual IEP is going to be counted as one of your progress reports, the PLAAFP statement must include a review of the IEP goals from the previous IEP.***

**AVOID:**

* A laundry list of scores; instead include a narrative and examples with scores
* Cutting and pasting current ER information.
* Discuss where, when or how services will be provided
* Have need statements refer to a specific service, instructional method, teaching strategy, device, or therapy.



* Address identified needs statements from the most recent evaluation and/or progress reports(s)?
* Include progress on last year’s goal(s)?
* Have numbers (DATA) to identify current status?
* Address “impact” of disability on general education setting/expectations?
* Include parent input (optional but important)

In the evaluation dated \_\_\_\_\_\_\_\_\_\_\_\_\_\_, student was identified as having a \_\_\_\_\_\_\_\_\_\_ disability with special education needs in the areas of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

This past year, Student has worked on (skill from goal 1). Last year, Student was able to (baseline data—“from”) improved to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ as recently measured by a progress report review. (Can add in other info related to goal 1, what services were provided, any team discussions) The team decided that Student will (either: 1) increase same skill to higher level, 2) work on new skill since mastered this skill or 3) not receive SpEd for this area any more.)

(Repeat the paragraph for each goal from last year’s IEP. This info could be on separate Present Level pages for each goal area or in one mega-Present Level, your choice.)

The team discussed (or Parents indicated a concern regarding…) (Describe what the team discussion included and the action that will resolve it. Perhaps what general education will do to help the student…) (Secondary Transition needs can be discussed here as well or on separate transition pages)

(**REQUIRED**)Because of the student’s disability in the areas of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, CHILD has difficulty with \_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the general education curriculum. Evidence of this difficulty includes \_\_\_\_\_\_\_\_\_\_\_\_\_\_ (this evidence is DATA).

**INCLUSIVE PLAAFP #1**

 In an evaluation dated November 17, 20XX, Jessica was identified as having a learning disability with special education needs in the area of basic reading skills and reading comprehension. Jessica is current in 5th grade and has been receiving specially designed instruction since 1st grade. Jessica has relative strengths in her classroom behavior (following the rules and the Code of Conduct) and is able to sustain her attention for extended periods of time. Jessica picks up many visual cues from her peers and by watching her teacher’s model/demonstrate various tasks.

Because of Jessica’s disability in the reading areas of basic reading skills and comprehension, Jessica has difficulty reading grade level materials independently in the general education curriculum. Evidence of this difficulty included scoring a RIT score of 187 (1st percentile) on the spring District Achievement Level (DALT) test as compared to Jessica’s peers whose typical scores were around 225. In Jessica’s 5th grade class 48 out of 60 students’ scores at or about the 50th % ile for reading. On the comprehension subsection, Jessica scores 167-185, with a peer average score of 227.

 This past year, Jessica has worked on improving her comprehension skills from identifying main ideas in reading 3 paragraphs long at her instructional level (goal 1) . Last year, Jessica was able to identify main idea 70 % of the time in 3-paragraph readings and has improved to 85 % on 5-paragraph reading and identifies 2 details 75 % of the time as measured by a recent progress review. At fifth grade, students are expected to determine key ideas and details in both literature and informational text. Common Core Reading Standard 5.1.1.1 (literature) and 5.2.1.1 (informational) indicate fifth grade students “ quote accurately from a text when explaining what contrast two or more characters, settings or events in a story or drams, drawing on specific details in the text” (Grade 5 Standard 5.2.5.5). When presented a combination of questions related to prediction, drawing conclusions, compare/contrast and cause/effect, Jessica was able to provide a correct answer less than 50 % of the time. These skills will be the focus of Jessica’s specially designed /special education reading instruction this year.

**INCLUSIVE PLAAFP #2**

 In his evaluation dated 10-18 XX Paul was identified as having an Other Health Disability because of his inability to complete educational tasks in routine timelines due to attention deficit disorder diagnosis. Last year, Paul worked on his on-task behavior. He began at 60 % off task as compared to 20 % off-task behavior by a peer. Being off task impacts his understanding of the content in his general education classes, this impacts his grades and assignment completion as he tends to miss key directions.

 The team identified several classroom adaptations that appeared to work: seated in back by the teacher desk, assignments given in chunks and positive provided frequently. Paul was also allowed to “run errands” and was given responsibilities at least once every subject period.

 At this time, Paul is able to respond to non-verbal cues that help him be more on-task. A recent observation indicated that he was on –task 75 % of the time compared to 82 % by a peer. However, the teacher or paraprofessional in the classroom gave his 15 non-verbal cues during the 45-minute observation. Paul’s peers as a whole class received 2 cues during the same observational time period.

 Paul’s parents state that he will sometimes say to himself “wait” or “don’t do it”. They had never seen him do that before. The IEP team felt that with continued support Paul could learn to self-monitor his behavior.

**OHD PLAAFP**

 In the evaluation dated 1/15/2009, Brittany was identified as having an Other Health Disability because of her medically diagnosed Attention Deficit Hyperactivity Disorder with special education needs in the areas of problem-solving, organization, and time management skill development. Brittany's disability adversely affects her ability to complete educational tasks within routine time lines as documented by impaired ability to focus and sustain effort, manage and organize materials, complete classroom assignments within routine time lines, and impaired ability to initiate and complete tasks.

 This past year, Brittany has worked on arriving to class before the bell rings (tardiness) and staying engaged with the learning taking place throughout the entire class period (not leaving early or skipping) (**goal 1).** A review of data shows moderate improvement from 20 tardies to 11 tardies, 13 unexcused to 6 unexcused absence, and 5 cutting class to 1 cutting class this school year (10/27/11). The team decided that Brittany will continue to work toward improving her attendance.

This past year, Brittany has also worked on assignment completion with the goal of having 90% of more of her assignments being turned in by the due date (**goal 2**). Last fall, Brittany handed in zero (0%) assignments on time. By the spring of last year she had make adequate progress toward her goal by completing and handing in 47% of her assignments on time. The IEP team decided that Brittany should continue to work toward achieving her goal of being able to turn in 90 % of more of her assignments by the due date. The team discussed teacher reports, grades, and the plan to help with tardies, her possible depression, and the medication she is taking to help manage her medical condition, which is adversely affecting her ability to perform within the general education classroom without specially designed instruction.

 Brittany's math teacher, history teacher, and science teacher all feel Brittany understands new ideas and concepts. All report her ability to independently ask for help, cooperate and contribute to group discussions, and to appropriately gain the attention of her teachers. In contrast, Brittney’s English teacher reports continued difficulty with understanding new ideas and concepts, asking for help, demonstrating cooperation skills, and inconsistently gains the attention of adults/teachers in an acceptable manner. Brittany reports not liking her English teacher so she chooses to do nothing in that class. All teachers report missing assignments and poor attendance which is resulting in the following grades: Science - F, History F, English F, Math F.

 Brittany has 3 hours of detention on her records. The team will remove 1 hour of detention for every week of no tardies and no unverified absences.

Brittany’s mother shared with the IEP team that she was prescribed stimulant medication for Attention Deficit Hyperactivity Disorder (ADHD) while in elementary school and is most recently concerned about possible depression.
 Brittany plans to go to college to become a veterinarian assistant. She is considering attending a community or technical college. She plans to work while in school to help pay her bills. She is currently working at Culver's and has held this job for 1 year. She has household skills needed to live on her own. She needs to learn about taxes, credit cards, investments, budgeting, paying bills, saving money, and insurance.

**WRITTEN LANGUAGE PLAAFP**

Michael is in the mainstream Written Language class, with support in the special education room 15 minutes per day.

Strengths:

Michael's strengths in the area of written language are imagination and creativity. He has very creative ideas in his head; he is working on successfully transferring those ideas to paper in a format that he can edit for presentation.

His disability impacts him in the following ways. Due to his current lower written expression skills and appearing to be a reluctant writer while also needing extensive adult support and/or pre-writing aids limits his ability to express this thoughts, ideas and knowledge of subject matter in his general education classes. Based on multiple sources of information, Michael struggles with transferring information, which in the classroom impacts him in copying information from the board onto paper. He also displays poor use of a planner for keeping organized. Taking notes that he can use later for studying and tests is also a challenge in his general education classes.

Michael will benefit from pre-writing tools to support getting his thoughts down on paper. The use of a voice to text program would support this and could be an option for him for longer writing assignments. Due to his decoding/spelling issues, Michael will need to use a spell check program for editing of his work.

Adult Support: Michael averages requesting help independently 6.25 times per day. Michael averages 7.5 adult initiated help (staff notice Michael is stuck or stopped working) times per day. This most frequently occurs during academic support time writing work. Michael does not independently seek out adult support or clarification when writing, and staff report that writing can lead to increased frustration from Michael. Michael averages requesting a break .25 times per day.

Paragraph Writing: Michael was provided a list of 4 potential writing prompts, read to him by the examiner and was asked to choose one and independently write a paragraph with a minimum of 5 sentences. He chose 'what's your favorite thing to do on the weekend? Tell about it.'

Michael wrote:

1 thing I like to Do on weekend is Sleep in.

The 2 thing I like to is woch tv.

The 3 thing I like to Do is play viteo Games.

Theyed all I like to Do on the weekend.

So this is the end so that all fofs.

Analysis of Michael's writing revealed that Michael was a VERY reluctant writer. He wrote as little as possible to fulfill the assignment. He did not use proper paragraph form, rather made a list. He wrote 3 simple sentences and 1 run-on sentence. He did not write a topic sentence, but did have a conclusion and 3 detail sentences. He used 3 transitions, but used numbers instead of words. He wrote 49 words, with an average sentence length of 8. Michael made 5 spelling errors, 1 punctuation error, 5 grammatical errors, 5 capitalization errors (all for capitalizing words that should not be capitalized) for an overall accuracy rate of 67%. His fluency of written expression (number of words/Number of sentences) is lower. Average for a 12 year old would be 12 words.

The adult then read Michael's writing aloud and asked him to report if there was anything he wanted to 'change.' He noticed that he had omitted the word 'do' in sentence 2, meant to write 'That's' but wrote theyed in sentence 4, meant to write 'So that's all folks.' in sentence 5. The adult then scaffolded Michael through the spelling, capitalization, grammatical, punctuation and run-on sentence errors, acting as his scribe. The adult then provided a word bank for the transition words (first, second, third). The adult asked Michael to use the writing prompt to compose a topic sentence, to add some details to his sentences through asking him questions like: 'How late do you sleep in? What do you watch on TV? Which video games do you play and what are they like?' The examiner then asked Michael to again use the writing prompt to compose a conclusion

With adult prompts, Michael wrote 90 words in 6 sentences with an average sentence length of 15 words, above the 12 year-old goal which is 12 words. He included a topic sentence, conclusion, details in his sentences and 4 detail sentences and his paragraph was interesting.

Based on MN State Standards, students by the end of the 6th grade should demonstrate the following written expression skills in a variety of writing formats (Arguments, informative/explanatory texts, and narrative).

**READING PLAAFP EXAMPLE**

Michael is a 6th grader and he is in the mainstream Reading class. He is working on grade level common core standards. He receives 25 minutes 5 days a week of reading support in the special education setting at this time to support his disability in reading comprehension.

Michael's strengths in the area of reading are being able to bring prior knowledge to the subject at hand and reading a wide variety of genres.

Based on multiple sources of information, Michael has difficulty with working memory, visual processing and has a lower processing speed. These impact him following multiple step directions, difficulty predicting events when reading, and he struggles with decoding texts and keeping the meaning in his head. This impacts what with understanding what he has read, which may impact his participation in the general education curriculum with understanding more challenging texts and following complex directions. When confronted in his reading with an unfamiliar word, Michael will just quickly say a similar word without using a strategy to decode it. He also will not stop to monitor his reading for meaning. He needs to slow down to comprehend and ask himself 'Does this make sense?' Due to his working memory issues, he also has challenges with keeping himself organized both in working with his daily assignments and in long term work. The visual processing deficit also impacts his reading connecting texts and focusing on fine details.

In 5th grade, Michael took the Minnesota Comprehensive Assessment. He obtained a score of 538. This score falls in the ‘does not meet’ the state standards.

In September, Michael read 83 correct words per minute on an average of three 1 minute timed readings on 6th grade level passages. In November, he read 113 correct words per minute. His fluency scores from past 5th grade scores fluctuated from month to month. The 6th grade mid year benchmark is 124-145 words per minute.

By January 13th, Michael had missed 20 days or partial days of Reading instruction due to tardies and absences since October. Since Reading is right away in the morning, this may be affecting his progress in the area of reading.

Fountes and Pinnell Benchmark Assessment System-2

Text Level: Michael read the non-fiction level L, which is a 2nd grade level, beginning 3rd grade level, text with 95% accuracy at 113 words per minute. He made 13 errors out of 285 words and made only 1 self-correction and repeated one word. His errors were mainly visual in nature; omitting 6 words and substituting 7 words (high frequency words: the for his, are for in, the for his, its for his, a for his, and for they, and for then). Michael read primarily in 3-4 word phrase groups, with some smooth, expressive interpretation and pausing guided by the author's meaning and punctuation, using mostly appropriate stress and reading at a an appropriate rate with some slowdowns. His fluency was rated 2 on a scale of 3. Michael's was able to satisfactorily understand the story demonstrated by correctly answering 100% of comprehension questions within and beyond the text, but struggled to identify and understand 1/3 headings. He seemed to enjoy the book and be comfortable reading it aloud and silently.

Leveled Word Lists:

Michael read the level 2 word list with 100% accuracy, the level 3 word list with 85% accuracy (erring on: noise, plate, badge), the level 4 word list with 95% accuracy) and the level 5 word list with 45% accuracy (erring on: cushion, courage, region, honorable, population, obedient, expression, ambition, lunar, bushel, baggage; correctly reading: speechless, slumber, appearance, gracious, protective, needle, marriage, justice, lately). On the Grade 5 Word Features List, Michael read 21/30 words (70% accuracy), erring on: tutor, joyous, unicorn, spacious, perfection, cautious, doable, occasion, noisy. Michael read the Phonograms II Word List, list 4 with 60% accuracy, erring on: sole, probe, sole, crone, spool, grope, tote, blunt. Michael read the Vowel Clusters Word list 3 with 71% accuracy, erring on: pearl, boar, tier, floor; correctly reading: pour, air, career, your, pier, hair, poor, rear, peer, soar.

High Frequency Word lists:

Michael read the first 200 high frequency words erring only on: am, she, I'm, were. through. Michael was able to correctly write/spell 79 of the first 100 words. He erred on: asked, because, could, from, get, mother, so, there, I'm, just, they, to, too, two, very, were, when, where, who, with.

Michael completed the Path to Reading Excellence in School Sites (PRESS) Decoding Inventory Assessment. This is a diagnostic tool that allows the examiner to determine the appropriate reading intervention for a student. For each skill, 90% is considered mastery.

Letter Sound Correspondence: 20/26 (77%)

Michael missed the following sounds: g (said “j”), h, x, u, j, q (said he did not know).

Short vowels in CVC words: 7/10 (70%)

Michael missed the following words: rid (said ride), vex (said veck), sap (said sape)..

Digraphs with short vowels: 8/10 (80%)

Michael missed the following words: chop (said chomp), sash (said lash).

Consonant blends with short vowels: 9/10 (90%)

Long vowels: silent e and vowel teams: 9/10 (90%)

Variant vowels: 6/10 (60%)

Michael missed the following words: turf (said ruff), raw (said rail), coil (said coal), thaw (said throw). Michael was able to read the following words correctly: joy, pow, horn, bird, owl, yarn.

Summary:

Michael would benefit from starting in the PRESS Short vowels in CVC words intervention. He would also benefit from extra practice in letter sounds at the same time.

In October, he took the Star Reading Test. He obtained a scaled score of 430 (10th %ile). This was a drop from the previous May when he obtained a scaled score of 481 (25th %ile). Michael took the STAR reading tests in December of 2016. He obtained a scaled score of 425, which places him at a Percentile rank of 9. He scored greater than 9% of students nationally in the same grade. His grade average was a 3.7 and his instructional reading level of a 3.6. The domain scores on the STAR are listed below:

**COMPREHENSIVE PLAAFP EXAMPLE**

\*\*\*\*\*\* is a \*\*\*\*\*\* grader at \*\*\*\*\*\*\* Elementary School in Brainerd, Minnesota. His current IEP states that his primary disability is Emotional and Behavior Disorders and also a secondary disability in Speech and Language Impairment. \*\*\*\*\*\*\*\* emotional and behavioral disorder combined with his speech and language impairment impact his ability to attend the general education classroom and participate in the general education setting. \*\*\*\*\*'s inability to control his emotions and actions combined with his unexpected, inappropriate behaviors, gestures, physical aggression, and language cause him to become a major distraction and dangerous to himself, peers, and staff.

\*\*\*\*\* lives with his \*\*\*\*\*\*\*\*\*\*\*, and two siblings who are currently \*\*\*\* and \*\*\* years of age. His mother completed the Home and Family Interview and returned it on January 18th, 2017. She did note that \*\*\*\*\*\* has Post Traumatic Stress Disorder, Attention Deficit Hyperactive Disorder, and sensory issues. \*\*\*\*\*\* mother also completed the Family and Health History portion of the interview, and she noted a family history of Attention Deficit Hyperactive Disorder, Borderline Personality Disorder, and Post Traumatic Stress Disorder.

\*\*\*\*\*\*\* does take medication to help with his ability to control his unprovoked, unwanted, or inappropriate behaviors. However, as noted by his Special Ed teacher, most days \*\*\*\*\* is unable to take control of his emotions throughout a specialized curriculum created for him. \*\*\*\*\* daily routine is tracked using a point sheet that is broken down to document how he performs during each task of his day.

For the 2016-2017 school year to date, \*\*\*\*\*\* is averaging 30 out of 48 points possible. This data shows that from September 7th, 2016 through January 3rd, 2017 \*\*\*\*\* is averaging 62% on his expected behaviors, and the other 38% of the time he is dysregulated or not following directions or displaying inappropriate behaviors that keep him from functioning appropriately in his classroom.

Lost Instructional time to date due to inappropriate behavior or refusing to participate: Total: 739 minutes lost

September 2016: 115 minutes
October 2016: 47 minutes
November 2016: 120 minutes
December 2016: 414 minutes
January (3rd-19th) 2017: 43 minutes

While 795 minutes of lost instruction is concerning to the team, and will continued to be monitored; compared to the 15-16 school year during the same time period \*\*\*\*\* lost 5260 instructional minutes.

When \*\*\*\*\* becomes a danger to himself or others, restrictive procedures are used; \*\*\*\*\* behavior will escalate when he doesn't get what he wants, has too much unstructured time, or wants to avoid a task to hitting, kicking, spitting, and urinating. Staff attempt to redirect, get away or deflect, but \*\*\*\*\* will continue to go after staff when he is fully escalated. \*\*\*\*\*\* team has met monthly to review his data and restrictive procedure use. To date, \*\*\*\*\* has had 15 restrictive procedures during the 16-17 school year; compared to 54 at this time last year. Physical holding has been determined to be the best restrictive procedure for \*\*\*\*\* as he does calm much quicker and able to return to his schedule sooner.

The Special Ed teacher reports that \*\*\*\*\* struggles to understand social relationships and interactions, which can lead to constant outburst for attention, to display anger or excitement, or for unknown motives. His outburst can last the rest of the school day, or he can snap out of them if the correct steps are used. \*\*\*\*\*\* does not show remorse for others or material things when he is angry, and he does not understand or show caring when someone else is hurt or upset with him. It has also been observed that \*\*\*\*\* has a tough time letting go of things that give him pleasure such as iPad, brain breaks, or structured free time.

It is also noted by \*\*\*\*\* special education teacher that he struggles with social interactions and recognizing appropriate times to attempt interaction with his peers. Often \*\*\*\*\* will have a short amount of downtime in between activities, and he struggles with managing these minutes effectively. Frequent disruptions include loud noises, taking items from other peers and staff, running around, yelling, making inappropriate gestures, and attempting to disrupt others as they are working. Downtime with \*\*\*\*\* needs to be extremely limited, or he will revert to these actions in less than a minute of the start of the transition.

When comparing \*\*\*\*\* reading data from last year to this year, he is making improvements. Currently, he is reading books within the 225-275 lexile range with an average of 62 words per minute.  His reading intervention is the Green Kit Leveled Literacy Intervention books, and his progress has been steady and consistent. \*\*\*\*\* enjoys reading and being read to. His comprehension of higher-level books is very basic and below 70% accuracy. However, books with a Lexile score of 200 his comprehension is at 80% or greater.

\*\*\*\*\* is currently working in a third-grade curriculum-based math class in a pull out math class. He works directly with one special education teacher, behavior specialist, or paraprofessional. He has a basic understanding of money. When asked to identify currency, \*\*\*\*\* can accurately identify the quarter, dime, nickel, and penny. If \*\*\*\*\* is given coins and asked the total amount, he can get the true worth 70% of the time, up to $2.00.  He can tell time within five minutes accurately.  He can add and subtract four digit numbers involving borrowing and regrouping and understands the different ways to find missing numbers from a whole equation. He can measure shapes, find the perimeter of triangles, squares, and rectangles. Currently when he is given a problem involving greater than, less than, or equal to \*\*\*\*\* can successfully identify the correct answers. \*\*\*\*\* struggles with multiplication and division; he is still in the beginning stages of learning these concepts.

\*\*\*\*\* works very well when motivators such as daily points, bonus points, and other incentives are given for desired behaviors with instant gratification. When calming down or needing to take a break, reading a book of his choice will engage his attention for longer periods of time. \*\*\*\*\* enjoys talking about his day, things he has done in the past couple days, and when he completes his work he is very proud of it. Socially, \*\*\*\*\* would benefit from more school friends that can model good behavior and the correct ways to behave in class. Looking for times to bring peers from his grade level into his classroom to eat lunch or play a game with \*\*\*\*\*; and looking for times to reintegrate \*\*\*\*\* into a general education classroom are interventions the team has discussed adding to his schedule as his behavior improves.