

# IEP PREP PLANNER

Child's Name:

IEP Date:

School Year:

Important things to know

Case Manager:

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Supervisor:

How homework is progressing:

How skills learned at school are used at home:

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Goals that would make life better at home and school:

Accommodations at school and home that would encourage learning

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Things I need to do or track:

Things the school needs to do or track:

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# IEP PREP PLANNER

## EXAMPLE

Child's Name: Marcus Rainman

IEP Date: 5-21-2021

School Year: 2021-2022 - 4th Grade

Important things to know

Case Manager: Lucy VanPelt

We are starting ABA at clinic 30 hrs/wk  
How does this work into school?

Supervisor: Mr. Smith

How homework is progressing:

Computer work is done with no  
complaints. Math homework, or  
work with handwriting is agony for  
EVERYONE. 10 questions take 2 hrs,

How skills learned at school are  
used at home:

PECS board is working well when  
Marcus is frustrated and tongue tied.  
Engine graphic working well to help  
remember calming strategies.

Goals that would make life better at  
home and school:

OT to help with handwriting

Speech to help him learn how to  
express his feelings.

Learn social skills to reduce frustration  
and practice friendship skills.

Accommodations at school and home  
that would encourage learning

Mom gets to modify homework  
(Fewer math problems)

He needs sensory breaks every 2 hrs

Things I need to do or track:

Send health forms to clinic so that  
he can take supplements after lunch.

Things the school needs to do or track:

Assistive Tech evaluation to see if he  
can type instead of write.

# WHAT TO EXPECT AT AN IEP

In an IEP (Individualized Education Plan), or school meeting, the agenda of the meeting follows a specific format, as outlined by Federal laws. There are typically 4 sections where you need to pay attention and take notes or give guidance.

## **1. Introductions**

It has been my experience that the number of teachers and professionals on the school side of the table outnumber the number of family members and support team on my side of the table. And I'm horrible with names. Basically, pay attention to WHO supports your child on a day to day basis. Typically called a CASE MANAGER, who should act as your child's safe person at school. Gather ALL the information you can about that person – email, mobile (if they let you have it), school phone and extension. The other person you'll want to know is the Case Manager's Supervisor. If you can't figure that out, the Principal in the school is a safe bet.

## **2. Present Levels of Performance**

This is a summary of what your child is capable of doing, based on measured tests and observations. For me, it was mostly an emotional trigger of all the things my child was lagging behind his peers. There's a place in this summary that asks your perspective. IF you choose to use this as time to work through your emotions, I guarantee your IEP will need an extra 45 minutes. And, many times, the school personnel are not the right people to help you process that emotion. But, just don't say, OK. Check your planner and let them know important things going on in your child's life – therapies and appointments; sleep habits; what works and doesn't work with homework; what you wish your child could do independently at home. Fill out the planner ahead of time and make copies for your Case Manager so that if you are overcome with the feels, they will still have a good perspective of how school can support you at home.

## **3. Goals**

These are the measurable habits or actions your child is working toward typical peer performance. Broad categories of goals could be Academic, Behavioral (reducing distracting behaviors), Social (friendship), Life skills (toileting and eating). Make sure you understand what goals your child is working toward and put yourself in their shoes. Is it a SMART goal? SMART is an acronym that stands for Specific, Measurable, Achievable, Relevant, and Time-Based. For students on the Autism spectrum, you should also add generalized – they can do the thing both at school and at home consistently.

## **4. Accommodations**

These are all the things (structure, verbal prompts, schedules, worksheets, people) that your child needs to be successful in the school environment. Web search on "Autism School Accommodations" or your student's specific condition to get a general idea of what kinds of accommodations are possible. Note that not all accommodations are available at all schools.