



What Everyone Needs to Know About... Present Level of Academic Achievement and Functional Performance (PLAAFP)

When a group of education professionals, in collaboration with the parents, has determined that the unique learning needs of a student require special education services and programs, an Individualized Education Program (IEP) is developed. The heart of each IEP is a thorough understanding of the student's performance academically and in important functional areas within the context of the student's strengths, talents and aspirations. The present level of academic achievement and functional performance (PLAAFP) forms the basis for all other decisions about IEP components. Each area of need identified in the PLAAFP must be addressed in an appropriate section of the IEP.

The IDEA & MARSE

The [Individuals with Disabilities Education Act](#) (IDEA) and [Michigan Administrative Rules for Special Education](#) (MARSE) are the foundation of special education accountability requirements in Michigan.

Each student's IEP must include a statement or series of statements that describe how the student is currently performing in both academic subjects (math, science, English language arts, social studies, etc...) and functional life skills.

These statements must also include a description of the impact the disability has on involvement and progress in the general education curriculum (i.e., [the same curriculum as for nondisabled children](#)).

Specific to preschool children the statements must include a description of the impact the disability has on participation in age appropriate activities.

Contents of a Meaningful PLAAFP

The PLAAFP statement is crafted by considering the areas of development in which a student with a disability may need specialized instruction and / or support.

Academic achievement. "Academic achievement" generally refers to a student's performance in academic areas (e.g., reading or language arts, math, science, and history).

Functional performance. - "Functional performance" is generally understood as referring to "skills or activities that are not considered academic or related to a student's academic achievement". This term "is often used in the context of routine activities of everyday living ([Present Levels - CPIR 2010](#))."

The IEP Team must talk about the impact the disability has on the student's ability to learn and do the kinds of things that typical, nondisabled students learn and do. This information is included in the IEP as the PLAAFP statement. For preschoolers, the statement needs to talk about how the disability affects the child's participation in appropriate activities—meaning preschool activities.

The PLAAFP statement is intended to thoroughly describe a student's abilities, performance, strengths, and needs. It is based on all of the information and data previously collected and known about the student. A fully developed, well written PLAAFP is the foundation upon which the rest of the IEP is developed including appropriate goals, services, supports and accommodations.

Related regulation, rule and guidance

[Individuals with Disabilities Education Act](#) (IDEA 2004)
[Michigan Administrative Rules for Special Education](#) (MARSE)
[OS Resources - PLAAFP](#)

[Center for parent Information and Resources - Present Levels
What You Need to Know About PLFP & Functional Goals in IEPs
Special Factors in IEP Development](#)

NOTE: While the content of this page reflects general aspects of the law on discipline of students with disabilities as of the date of its creation, it is not intended to constitute or serve as legal advice for any particular student scenario. Districts should consult legal counsel for advice with regard to specific situations.