

Parental IEP Plan: Intellectual Disability (ID)
Middle 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)

Middle School (Intellectual Disability)

- **How does the program balance academics, life skills, and vocational skills now that he's older? In middle school, I expect his IEP will still have academic goals, but perhaps more daily living skills or pre-vocational skills are introduced.**

Is he learning things like telling time, basic money use at a school store, or self-care (for example, managing personal hygiene after PE)? I'd like to see a well-rounded approach that prepares him a bit for the real world while still teaching academics at his level.

- **Will my child have opportunities for community-based instruction? I've heard that some programs take students into real-world settings (like a grocery store to practice shopping, or a bus ride to learn to travel) as part of their education.**

Does our school or district do that for middle schoolers with ID? If not now, maybe in high school, but perhaps starting in 8th grade? Experiencing real-life environments could greatly help him generalize skills, and I'd be excited for him to learn in that hands-on way if possible.

- **How are therapists (speech, OT, etc.) working with him in middle school? He likely still has speech therapy for communication or occupational therapy if fine motor or self-help needs exist. Do those therapists push into his classroom or pull him out? And do they coordinate with what's happening in class?**

For example, if the class is learning about cooking in life skills, does OT help him with stirring or pouring skills? I'd love to hear that all the professionals are aligning their efforts under a cohesive plan for him.

- **What technology or assistive tools are being used as he faces more complex tasks? If writing is hard, is he learning to use a computer or tablet to type? If reading is minimal, is he using software that can read text aloud to him?**

Also, if communication is limited, is there an augmentative communication device or app in use? Let's review any assistive tech in his IEP. The team should consider whether devices or apps can increase his independence and learning, especially now that expectations are higher in middle school.

- **How are social relationships being fostered? Middle school can be socially tricky.**

Does he have opportunities to interact with general education peers in a meaningful way (like a buddy in homeroom or participating in a club with support)? I know there are programs like "Best Buddies" in some schools that pair students with and without ID for friendship. If something like that exists, I'd love for him to join. If not, perhaps the team

can think of ways to create natural peer interactions, so he's not just with adults or by himself socially.



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