

Parental IEP Plan: Visual Impairment (Including Blindness)
Middle School (Visual Impairment)

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 (Visual Impairment)

- How are we adapting to her changing academic needs as texts become more complex? Middle school means more reading from textbooks, novels, and detailed diagrams (like maps in history or cells in science). How is the school ensuring she gets these in an accessible format? Do we have a system to get Braille or large print textbooks on time?

Are graphics made tactile or described verbally? I worry about subjects like geometry or science labs – have we thought ahead about making those accessible? I'd love to hear how each subject teacher plans to include her. For example, maybe in science lab, she could have a lab partner who describes and a kit of tactile measuring tools. Planning these details is important.

- What technology is she using, and is she proficient with it? Perhaps by now she has a braille note-taker or uses a screen reader like JAWS or VoiceOver on a computer. Is she being taught tech skills formally? Technology is her gateway to independence in academics (and life). The IEP should have goals or service time for assistive tech training if needed. I'd like to know if she's on track with keyboarding, using software for papers, accessing the internet safely with her tools, etc.

If not, we might need to incorporate more training. Also, are her teachers providing materials electronically so her devices can read them? That should be an accommodation – for instance, "Teachers will give digital copies of handouts in advance for conversion to Braille."

- Is Orientation & Mobility (O&M) still provided and focusing on age-appropriate skills? Now that she's older, O&M might extend beyond school. Is she learning how to navigate more independently in the community (if appropriate)?

Maybe taking short walks outside school to learn street crossing (if safe) or navigating a more complex school layout like a high school in prep for transition. If she hasn't started cane use and she needs it, middle school is a good time. I want to ensure O&M training grows with her – including using any public transit if that might be needed later, or finding classrooms in a larger environment.



- **How are we addressing social and extracurricular inclusion? At this age, friendships and activities are key. Does she have opportunities and support to join clubs or teams?**

For example, if she wants to be in band or chorus, can the music be provided in Braille or taught by ear? If she likes sports, maybe goalball or track could be options – has anyone explored adaptive sports with her? Also, do her classmates understand her needs? Sometimes having a presentation or simulation for peers can build empathy (like a low-vision simulation exercise). I want her to be seen as an integral part of the school. Are there any blindness skills groups or chances for her to meet other visually impaired teens? That peer support could help her confidence.

- **Are we starting to think about transition to high school and beyond in terms of blindness skills? For example, if she's not fully independent in self-care or mobility, we might set goals now to get her there by high school. Can she, say, manage her own lunch (find the cafeteria line, carry a tray)? If not, let's teach that. High school will expect more independence.**

Also, academically, if she's Braille-reading, is her speed sufficient to handle more work? If she's behind, perhaps consider additional Braille practice or even looking into Braille readers or audio support to keep up. I'd like the team to anticipate the skills she'll need in high school and start building them now – whether it's faster Braille reading, more tech autonomy, or being able to advocate to a teacher ("I can't see what you wrote; please spell it out").



Hope4Families