

Parental IEP Plan: Multiple Disabilities
Middle 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)

Middle School (Multiple Disabilities)

- **How will my child's program adjust in middle school to continue meeting all his needs? Middle school often means a busier schedule or even switching classes. If he is still in a self-contained setting, will he stay put and have teachers come to him, or will he transition classrooms?**

We need to minimize disruption because multiple disabilities can make transitions hard. I want to understand the daily schedule. Also, with puberty, might come new challenges (like if he's in a wheelchair, how will bathrooming be handled as he grows?). Let's discuss any anticipated adjustments due to his growth and age.

- **Are we updating his assistive devices and equipment as he grows? If he uses equipment like a wheelchair, stander, walker, or communication device, he may have outgrown some or needs changes. Does the IEP note his current equipment and any need for reassessment?**

Middle school could be a good time to get a technology refresher – for instance, maybe a more high-tech communication device if he was using a basic one, or an upgraded power wheelchair if needed. I'd like an assistive technology review to be sure he has the optimal tools.

- **How do the various services coordinate in the middle school environment? In elementary, perhaps the special ed teacher kind of oversaw everything. Now, if he has multiple teachers or therapists, do they meet regularly to coordinate?**

For example, if the PT is working on walking endurance, the teacher should know to encourage him to walk to classes if possible. Or if the speech therapist introduces a new communication sign or device usage, all staff should implement it. Is there a weekly team meeting or a communication notebook that travels with him? I want to ensure a team approach remains intact.

- **Will he have access to any community outings or practical learning experiences? As students with multiple disabilities get older, they often benefit from real-world practice just like those with intellectual disabilities.**

Does the middle school program include trips, like going to a grocery store, library, or even a local park, to generalize skills outside the school building? If not in middle school, are we planning for that in high school? I'd be interested in having him experience a variety of environments (with proper support) to broaden his understanding and adaptability.

- **How are we preparing him and the family for the teenage changes and future steps? We're approaching the years where transition planning starts. While he's still young, I'd like to know if the school will help address things like puberty education (appropriate to his understanding), and eventually, talking about what comes after school.**

Middle school might be early, but with multiple disabilities, planning ahead is vital. For example, if he will likely need adult day programs, maybe we should start learning about those options. Is there any pre-transition planning happening, even informally, to guide what skills to prioritize now so he's more prepared later (such as communication skills or being able to tolerate being around new people)?



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