

Parental IEP Plan: Emotional Disturbance (ED)
Elementary School (Emotional Disturbance)

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 evaluations were done to understand my child's emotional and behavioral needs?**

Was a functional behavioral assessment (FBA) conducted to identify triggers for his difficult behaviors or emotional outbursts? An FBA can help us understand why certain behaviors occur, which is important for creating an effective behavior plan. If we don't have one, I would request an FBA so our interventions are based on solid data.

- **What positive behavior supports and interventions will the IEP include?**

When a child's behavior interferes with learning, the IEP team must consider positive interventions and supports, not just consequences. Are we using strategies like a daily reward chart, breaks for him to calm down, or teaching replacement behaviors (for example, teaching him to ask for a break instead of throwing things)? I want to ensure we have a proactive Behavior Intervention Plan (BIP) in place that outlines how to handle his behavior in a positive way.

- **Will my child receive counseling or social-emotional learning as part of his IEP Services?**

Emotional disturbance often requires direct support in understanding feelings and developing coping skills. Is there a school counselor, psychologist, or social worker working with him individually or in a small group? How often? And what are the goals (e.g., learning to use coping strategies like deep breathing, or improving social skills to make friends)? I want to be sure his emotional growth is an actual IEP goal area, not just something we hope improves on its own.

- **How will the IEP goals address improving his self-regulation and social skills?**
Besides academic goals, I expect to see goals for things like "will identify emotions and use a coping strategy in 4 out of 5 opportunities" or "will interact appropriately with peers during unstructured time."

Can we review what specific social-emotional goals are in his IEP? If there aren't any, I think we should add them to track progress in these critical areas.



- **How can we as parents reinforce the behavior and emotional goals at home? Let's discuss consistency between home and school.**

For example, if the school is using a specific technique (like a feelings chart or a token system), we can use that at home too so he has continuity. Conversely, we can share what works at home when he has a meltdown. I want a unified approach, so he doesn't get mixed messages. What do you suggest we do at home to support his IEP goals (maybe a similar reward system, daily check-ins about feelings, etc.)?



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