Essential Elements of Present Levels of Academic Achievement and Functional Performance (PLAAFP)

**Key Question:** What is the child able to do?

**Purpose:** To describe the current level of functioning in the general curriculum (for preschoolers defined as “appropriate activities”) and the unique needs of the child that will be addressed by special education and related services. To establish a baseline of measurable information that serves as the starting point for developing goals.

**Definition:** The Present Levels of Academic Achievement and Functional Performance specifies:
- the strengths of the child
- the unique needs of the child
- parental concerns
- how the child’s disability affects his/her involvement and progress in age appropriate activities

**Key Characteristics:**
- measurable
- meaningful
- objective
- functional
- current
- identifies any special factors
- describes both academic and non-academic areas
- summarizes evaluation results in understandable language
- establishes a baseline of information used in writing goals, short term objectives and benchmarks

**Writing Strategy**
Describe the behavior the child is doing in objective, measurable terms. Describe how the developmental delay is keeping the child from participating and progressing in the same activities that other children of the same age are doing.