

Educational Impact Worksheet for IEP Parents

Student Name: _____ Date: _____ Grade: _____

IEP Meeting Date: _____ Completed by: _____

Part I: Academic Impact Assessment

Reading/Language Arts

Current Performance Level: ☐ Below Grade Level ☐ At Grade Level ☐ Above Grade Level

Specific Areas of Difficulty:

- ☐ Phonics/Decoding
- ☐ Reading Fluency
- ☐ Reading Comprehension
- ☐ Vocabulary
- ☐ Written Expression
- ☐ Spelling
- ☐ Grammar/Mechanics
- ☐ Other: _____

Observable Behaviors/Examples:

Impact on Daily Assignments: ☐ Minimal ☐ Moderate ☐ Significant **Details:**

Mathematics

Current Performance Level: ☐ Below Grade Level ☐ At Grade Level ☐ Above Grade Level

Specific Areas of Difficulty:

- ☐ Number Sense
- ☐ Basic Operations
- ☐ Problem Solving
- ☐ Mathematical Reasoning
- ☐ Geometry
- ☐ Measurement
- ☐ Data Analysis
- ☐ Other: _____

Observable Behaviors/Examples:

Impact on Daily Assignments: ☐ Minimal ☐ Moderate ☐ Significant **Details:**

Science

Areas of Difficulty:

- ☐ Scientific Vocabulary
- ☐ Lab Skills/Safety
- ☐ Data Collection/Analysis
- ☐ Scientific Writing
- ☐ Following Multi-step Procedures
- ☐ Other: _____

Impact Level: ☐ Minimal ☐ Moderate ☐ Significant **Details:**

Social Studies

Areas of Difficulty:

- ☐ Reading Historical Texts
- ☐ Map Skills
- ☐ Understanding Chronology
- ☐ Research Skills
- ☐ Essay Writing
- ☐ Other: _____

Impact Level: ☐ Minimal ☐ Moderate ☐ Significant **Details:**

Part II: Functional Skills Impact

Executive Functioning

Areas of Difficulty:

- ☐ Organization
- ☐ Time Management
- ☐ Planning/Prioritizing
- ☐ Task Initiation
- ☐ Working Memory
- ☐ Flexibility/Transitions
- ☐ Self-Monitoring
- ☐ Other: _____

Specific Examples:

Attention and Focus

- ☐ Difficulty sustaining attention
- ☐ Easily distracted by external stimuli
- ☐ Difficulty with selective attention
- ☐ Hyperactivity affects learning
- ☐ Other: _____

Duration child can focus on preferred tasks: _____ Duration child can focus on non-preferred tasks: _____

Social/Emotional Skills

Areas of Difficulty:

- ☐ Peer Interactions
- ☐ Following Social Cues
- ☐ Emotional Regulation
- ☐ Conflict Resolution
- ☐ Group Work Participation
- ☐ Self-Advocacy
- ☐ Other: _____

Impact on Classroom Participation: ☐ Minimal ☐ Moderate ☐ Significant **Details:**

Communication Skills

Areas of Difficulty:

- ☐ Expressive Language
- ☐ Receptive Language
- ☐ Articulation/Speech Clarity
- ☐ Pragmatic/Social Language
- ☐ Following Multi-step Directions
- ☐ Asking for Help
- ☐ Other: _____

Impact on Academic Performance: ☐ Minimal ☐ Moderate ☐ Significant

Part III: Environmental Factors

Classroom Environment

Factors that Help Learning:

- ☐ Quiet Environment
- ☐ Structured Routine
- ☐ Visual Supports
- ☐ Preferential Seating
- ☐ Reduced Distractions
- ☐ Other: _____

Factors that Hinder Learning:

- ☐ Noise Level
- ☐ Visual Distractions
- ☐ Transitions
- ☐ Large Group Activities
- ☐ Time Pressure
- ☐ Other: _____

Assessment Conditions

Accommodations that Help:

- ☐ Extended Time
- ☐ Quiet Environment
- ☐ Frequent Breaks
- ☐ Alternative Format
- ☐ Read Aloud
- ☐ Reduced Items
- ☐ Other: _____

Part IV: Progress Monitoring Data

Current Grades/Performance

Subject | Current Grade/Level | Trend | Notes Reading | _____ | ☐ Improving
☐ Stable ☐ Declining | _____ Math | _____ | ☐ Improving ☐ Stable
☐ Declining | _____ Writing | _____ | ☐ Improving ☐ Stable ☐
Declining | _____ Science | _____ | ☐ Improving ☐ Stable ☐
Declining | _____ Social Studies | _____ | ☐ Improving ☐ Stable ☐
Declining | _____

Standardized Test Results (if available)

Test Name: _____ **Date:** _____ **Score:** _____

Areas of Strength: _____

Areas of Concern: _____

Part V: Daily Living Impact

Homework/Study Time

Average time spent on homework: _____ **Level of support needed:** ☐

Independent ☐ Some Help ☐ Significant Help ☐ Constant Support

Common Homework Challenges:

Independence Skills

Areas of Difficulty:

- ☐ Following School Routines
- ☐ Managing Materials
- ☐ Completing Tasks Independently
- ☐ Self-Advocacy
- ☐ Problem-Solving
- ☐ Other: _____

Part VI: Strengths and Interests

Academic Strengths

Learning Style Preferences

- ☐ Visual Learner
- ☐ Auditory Learner
- ☐ Kinesthetic/Tactile Learner
- ☐ Learns best with technology
- ☐ Prefers hands-on activities
- ☐ Other: _____

Interests and Motivators

Part VII: Goals and Priorities

Parent Priorities for IEP Goals

Most Important Academic Goals:

1. _____
2. _____
3. _____

Most Important Functional Goals:

1. _____
2. _____
3. _____

Services Needed

Current Services: _____

Additional Services Needed:

Questions for IEP Team

1. _____
2. _____
3. _____

Part VIII: Documentation and Evidence

Work Samples to Bring

- ☐ Representative homework samples
- ☐ Test/quiz examples
- ☐ Writing samples
- ☐ Art/projects
- ☐ Other: _____

Outside Evaluations/Reports

- ☐ Psychological Evaluation (Date: _____)
- ☐ Speech/Language Evaluation (Date: _____)
- ☐ Occupational Therapy Evaluation (Date: _____)
- ☐ Medical Reports (Date: _____)
- ☐ Other: _____

Additional Notes

Instructions for Use:

1. Complete this worksheet 1-2 weeks before your IEP meeting
2. Consult with your child's teachers and therapists for accurate information
3. Bring completed worksheet and supporting documentation to the IEP meeting
4. Use this information to advocate for appropriate goals, services, and accommodations
5. Update regularly to track progress and changing needs

Remember: This worksheet is a tool to help organize your thoughts and observations. Your input as a parent is valuable and essential to developing an effective IEP for your child.