

Parental IEP Plan: Multiple Disabilities
Elementary School (Multiple Disabilities)

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 (Multiple Disabilities)

- **What are the specific disabilities and needs addressed in my child's IEP? I want to clearly understand all of his challenges. For example, if he has cerebral palsy and a visual impairment (just as an example of multiple disabilities), the IEP should cover both.**

Can we review how each need area is assessed? It's important to me that no aspect (physical, cognitive, sensory, etc.) is overlooked. Who are the specialists involved (PT, OT, Speech, Vision teacher, etc.) and what did their evaluations say?

- **How is instruction tailored to account for all of his needs simultaneously? If he has significant cognitive delays and physical limitations, how does the teacher manage that? For instance, is he getting alternative ways to show learning (like eye gaze boards if he can't speak or use his hands well)?**

If academic content is presented, is it in a format he can access given his vision or hearing or motor issues? I'd like some specific examples of a lesson and how it's adapted for him. Essentially, I want to know that his program is truly individualized, not a one-size-fits-all, since he's a complex kid.

- **What related services is he receiving, and are they sufficient? Children with multiple disabilities often need multiple therapies. Is he getting physical therapy (for mobility), occupational therapy (for fine motor or feeding or daily living skills), speech therapy (for communication), and possibly vision or hearing services if applicable?**

For each service, how often does the therapist see him and what are the main goals? I'd also ask: do these specialists coordinate with each other? It would be reassuring to know the team works together (maybe via team meetings) so that, say, the OT and speech therapist might co-treat to help him use a communication device with the right positioning.

- **How is inclusion or interaction with other students handled? I realize he might be in a separate classroom for much of the day because of his intensive needs, but I don't want him isolated. Does he join his grade for any activities, with support?**

Maybe recess, assemblies, music class, or even lunch in the cafeteria with an aide? Social interaction is a need too. If full inclusion is too much, are there "reverse mainstreaming" opportunities (where peers come into his class to work or play with him)? I'd love for typical peers to be part of his school life, to whatever extent he can handle.

- **What is the plan for communication, especially if he is non-verbal or has limited speech? Many kids with multiple disabilities have communication impairments. Does he use any form of augmentative communication, like a picture exchange system (PECS) or a speech-generating device?**

If not yet, are we evaluating him for one? Communication is fundamental; I want to ensure we have a robust plan so he can express himself (choices, needs, feelings) as much as possible. And if he does have a system, is everyone (teachers, aides, even other students) trained to understand and use it with him?



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