

Parental IEP Plan: Traumatic Brain Injury (TBI)
Elementary School (TBI)

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)

Traumatic Brain Injury (TBI) Elementary School (TBI)

- **Can we discuss the findings of evaluations done after my child's brain injury and how they translate into IEP goals? A TBI can affect many areas (memory, attention, behavior, motor skills). What do the neuropsychological or educational assessments show about his current functioning?**

For instance, does he have memory gaps, slower processing, trouble with speech? I want to ensure each affected area has a corresponding support or goal. For example, if his processing speed is low, maybe a goal or accommodation is to allow extra time on tasks. Having a clear picture of his strengths and weaknesses post-injury will help me understand the focus of the IEP.

- **What therapies and services is he receiving to help recover/improve skills? Depending on the injury, is he getting cognitive therapy, speech therapy, occupational therapy, etc., at school?**

For example, if he struggles with word-finding or forming sentences now, the SLP should be involved. If fine motor or planning is an issue, maybe OT is helping with that or teaching organizational strategies. I'd like to know all the supports in place. Also, how does the academic instruction adapt? Maybe he's in a smaller group for certain subjects if his pace is slower? The IEP should detail specialized instruction for cognitive challenges, not just generic classroom placement.

- **What behavioral or emotional supports are in place since the injury? Personality or behavior changes can happen. Did the school do a Functional Behavioral Assessment if he's having outbursts or frustration? Is there a behavior plan to teach him coping strategies if he gets confused or upset?**

Also, is the counselor or school psychologist involved if he feels sadness or anger about his injury (some kids might, once they realize they can't do some things as before)? I want to be sure we're addressing the emotional fallout of TBI, not just academics. Perhaps counseling or a social skills group could help him re-integrate and build confidence.

- **What accommodations are being made for cognitive difficulties (memory, attention, etc.)? Common strategies for TBI include using visual schedules, written checklists, repetition of instructions, and breaking tasks into smaller steps. For example, does the teacher use a checklist to help him organize his morning routine?**

Are lessons delivered more slowly or with multi-sensory input to help him retain information? If reading is now hard for him, do we let him learn via audiobooks? I'd like to walk through his

school day and hear what specific techniques are used to scaffold his learning so he can succeed despite any cognitive issues.

• How will we communicate and adapt the plan as he continues to recover or if changes occur? Brain injury recovery can be unpredictable. He might make gains, or new challenges might emerge as academic demands increase. Do we have frequent IEP reviews scheduled (maybe every 6 months instead of annually) to adjust his plan?

Is there a point person I can contact if I notice changes at home (like memory improving or new problems)? I'm hoping we treat this flexibly. Maybe adding a provision that the team will reconvene after the first quarter to review progress would be wise, rather than waiting a full year.



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