**Present Level of Academic and Functional Performance (PLAAFP) Template Part 1**

**Directions:** Fill in this template with information about your student. You will need to choose a student you know. For this assignment you can fill in factious information if you are not using an actual student.

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| **1. Baseline Data -**  Criterion referenced tests, standardized achievement tests, diagnostic tests, classroom performance, systematic observations, state/district assessments, checklists, progress reports, student/parent input. | TONI-4, WJIII test of Achievement, GARS-2, Peabody Picture Vocabulary, Systematic Observation of Math and ELA, no access to MI-Access, progress reports |
| **2. Narrative Summary of Baseline Data -**  Understandable terms, explanations, areas of need, impact on progress in general curriculum. | On the TONI 4, a non-verbal intelligence test, Aydan attained a standard score of 83 (plus or minus 3) and in the low average range.  GARS-2 rating scales were completed by his mother, father and teacher. Reported scores from his mother and teacher continue to indicate behaviors consistent with autism.  On the PPVT-4 Aydan scored well below average. It is felt that this score is an underestimate of what is seen on a daily basis.  Ayden is at a late first grade/early second grade level in math and English language arts. This is significantly behind his 5th grade peers.  There was no access to a current MI-Access test for Aydan.  Aydan does exhibit stronger receptive language scores than expressive. Aydan's articulation can be reduced, at times, with substitutions and omissions. Aydan does, inconsistently respond to yes/no questions. He has the most success when there is a picture reference and work needs to be completed without a reference.  Aydan is making slow but steady progress towards his goals. |
| **3. Statement of Impact -**  Examples: “needs skills to perform independent tasks required for daily living”  “auditory processing needs affects ability to take notes during lectures”  “needs organizational skills for completing work on time”  “requires assistance to interactive with other children during group play”  “need for reading skills impedes completion of work at grade level”  “behavior prevents independent work on general education assignments” | Aydan struggles with appropriate behavior at school which includes keeping his shirt and shoes on as well as staying in his assigned seat.  He also has problems with staying on task during academic activities especially ones that are non-preferred. These deficits negatively impact his ability to be successful in the general education environment and he requires special education supports and services. |
| **4. A description of area(s) of educational need -**  Areas:   * An academic subject such as math, reading, social studies, language arts * A functional area such as self-care, social skills, behavior, adaptive functioning * An area of disability such as speech/language, behavior, motor functioning | He needs to continue to work on reading comprehension. He needs to develop a better understanding of money and how it relates to daily living. |
| **5. Related Services -**  Obtain information from HI/VI Teacher Consultants; Teacher of Speech and Speech Language Impaired; School Social Work; OT;PT; Physicians/Nurses; Orientation and Mobility; Etc. | Aydan does exhibit stronger receptive language scores than expressive. Aydan's articulation can be reduced, at times, with substitutions and omissions. Aydan does, inconsistently respond to yes/no questions. He has the most success when there is a picture reference and work needs to be completed without a reference.  Aydan does not always respond to a greeting. This needs to become more independent, especially with the peers he is interacting with. Aydan is communicating more verbally. With a visual prompt he will increase his sentence length to make a request for his wants and needs. Independently asking for help is very inconsistent. Aydan needs to work on this skill across people and environments. |
| **6. Transition -**  Statement of Student’s Postsecondary Goals.  Statement for Student’s Course of Study.  Statement of Specific Needs in the Areas Of: Educational Instruction; [Pre-]  Employment/Vocational Training/Planning/Assessment; Community Involvement;  Recreational Interests; Related Service Requirements; Daily Living Skills; Independent Living Skills Student; and Community Agency Support. | Student is not old enough for transition services. |
| **7. Accommodations -**  List specific accommodations and reason/explanation required for IEP’s  Additional Considerations in Regular/Special Education Classrooms  (Supplementary Services and Other Program Modifications) and Standardized Educational/Alternate Assessment. | Written schedule at all times and all subjects.  Sensory breaks as needed  Visual supports at all times and all subjects.  Adult assistance  No district-level testing  MI-Access supported independence with alternate locations and a calculator. |

**Present Level of Academic and Functional Performance (PLAAFP) Template Part 2 Directions**

Using the information you provided above - write a PLAAFP statement in narrative using the sample below as a guide. The following is meant to be *an example* of what a meaningful and compliant IEP might look like. You will write about your student.

Aydan is an 11 year-old student with ASD. He is included in a fifth grade general education class where he works on independent math work and in general education library, art and physical education. The following tests were conducted in October, 2014 as part of Aydan’s three-year reevaluation. While the team determined that no further information was need to re-determine eligibility under ASD, updated testing for educational benefit was indicated.

On the TONI 4, a non-verbal intelligence test, Aydan attained a standard score of 83 (plus or minus 3) and in the low average range.

GARS-2 rating scales were completed by his mother, father and teacher. Reported scores from his mother and teacher continue to indicate behaviors consistent with autism.

On the PPVT-4 Aydan scored well below average. It is felt that this score is an underestimate of what is seen on a daily basis.

Current MI-Access test data for Aydan is unavailable at this time.

Aydan is making slow but steady progress towards his goals. Ayden is currently at a late first grade/early second grade level in math and English language arts. This is significantly behind his 5th grade peers. While his fluency has greatly improved, he needs to continue to work on reading comprehension. Mathematically, Aydan has made strides in telling time, however, he needs to develop a better understanding of money and how it relates to daily living.

Aydan struggles with appropriate behavior at school which includes keeping his shirt and shoes on as well as staying in his assigned seat. He also has problems with staying on task during academic activities especially ones that are non-preferred. These deficits negatively impact his ability to be successful in the general education environment and he requires special education supports and services.

Aydan does exhibit stronger receptive language scores than expressive. Aydan's articulation can be reduced, at times, with substitutions and omissions. Aydan does, inconsistently respond to yes/no questions. He has the most success when there is a picture reference and work needs to be completed without a reference.

Aydan does not always respond to a greeting. This needs to become more independent, especially with the peers he is interacting with. Aydan is communicating more verbally. With a visual prompt he will increase his sentence length to make a request for his wants and needs. Independently asking for help is very inconsistent. Aydan needs to work on this skill across people and environments.

Aydan is not old enough for transition services at this time.

The following accommodations are in place to help Aydan: written schedule at all times and all subjects; sensory breaks as needed; visual supports at all times and all subjects; and adult assistance as needed.

Aydan will not participate in district-level testing as this will not accurately access his abilities. He will participate in the MI-Access supported independence testing with the following accommodations: alternate locations and use of calculator.

**Now, it’s time to write your goals and objectives.**

**QUESTIONS TO ASK YOURSELF:**

**Are my Goal Statements …**

To complete this assignment, write one goal and two objectives from any of the need areas you identified in your PLAAFP statement. You may write in the space provided below.

***By November, 2014, Aydan will increase his ability to demonstrate that money has value from 70% accuracy to 90% accuracy on informal monthly tests.***

Given an amount of money, Aydan will count out coins and bills to the specified amount with 90% accuracy on informal tests.

Given a price lists, Aydan will calculate cost of 2-3 products with 90% accuracy on informal tests.