

Parental IEP Plan: Other Health Impairment (OHI)
Middle 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)

Middle School (OHI)

- **How will the IEP support my child in managing his health or attention needs across multiple classes and teachers? With several teachers now, do they all know about his condition and understand the accommodations?**

For instance, if he has Tourette syndrome (tics), do all teachers know not to call it out and to accommodate as needed? If he has ADHD, do all of them allow movement breaks or whatever is in the IEP? I wonder if we should have a brief meeting or handout for all his teachers each year explaining "Here's what works for him." How does the school facilitate that each fall?

- **Is my child learning any self-management or self-advocacy skills for his condition? Middle school is a good time to start having him take some responsibility. If he has a medical issue like diabetes, is he being taught to check his blood sugar and communicate if he's low/high (per his ability)?**

If ADHD, is he learning strategies like using a planner or setting reminders? The IEP could include a goal for him to, say, independently use an organizational system or request a break when he feels overwhelmed rather than acting out. I'd like to see him empowered to handle his needs Gradually.

- **What if his condition fluctuates or changes during middle school? Kids grow and symptoms can change. How agile is the IEP in responding? For example, if puberty exacerbates his ADHD or mood swings, can we reconvene to adjust supports quickly? Or if a medical treatment changes (like a new medication that has side effects), how will the school adapt (maybe temporary accommodations)?**

I want the team to be prepared for potential changes. Also, will he be re-evaluated periodically? (For OHI, a doctor note establishes it, but maybe re-assessing academic impact is good.) Essentially, I value a proactive stance to any shifts in his health or behavior.

- **Are there peer support or counseling opportunities for him? Some conditions can make a child feel different or frustrated. Does he have access to a school counselor to talk about how he's doing, especially if, say, he has a condition like Tourette's that might affect social life?**

Or even ADHD – self-esteem can suffer if he's always being corrected. I'd like to know if there's a social skills group or just a regular check-in where he can voice concerns. Additionally, educating peers can sometimes help. Is it worth having someone sensitively explain his condition to classmates (with his permission) so they understand, for example, why he leaves class frequently or has tics? Reducing stigma could help his social experience.

- **How are we preparing for high school and transition in terms of his health needs? As we plan ahead, what skills or information should he have by the end of middle school? Perhaps knowing the names and doses of his medications, or being able to describe his learning needs to new teachers. If high school will be bigger and less structured, maybe we should ensure by 8th grade he can keep track of assignments with less supervision.**

Let's outline any transition goals: for example, "By 8th grade, will independently initiate going to nurse when feeling symptoms," or "will use agenda book across all classes consistently." Also, should we consider doing a new evaluation or getting updated doctor's input before high school to ensure accommodations are still appropriate?



Hope4Families