**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)
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