

Tip Sheet: PLAAFP

Secondary transition is mandated by the [Individuals with Disabilities Education Act](#). Certain components are identified in Indicator 13 which states: Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

State Level Regulation: *Is secondary transition satisfactorily addressed in the PLAAFP?*

Include these points as they relate to students' postsecondary goals:

- Indicate transition assessments used to find preferences, interests, needs, and strengths
- Child's strengths and needs
- How the child's strengths relate to the child's postsecondary goals
- How the child's disability will affect the child's ability to reach his/her postsecondary goals
- Use the [PLAAFP Graphic Organizer](#) to help develop a meaningful statement

PLAAFP Example as it relates to Post-School goals:

Joe has a strong interest in welding, as identified by the [O*Net Career Interest Inventory](#), and excels in hands-on, task-oriented activities. He demonstrates strong mechanical reasoning skills and benefits from practical, applied learning environments. However, he faces challenges in reading and math computation, based on **formative and summative academic data**, and is reading at approximately a 5th-grade level, which affects his ability to comprehend welding manuals and technical instructions. He benefits from audio support, simplified texts, and visual demonstrations. In math, he struggles with fractions and decimals, impacting his ability to make precise measurements and read blueprints. He requires additional support in applying mathematical concepts critical to welding. Social skills and self-advocacy are areas of need, as determined from the [Soft Skills Checklist](#) and the [Self-Determination Inventory: Student Report \(SDI:SR\)](#), as he hesitates to seek help and requires instruction in workplace communication. While he is making progress in structured settings, further development is necessary to support his transition to the workforce. Targeted instruction, accommodations, and workplace readiness experiences are needed to address these challenges.

Tip:

All components within the PLAAFP can be found within the transition assessment results. When completed, the PLAAFP will provide a snapshot of where the student is in relation to their post-secondary goals.