**PLAAFP Elements and Guiding Questions**

The table below describes the four essential elements of the PLAAFP statement and provides guiding questions that should be answered in the statement. The table is from the IRIS Center module “[IEPs: Developing High-Quality Individualized Education Programs](https://iris.peabody.vanderbilt.edu/module/iep01/#content).”

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| --- | --- | --- |
| **PLAAFP Elements** | **Description** | **Guiding Questions** |
| **Student Needs** | Information on the student’s current academic and/or functional needs | What are:   * The student’s strengths? * The main areas of concern (e.g., academic, functional) and how do these concerns relate to district or state standards and benchmarks and the student’s postsecondary interests? * The parents’ concerns? * The student’s instructional preferences? * The results from the evaluation (e.g., standardized tests, progress monitoring data)? * Ways in which the student’s strengths can help address the identified areas of concern? |
| **Effect on Progress in General Education** | An explanation of how the disability affects the student’s involvement and progress in the general education curriculum | How does the student’s disability affect [their]:   * Involvement in general education? * Access to the general education curriculum? * Progress in the general education curriculum? |
| **Baseline Information** | Baseline data for monitoring student progress | Are the data being reviewed to determine whether the student is making progress:   * Specific? * Objective? * Measurable? * Something that can be collected frequently?   And do these data relate to:   * Identified areas of concern? * State content standards? |

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| **PLAAFP Elements** | **Description** | **Guiding Questions** |
| **Connection to Goals and/or Services** | Bridge between the PLAAFP statement and an annual goal | Is there enough information in the PLAAFP to develop a challenging, ambitious, measurable annual goal?  Is there enough information in the PLAAFP to determine what special education, related services, accommodations, and program modifications are needed?  *Note: These are simple “yes” or “no” questions.* |

**Reference**

The IRIS Center. (2019). *IEPs: Developing high-quality individualized education programs.* Retrieved from [https://iris.peabody.vanderbilt.edu/module/iep01/](https://iris.peabody.vanderbilt.edu/module/iep01/#content)

**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** | **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) |