

From Needs to Service: Parent Homework Worksheet

Connecting Your Child's Evaluation Summary Report and Individualized Education Program (IEP)

Is your child's Individualized Education Program (IEP) tailored to meet their needs? This exercise will give you the tools to help you decide. Once you have completed the Parent Homework Worksheet (located on page four of this document), you will have specific information that will help you make the best decisions for your child's education.

You will need copies of your child's current Evaluation Summary Report (ESR), which was completed by the school, and your child's current IEP. If you don't have copies, you may request them from your child's IEP case manager. A copy of the worksheet is attached to this handout.

Begin the process by writing down each of your areas of concern for your child currently or for the future. Write down your top areas of concern for the upcoming year and for the IEP. To help you organize your thoughts, you may want to use the following categories:

- Intellectual functioning (cognitive impairment, needs related to processing speed or working memory)
- Executive functioning (difficulty with organization, planning & prioritizing, task initiation, and completion)
- Speech, language, communication
- Health
- Sensory regulation (significantly higher or lower tolerance for specific sensory experiences or environments)
- Social, emotional, behavioral
- Assistive technology
- Sensory needs related to vision or hearing
- Gross motor (large muscle movements such as difficulty climbing stairs, catching a ball, pedaling a bike)
- Fine motor (small muscle movements such as difficulty cutting with scissors, holding a pencil to write, zipping a jacket)
- Activities of daily living (difficulty eating, dressing, toileting, transferring from a chair to standing)
- For students in 9th grade and above:
 - Transition to post-secondary education and training
 - Transition to employment
 - Transition to independent living
- Strengths, interests, and preferences

Set this aside while you complete the Parent Homework Worksheet on page four.

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Read through your child’s Evaluation Summary Report.

- Underline all your child’s educational needs listed in the Evaluation Summary Report
- Your child’s IEP has a section called Present Level of Academic Achievement and Functional Performance (PLAAFP) that may also have useful information. Underline any needs listed there also.
- Write down all of the items you underlined in column one of the Parent Homework Worksheet. They do not need to be put in order. For example:

<p style="text-align: center;">Student Needs</p> <p style="text-align: center;">(from Evaluation Summary Report or Present Level of Academic Achievement and Functional Performance)</p>	<p style="text-align: center;">Services/Supports (from IEP)</p>
<p>Teacher can’t understand written work of the student. Occupational Therapist recommends help with fine motor skills. (Page 4- ESR)</p>	

Completing column one of the Parent Homework Worksheet will help you break the Evaluation Summary Report down into manageable sections.

Now look at the list you made at the beginning of the process to help you answer these questions:

- Do I agree that the Evaluation Summary Report is a complete list of my child’s special education needs?
- Do I have any concerns that aren’t mentioned?
- Do I agree that the report is accurate? Do I agree that my child performs at the levels listed?
- Does the report give a clear picture of my child? Does it give the school an accurate picture of my child?
- If I used additional information from the Present Level of Academic Achievement and Functional Performance, is it complete and accurate?
- Are there any needs missing that I think should be listed?

Next read through your child’s IEP. Read through your child’s IEP to locate the services and supports. Services and supports are what the school uses to help your child accomplish their special education goals and objectives, as well as make education accessible given their special education needs. It is

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important for you to keep IEP goals in mind when you are reviewing the services and supports. Underline all the services or supports that are listed.

- Great places to look include:
 - Adaptations section (accommodations or modifications); these may include assistive technology, transportation, positive behavior plan, other related services
 - Services chart
 - Transition services for students 9th grade and above
- List the service or support on the second column directly next to the need listed in the first column. For example:

Student Needs (from Evaluation Summary Report or Present Level of Academic Achievement and Functional Performance)	Services/Supports (from IEP)
Teacher can't understand written work of the student. Occupational Therapist recommends help with fine motor skills. (Page 4- ESR)	Will receive Occupational Therapy services 2 times per week for 30 minutes. (Goal 2 and page 9 of services chart - IEP)
Trouble writing class notes. (Page 4- ESR)	Will receive a copy of lecture notes from teacher or designated peer. (Page 10)
Struggles with transitions. (Page 4- ESR)	No supports found.

Once you have completed the **services** in column two of the Parent Homework Worksheet, ask yourself:

- For each need listed, is there a **service** item to meet it?
- Do the **services** in column two sound like they will meet each of my child's **needs** in column one?

Congratulations! You have completed an IEP Worksheet! Now, take a moment to think about the process:

- What did you learn about your child's educational needs from this exercise?
- Do you have any questions or any areas where more information is needed that might be found through additional or different tests for your child?

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- Did you have any questions or any areas where more information is needed from a school psychologist or special educator?

These observations will help you ask the IEP team for more information. For example:

- On page ____ of the evaluation report it says my child has a need in the area of _____. I don't see a current service to meet that need. What service is being provided to meet that need or what service would be appropriate?
- On page ____ of the evaluation report it talks about my child's needs in the area of _____. I feel that my child has more needs in this area than the ones you have listed. What additional testing could we consider?
- On page ____ of the IEP it says the school is providing _____ service. Has my child shown any progress in this need area?

It's a good idea to make a copy of your completed worksheet for each member of the IEP team if you plan to use it at the IEP meeting. If you are unable to make copies, you may want to ask your child's IEP case manager to make copies for everyone and add it to the agenda. It will help the IEP team focus on needs, services, and your highest priorities for your child. KEY TERMS: Evaluation Summary Report (ESR)

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Evaluation Summary Report (ESR): Summarizes the findings of the special education evaluation conducted by your child's public school.

Individualized Education Program (IEP): The written statement developed for special education students that spells out what special education and related services your child will receive.

Present Level of Academic Achievement and Functional Performance (PLAAFP): The IEP team develops the PLAAFP to describe your child's present level of academic and functional performance.

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Student Needs (from Evaluation Summary Report or Present Level of Academic Achievement and Functional Performance)	Services/Supports (from IEP)