

IEP Troubleshooting Guide

STUDENT NAME

YEAR

FOR PURCHASE INFORMATION, PLEASE VISIT [HTTP://ADAYINOURSHOES.COM/IEPORGANIZER](http://adayinourshoes.com/ieporganizer)

©2018 A DAY IN OUR SHOES. ALL RIGHTS RESERVED. THIS MATERIAL MAY NOT BE REPRODUCED, DISPLAYED, MODIFIED OR DISTRIBUTED WITHOUT THE EXPRESS PRIOR WRITTEN PERMISSION.



IEP Troubleshooting Guide

As I said earlier, most parents come to me with nothing more than a gut feeling that something isn't right. That's what we're going to do in today's lesson. Define it.

Lesson 1: Define it.

First, I want you to take out the notebook and pen that I asked you to get yesterday. Open a page and write "define it" at the top. (blank sheet on next page)

Now, sit and brainstorm. What are all of your child's areas of need? And I don't necessarily mean diagnoses.

What skills are they lacking? Social, academic, behavior, executive functioning or working memory? Are there learning disabilities that you see? Physical disabilities. I mean, list it all.

Any and all areas of need.

Next, take out your child's most recent Evaluation Reports and IEP. I want you to read them with a highlighter. For the IEP, you don't need to read the entire thing. Just the Present Levels section. Different states call it different things, but there should be a section that has something like "Present Levels" at the beginning.

As you read both the IEP and the Evaluation Reports, highlight the areas of need that are identified.

Lastly, match up the areas of need that you have highlighted with your list.

Are all of your concerns listed as areas of need?

If not, then all areas of "suspected disability" have not been identified, have they? You need your district to identify them. You're going to ask for evaluations.

So, start a letter. But do not send it. Yet. Today you're just going to write it and save it on your computer or device.

You can find templates here to get you started. <https://adayinourshoes.com/sample-letter-requesting-iep-evaluation/>



IEP Troubleshooting Guide

Read the Instructions in the lesson that is previous to this page, and use this page for your ideas and concerns.



IEP Troubleshooting Guide

In Lesson 1, you made sure that you have identified all areas of suspected disability. And, working toward getting the school to identify the same. Lesson 2, we're taking a look at the goals.

Lesson 2: IEP Goals

I still want you to use the list that you created in Lesson 1--the list of all the areas of need you think your child has.

But now, get out that IEP again and flip to the goals section.

Read them and re-read them. And, match them up with your areas of need.

In IEP world, we have to prioritize. Some of our kids (like mine!) are so far behind their peers and have so many areas of need, that a school cannot be expected to address all of them in a 6-hour day. (my son is programmed literally from 8-5:30 every single day, and we still don't hit it all!)

But, did they hit the big ones? And hit your priorities?

Are those goals attainable? Are they appropriate? Are they measurable? Are they important to you and your child?

Take notes on your child's goals while you answer these questions. Use your highlighter or write on the IEP.

If there is an area of need that does not have a goal, and you want a goal, you're going to make suggestions.

And yes, I have a nice long list of goals to pick from, right here.

Read them, choose what you need and write them down or print them. Hang on to them. This, we're also not sending just yet.

Get IEP Goal Ideas Here: <https://adayinourshoes.com/iep-goal-bank/>



IEP Troubleshooting Guide

Read the Instructions in the lesson that is previous to this page, and use this page for your ideas and concerns.



IEP Troubleshooting Guide

It's funny. All the clients that I've had since 2010....any time any of them gets a new IEP in their hands, they all do the same thing. Flip to the back to see what their child is going to "get." Did they cut OT hours? How much pull-out or 1:1 are they going to get? And so on.

Lesson 3: Supports & Services

But, using this technique, we're not evaluating that until Lesson 3. Which, hopefully, makes sense to you by now. By evaluating supports and services first, your evaluation is skewed. It might not be enough, but how do you know that if you have not read and reviewed the first two sections I had you do?

Now, now...you are ready to evaluate supports and services.

Different states call these different things. And different IEP software puts it in different places. But basically, this is the supports, services and accommodations that your child needs and receives, in order to achieve his/her IEP goals.

This is it--the meat and potatoes. The Specially Designed Instruction, SDIs, Special Education.

Take a look at each and every item. It's a big section, I know. But evaluate each one and think about whether or not it is working. Ask your child. Engage them. What could they use that they currently aren't getting?

And yes, like the previous two lessons, write on your IEP. Use your highlighter and take notes.

Need ideas? Parents often say "I just wish that I knew of a list of what was available for my child."

Schools don't keep such a list. But I do.

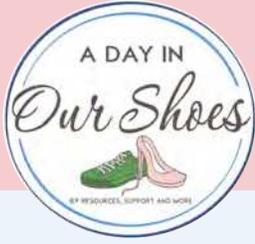
You know your Lesson 3 assignment, right? Start a list of accommodations and strategies that need to be added or changed.

But don't send it, yet. Get ideas here: <https://adayinourshoes.com/iep-504-accommodations-strategies/>



IEP Troubleshooting Guide

Read the Instructions in the lesson that is previous to this page, and use this page for your ideas and concerns.



IEP Troubleshooting Guide

Take a deep breath and pat yourself on the back. You are officially over the hump.

The heavy lifting is done. Now you're going to fine tune it.

Lesson 4: Details

I've asked you to take lots of notes on your child's IEP and make lots of lists.

Now you're going to compile it into one letter: The Best Parent Concerns Letter you've ever written.

Starting it is simple.

"Dear IEP Team, I would like to request an IEP team meeting because I have some parent concerns regarding my child's IEP. Here they are:"

And you're going to list them.

ALL of them?

Yes.

But my list is HUGE.

That's ok. It may be. But a huge list of parent concerns should only happen one time. Going forward, you're going to know how to handle these concerns as you go along, so your list shouldn't ever be this long again.

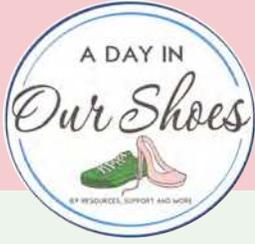
And remember, taking a concern off the list doesn't remove the concern...

It's ok if you want to prioritize and tackle some of your concerns at a later time. But removing them from the list only removes them from your list. It doesn't remove them from life.

Need a template? I've got some.

Take a day or two or seven and write your parent concerns letter. But don't send it. Yet.

Get Ideas here: <https://adayinourshoes.com/parent-concerns-on-the-iep-parent-letter-of-attachment/>



IEP Troubleshooting Guide

Read the Instructions in the lesson that is previous to this page, and use this page for your ideas and concerns.



IEP Troubleshooting Guide

Your yet is here.

Maybe. And maybe it isn't.

Lesson 5: Placement

If you were a live client of mine, by now you'd likely be asking me about placement.

Placement is actually the last decision in the process. Once you have a solid IEP, the team looks at it and says "Now, what placement is best suited to implement this IEP?"

Ideally, that is how the process works.

But, maybe you want to ask for a specific placement. It all goes back to defining it. So if you want to ask for specific placement, I go over that in another post.

Make sure you have those bases covered.

But before you click send, take one last look at this list.

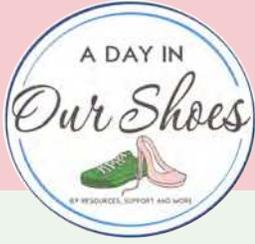
Do you have IEP Concerns about:

- * ESY
- * Disability Classification Category
- * Transportation
- * Bullying
- * Behaviors and/or Discipline
- * Transition to Kindergarten
- * Graduation and transition to adult life
- * Or wish to request a 1:1 aide?

If so, please visit the blog and search for that particular topic. I'm positive you'll find it!

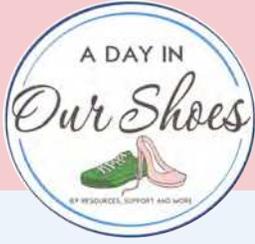
I know, it will make your list even longer. But, if the concern is there...it's got to be resolved.

Get Ideas here: <https://adayinourshoes.com/>



IEP Troubleshooting Guide

Read the Instructions in the lesson that is previous to this page, and use this page for your ideas and concerns.



IEP Troubleshooting Guide

Now you're ready.

Sleep on it. Proofread it. And hit send.

You're done! Sort of.

How will your email be received? Hard to tell. It varies. But it's something you had to do. This will likely be the longest and hardest IEP that you're going through.

But, concerns don't go away just because they're not brought up.

And this issue didn't develop overnight so it's not going to be solved overnight. There will be meetings and lots more email going back and forth.

Remember that all of your concerns must be addressed in a PWN. All.Of.Them.

By now, you might be mentally exhausted. That's ok. It happens. Take a break and get some rest. You're going to need it, because the letter is just the first step.

As you have gone thru this process, you might be saying, "Never again! I am NEVER letting this happen again."

And that can be a real possibility. Just stay engaged in these 5 parts of the process.

<https://adayinourshoes.com/iep-must-do-for-parents/>

Get Ideas here: <https://adayinourshoes.com/>