



CAC

Handy Hints for Parents  
At IEP Meetings

# Preparing for the IEP Meeting...

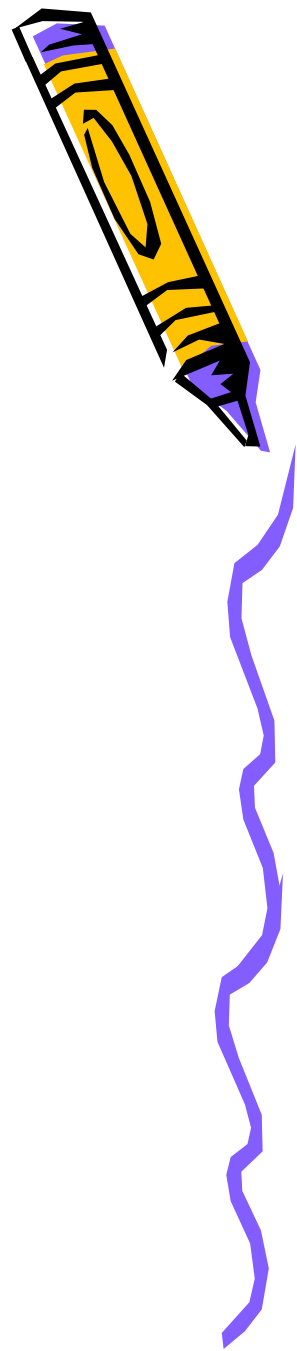


## 1. Setting Expectations

- Set high, but realistic expectations for your child
- Focus on your child's strengths
- Keep an open mind and make a commitment to collaboration
- Listen to feedback
- Have a positive mindset and willingness to try new things
- Gather information that you want to share with the team
- Examine the long-range goals you have set for your child and rethink those if necessary
- Consider annual goals that will have value for your child and will help your child accomplish his long range plans



# Preparing for the IEP Meeting...

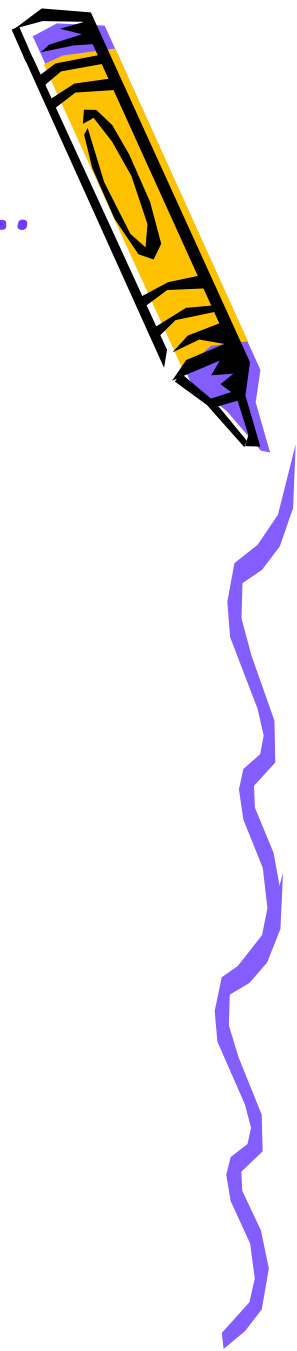


## 2. Keep a notebook of your child's records

- Evaluations
- Medical/Outside Reports
- IEPs
- Progress Reports
- Samples of work



# Preparing for the IEP Meeting...



## 3. Review information on your child

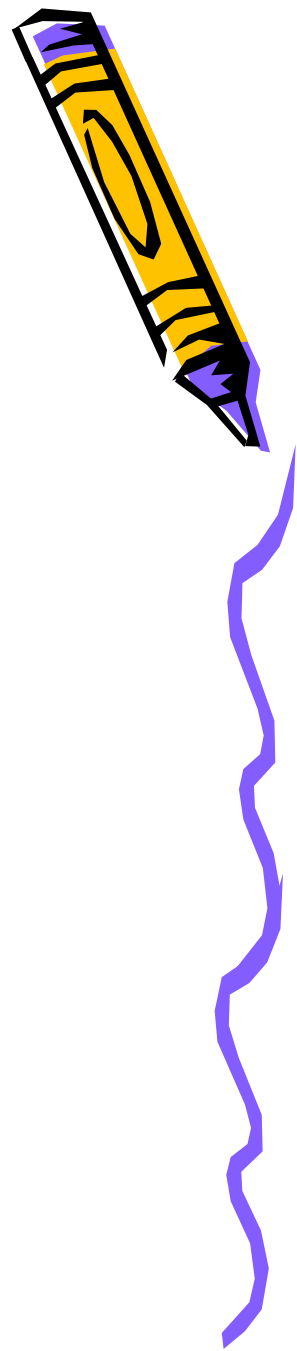
- Progress reports
- Samples of work
- List your specific concerns or insights



# Preparing for the IEP Meeting...

## 4. Talk with your child

- What things are easy?
- Favorite activities?
- What things are hard?



# Preparing for the IEP Meeting...



## 5. Is your child involved in general education?

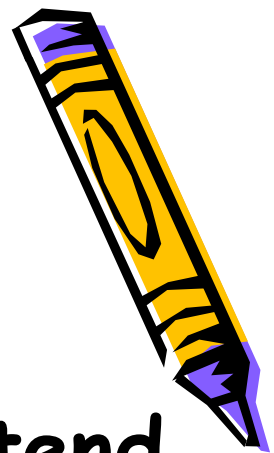
- How are your child's special needs addressed in the class?
- What type of support do you think is needed?
- What accommodations or modifications, if any, are needed?



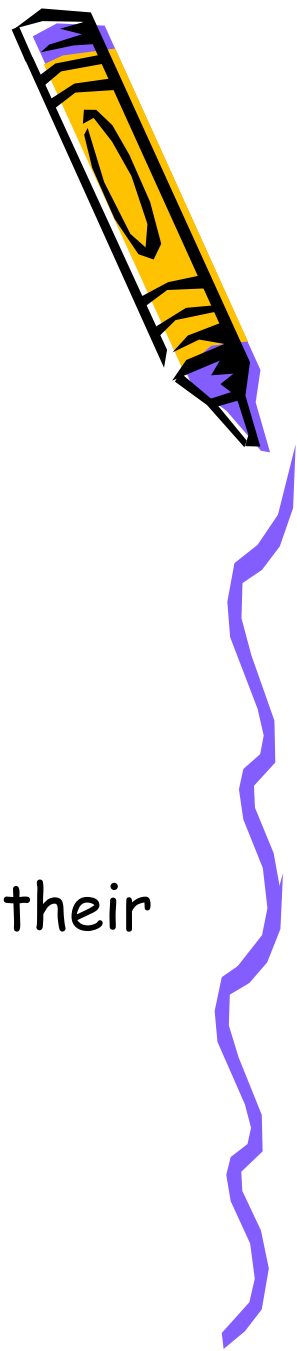
# Preparing for the IEP Meeting...

## 6. Determine if your child should attend the IEP meeting

- Prepare child for meeting
- Help child know how they might share their feelings about what is proposed



# Preparing for the IEP Meeting...



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- Prepare your child for the meeting
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# Preparing for the IEP Meeting...



## 7. Do a positive profile

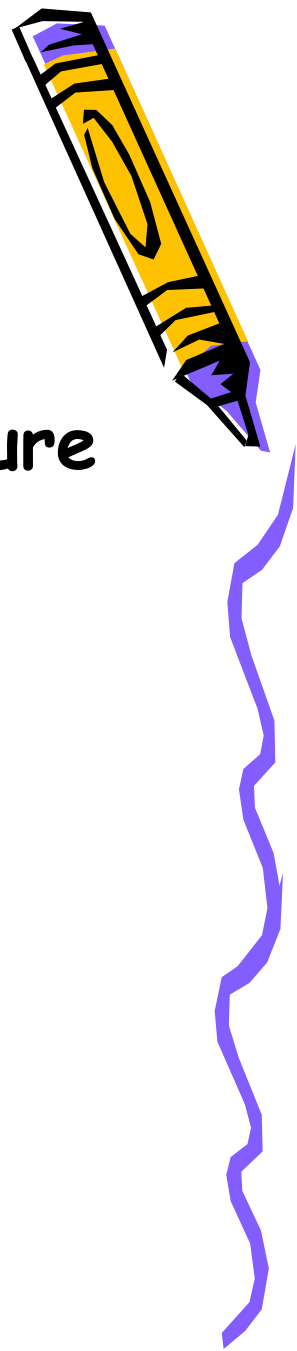
*Answer the following questions about your child as a way to prepare for the IEP meeting.*

- (a) Who is \_\_\_\_\_? (Describe your child, including such information as place in the family, personality, likes and dislikes.)*
- (b) What are \_\_\_\_\_'s strengths? (Highlight all areas where your child does well, including school, home, community, and social settings.)*
- (c) What are \_\_\_\_\_'s successes? (List all successes, no matter how small.)*
- (d) What are \_\_\_\_\_'s greatest challenges? (List the areas where your child has the greatest difficulties.)*
- (e) What are \_\_\_\_\_'s needs? (List the skills your child needs to work on and the supports he or she needs.)*
- (f) What are our dreams for \_\_\_\_\_? (Describe your vision for your child's future, including short-term and long-term goals.)*
- (g) Other helpful information. (List all relevant information, including health care needs, that have not already been described above.)*



## Preparing for the IEP Meeting...

8. Write down things you want to be sure are discussed at the meeting.



# THE IEP DOCUMENT

The IEP lays out the school's commitment of special education and related services to be provided by the school district.



# THE IEP DOCUMENT...

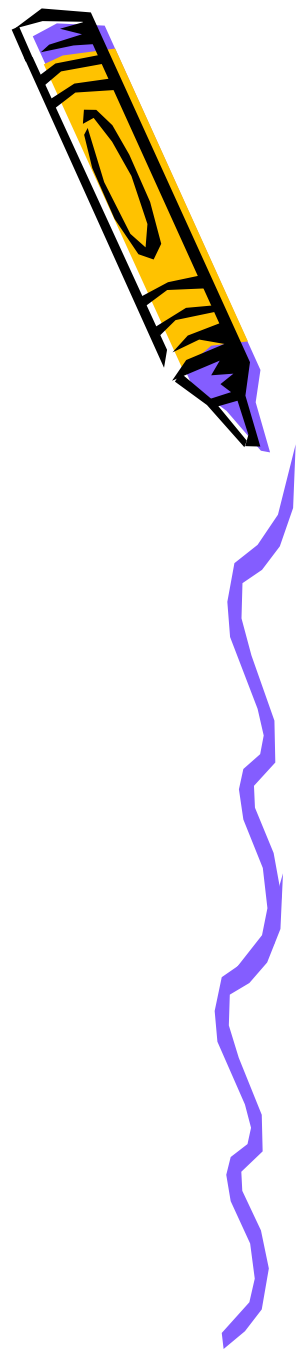


## 1. Consideration factors

- The strengths of your child
- Your concerns for improving your child's education
- The results of your child's initial evaluation or most recent evaluation
- The academic, developmental and functional needs of your child



# THE IEP DOCUMENT...



## 2. Special factors such as:

- Positive behavioral interventions
- Limited English proficiency
- Braille
- Language communication needs
- Assistive technology needs



# THE IEP DOCUMENT...



## 3. Present levels of performance

Establishes the starting point, or baseline, that will be used to develop the measurable annual goals



# THE IEP DOCUMENT...



## 4. Measurable Annual Goals

- Designed to meet your child's needs that result from his or her disability
- Written only for areas of need that arise from your child's disability
- Must be measurable and must relate directly to the information in the present level of performance



# THE IEP DOCUMENT...



## 5. Short-term objectives

- Measurable intermediate steps between the baseline and the annual goal, also called the benchmarks





# THE IEP DOCUMENT...



## 6. Progress Reporting

- You will receive progress reports when you receive grade report cards
- The reports will give progress toward annual goals



# THE IEP DOCUMENT...

## 7. Services/Programs

- Date services will begin and end
- How often the services will be provided
- The location
- The duration - period of time



# THE IEP DOCUMENT...



## 8. Participation in General Education

The IEP team will describe how much time your child will spend outside of the regular education classroom and away from students who do not have disabilities



# THE IEP DOCUMENT...



## 9. Accommodations and Assessment Participation

- Ask about the tests that your child will take and how the results will be used
- If accommodations are to be recommended will they be used during instruction



# THE IEP DOCUMENT...



## 10. Transition

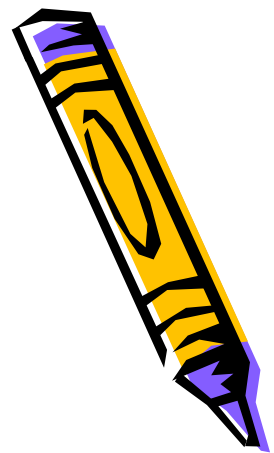
- If your child is between the ages of three and five, discuss with the team how your child will be transitioned to kindergarten, what type of support is needed
- If your child will turn 16 years of age during this IEP period what transition plans are recommended
- Take an active role by working with the school to plan the supports and services that will lead to success after leaving high school
- Help your child to define goals and aspirations for life after high school



# AT THE MEETING

## 1. Ask questions

- If you don't understand ask for an explanation
- If you disagree with a comment or have a question ask for backup information that supports the person's statement
- If you have different information be sure to share it
- Ask for clarification if you don't understand the present level of educational performance statement, ask for the data that supports the statement
- Ask for where your child is in meeting standards and how his/her goals support learning in this area
- Stay with one area until you feel the goal and objective address your child's needs
- If more data needs to be collected to write a functional level or goal ask to reconvene when that information is available



# AT THE MEETING...



## 2. What can I do if we don't agree?

- If the team cannot agree on a particular item add it to your list and suggest coming back to it later
- Avoid getting stuck or into debating
- Communicate with the team in a reasonable and calm way
- Keep emotions under control
- Be respectful of each other even when you don't agree



# IMPLEMENTING THE IEP

## Families and schools working together

- Build a Dialogue with the School
- Work together as part of a team
- Focus on the strengths and gifts of your child
- Build relationships with each other
- Adapt the curriculum to meet your child's individual needs
- Vary teaching methods
- Be flexible and be willing to take occasional risks





IF I HAVE A PROBLEM  
THAT I CAN'T  
RESOLVE,  
WHAT DO I DO?



# IF I HAVE A PROBLEM...

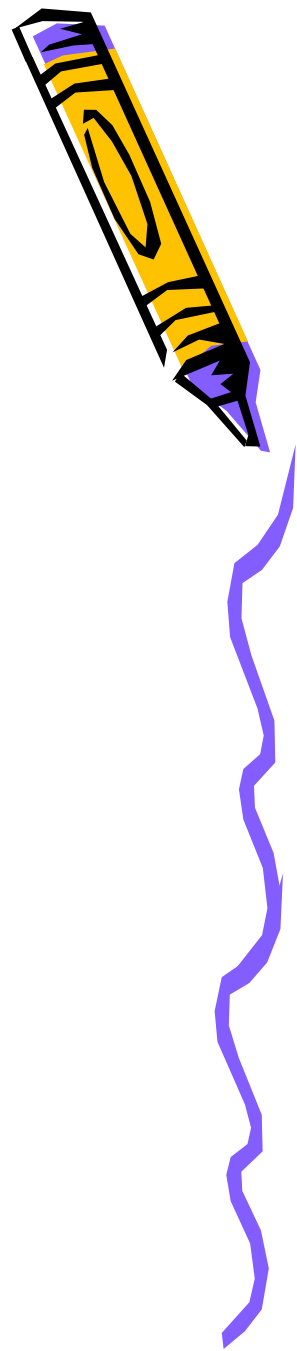


## 1. Check and organize your facts carefully

- Determine the solution
- Determine who can remedy the problem
- Determine the process or procedure
- Follow the process
- Focus on the solution



# IF I HAVE A PROBLEM...

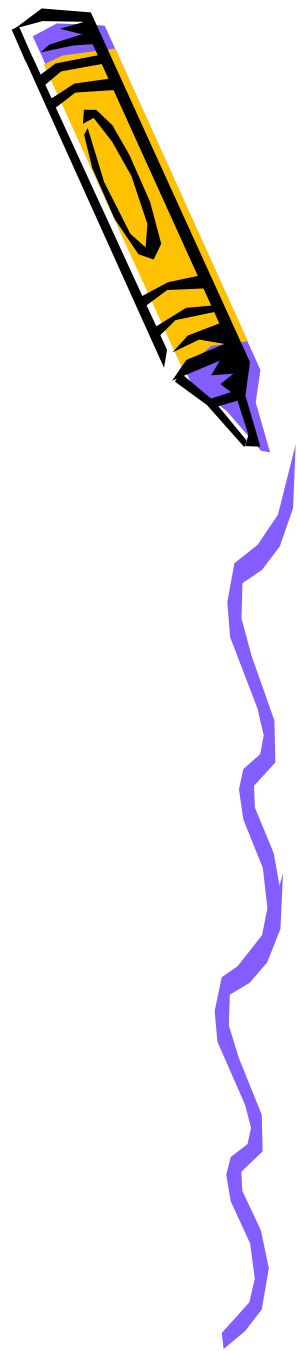


## 2. District Remedies at the School Site Level

- Start with the teacher
- Schedule a time to meet
- Be specific about your concerns
- Focus on student/program needs
- Know what response you're seeking
- Be flexible and open to creative solutions
- Set a timeline for response
- Give feedback



# IF I HAVE A PROBLEM...



## 3. Next Steps

- **Site administrator**  
School Safety  
Communication/Personnel
- **Psychologist**  
Behavior  
Program  
Placement
- **Program Specialist**  
Briefly outline concerns  
Focus on program/not personalities  
State the remedies desired
- **Director of Special Education**  
Outline chain of command you followed  
Outline your concerns  
State your desired remedy
- **SELPA Director**  
Be prepared to provide facts:  
Student's name and date of birth  
School of attendance and placement  
IEP (for reference)  
Specific concern  
Efforts to resolve concern  
Solution sought



- *Remember: Be sure to respond to the IEP notification sent to you! You are invited and encouraged to attend as a member of the team to develop, review, and/or revise your child's IEP. You may reschedule the meeting. If you need to do so, notify the school as soon as possible. Have a couple of alternative dates ready when you call.*

