

Parental IEP Plan: Orthopedic Impairment (Physical Disabilities)
High School (Orthopedic Impairment)

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 (Orthopedic Impairment)

- **What is the transition plan to adulthood focusing on, regarding his physical disability? We should consider vocational and independent living goals with his mobility in mind. For instance, if he's college-bound, does he know how to navigate a campus and arrange accommodations like accessible dorm rooms or note-takers?**

If work-bound, is vocational rehab involved to advise on career paths that fit his abilities and any workplace accommodations (they might even help with things like modifying a workspace or providing adaptive equipment)? By 16, these ideas should be in motion in the IEP. I'd like to hear how his physical needs shape those post-school plans.

- **Is he receiving guidance on assistive technology that can help in college or work? For example, if he uses speech recognition software to type (due to fine motor issues) or adapted driving controls for a car, are these being introduced or refined now?**

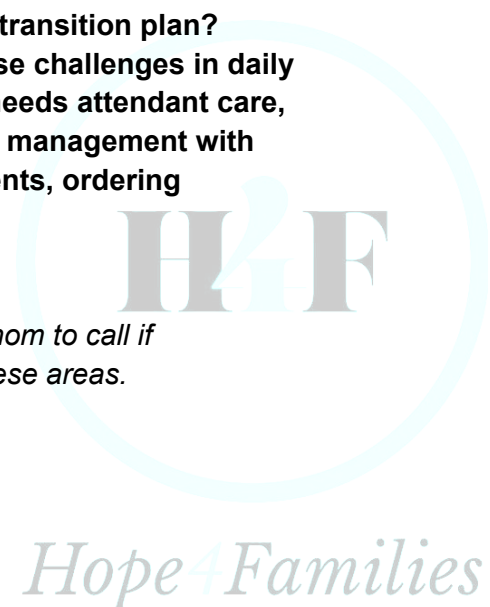
Perhaps as part of transition, he could have training on specialized software or equipment that he might use in higher education or a job. High school is a great time to solidify tech skills that compensate for physical limitations.

- **What work experiences or career preparation is included, and are they physically accessible? If he's doing any internships or jobs through school, we need to ensure the sites are accessible. Are we picking job experiences that play to his strengths? For instance, if standing for long periods is hard, maybe an office or computer-based internship instead of, say, working in the cafeteria.**

Also, does he learn practical skills like resume writing and interviewing? If so, we might need to practice how to address his disability in an interview (e.g., explaining to an employer how he will perform tasks with accommodations). I'd like to incorporate those discussions so he's not caught off guard Later.

- **How are independent living and self-care skills addressed in the transition plan? Even if he's academically capable, his physical disability might pose challenges in daily life. Is the school helping him learn skills like personal care (if he needs attendant care, maybe teaching him how to direct an aide), basic cooking or home management with adaptations, or managing his health (scheduling doctor appointments, ordering medication refills, etc.)?**

For example, if he'll eventually live in his own apartment or with minimal help, does he know how to handle chores in a wheelchair or whom to call if something is inaccessible? We should set any needed goals now for these areas.



- **What should we as a family be doing to prepare him for after high school? We'd like advice on things like: Should he get a driving evaluation to see if he can drive with hand controls, and if so, when to do that? If not, should we teach him to use public transit or paratransit services now?**

Also, if college is the plan, perhaps we should visit some campuses with him to assess accessibility; does the school have resources or tips for that? We will continue to encourage his independence at home (like managing morning routines, etc.), but any specific recommendations from the team would be helpful. For instance, maybe he could start taking charge of his IEP meetings or doing more self-advocacy which we can reinforce at home by involving him in decision-making.



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