

Parental IEP Plan: Intellectual Disability (ID)
Elementary School (Intellectual Disability)

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)

Elementary School (Intellectual Disability)

- **What assessments were used to determine my child's present levels in all key areas? I want to understand my child's cognitive and adaptive functioning. Did the school do an IQ test or developmental assessment, and have they done an adaptive behavior scale to see what daily living skills he has?**

Knowing exactly where he stands helps us set appropriate goals. Please walk me through the results in plain language: academically (like what level he's reading or doing math at) and functionally (like what self-care skills or communication level he has).

- **How is the curriculum being modified or adapted for his needs? With an intellectual disability, he likely can't do the standard grade-level work without modifications. Does he have an alternate curriculum focusing on basic literacy and numeracy?**

For example, if his peers are reading stories, is he working on sight words or matching pictures to words? I'd like to know that he's working on meaningful academics at his level. Also, are we incorporating functional academics (like counting real objects or reading common signs) to make learning practical for him?

- **What supports are in place to integrate him with general education peers? Even if he's mostly in a special education classroom, inclusion is important. Does he join his grade for activities like art, music, PE, or lunch?**

If so, what support (aide, buddy, modified activity) does he have to be successful there? If he's not included much now, can we explore more inclusion opportunities? Research shows inclusion benefits social and academic growth, and I want him to feel part of the school community, even if it's for short periods with help.

- **What teaching strategies or programs are used with him, and how can we reinforce them at home? For example, if he's learning to communicate using pictures or an iPad app, we want to use the same system at home.**

Or if the class uses a routine or token reward system for good behavior, we'd mirror that. Also, if a certain reading or math program is being used (like a specialized one for kids with ID), how does it work and what progress can we expect? The more we know about how he's taught at school, the better we can help or at least understand his learning.

- **Have we considered the need for Extended School Year (ESY) services? Many children with intellectual disabilities regress over long breaks. What data will the team look at to decide if he needs summer services to maintain skills?**

I want to discuss this early: if he loses skills each summer, ESY would be critical. If he's never had ESY, maybe we should track his progress around winter break or spring break for signs of regression. Keeping his development continuous is important to me.



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