# Individualized Education Program (IEP) Present Levels of Academic Achievement and Functional Performance (PLAAFP)

(USBE Rules III.I–III.K.)

District/School: Date of Meeting:

Student Name: DOB: Grade:

* For school age students (5-year-old kindergarteners through 22 years old) describe ***how*** the student’s disability affects the student’s involvement and progress in the general education curriculum.
* For preschool students ages 3–5, describe ***how*** the disability affects the student’s participation in appropriate activities.

***NOTE:*** label each area such as Reading, Written Expression, Mathematics, Social Behavior, Transition, etc.

Area:

Present levels (including data):

Describe ***how*** the student’s disability affects student’s involvement and progress in the general education curriculum:

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Area:

Present levels (including data):

Describe ***how*** the student’s disability affects student’s involvement and progress in the general education curriculum:

## The IEP Team Considered the Following Special Factors

* Language needs for the student with limited English proficiency (LEP).

No action needed Needs addressed in IEP

* Instruction in and the use of braille (including student’s future needs) for the student who has blindness or a visual impairment. *Prior to determining whether a student who is blind should use braille as the primary reading mode, the IEP team must be provided [through pertinent literature or discussions with competent braille users and educators, or both] with detailed information about the use and efficiency of braille as a reading medium in order to make an informed choice as to the student’s primary reading mode.*

No braille instruction needed Braille instruction addressed in IEP

* Communication needs of the student. If student has deafness or a hearing impairment, consider the language and communication needs, opportunities for direct communication with peers and professional personnel in the student’s language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student’s language and communication mode.

No communication needs Communication needs addressed in IEP

* Assistive technology devices and services for the student in school and on a case-by-case basis, in a student’s home or other setting.

No assistive technology needed Assistive technology addressed in IEP

* Positive behavioral interventions and supports, as well as other strategies for the student whose behavior impedes the student’s learning or that of others.

No strategies needed Strategies addressed in IEP; Team referred to the *USBE LRBI Technical Assistance Manual*