

Parental IEP Plan: Deafness (Severe Hearing Impairment)
High School (Deafness)

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 does it leverage resources for deaf individuals? By age 16, the IEP should have a transition plan. If she's college-bound, are we connecting with the disability services offices at potential colleges regarding interpreters or captioning?

If she's looking at employment, is vocational rehabilitation involved (they often help deaf students with job training and even equipment)? I want to ensure agencies or programs (like a local deaf services center) are looped in now so services continue seamlessly after graduation.

• How will we support her self-advocacy and independence as an adult? Does she attend her IEP meetings and help set her postsecondary goals? We should have goals for her to learn how to request accommodations. For example, by senior year, can she practice by independently arranging her interpreters for an extracurricular activity or asking a teacher for notes?

Knowing how to advocate in college or a job – like explaining to a professor how to use the FM system or telling an employer she needs a videophone – will be crucial. Are these kinds of self-advocacy skills being addressed?

• What academic or career preparation programs should we consider? If college is the goal, is she on track academically and taking the necessary tests (SAT/ACT) with accommodations (like extra time or a quiet room)?

If she's leaning towards a trade or direct employment, does the school have links to apprenticeship programs or transition programs for deaf students? For example, some areas have specific career-tech classes with interpreters or co-enrollment in community college during high school. I'd like to explore all options to give her the best start.

• Are there any specific life skills we should include to address her deafness in adult life?

For instance, is she being taught how to schedule an interpreter or use relay services for phone calls? Does she understand her legal rights under the ADA when she's in college or work (like the right to effective communication)? It might be worth including some instructional time on "real-world" deaf adult skills, such as using technology like video relay, advocating for herself in doctor's appointments, or connecting with the Deaf community for support after high school.

The logo consists of the letters 'H' and 'F' in a large, bold, serif font. A stylized human figure is integrated into the letter 'F', positioned between the 'H' and the 'F'. The figure is light blue and appears to be standing with arms slightly out. The entire logo is set against a light blue circular background.

- **How can we support her transition at home? We're thinking of things like having her take more responsibility for communicating with others without our help.**

Should we have her practice ordering food at restaurants using ASL with us interpreting less, or encourage her to manage her own schedule and alarm clocks, etc.? Also, do you have resources about colleges with strong deaf programs or local job training specifically for deaf young adults? We want to prepare ourselves and her with as much information as possible for life after high school.



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