

A PEATC

Do You Know....



Factsheet for Virginia's Parents

Present Level of Academic Achievement and Functional Performance

PLAAFP, PLOP, PLEP: What Do They Mean?

If you have a child with a disability receiving services under an **Individualized Education Program** (IEP), the PLAAFP will be an important part of that document. PLAAFP stands for **Present Levels of Academic Achievement and Functional Performance**. Sometimes this is also called the **PLOP** (Present Levels of Performance) or the **PLEP** (Present Levels of Educational Performance). In this document, we will refer to this section of the IEP as the PLAAFP.

The PLAAFP serves as the **foundation for your child's IEP**, including the development of goals, objectives, services, and supports. Through the PLAAFP, the child's **current levels of performance** will be detailed, not what they did a year ago or what they may do in two years, but what and how they are doing now. The PLAAFP must also describe the **impact of your child's disability** on their learning and performance.

Developing the PLAAFP

The **IEP Team** develops the PLAAFP. This may include parents, the child, teachers, related service providers, behavior analysts, evaluators, etc. Staff who work with the child but who are not on the IEP team should be asked to provide input into the PLAAFP.

Information is compiled from data on end of year performance from the previous year; objective assessment and evaluation results; grades; observations; data on behavior; universal screenings; social, behavioral, and adaptive checklists; information from the student and parents and other information. **Past information** that isn't relevant should not be included.

Specific Areas Covered By the PLAAFP

- ✓ Strengths, preferences, interests, and needs
- ✓ Current academic and functional performance levels
- ✓ How the disability affects progress participation in the general curriculum
- ✓ For preschool students, how the disability affects the child's participation in appropriate activities
- ✓ Age-appropriate behavior skills and developmental skills
- ✓ Performance outside of school,
- ✓ The student's opinions on what is or is not working at school,
- ✓ Strategies and accommodations that have been successful,
- ✓ Assistive technology that has been successful.

References/Resources

Pacer Center – [Understanding the Present Levels of Academic Achievement and Functional Performance statement \(PLAAFP\)](#)

Parent Companion – [Present Levels of Academic Achievement and Functional Performance \(PLAAFP\)](#)

Iris Center Vanderbilt – [High-Quality PLAAFP Statements](#)

Verywell Family – [Understanding Present Level of Performance \(PLOP\)](#)

VDOE - [Regulations Governing Special Education Programs for Children with Disabilities in Virginia](#)



Contact Us:

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Examples of PLAAFP Statements

The PLAAFP is a **comprehensive section of the IEP**. It should be specific and objective, measurable where possible, and address skill development. The examples below are very brief examples of sections that might be part of a student's PLAAFP.

1. Jill is a friendly 4th grader who has autism and enjoys school. She is in the Standards of Learning (SOL) curriculum. She is on grade level in mathematics. She struggles with reading fluency, averaging 35 wpm with 60 percent accuracy. The benchmark for the 4th grade level is 95 wpm with 93% accuracy. Jill's performance is improved on lower grade level words. Strategies to address her reading fluency issues have included XXXXX. Jill does best when reading instruction is in the morning. She may benefit from the ABC Reading program and additional one-on-one instruction.
2. Carlos has sensory and behavior challenges that affect his ability to be educated in the general education classroom. Carlos gets up and walks around the classroom several times throughout the day, touching the walls. This happens in every class other than art class where he is working with his hands. Carlos also has difficulty organizing his folders and remembering to turn in his homework. Some strategies that have been effective with Carlos have been using a planner on a smartphone and having a special box for homework that all students can use to turn in their assignments as soon as they enter the class.
3. Daria is in 8th grade. She has a significant intellectual disability as documented on XYZ Assessment and is in the Virginia Essentialized Standards of Learning (VESOLS). Daria has no verbal communication but uses the Picture Exchanges Communication System (PECs). She has progressed this year from using 5 picture cards to 20 picture cards, allowing her to better express her needs. Daria's instruction is focused on functional academics and life skills. She can count change to \$1.00 and make simple purchases in the cafeteria and wait for change. Daria wears pull-ups but remains dry throughout the school day.



Q. What is a functional skill?

A. Skills and abilities related to activities of daily living like eating, hygiene as well as core skills needed to succeed like behavior, social skills, communication, and academic skills that can be used in real life, like counting money for a purchase.

Q. Does the PLAAFP address the student's skills together or is each area separate?

A. It can be either. Some schools combine all the information into a summary. Others have separate sections written by each team member.

Q. Should there be a relationship between the PLAAFP and the rest of the IEP?

A. Yes, the PLAAFP provides the basis for developing goals, objectives, services, and supports. If the PLAAFP identifies an area of weakness, the IEP must address that area.

Q. Can the PLAAFP mainly be teacher observations?

A. No, the PLAAFP does include observations, but should also be based on specific, objective, measurable data.

PEATC's mission focuses on building positive futures for Virginia's children by working collaboratively with families, schools, and communities to improve opportunities for excellence in education and success in school and community life.

For more information about us, please contact:

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