

Parental IEP Plan: Specific Learning Disability (SLD)
Elementary School (SLD)

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)

Elementary School (SLD)

How were my child's foundational reading or math skills assessed, and which areas show the most difficulty?

I'd like to know exactly how the school evaluated my child's early reading skills (such as phonemic awareness, decoding) and/or early math abilities. Were there any standardized screening tools or diagnostic tests used? If so, can we review the specific results to see which skills are most impacted by the SLD? Also, it's important for me to understand whether any other areas (like oral language or writing) might need attention as part of this identification.

What interventions are being used, and how often?

Now that we know my child has an SLD, I want to understand which research-based interventions the school is implementing. Are they using a structured phonics program, additional math fact practice, or a specialized reading curriculum? Also, how frequently are these interventions delivered each week, and in what setting (small group, one-on-one pull-out, or within the classroom)?

How will my child's progress be monitored?

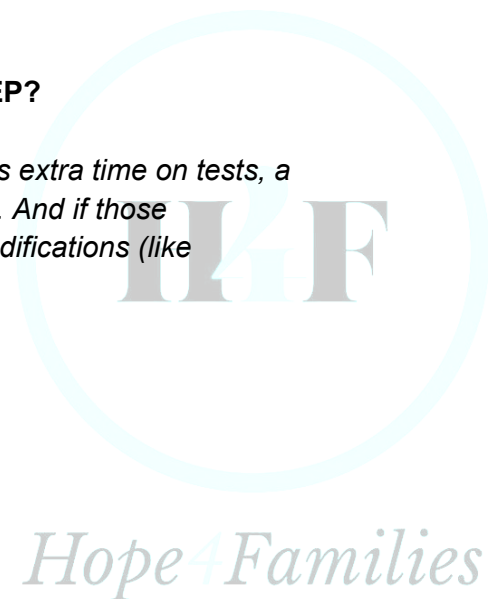
I'm curious about how the school will track my child's growth in key areas like reading fluency, comprehension, or math skills. How often will they measure her progress (weekly, bi-weekly)? Will I receive specific data, like how many words per minute she can read, or how many math facts she can complete accurately, so I can see improvements over time?

Are multi-sensory approaches being used?

If my child struggles with decoding or math fluency, it might help to incorporate multi-sensory programs or strategies. For instance, is something like Orton-Gillingham used for reading, or are there hands-on manipulatives for math? How does the teacher adjust instruction if my child continues to struggle despite these strategies?

Which accommodations or modifications are documented in her IEP?

I'd like to know if my child is receiving specific accommodations, such as extra time on tests, a quiet testing environment, larger print materials, or reduced distractions. And if those accommodations aren't enough, at what point might more extensive modifications (like alternative reading materials) be considered?



How is my child included in the general education classroom?

I'd love to hear how her classroom teacher and the intervention specialist coordinate to ensure she's consistently supported throughout the day. Are there co-teaching models or inclusion strategies in place so that she's learning alongside peers but still getting the targeted help she needs?

How can we adapt homework or assignments at home?

I'd like guidance on how to make homework more manageable. Can assignments be shortened or modified so my child doesn't become overwhelmed? Are there graphic organizers or other templates we can use at home to help her structure reading and writing tasks?

What assistive technology might help?

Are there any simple tech tools that might benefit my child, such as text-to-speech programs, specialized reading apps, or math fact drill apps? If so, is the school providing those, or do we need to look for them independently? I'm also wondering if devices like tablets or laptops are allowed in class to support her learning.

How can we foster self-advocacy skills?

At this young age, I want to start teaching my child to speak up when something is confusing or too difficult. Can teachers provide strategies—maybe a hand signal or a special card to place on her desk—that lets them know she needs assistance without feeling embarrassed?

What can we do at home to reinforce what happens at school?

Finally, I'd love some ideas on activities we can do at home to support her reading and math progress. For example, sight-word flashcards or fun math games that align with what the school is doing. Also, if there are any recommended websites or reading lists, please share. We want to stay consistent with the interventions and help her feel confident.

