

SOME POINTS TO CONSIDER IN PLAAFP DEVELOPMENT

- **Start with the student's vision.**
- **Remember: There is only one curriculum, the general education curriculum**
- **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?**

From Michigan Transition Services Association