

Parental IEP Plan: Emotional Disturbance (ED)
High 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 is the plan to support my child's transition to adulthood given his emotional needs? We need to craft a strong transition plan. Does it include goals related to employment or further education that account for his emotional health?**

For example, if he wants to work, is there a plan to teach him workplace social skills or stress management? If college is a goal, are we preparing him to use supports there (like the college counseling center or disability services)? Transition should cover not just academics or job skills but also how he'll manage his emotional disturbance after high School.

- **Are outside agencies or resources involved in the transition planning? For instance, should we involve the state vocational rehabilitation agency if anxiety or emotional issues might impact job training?**

Or connect with community mental health services that serve young adults, before he exits school? I'd like to know if the school can facilitate linking us with any external supports (such as mentorship programs, supported employment programs, or support groups) so he doesn't lose support the day he graduates. Starting that process now (in junior or senior year) would be ideal.

- **How will the IEP help him develop self-advocacy and self-management skills by graduation? By now, he should be part of his own IEP discussions. Is he attending meetings and voicing his interests or concerns?**

A goal could be for him to recognize when he's getting overwhelmed and independently use a coping strategy or seek help, which is a vital adult skill. Also, will someone educate him on his rights (for example, how to request accommodations in college or tell an employer about any needs)? We want him to leave high school with the ability to navigate his challenges on his own as much as possible.

- **Are life skills and decision-making being addressed for him? Emotional disturbance can sometimes delay maturity in judgement. Does he get any training in practical life skills (like managing money, which could alleviate stress, or conflict resolution for personal relationships)?**

If not in regular classes, maybe through a social worker or school psychologist? Additionally, since he'll be 18 soon, have we discussed with him and as a team how decisions will be made? (For example, if his condition is severe, are we considering guardianship or supported decision-making? Or is he capable of making all his decisions with just advice?) This might not be a typical school question, but it's part of planning for his adult life.

- **How can we support him at home during this transition? We would appreciate strategies to reinforce what the school is doing. For example, if the school is working on job interview skills, we can practice with him at home too.**

Or if he's learning to calm himself with an app or meditation, we can encourage that daily. Also, any advice for us on connecting him to adult mental health services or benefits (like SSI) would be welcome, since these often come up as school supports phase out. We want to be good partners in launching him into adulthood.



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