

SOME POINTS TO CONSIDER IN PLAAFP DEVELOPMENT

- Start with the student's vision.
- Remember: There is only one curriculum, the general education curriculum (think GLCE, EGLCE, HSCE, EHSCE).
- Address current functioning in the area/s of difficulty using current assessment data, observation, classroom performance data, etc.
- Identify academic/non-academic needs and strengths (include course of study, MMC, diploma, certificate, etc).
- Be sure to describe performance in all areas that are affected by the disability.
- Describe specific learning accommodations, modifications, learning strategies, level of independence, and general need for assistance based on current data.
- There should be a direct relationship between evaluation information and PLAAFP statements.
- Use understandable language.
- Be sure scores are self-explanatory or an explanation is included.
- Address functional performance as evident in the child's daily environment, such as classroom, lunchroom, the community, bus, etc.
- Describe current performance, not past performance.
- Health, motor skills, mobility, assistive technology, communication.
- Critical thinking/problem solving.
- Social Emotional issues.
- Inclusion in the least restrictive environment (LRE).
- Using transition assessment data, consider recreation, leisure, community participation, work experience, postsecondary training/learning, adult living skills.

PLAAFP CHECKLIST

- Does the PLAAFP address all areas affected by the student's disability?
- Is the PLAAFP stated in terms that are understandable, specific, measurable and objective?
- Does the PLAAFP describe current performance, including functional performance?
- Have transition assessment results been included?
- Does the PLAAFP describe how the student's disability affects the child's performance in the general curriculum?
- Are the present levels understandable, so that goals, services, assessments, LRE, etc. may easily be developed?
- Does the PLAAFP provide a "snapshot" of the student?
- Does the PLAAFP provide baseline information for each need?
- Does the PLAAFP use information from a variety of sources in a comprehensive statement?
- Would anyone be able to begin instruction or intervention?

Adapted for Accessibility from Michigan Transition Services Association