

Parental IEP Plan: Autism Spectrum Disorder (ASD)
High School (Autism)

The following document is a Parental IEP Plan.

I, _____, would like these questions answered and requests agreed to during the IEP meeting. I would also like this page added to my child's IEP document.

Date of IEP: _____

My questions:

(List any questions you may have regarding your child's educational progress, behavior, academic/behavioral supports, services, accommodations, etc.)

- 1.
- 2.
- 3.
- 4.
- 5.

My concerns are:

I am concerned that...

- 1.
- 2.
- 3.
- 4.
- 5.

My requests:

I would like my child to have...

- 1.
- 2.
- 3.
- 4.



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Suggested Guiding Questions (Adjust to Fit Your Child)

- **What is the transition plan for after high school, and how are my child's preferences and strengths built into it?**

IDEA requires that by age 16, the IEP must include a coordinated transition plan with postsecondary goals. Are we planning for college, vocational training, or other options based on his interests? How are we preparing him academically and functionally for that path?

- **How will my child be involved in developing self-advocacy and independence? Are they invited to the IEP meetings as required when we discuss postsecondary goals?**

Will he learn to express his needs, such as requesting accommodations or communicating with teachers? For example, can he practice leading part of the IEP meeting or articulating his goals for the future?

- **What specific life skills or work skills are we addressing in the IEP? Beyond academics, high school IEPs for students with autism often include goals for daily living or job readiness.**

Is he learning skills like managing a schedule, handling money, using public transportation, or even social skills for the workplace? If not, can we incorporate relevant goals so he's ready for adult life?

- **Is assistive technology being used to support his learning and communication, and will that continue after graduation?**

For example, if he uses a communication app, organizational software, or a visual planner, are we training him to use these independently? The IEP team should consider any assistive technology devices or services he needs and ensure he can use them in college or employment.

- **How can we support the transition at home? We want to reinforce skills that will help him after high school. Do you have suggestions for what we should be doing at home – for instance, teaching him cooking, budgeting, or self-care routines in line with his IEP goals?**

We'd also like guidance on connecting with any adult service agencies now (like vocational rehabilitation or autism support organizations) as part of planning his transition.

The logo consists of the letters 'H' and 'F' in a large, serif font, with an ampersand (&) between them. The letters are a light blue color. The logo is partially enclosed by a light blue circular arc on the right side.