



From Needs to Services: Parent Homework Sheet

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

Is your child's Individualized Education Program (IEP) tailored to the needs of your child? This exercise will give you the tools to decide.

This worksheet will help you determine if the goals and support listed in your child's IEP match the needs listed in your child's Evaluation Summary Report completed by the school. Once you have completed this worksheet, you will have specific information that will help you make the best decisions for your child's education.

Read through your child's Evaluation Summary Report.

- Underline all of your child's **educational needs** that are 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 here also.
- Write down all of the items you underlined in column 1 of the worksheet (**Student Needs**). They do not need to be put in order. 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. Occupational Therapist recommends help with fine motor skills. (Page 4- ESR)	

Completing column 1 will help you break the Evaluation Summary Report down into manageable sections.

Now, ask yourself:

- 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?

KEY TO DOCUMENT TERMS:

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.

Now read through your child’s IEP. Underline all of the services or support that are listed.

- Great places to look are in the **Adaptations section** or the **Services chart** of the IEP.
- List the service or support on the second column directly next to the need listed in the first column.
For example:

<p style="text-align: center;">Student Needs (from Evaluation Summary Report or Present Level of Academic Achievement and Functional Performance)</p>	<p style="text-align: center;">Services/Supports (from IEP)</p>
Teacher cannot understand written work. 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 2, ask yourself:

- For each **need** listed, is there a **services** item to meet it?
- Do the **services** in column 2 sound like they will meet each of my child’s **needs** in column 1?

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?
- Did you have any questions or any areas where more information is needed from a school psychologist or special educator?
- What are your areas of concern for your child at this time or in the future?

Write down your top areas of concern for the upcoming year and IEP or circle those areas on your worksheet. 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 make it a part of the agenda. It will help the IEP team focus on needs, services, and your highest priorities for your child.

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