

Guiding Questions for Writing Strengths-Based Present Levels of Academic Achievement and Functional Performance (PLAAFPs)

A Companion Resource for [Step 2](#) of [Comprehensive Inclusive Education In Washington](#)

To write a strengths-based PLAAFP, teams can consider the following four guiding questions:

1. What are the student's strengths and needs?
2. How does the student's disability affect progress in general education?
3. What are the baseline data for monitoring student progress?
4. Is there a bridge between the PLAAFP and the goals and/or services?

Workspace to unpack each guiding question is provided below. Teams can use any and/or all of these questions as they develop a student's PLAAFP.

What are the student's strengths and needs?

<i>Guiding question</i>	<i>Team notes</i>
What are the student's strengths, interests, and passions?	
What are they good at? What do they find enjoyable? Who do they enjoy doing it with?	
Are there cultural, linguistic, or community values important to the student and family that the team should understand and build on?	
What are things to celebrate about the student's progress or learning since the last IEP?	
What are the main areas of need that the student has? Are these needs a priority for the student and/or family to prioritize and address at this time? If so, why? If not, why not?	
Are there results from recent evaluations or progress monitoring that need to be considered? Remember to include information from the family, such as assessments done outside of school.	
Are there ways the student's strengths can be leveraged to address the identified areas of concern? Are there strategies that are currently working or new ideas to try?	



How does the student's disability affect progress in general education?

<i>Guiding question</i>	<i>Team notes</i>
Can you describe how the student's disability affects progress in general education in a positive, person-centered way? (Consider how the barriers to learning are in the environment and instruction, not in the students themselves.)	
For a multilingual learner, can you describe how the student's disability affects progress in learning English?	
Are there accommodations to consider regarding access to the general education curriculum?	
Are there positive behavior support, communication, assistive technology, braille, and/or other accessibility considerations?	

What are the baseline data for monitoring student progress?

<i>Guiding question</i>	<i>Team notes</i>
When determining whether the student is making progress, are the data being reviewed specific, objective, measurable? Are data collected over time, including dates?	
Do these data relate to the identified areas of concern, including family concerns and priorities? The state content standards?	
How might the family support data collection and inform this baseline information?	

Is there a bridge between the PLAAFP and the goals and/or services in the IEP?

<i>Guiding question</i>	<i>Team notes</i>
Is there enough information in the PLAAFP to develop ambitious, meaningful, and measurable annual goals?	



<i>Guiding question</i>	<i>Team notes</i>
Does the PLAAFP describe and explain the priorities the team, including family and student, identified related to the three major learning components: 1) engaging in grade level academics and other essential skills, 2) interacting with others, and 3) participating in routines and transitions	
Is there enough information in the PLAAFP to determine special education services, related services, supplementary aids and services, and support for school personnel?	
Does the PLAAFP explain what specific strategies, accommodations, and modifications are needed and will be used by the student, including English language development supports? Are the levels and types of prompts described? Consider what has worked well historically and what needs to be problem-solved.	
Does the PLAAFP provide enough information about the student's strengths and learning needs that general education teachers can make all necessary adjustments to their instruction and learning environment so each classroom is ready for the student?	

Adapted from: TIES Center. (2021). *Comprehensive inclusive education: General education and inclusive IEPs*. University of Minnesota. <https://tiescenter.org/inclusive-education/general-education-and-inclusive-iep>. October, 2024.

