**IEP Team Member Roles in Informing PLAAFPs**

**Directions**

What can each person identified contribute to a PLAAFP?

Using the PLAAFP Elements and Guiding Questions handout, work with a partner or in small groups to fill out this chart and determine what each IEP team member can contribute to a PLAAFP. For example, parents/families can contribute to student strengths, concerns, and preferences.

| **Parents/ Families** | **Student** | **Special  Educator** | **General  Educator** | **Administrator (or LEA Representative)** | **Student Services Personnel** |
| --- | --- | --- | --- | --- | --- |
| * Provide input on their child’s strengths, needs, and interests in school and home environments | * Provides input on their own strengths, needs, and interests in school and home environments | * Contributes to the writing and collecting data on academic and functional PLAAFPs * Provides knowledge of special education process and services * Provides knowledge of individualized instruction | * Knows about general curriculum and standards * Provides observational and curriculum-based data * Provides input on student’s progress with grade-level material * Provides PLAAFP data from student’s general education performance | * Provides knowledge about general curriculum, standards, and resources available to the school/district | * Contributes to the writing and collecting data on academic and functional PLAAFPs * Provides knowledge related to their area of expertise (e.g., physical therapy, occupational therapy, school psychology, English language development) |