PLAAPF Checklist

☐ Consider all relevant data:
- ✓ The PLAAFP must list all the source of information used to develop the student's IEP

☐ Include student strengths

☐ Include student interests

☐ Include student's current performance and progress in each subject area

☐ Include difficulties and/or challenges for the student

☐ Include parent input, including functional performance such as:
- ✓ Behavior
- ✓ Expressive and receptive language
- ✓ Social skills
- ✓ Study and organizational skills

☐ Include a description of how the student's disability affects his or her involvement and progress in the general education curriculum

☐ For preschool children, include, as appropriate, a description of how the disability affects the child's participation in appropriate activities

☐ For preschool children, include a description of what accommodations and modifications may be required to allow the child to participate in the general education classroom and activities

☐ Include any other educational needs not already addressed

☐ Consider each special factor:
- ✓ Consultation needs
- ✓ Behavioral needs
- ✓ Language needs
- ✓ Communication needs
- ✓ Auditory needs
- ✓ Assistive Technology
- ✓ Visual needs

If the IEP team determines that the student needs a particular device or service (including an intervention, accommodation or other program modification) to receive a free, appropriate public education, the IEP must include a statement to that effect in the appropriate section. If a factor is not applicable the IEP should note as such.