

Parental IEP Plan: Traumatic Brain Injury (TBI)
High 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)

High School (TBI)

- How is the transition plan in the IEP addressing my child's future in light of the TBI's effects? We need to think about realistic and ambitious goals for life after high school. If he's college-bound, is the IEP preparing him for that rigor, possibly with accommodations (like learning to use assistive tech, or strategies to handle heavy course loads)? If employment is more likely, are we focusing on vocational skills and perhaps involving vocational rehabilitation?

The plan should include specific steps: e.g., by junior year, he'll do a vocational assessment; by senior year, he'll intern in a field of interest to see how he manages. Given his TBI, things like memory and organization might always be challenges, so the transition plan should include teaching him how to advocate for himself and use supports in college or a job.

- Do we have updated evaluations to guide adult accommodation needs? If he plans on college or trade school, we might need a recent neuropsychological eval to document any processing or memory deficits for their disability services. Should we schedule that through the school or externally before he graduates?

Also, I'd like a clear summary in his last IEP or a "Summary of Performance" of what specific supports he needs (like "requires 1.5x time on tests due to slow processing" or "benefits from written checklist for multi-step tasks"). This will be useful for him to give to colleges or training programs. Are we on track to have that documentation in place?

- What specific life skills are we targeting to ensure he can function as independently as possible after high school? For example, if he still struggles with planning, maybe a goal is "By 12th grade, will independently use a smartphone calendar and reminders to manage assignments and appointments."

If money management or personal organization is a concern, perhaps include some training on those. High school could offer a life skills class or the special ed teacher could incorporate things like how to grocery shop on a budget or how to use public transit—especially if cognitive challenges mean he might not drive. Let's tailor part of his program to these everyday skills so he's not lost after graduation.

- Is he participating in general academics, and if so, how are we modifying them as needed in high school? High school academics get intense. If he's in general classes, does he have a resource period or support class where he can get help processing them? If he's not diploma-bound and more on a functional curriculum, is he getting a mix of academics and practical skills?

I want to verify his track: diploma or certificate. And ensure the IEP has accommodations like reduced homework load, copies of class notes, alternative testing methods – whatever he needs to show his learning without unnecessary barriers. For instance, if writing essays is hard due to the TBI, maybe he can do an oral report or a PowerPoint instead sometimes. I want to see those kinds of creative solutions in place.

- **What agencies or supports are we linking with as he exits school? TBIs can qualify someone for various adult services (maybe brain injury support groups, state brain injury associations, vocational rehab definitely, perhaps independent living services). Has the team invited any outside experts to our meetings? Perhaps a state brain injury specialist could consult on his transition. If not, can we at least get referrals?**

Also, if he might need disability benefits or an attorney for decision-making issues (if he has significant impairments), we as parents need to know when and how to do that. The IEP transition section could note, for example, “Family will explore SSI benefits and apply by spring of senior year” or “Student will connect with local Brain Injury Association for young adult programs.” Having these concrete steps will keep us all on track.

- **How can we support his transition at home? Finally, I'd like recommendations from the school on things to emphasize at home. Maybe we should have him start calling to schedule his own medical follow-ups or manage his own alarm clock and morning routine if we're still helping with that. If he's going to college, maybe over the summer we can practice walking the campus or arranging accommodations.**

Essentially, whatever independence we can safely build, we want to. The school's insight on where he still leans on support too much will help us target areas at home to encourage him. For example, if teachers note he doesn't use his planner, we can make that a responsibility at home to check and plan together each night until he can do it alone. We're all on the same team to launch him successfully.

