

Parental IEP Plan: Deaf-Blindness
High School (Deaf-Blindness)

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)

What does the transition plan for post-high school look like for a deaf-blind Student?

By age 16, we need a solid transition plan. Does it include connecting with state services for the deaf-blind (for example, a Commission for the Blind or Deaf-Blind project)? We should set goals for employment, further education, or adult day programs based on her strengths. I'd like to know who is helping coordinate this and when we will invite outside agencies to participate.

• How will we ensure she continues to have access to communication and learning after high school?

For instance, if they'll go to a training program or job, will they have an intervener or job coach? If college is an option, what accommodations (like interpreters, braille materials) need to be arranged? I want the IEP transition plan to detail how they will communicate and learn in whatever setting comes next, so we're not scrambling after graduation.

• Are independent living skills part of the curriculum now?

In high school, students often work on life skills. Is she learning things like personal self-care, cooking simple meals with adaptations, or traveling in the community (with a cane or guided by someone) as much as possible? We should have IEP goals for these expanded core skills, because they will need them to be as independent as possible. For example, has they had lessons on crossing the street safely with a guide or identifying money by touch for purchasing items?

• What assistive technology training are they receiving to prepare for adulthood?

I want to be sure my child is proficient in using technology that can greatly enhance their independence. Are they skilled in using refreshable braille displays, screen reader software, or specialized communication devices on their own? If they will rely on tech like a smartphone with accessibility features or braille notetaker in college, is the school including goals to ensure they can use these tools effectively without help?

• How can we (the family) support a successful transition at home? Please advise on what we should be doing.

For example, should we be teaching them more household responsibilities or orientation skills around the neighborhood? Are there outside programs (like summer transition programs for deaf-blind youth) we should enroll them in? We want to complement the school's efforts so they are ready for adult life and not overly sheltered.



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