

Parental IEP Plan: Multiple Disabilities
High 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)

High School (Multiple Disabilities)

What is the comprehensive transition plan for my child with multiple disabilities?

We need to consider all aspects of post-school life: employment/day programs, continuing education (if any), living arrangements, community participation, health care, etc.

The IEP's transition plan should reflect a coordinated set of activities oriented toward achieving the best outcomes for him. Can we go through each domain? For instance, employment – will he do supported work? Living – will he be at home or a group home eventually? How are we preparing for each, and who is helping us (like vocational rehab, developmental disabilities services, etc.)?

• How will the school help integrate outside agency involvement for transition? By this age, I expect representatives from adult services might join IEP meetings. Has the school invited the state developmental disabilities agency or a transition specialist?

For example, some students might qualify for a Medicaid waiver for adult support – is there someone guiding us through that? And vocational rehabilitation – are they evaluating him for job-related supports even if it's supported or sheltered work? I want to ensure we have all the players at the table early.

• What vocational experiences is he getting now in high school? If possible, I'd love for him to have hands-on experiences. Does the program provide in-school jobs (like delivering mail to the office, sorting recycling) or external internships for students with significant disabilities?

Realistically, he might always need a job coach or be in a very supportive environment, but even volunteering at a library or doing simple tasks at a partnered business could teach him and help identify his interests. If this isn't happening yet, I'd like to incorporate some vocational goals or activities in his IEP.



- **How are daily living and community skills taught at the high school level for him? By now, academics might be secondary to life skills. Is he being taught things like personal hygiene, dressing (if he can learn more independence there), using money for a snack, crossing the street with supervision, etc.?**

Perhaps the program includes practice apartment setups or cooking lessons for basic meals. I want details on what life skills curriculum he's following. And if any area is lacking (say, we haven't touched cooking and I think he could participate with help), can we add that? These skills will directly impact his quality of life after school.

What should we as a family be doing to prepare for the transition? We know he will likely need lifelong support. We are planning for guardianship or supported decision-making as he approaches 18 – can the school offer any information on that process (or connect us with someone who can)?

Also, when should we apply for adult services formally? We don't want to find out at 21 that we should have been on a waitlist. If possible, I'd appreciate the timeline or checklist the team suggests: e.g., age 17 – apply for SSI, age 18 – finalize guardianship if needed, visit adult day programs, etc. We want to work hand-in-hand with the school to make his transition out of school as smooth as possible.

