

## Part B INDIVIDUALIZED EDUCATION PROGRAM

The Individualized Education Program (IEP) is a written document that is developed for each eligible child with a disability. The Part B regulations specify, at 34 CFR §§300.320-300.328, the procedures that school districts must follow to develop, review, and revise the IEP for each child. The document below sets out the IEP content that those regulations require.

A statement of the child's present levels of academic achievement and functional performance including:

- How the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children) or for preschool children, as appropriate; and the child's participation in appropriate activities [34 CFR §300.320(a)(1)]

# How To Ask Your IEP Team for

# Anything

alternate assessments aligned to the annual goals, a description of the child's present levels of academic achievement and functional performance, and a description of the child's participation in appropriate activities [34 CFR §300.320(a)(2)(ii)]



Hi!

## I'm Lisa Lightner and I teach parents how to **ROCK** the IEP process.

Welcome to the Don't IEP Alone Community. I've been where you are in the IEP process--overwhelmed, frustrated, and sometimes confused. That's why I have dedicated myself to helping parents learn the IEP process.

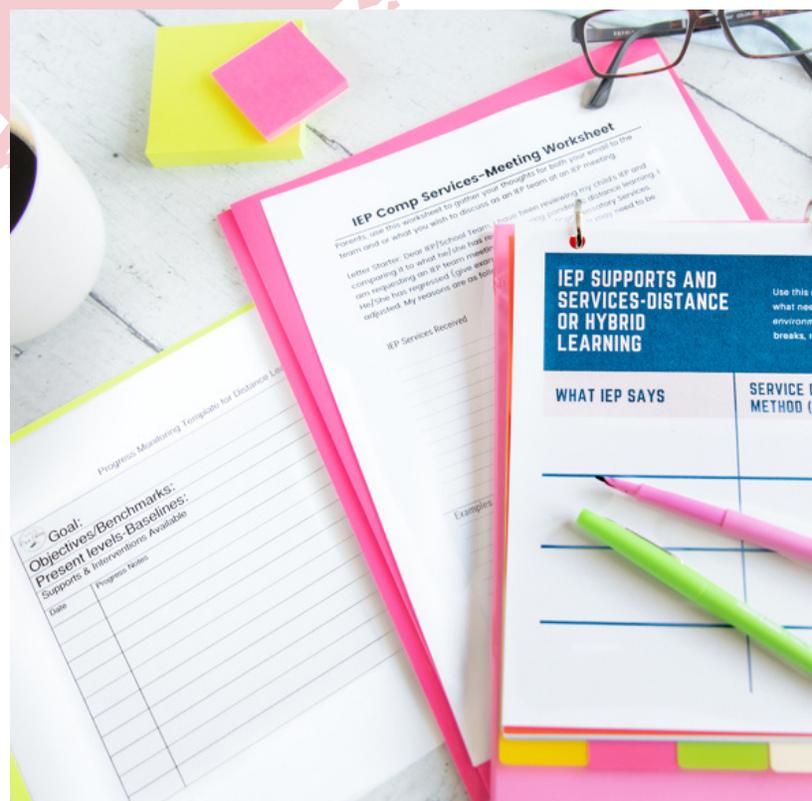
All of my materials were developed by parents and advocates, for parents.

# Let's Get Started!

You know the saying "Dance like no one is watching?" Well, I like to follow that up with, "But email like it's going to be subpoenaed."

But, a good rule in communicating with your IEP team--begin with the end in mind. None of us wants to go to Due Process, but if you do, your emails will be shared. You can count on it.

Use this guide to keep your communication on topic and professional.



## *Recommendation 1*

Less is more when it comes to communicating with your IEP team. You should be complete and thorough and ask for what your child needs—but you shouldn't email so often you're perceived as a nuisance.

## *Recommendation 2*

Write it, then sleep on it. Have a friend edit or proofread. You should try to stay away from sending email when you're angry or emotional. Focus on the facts.

## *Recommendation 3*

Know your state timelines. Some are very specific in how long a school has to respond. Others are not and only say "reasonable." Case law has determined 'reasonable' to be 5-30 days.

## *Recommendation 4*

Send it and close it with a nicety and a timeline. "Thank you and if I don't hear from you by March 15, I'll email you again."

# PWN



## *Prior Written Notice*

Your parent communication or requests should always be paired with a PWN form.

I have written extensively on PWNs and their importance in this guide and in the links provided on the next page.

# What's Next?

## Next Steps--

- Read the following pages for templates and sentence starters.
- You can always search on [ADayInOurShoes.com](http://ADayInOurShoes.com) for more advice.
- Ask a question at [ADayInOurShoes.com/Forum](http://ADayInOurShoes.com/Forum)
- Stay subscribed so you are aware of when the Online IEP Coaching is available.
- Consider investing in the IEP Toolkit.

**Coming Soon- Online IEP  
Coaching Academy!**

# How to Ask your IEP Team for just about Anything!

## TABLE OF CONTENTS

GETTING STARTED .....	1
LETTER WRITING ETIQUETTE .....	1
Writing a Positive Letter-Sample.....	1
Requesting Records-Advice.....	1
Requesting Records-Sample .....	2
FERPA REQUEST .....	2
REASONS TO WRITE TO YOUR IEP TEAM.....	2
PARENT CONCERNS LETTER.....	3
PARENT CONCERNS IN IDEA .....	3
WHAT TO INCLUDE IN PARENT CONCERNS .....	6
How to write Parent Concerns Letter.....	6
After the Parent Concerns Letter.....	7
How to Request a PWN .....	7
WHEN YOU RECEIVE PWN.....	8
PARENT LETTER SAMPLES & SENTENCE STARTERS.....	10
REQUEST AN IEP MEETING.....	10
COMPLIANCE CONCERNS .....	11
REQUESTING AN IEE.....	111
10 Day Unilateral Placement.....	12
Transition Evaluations .....	13
FBA, AT, AAC .....	13

# How to Ask your IEP Team for Just About Anything!

## Letter Writing Etiquette

A few important tips before you get started.

Keep your information and correspondence on your child, not staff. You can turn around phrases like “Mrs. Smith is not following the IEP...” to “My child is not receiving FAPE outlined in his IEP, per (examples).”

Use Grammarly or another service to double check spelling and grammar.

Be clear, concise, professional.

Only list an issue once. You can have multiple examples to support an issue, but do not belabor a point.

## Writing a Positive Letter

It’s just as important to document the positive things that are happening at school so that you have the paper trail to continue them.

Dear school person,

I just wanted to let you know how pleased I am with the progress my child (name) is currently making in (name class or area).

At his/her last IEP meeting (or whenever this change was made), we decided to try (name new intervention or approach).

Since then, he/she is..... List progress points.

It’s wonderful to have an IEP team that is willing to change course and try new things. In this case, it’s really working. I look forward to working with them in the future.

Sincerely (you) and always cc the people you are complimenting.

## Requesting Records

Before making any requests to your IEP team, you should make sure that you have the data to back it up. By “data” I mean documentation or a paper trail of some kind.

If you are asking for an FBA, you should have some data that your child is exhibiting behaviors. If

you are asking for a handwriting evaluation, send in some work samples with your request.

In some instances, a parent might be requesting data or perhaps doing a FERPA request. For the purposes of this guide, I am not going to get into the nitty-gritty of doing a FERPA request.

But you should know this: Many school personnel view a FERPA request as a hostile act. It should only be done if you are willing to risk a good relationship with your team. Or perhaps your relationship with your team is already circling the drain anyway.

There are ways to get around this (FERPA request). You can list that you want them because:

- Your family is considering moving and looking at other school districts.
- You are taking your child for an IEE and need them for that.
- You are making post-secondary decisions and post-secondary schools want to see them.
- Need them for summer camp, your doctor requested them, etc.

Please note: I am not suggesting that you lie to your school and waste people's time gathering records just because you want them. But, there are many valid reasons to request records and you may not wish to risk your relationship with the school. It's not always so easy to say, "I want all the records because he/she is not making progress."

## Reasons for Writing to Your IEP Team

I will provide you with many sample letters in this guide. But one of the best things you can do for your advocacy skills is to learn and understand the relationship between a solid-written parent letter and the PWN. When paired together, they can be quite powerful.

## Parent Concerns Letter

One of the greatest tools that a parent/guardian has in their IEP toolkit is the Parent Concerns Letter. A professionally written, fact-based letter is a great way to initialize the team to use the PWN. I have links in this e-book if you do not know what a PWN is. As an IEP parent, you should learn this important Parent Right. In fact, it is so important that on the IDEA website, PWN is the first parent right listed.

A Parent Concern Letter creates documentation and lets your IEP team know you are an engaged parent. But you do not need to hire a professional. You can do this yourself using this guide.

I have been giving workshops to parents for years. One of my regular attendees, Anne, said this to me recently.

*"For years, I've listened to Lisa tell us how to do our parent letter. This year, I followed her precise instructions, and I'm telling you, it worked! I swear the team was even sitting up straighter in their chairs at this meeting!"*

## Where is the Parent Concerns Letter mentioned in IDEA?

Ah, so glad you asked. IDEA itself does not mention the Parent Concerns Letter. However, it mentions parent participation many times. And, whenever IDEA is reauthorized, the committee that wrote the legislation sends out a long explanation addendum. It is basically a guidance piece on "what we mean by this" as far as how IDEA was written. In writing statutes and laws, you cannot explain every little detail as part of the law.

If you wish to see the one for IDEA, [you can find it here](#). Be forewarned, it's 307 pages! But look at this little (highlighted) gem found on page 140.

<p>is to inform an meeting and nt information nd place of the in in the same as the tice that ights under the eam meeting ency is aware t an IEP Team the IEP Team y could the meeting that it is t the request to ber from an</p>	<p>letter more to engage in a full discussion of the proposals for the IEP. It is not permissible for an agency to have the final IEP completed before an IEP Team meeting begins. <i>Changes:</i> None.</p> <p>Other Methods To Ensure Parent Participation (§ 300.322(c)) <i>Comment:</i> One commenter recommended that the regulations permit parents to provide input through a written report in order to document that the parents provided input into their child's education. <i>Discussion:</i> Parents are free to provide input into their child's IEP through a written report if they so choose.</p>	<p>developing, reviewing, or revising a child's IEP. <i>Changes:</i> None. <i>Comment:</i> One commenter recommended that the regulations make explicit that the LEA can move forward and hold an IEP Team meeting without the parent, if notice has been provided consistent with § 300.322(a)(1) and (b)(1), and the parent does not participate. The commenter recommended that this requirement be consistent with the parent participation requirements for placement meetings in § 300.501(c)(3) and (c)(4). <i>Discussion:</i> Section 300.322(d) explicitly allows a meeting to be conducted without a parent if the public</p>
--	--	---

<p>nce the parent its for parent meetings in meetings in Section IEP Team d without a e public</p>	<p>in IEP Team meetings. Several commenters expressed concern with the removal of current § 300.345(e) stating that other Federal laws are not enforceable at special education due process hearings. <i>Discussion:</i> We agree that current § 300.345(e) is an important safeguard of</p>	<p>child's third birthday. However, § 300.323(b)(1), consistent with section 614(d)(2)(B) of the Act, provides that a State, at its discretion, may provide special education and related services to two-year-old children with disabilities who will turn three during the school year. In such cases, the State must</p>
--	--	---

## The Importance of IEP Parent Concerns

First, let's understand why you need to do this every time you go through the IEP process.

The strategies and services that your child receives are based upon the IEP goals. IEP goals are developed from the areas of need.

If there are no speech needs identified, then no speech goals. Which results in no speech services. Make sense?

ALL **your child's areas of need** are listed (or should be) in the Present Levels section of the IEP. It is the [Present Levels section \(also known as PLOP or PLAAP\) that drives the IEP.](#)

Do you know what else is in the Present Levels section of the IEP? **Parent concerns.** {please note: This is for PA. Check your state's form to see where the Parent Concerns go.}

Get it? *Your parent concerns will help drive the goals and services.* It is your right to submit this. Meaningful parent participation is one of your parental rights. The Parent Concerns Letter is a great way to participate and create a paper trail.

### How long can the Parental Concerns Letter be?

They can be as long as they need to be. I heard from a Mom on Saturday that her school district told her that it had to be 200 words or less. No, that is not the case. The school district may have a computer program that limits that section to 200 words. But they will have to find a workaround for that. They need to figure out something else because it can be as long as it needs to be.

Keep in mind, if your situation elevates to [Due Process](#), you need to appear reasonable.

So, don't send in a 37-page manifesto either. Be clear and concise, but list what you want to list.

### When do I send the Parent Concerns letter?

There are two main occasions when you would write a parent concerns letter.

1. When you are RSVP'ing to the invitation to the annual IEP meeting.
2. When you have concerns and wish to request an IEP meeting.

I recommend that you send it in when you are RSVP'ing to the meeting. "Yes, I can make that meeting time. Here is the list of Parent Concerns that I have, that I wish to discuss."

Or, "I have some concerns and would like to request an IEP meeting to discuss them."

Remember, it is a lot to think about a whole year when you sit down to write one letter.

You also would use this format if you are requesting an IEP meeting.

What is most important is that you document all your parent concerns, in their entirety, in the IEP.

Having your Parent Concerns documented and included is more important than what section of the IEP they are in.

### What to include in your Parent Concerns Letter for your IEP.

Everything that needs to be there. Remember, this will drive goals and services. What are your main concerns about your child?

Be concise, be thorough.

Stay child focused.

For example, do not say something like "The teacher is absent all the time."

Instead, use "My son has difficulty with unexpected changes to his day. The changing staff is hindering his progress and increases anxiety."

Do not point out staff faults, only what affects your

child. Ideas of what to include:

- areas of need that the school identified that you agree with
- areas of need not identified, that you wish to include or ask for an evaluation
- strategies that are working
- strategies that are not working
- [behavior](#) concerns
- food/medical concerns
- what you want to ask for
- what data you have (summarize) to support these asks

### How to Write Parent Concerns for an IEP.

How to [Write an IEP](#) Letter.

1. **Do two.** Type it up on your computer and send it via email. At the top of the letter, put something like "I will also send in a signed hard copy of this letter for my child's files. But I wanted you to have an electronic copy *so that you can copy and paste it into the Parent Concerns section of the IEP.*" That makes it crystal clear to them that this is your Parent Concerns Letter. And, that you expect to see it, in its entirety, in the IEP.

2. **No "Gotcha!" or surprises.** You have nothing to gain by waiting until the IEP meeting to surprise them with a [request for a 1:1 aide](#) or an [out of district placement](#). If you have the data now, bring it up. "Also, at this meeting, I wish to discuss whether the team feels that my son's

needs can be met at this placement. Please ensure that there is an LEA present at this meeting who can make this decision, should that be what the team decides."

3. **Use a bullet-pointed list.** I find it easiest to do a bullet-point list. That format helps me keep track of my thoughts and easier to track during the meeting, as each item is discussed.

4. **Use one of the templates below.** I often get asked for a template, but mine is simple. "Dear IEP team leader, I am looking forward to our upcoming IEP meeting. Here are the parent concerns I wish to discuss with the team. I am sending it to you in electronic format so that you can copy and paste it into the Parent Concerns portion of the IEP. Here they are: (and I bullet point list them)."

### Parent Input Form for IEP

Some schools have a standard form or document that they send to parents to gather their parent input. Some schools call it a parent input form for IEP or IEP parent input form. IDEA does not address this.

My school sends one out. Yes, I fill it out. I also do a letter. The form may be a good template to address areas you may have not thought of. *But you are not limited to only their form.* It might make their work easier. The form may be what your school does. But there is no "we can only accept parent concerns if they are on this form."

### After you Send in Your Parent Letter

#### Understanding and Using the PWN

Ok, so jumping ahead a bit. You sent in your parental concerns. You had an IEP meeting and now you received your final IEP [NOREP/PWN](#). (Pennsylvania calls the PWN a NOREP)

You need to know how to use a [PWN. so please read this link](#). When you return your PWN to the school, you may choose to do a "Parent Letter of Attachment." A Parent Letter of Attachment is the same in principle as your Parent Concerns, but it's after the IEP meeting. It is sent in after you receive the school's final offer, as far as the IEP. The Parent Concerns Letter is sent in before.

### How to Request a PWN

Dear IEP person,

On (date), we met (or phone call) to discuss my child (name). At this meeting, I requested (list it) and was told that the school (their response).

I was informed that the school intends to (their solution) instead of what I requested (list it)

A Day in our Shoes, LLC © 2021

again) because (list the reasons they told you).

As you are aware, IDEA requires that you provide me Prior Written Notice of this action.

According to my Procedural Safeguards, it states that the PWN should include the following:

- (1) A description of the action proposed or refused by the agency;
- (2) An explanation of why the agency proposes or refuses to take the action;
- (3) A description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed or refused action;
- (4) A statement that the parents of a child with a disability have protection under the procedural safeguards of this part and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;
- (5) Sources for parents to contact to obtain assistance in understanding the provisions of this part;
- (6) A description of other options that the IEP Team considered and the reasons why those options were rejected; and
- (7) A description of other factors that are relevant to the agency's proposal or refusal.

If I do not receive my PWN by (date) I will follow up with another email and phone call. Thank you.

(Those bullet points are directly from IDEA. I wouldn't necessarily include all of them, but those you are particularly interested in.)

### When you Receive the PWN

These are your options when you receive the PWN/NOREP after the IEP meeting.

- Deem it as incomplete, send it back to them with "And please include XYZ which was also discussed at the meeting." This usually won't be necessary if you've done your [After IEP Meeting](#) letter.
- Agree with it. Check yes.
- Disagree. Choose one of the options. List your reasons why in a Parent Letter of Attachment.

- Check to agree and do a "yes, but..." letter. This is to create a paper trail. You're giving the district a chance to get it right this time. You are also documenting and leaving the door open for future actions.

## PWN and Parent Letter of Attachment

The "Yes, but" letter is that.

"Dear School, I am agreeing with the IEP as written so as not to further delay my child receiving services. However, I expect to see progress in XYZ areas by {time frame} or I will ask the team to reconvene and discuss other options, such as "

When you do your parent letter of attachment, make sure it is ON the signature page of the PWN. Sometimes, they get "lost" when done as an attachment.

What I do:

- Type of my concerns on my computer and print.
- Photocopy my concerns on to the signature page of the PWN, then sign it.
- Then it cannot get lost without them losing the NOREP.

You will need to be concise because at most, you'll have the back (blank) page of the NOREP and a half page on the signature side. You can also hand write your parent letter of attachment on to the PWN. I've seen that done many times.

## A Few Tips for Writing Parent Concerns Letters

1. Keep your language professional.
2. Keep the focus on your Child and what data you have. Instead of an emotionally charged phrase such as "I am furious because he comes home so distraught every day." Try instead: "Every day, Jack comes home upset and in tears. When I ask him why, he states that XYZ is happening during the school day. This is not acceptable, and he needs solutions on his IEP to prevent this."
3. Do not assume intent. We do not know why people do things, so again, focus on facts.
4. Use language and catch phrases that are in IDEA and your state regs. See examples below.

Phrases to Work in:

1. "unable to access and benefit from his education"
2. "unable to access FAPE"
3. "denial of FAPE"

4. “meaningful progress”
5. “known or should have known”
6. “lacks the skill set”
7. Objective data states....

## Parent Letter Samples & Sentence Starters

On the next pages, I have several examples of letters that parents have sent to IEP teams. All personal information has been redacted or changed. Feel free to swipe any of the ideas or statements if they apply to your situation.

### Sentence Starters for Requesting IEP Evaluations

I am requesting that my child (Name), a student at (The School’s Name) be evaluated for Special Education Services. His/her teacher is (Name).

I am concerned about (Name’s) ability access and benefit from his/her education without interventions and accommodations. Specifically, this is what his/her parent and I are seeing:

- List your concerns
- All of them
- Be specific with examples
- Provide homework, test scores, etc.

Thank you for your attention in this matter. I will be on the lookout for a Permission to Evaluate form from you, so that I can return it promptly and get the evaluation process started. Thank you.

### Sentence Starters for Requesting IEP Meeting

I am requesting an IEP Team Meeting for (name). I have several concerns and do not wish to wait until his/her annual team meeting which is held in (month). (name) will regress if we wait until then.

I understand that as a parent I will be involved in scheduling this meeting. Here are some dates and times that work for me in the coming weeks. (bullet point 3-4 blocs of time)

I wish to discuss the following items (list them in bulleted points).

Specifically I want the team to discuss (THIS IEP GOAL) or (THIS IEP INTERVENTION) because I do not feel that (name) is making progress in this area.

I am also including a copy of (outside evaluation report if you have one) this report from (list provider's name and profession) so that their recommendations will be considered at this meeting.

I will look for the IEP meeting invitation so that I can respond promptly. Thank you.

### Other Reasons for Requesting IEP Meeting

My child is not receiving FAPE, as evidenced by....(list examples, discipline, report cards, etc.)

My child is not receiving LRE (give examples)

My child's IEP is not being consistently followed (list examples) and I would like the team to brainstorm ideas on how we can reach compliance.

Please ensure that the following school staff are made available during this time (list names) as their input is critical to this issue.

Please ensure than an LEA who has the authority to make placement and spending decisions is present at this meeting.

### Writing a Letter: Compliance Concerns

Dear Principal, My child, name, is a special education student in Teacher's Class. I have emailed him/her several times about these concerns but there has not been any resolution. LIST THE ISSUES (IEP not being followed, recess taken away, etc.)

LIST POSSIBLE SOLUTIONS

LIST WHAT YOU WANT-meeting? With who? Phone call?

End with "If I do not hear from you by Month/Date, I will call to follow up. Thank you."

### Writing a Letter: Requesting an IEE

Please note: Requesting an IEE is NOT for rookies. Well, let me back up a minute. Any parent who feels their child needs an IEE should request one. It doesn't matter if it's your child's initial evaluation or their 10<sup>th</sup>.

But you should know this, because there are two "secrets" that too many parents do not know about IEEs. They're not secrets, the information is there for whoever wants it. But there are so many myths and misconceptions about this.

1. Parents DO NOT have the right to an IEE. You have the right to ASK for one. Huge difference. Schools can (and usually do) say no to your request. I don't know who started this rumor, but so often on social media I see parents telling other parents that you have the right to an IEE. You do not.
2. If a school chooses to deny your request for an IEE, they are LEGALLY REQUIRED to file for Due Process. This takes many parents by surprise. Be prepared for it.

Your child/situation must meet certain criteria in order to get an IEE. Some of them are:

- You disagree with the results of the school's evaluation (and have data).
- The evaluation was not done according to protocol (wrong age range, test not normed for your child's disability, etc.)
- The evaluation was done by someone not qualified to do that evaluation.
- The evaluation was not done in your child's native language.
- Your child was not accommodated for the evaluation (IE not in Braille or ASL, or a very reading-heavy test when your concerns are reading)

Dear (school person)

My child (name) had his/her IEP evaluations performed by (names) at (school) last (list month). I am requesting that he/she receive an Independent Education Evaluation at District expense. These are my reasons for making this request:

- An evaluation should have been done in (name discipline) and was not.
- The evaluation should have included....
- I disagree with the findings of this evaluation because.....(list examples)

## 10 Day Unilateral Placement

This is another move that is NOT for rookies. Please at least consult with an attorney or advocate before doing this. You will have to provide denial of FAPE in your public school. Schools do not just receive these letters and say "Ok, cool..." and get out the checkbook.

You must have a solid case to make this happen.

Dear (write to an admin, not a teacher),

My child (name) is a special education student at (class, school). At a meeting on (date), the IEP team minus myself recommended that he/she be placed at (list what they offered). I am writing to inform you that I am rejecting that placement and intend to enroll him/her in a private school at school district expense.

The reasons for my decision are: and list them, but be brief. You don't want to show all your cards just yet.

If you wish to discuss this further, you can reach me at (email or phone number).

## Requesting more Specifics for Transition

Adapt as appropriate for your specific situation.

Dear IEP team person,

My child (name) is a special education student at (school). His/her annual IEP meeting is approaching. This will be the first IEP meeting during which he/she is of transition age.

I am concerned that my child does not have the skills necessary to successfully transition into: the community and live independently, obtain post-secondary education, and land a career after graduation or completion of high school.

For example, my child cannot understand a household budget; take public transportation, or independently explain or manage the health-related needs of his condition. I request functional vocational assessment and assessment of transition skills and interests necessary to identify my child's social- emotional, post-secondary education, career/training, and independent living strengths and needs in order to develop an appropriate Transition Plan in the IEP.

Prior to this meeting, I am requesting the following transition-related evaluations:

- Independent living skills
- College/Post-Secondary Readiness
- Vocational Interest
- Employment Readiness
- Transportation Assessment (which mode, safely and effectively)
- ADLs for leisure, recreation, home and personal care

I will be on the lookout for a Permission to Evaluate form so that I can return it promptly.

## Requesting an FBA

Dear principal:

I am writing to refer my son/daughter for assessment to determine the needs for additional special education services and supports. He/she currently has an IEP and has been experiencing ongoing challenges in behavior.

List some of the student's behavioral concerns impeding learning and ability to benefit from his/her education.

I request that District conduct a Functional Behavioral Assessment (FBA) performed by a qualified Behaviorist to determine these needs and to develop a Positive Behavioral Intervention Plan (BIP) and other related services to benefit from his/her public education in the least restrictive environment (LRE).

## Requesting AT/AAC Evaluation

There's a lot here. You should cherry-pick what is appropriate for your child.

Dear IEP person,

I am the parent of (name), who is a Special Education student at (class, school).

I am concerned about my child's ability to access instructional materials that will allow him/her to make meaningful progress toward his/her IEP goals. I am requesting evaluations in the area(s) of Assistive Technology and Augmentative and Alternative Communication (AAC).

List specifics of what you are seeing.

Although my child has an IEP, I feel my child's lack of appropriate curricular modifications/accommodations and access to Augmentative and Alternative Communication (AAC) tools, instruction and strategies and Assistive Technology (AT) tools to support his severe communication needs are directly exacerbating (list examples, such as: )

- behavioral challenges
- difficulties in expressing his needs
- difficulties demonstrating learning concepts
- hindering his/her ability to benefit from his free and appropriate public education (FAPE).

Other Examples:

List other evidence: IEP team recommendation, reports, and other evidence to support this request.

I am requesting that my child be given a comprehensive Assistive Technology (AT) assessment, by a qualified Assistive Technologist, qualified to identify appropriate AT tools, strategies, curricular accommodations/modifications, and specialized instruction for my child to meet his unique needs (and AT support to his IEP team, as necessary) so that he can make progress toward his IEP goals.

[Explain your child's challenge in accessing instruction related to disability – EXAMPLE:]

My child has a visual impairment, in addition to his disability of autism. His IEP specifies that he have access to large print (at least 18 point font) for all curricular/instructional materials, including textbooks, reading materials, handouts, tests, etc. as his individualized accommodation. A thorough AT Assessment is necessary to assist my child's IEP team to appropriately identify:

- Instructional materials from each class that require modification to conform to my child's visual needs
- Who will be responsible to coordinate with my child's teachers on a regular basis to gather textbooks, reading materials, handouts, tests and other supplementary materials used so that they may be modified in advance of their use
- Who will be responsible to modify materials to conform to my child's visual accommodation needs

- What amount of frequency and duration will be necessary for a person responsible to provide liaison services and adapt/modify instructional materials
- What AT tools (hardware/software/strategies) my child and the IEP team may need to effectively ensure access to instructional material
- What training may be necessary in the use of such tools and strategies.

If you have any suggestions or additions to this booklet, please email us at IEP @ADayInOurShoes.com.

Please note: No individual requests for IEP assistance will be answered via email. Ask your specific questions at [ADayInOurShoes.com/Forum](https://www.ADayInOurShoes.com/Forum)

A Day in our Shoes, LLC © 2021

For Personal Use Only, not to be redistributed or sold without consent.



# Don't IEP Alone

## IEP Tools and Training

If you found this product helpful to you and your IEP journey, be sure to keep in touch!

*Lisa Lightner, Special Education Advocate*

- [ADayInOurShoes.com](https://ADayInOurShoes.com)
- [ADayInOurShoes.com/Forum](https://ADayInOurShoes.com/Forum)
- [DontIEPAlone.Academy](https://DontIEPAlone.Academy)
- [Facebook.com/ADayInOurShoesIEP](https://Facebook.com/ADayInOurShoesIEP)