

INFORMATION FOR FAMILIES

IEP Meeting Preparation Checklist for Parents

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This list of suggestions should help you start thinking about your child's needs and abilities. This is just a starting point and is not all inclusive. Forming answers to these questions will help smooth the transition from school into an adult environment by giving the new team members a better picture of your child.

1. Read over any medical records, private testing results, new Individual Education Plan (IEP) drafts and old IEPs, school progress reports or other records that may affect your child.
2. Write down any questions you may have about the records and reports.
3. Using the following list as a guide, consider your child's abilities and needs (add any others that may be important to your child):

<u>Categories</u>	<u>My child can</u>	<u>My child needs help with</u>	<u>What works for my child</u>
Academic skills (math, reading etc.)			
independence/self help			
language/communication			
behavioral/emotional			
pre-vocational skills			
social relationships			
movement/physical			
problem solving			
organization			

ADDITIONAL RESOURCES

Your Service Coordinator can help if you have more questions.

For more information on topics discussed in this fact sheet, contact

Service Coordination

Phone: 301-663-8044

www.servicecoordinationinc.org



These Fact Sheets are designed to provide general information only and are not designed to substitute for the assistance of a Service Coordinator.

4. After reviewing this guide, think about when you have observed your child learning and what seems to help him/her the most. This will be important when meeting with vocational providers.
5. Make a list of goals you feel will be important for your child:
 - a. Lifetime goals (employment, literacy etc.)
 - b. Short term goals (speaking with others comfortably, negotiating school hallways and schedules, academic achievements etc.)
6. Does your child have any special transportation needs?
7. Are there any specific considerations needed in the classroom, or specific services you feel are important to your child's success?
8. Have you experienced any problems or roadblocks in helping your child learn, or in communicating with the school? Try to identify those clearly, without anger or blame, and list them briefly. Sometimes a simple communication system can help overcome the roadblocks.
9. Identify one or two significant things that concern you the most, and write them down. This will help keep a focus during the discussion.

Take all your notes with you and do not hesitate to share them. Invite an advocate, another family member, or a friend of the family who is familiar with the child to go with you to the IEP meeting. You will benefit from their moral or professional support.