

Parental IEP Plan: Emotional Disturbance (ED)
Middle 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)

- **How will the IEP support my child's social-emotional needs in the more complex middle school environment?**

Middle school brings new stressors—changing classes, more homework, puberty. Is there a plan for him to check in with a counselor or a “go-to” adult daily or weekly to touch base on how he’s feeling? Having a safe person at school he trusts can help him navigate social pressures or anxiety. I’d like to know if such support is in place.

- **Is the Behavior Intervention Plan (BIP) updated and understood by all of his teachers? With multiple classes now, we need consistency. How are all teachers being informed of his behavior plan and de-escalation strategies?**

For example, if he starts to shut down or get agitated, do all teachers know the agreed steps (like offering a break card or a quick chat in the hall)? Perhaps the team could train the middle school staff on his specific needs at the start of the year so everyone responds in a unified way.

- **What training or resources do his teachers have to support a student with an emotional disturbance?**

Not all general education teachers are experienced with serious behavior or emotional issues. Are his teachers given strategies or professional development on this? For example, do they know how to implement PBIS strategies, or how to handle a crisis if he has one? If not, can the school psychologist or special ed teacher provide them guidance? I want to avoid a situation where a teacher misinterprets his behavior and perhaps responds in a punitive way that might not be effective for him.

- **How will academic expectations be managed alongside his emotional needs?**

I’m concerned about the workload. If he’s having a tough time emotionally, is there flexibility in his IEP for extensions on assignments or a lighter workload temporarily? We want him to meet standards, but not at the cost of a breakdown. For instance, can we build an accommodation so that if he misses class due to counseling or if he’s overwhelmed, he can have extra time for homework or an alternative assignment? Monitoring his grades and emotional state together is important – I’d like to hear how the team will do that.

- **Are we beginning to think about transition to high school in terms of emotional supports?**

As he moves through middle school, what skills does he need to handle high school (which is even less structured support-wise)? Maybe we should set goals for self-monitoring or self-advocacy, like recognizing when he needs a break and appropriately requesting it, so by high school he can do this without teacher prompting.

Also, if any outside therapy is involved, how can we coordinate that with school to ensure continuity as he grows?



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