



Preparing for Discussions on Additional Services: What Families Can Do

This planning worksheet was developed by the Wisconsin Statewide Parent Educator Initiative (WSPEI) to assist parents and families with preparing for additional services discussions with their IEP teams.

Parents, as members of the IEP team, have valuable information about their child's skills during the time of school closure that can be helpful in determining progress, as well as the need for additional services once school resumes. This outline will help parents and families reflect on and organize their thoughts on their child's learning experience during the school closure in order to fully participate in the discussion about additional services.

Families are encouraged to focus on the areas below that will be most beneficial to their child.

1) Consider these important questions as you use this document:

- a. How well was your child able to access learning during the times schools were closed?
- b. How well was your child able to engage in learning?
- c. How effective was the delivery of instruction for your child?
- d. Does your child agree with your thoughts and observations?
- e. What is your child's perspective about their experience?

2) Organize your child's records:

- a. Collect samples of your child's work.
- b. Estimate the amount of time the family supported your child's learning.
- c. Write down your observations about your child's learning (see item #1).
- d. Before meeting with the school, request that the school send copies of information and reports about your child's learning prior to and during the time the school building was closed. This may include the following:
 - report cards,
 - assessments and test scores,
 - discipline reports, and
 - teacher observations and comments shared with you.
- e. Collect reports from other people (non-school) who have expertise about your child in specialized areas, such as a doctors, counselors, and therapists.

3) Write down observations about your child's accomplishments and challenges in learning:

- a. Consider academics, especially reading and math.
- b. Consider skills such as writing, organization, ability to sustain focus, and following a schedule.
- c. Consider social skills such as interacting with the family, other children, taking turns.
- d. Consider home life such as helping with chores and ability to entertain self.
- e. Consider mental health, social and emotional, mood regulation, depression, anxiety.

- f. Consider technology, such as how well your child is able to use it independently while participating in virtual classroom instruction, watching classroom videos, and accessing internet or email.
 - g. Consider skills in independently using assistive technology such as graphic organizers, a walker to move from place to place, text to speech, alternative communication systems, or computer applications.
- 4) Think of any issues or concerns you may have related to the areas listed above and explain how they have affected your child:**
- a. Think about what you, the school, or others have done in the past to work on your child's challenges.
 - b. Write down any progress you believe your child has made in these areas.
 - c. Compare your thoughts and observations with school reports.
- 5) Focus on your child's needs:**
- a. Based on your child's strengths and accomplishments, make a list of what has worked in the past and what is currently working.
 - b. Based on the identified challenges, issues, or concerns, make a list of ideas regarding what could be done to allow your child to continue making appropriate progress.
 - c. Think about your child's communication with teachers, use of technology, and necessary supports. How could communication with your child be improved?
 - Identify the types of communication that were beneficial and those that were not (be specific).
 - d. With whom do you think your child best connects and communicates at school?
- 6) Communication with school – identify what did and did not work:**
- a. Consider how effective communication was between you and your child's teachers:
 - Identify the types of communication that were beneficial and those that were not (be specific).
 - b. Consider the following questions:
 - How often do you think communication is necessary?
 - Is communication most effective through text, email or phone calls?
 - When is the best time to be reached?
 - Is there a need for an interpreter or translation?
 - Do you need other assistive technology?
- 7) What are you most looking forward to once school resumes?**
- 8) Is there anything else you would like the team to know?**