

## Information to Assist with the Development of PLEP

Items under each of the eight areas may be useful when completing a Present Level of Educational Performance (PLEP) for students

### Communication Status (speech sound production and use, receptive and expressive language, fluency, voice augmentative or alternative communication)

- communicates needs
- communicates preferences
- expresses emotion/feelings
- responds to questions
- uses age appropriate vocabulary
- relates personal information
- maintains eye contact
- articulates clearly
- communicates ideas fluently
- communicates ideas with signs
- understands verbal directions
- organizes ideas
- speaks fluently (irregular stops)
- has adequate voice quality/volume
- other (specify)

#### Potential Information Sources

- Teacher
- Guidance Counselor
- Title I and/or Tutors (if currently receiving services)
- Parent/Guardian
- Special Area Teachers
- Communication Disorders Therapists (if currently receiving services or through screening, [or has had an evaluation](#))
- Instructional Assistants
- Previous Teachers
- Social Workers
- [Evaluation Data](#)

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### Academic Performance (level of development or achievement in basic and content reading and comprehension, math calculation, oral and written expression, listening comprehension, learning styles and strategies)

- organizes information
- communicates ideas through verbal means-oral expression
- understands ideas through listening-listening comprehension
- understands/uses reading concepts
- communicates ideas with through writing-written expression
- applies math concepts to solve problems-math reasoning
- demonstrate effective consumer skills
- reads printed material for meaning-reading comprehension
- performs fine motor tasks appropriately

#### Potential Information Sources

- Teacher
- Instructional Assistants
- Title I Teachers and / or Tutors (if currently receiving services)
- Parent/Guardian
- Guidance Counselor
- Communication Disorders Therapist (if currently receiving services/[had an evaluation](#))
- Previous Teacher (s)
- Special Area Teachers
- [Evaluation Data](#)

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### Health, Vision, Hearing, Motor Abilities

- has normal hearing
- is aware of/attends to appearance
- uses movement to express feelings
- performs gross motor skills effectively
- makes excessive physical complaints
- demonstrates inattentiveness, impulsivity, distractibility or hyperactivity
- has good general health
- achieve developmental milestone
- maintains a healthy lifestyle
- performs fine motor tasks effectively
- exhibits appropriate eating habits
- recognize and responds to danger
- has normal visions
- demonstrates stamina/endurance
- has sustained a closed head injury
- demonstrates self-care skills
- other

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**Potential Information Sources**

- Teacher
- Parent/Guardian
- School Nurse
- Title I Teachers/Tutors (if currently receiving services)
- Social Worker
- Guidance Counselor
- Instructional Assistants
- Communication Disorders Therapist (if currently receiving services)
- Previous Teachers
- Medical Provider
- Physical Education Teacher and Other Special Area Teachers

**Social & Emotional Status (adaptive behavior, social skills, self-help, responsibility, safety)**

- demonstrates emotional/mental wellness
- uses positive social judgment
- show a sad affect
- demonstrates positive self-concept
- uses positive problem solving strategies
- responds appropriately to authority
- exhibits consistent moods
- uses problem solving strategies
- is withdrawn
- is harmful to self
- makes effective transitions between activities
- understands the consequences of his/her actions
- interpersonal skills with peers
- demonstrates self-control
- demonstrates self-help skills
- is irritable/easily irritated
- considers alternative perspectives/viewpoints
- uses productive team membership skills
- responds appropriately to corrective feedback
- uses effective interpersonal skills with adults

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**Potential Information Sources**

- Teacher
- Special Area Teacher
- Title I Teachers and/or Tutors (if currently receiving services)
- Parent/Guardian
- Previous Teacher (s)
- Medical Provider
- Guidance Counselor
- Instructional Assistant
- Social Worker

**General Intelligence (aptitude, knowledge application, thinking, problem solving)**

- achieved developmental concepts
- analyzes information to solve problems
- used creative skills to construct ideas/products
- demonstrates adequate short term memory
- makes excessive physical complaints
- demonstrates sense of time
- compares/contrasts ideas
- predicts events/results
- uses critical thinking skills in various situations
- other
- understands number concepts
- understands spatial concepts
- interprets data to make decisions
- demonstrates adequate long term memory skills

**Potential Information Sources**

- Teacher
- Guidance Counselor
- Title I and/or Tutors (if currently receiving services)
- Parent/Guardian
- Special Area Teachers
- Communication Disorders Therapists (if currently receiving services or through screening)
- Instructional Assistants
- Previous Teachers
- Social Workers
- [Formal evaluation data](#)

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**Transition Needs (interpersonal relationships, general work skills and socialization)**

- demonstrates independent work habits
- recognizes personal limitations
- organizes materials/belongings
- uses school work tools effectively
- skips classes
- identifies preferences/interests
- uses technology effectively
- seeks assistance as needed
- completes assignments
- frequently tardy to class
- communicates with supervisors
- sets realistic vocational goals
- cooperates with coworkers/peers
- turn in assignments
- interacts with same age peers
- chooses age-appropriate activities
- participates in physical activities at school, PE, etc.
- demonstrates good sportsmanship
- interacts with other age peers
- other (specify)
- uses free time wisely
- participates in community recreation

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**Potential Information Sources**

- Teacher
- Guidance Counselor
- Title I Teachers and/or Tutors (if currently receiving services)
- Special Area Teachers
- Instructional Assistants
- Communication Disorders Therapists(if currently receiving services)
- Previous Teacher (s)
- Parent/Guardian

**Other Factors: Environmental /Cultural (relationships with peers and families, family’s dominant language, cultural influences, services received in the community, economic influence)**

- has limited background experiences
- student is employed outside home
- moves frequently
- homeless past/present
- receives free/reduced lunch
- has had significantly different cultural experiences/identify (ex.) migrant student
- differs significantly from standards of cultural reference group/identify (ex.) migrant student
- documented evidence of alcohol/drug abuse by student
- has experienced recent trauma (physical/emotional)
- has excessive absences
- has excessive home responsibilities
- documented history of abuse/neglect
- documented evidence of alcohol/drug abuse by family members

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**Potential Information Sources**

- Teacher
- Guidance Counselor
- Parent/Guardian
- Social Worker
- Student Employer
- Title Teachers and/or Tutors (if currently receiving services)
- Special Area Teachers
- School Nurse
- Communication Disorder Therapists (if currently receiving services)
- Previous Teacher (s)
- Instructional Assistants

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