

Parental IEP Plan: Deaf-Blindness
Middle 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)

Middle School (Deaf-Blindness)

- **How will we support increasing independence while still providing necessary Support?**

As my child enters adolescence, I'm thinking about balancing help and independence. Will the intervener or aide start teaching my child to do more for herself (like self-care tasks or navigating short distances) rather than doing everything for her? What goals can we set to foster her independence safely?

- **Is her assistive technology up to date for the more complex curriculum in middle school?**

For example, if she uses a braille display, is it compatible with the school's computers for reading assignments? If she uses a communication device, does it have the vocabulary she needs for middle-school subjects? Technology is crucial for access, so I want to ensure it's reviewed and upgraded as needed.

- **How are we facilitating peer interactions and social development? Social life in middle school is important. Does she have opportunities to socialize with peers?**

For instance, do classmates know how to engage with her (maybe the school can do an orientation so peers understand how to sign to her or play games with her in accessible ways)? Are there group activities or clubs she can join with support? I want her to have friends and be included, not just always with adults.

- **Will she be included in general education classes or activities, and what supports will be in place?**

Please explain how inclusion works for her. If she joins a general class for something like art or homeroom, will she have an intervener or aide with her? How will class materials be adapted (braille, tactile, etc.) so she can participate? Inclusion is important to us, but only if she can truly engage, so I want to know the plan.

- **Are there plans to address the emotional needs of being deaf-blind in a larger school environment?**

Middle school can be tough on self-esteem. Does she have access to a counselor or teacher who checks in on how she's feeling? Perhaps a small group or a mentor to talk about her experiences? I want to be sure we're covering not just academic and physical needs but also her emotional well-being as she realizes she's different from others.