

Parental IEP Plan: Autism Spectrum Disorder (ASD)
Middle 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.



Suggested Guiding Questions (Adjust to Fit Your Child)

How will the IEP support my child's increasing need for social skills and peer relationships in adolescence?

Are there group social skills sessions or peer buddy programs to help practice communication and friendship skills? (For instance, some schools use peer mentoring or lunch groups, which can be very beneficial for students with autism.)

What organizational supports will help with transitions between classes and increased workload?

Middle school brings multiple teachers and class changes. Does the IEP include strategies like a color-coded schedule, locker assistance, or an extra set of textbooks at home so he can stay organized and not feel overwhelmed?

How are sensory needs addressed as the school environment gets busier?

For example, if the cafeteria or assemblies are overwhelming, is there a quiet area or noise-cancelling headphones available? If he becomes anxious or overloaded, is there a plan (like a "cool-down" pass) so he can take a break?

Are we beginning to introduce self-advocacy skills? Even in middle school, students can start learning to articulate their needs. Will someone teach him how to ask for help or accommodations when he feels overwhelmed?

This could be as simple as learning to tell a teacher when he needs a break or doesn't understand something.

What is the plan to prepare for the transition to high school?

As he nears 8th grade, will the team discuss what supports he will need in high school and update the IEP accordingly? For example, if a more structured environment or specific program is available in high school, how will we get him ready for that? Early planning can make the high school transition smoother.

