

Parental IEP Plan: Other Health Impairment (OHI)
High School (OHI)

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 (OHI)

- **What is the plan for transitioning my child to life after high school considering his health condition? We need to make sure the transition IEP covers how his OHI will be managed in adulthood. For a college-bound student with ADHD, are we prepping him to apply for accommodations on SAT/ACT and to register with college disability services?**

For a student with a medical condition, does the transition plan include him knowing how to schedule medical appointments, manage prescriptions, or communicate with employers about his needs? Starting by age 16, these should be addressed. Let's ensure his postsecondary goals (college, vocational, etc.) incorporate strategies for handling his health.

- **Are outside agencies involved or can they help? Depending on his condition, we might consider vocational rehabilitation (they often help individuals with disabilities – including ADHD or health impairments – with job training, college funding, etc.). If his health is significantly impacting, maybe a referral to an adult health transition program (some hospitals have them to transition to adult care).**

Does the school bring in or point us to such resources as part of transition? For example, if he has a chronic illness, maybe connecting with a support organization that helps young adults with that illness succeed in college/work would be great.

- **What self-advocacy skills are being emphasized for him in high school? By now, he should ideally be speaking up for his needs. Is he comfortable privately reminding a teacher of his 504/IEP accommodations if they forget? Will he be able to explain to a college professor “I need to record lectures because of my condition,” for example?**

The IEP could include a goal like: “During his senior year, X will lead a portion of his IEP meeting or discuss his needs with each teacher at the start of the year.” We want him to practice articulating how his disability affects him and what helps – this is crucial for adult life, where he won't have an IEP team advocating for him.

- **Does his transition plan address the impact of his condition on career choices or independent living? For instance, if he has a heart condition that limits physical exertion, we should steer him towards careers that aren't physically intensive and ensure any school work experiences align with that.**

Or if he has ADHD and is interested in a very detail-oriented career, maybe discuss strategies or if it's a good fit. I'd like to know that his guidance counseling is tailored – not to limit him, but to find best fits and put support in place. If independent living is in question (maybe for a health

issue that could require ongoing support), does the plan include discussing options like assisted living or staying at home longer? These might be sensitive topics, but important ones.

• What can we do at home and in the community now to support his successful transition? The school does a lot academically, but we as parents can work on life skills. Please advise on areas to focus. For example, should we have him take over managing his refills for his medication to learn that responsibility?

If he has diet restrictions (like diabetes), perhaps involve him in meal planning and cooking. If stress management is an issue, maybe help him find and consistently use a strategy (like exercise or mindfulness) that he can carry into adulthood. We also plan to encourage him to work a part-time job or volunteer to build responsibility – would the team agree that's a good idea, and can his IEP support that (maybe through a Work Study elective or flexible scheduling if needed)? Essentially, we want to align home efforts with school goals so he is as prepared as possible.



Hope4Families