


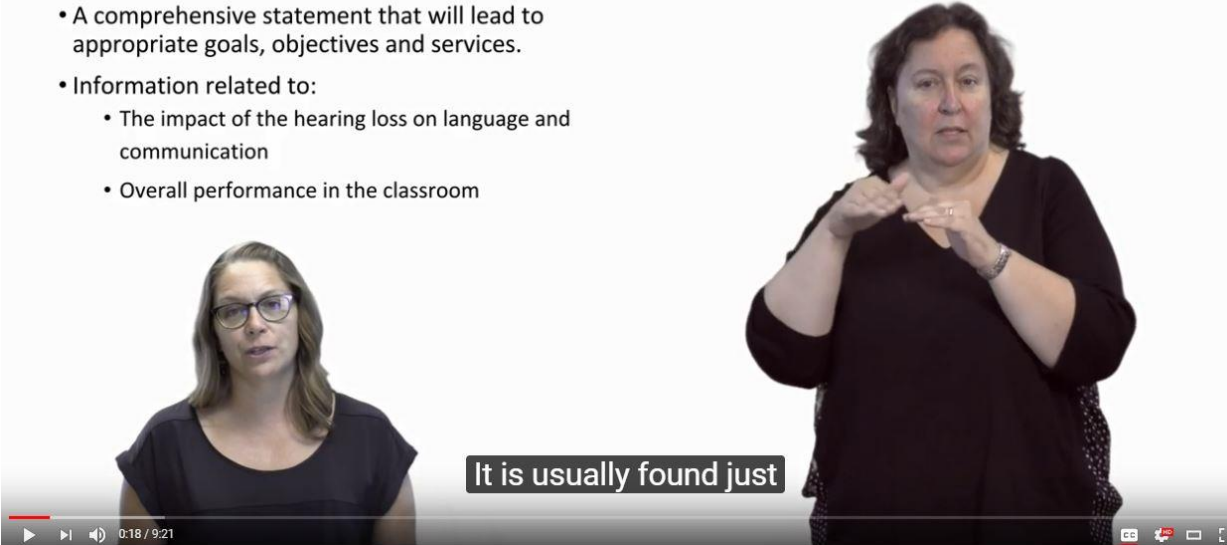
We've Got the Data, So Now How Do We Write PLAAFPs with Impact?

Present Levels of Academic Achievement & Functional Performance (PLAAFP)



What is a PLAAFP?

- A comprehensive statement that will lead to appropriate goals, objectives and services.
- Information related to:
 - The impact of the hearing loss on language and communication
 - Overall performance in the classroom



It is usually found just

[Watch: 1:23-2:30](#)

[Watch: 6:22-7:05](#)

Watch these video clips explaining how to construct communication and access-focused present levels of academic and functional performance for both elementary and secondary level students. PLAAFPs that hone in on the unique needs of students who are deaf or hard of hearing are imperative for creating IEPs that address them.

Check out [Appendices IV and V](#) of the Discussion Guide.

Refer to the [MN Language and Communication Checklist](#) on p. 6.

Discussion prompts:



- ☐ What pieces of information should be included in the first paragraph of a PLAAFP? Why do you think it's important to include functional listening information as well as hearing loss information and language of instruction?
- ☐ When writing an advocacy goal for post-school skills for secondary level students, which MN academic standard might be used to guide skill development?
- ☐ When writing the PLAAFP for a middle or high school student, how can the functional listening evaluation be used to support accommodations and services?

View the full webinar, ["IEP Discussion Guide: PLAAFP"](#)