

IEP Parent Input Worksheet

A strengths based, disability inclusive worksheet to help families prepare clear, specific input for the IEP team.

Student name: _____ **Date:** _____

Parent/caregiver: _____ **IEP meeting date:** _____

Grade: _____ **School:** _____

How to use this: You do not need to answer every question. Focus on what helps the team understand your child, what is affecting access and progress, and what you want discussed. Use specific examples or data when you have them.

1. Who is my child?

Describe your child as a whole person. Include interests, preferences, motivators, personality, relationships, activities, culture/language, and things that bring them joy.

2. Strengths

What are your child's academic, functional, communication, social, motor, creative, self advocacy, independence, or personal strengths? What progress are you proud of?

3. Student voice

What does your child say or communicate about school? What do they enjoy, dislike, worry about, want help with, or want to learn? How do they describe their own strengths?

4. Communication

How does your child best understand information and express needs, choices, discomfort, confusion, refusal, excitement, or a need for help/break? Include AAC, visuals, processing time, language, or other supports.

5. Academic and functional needs

What skills currently need support? Consider reading, writing, math, communication, executive functioning, motor skills, self care, independence, social participation, transitions, attendance, or other daily school demands.

6. Barriers to access and participation

What is getting in the way of learning, participation, belonging, or progress? Consider task demands, environment, communication, sensory load, executive functioning, motor access, anxiety/stress, behavior as communication, peer interactions, or inaccessible materials.

7. Sensory, regulation, and emotional support

What tends to overwhelm, dysregulate, or fatigue your child? What are early signs? What helps them regulate, recover, feel safe, and return to learning? What should adults avoid doing?

8. What is working

List strategies, accommodations, routines, services, teaching approaches, assistive technology, reinforcement, environmental changes, or supports that have been effective at school, home, therapy, or in the community.

9. Current IEP: progress and concerns

Which current goals or services are helping? Where is progress limited or unclear? Are goals addressing your child's academic *and* functional needs? Note any progress data or examples you want the team to review.

10. Long term vision

Think beyond this school year. What skills, access, relationships, independence, communication, education, employment, community participation, or quality of life outcomes matter long term? Do current goals move your child toward them?

11. Priorities for this IEP year

What are the 3–5 most important outcomes you want the team to focus on?

1.

2.

3.

4.

5.

12. Accommodations, services, and supports to discuss

What would you like the team to consider? Examples: accommodations, modifications, assistive technology/AAC, specialized instruction, related services, sensory supports, behavior supports, transportation, staff training, peer access, or supports for school personnel.

13. Specific requests for the team

Write each request clearly and explain the educational or functional need it is intended to address. When possible, include examples or data.

Request	Why I am requesting it / need it addresses

14. Previous or unresolved requests

If relevant, document important requests that were previously declined, delayed, or remain unresolved. Note what was requested, when, the response, and why you believe the need remains.

15. Safety, health, or access information the team needs to know

Include only information relevant to your child's safe and effective participation at school, such as mobility, feeding, medical procedures, elopement risk, allergies, fatigue, communication of pain, or emergency considerations.

16. Questions I want answered at the meeting

What information or data do you need from the team? What do you want clarified before agreeing on goals, services, placement, accommodations, or supports?

17. What I want the team to remember about my child

If the team remembers only a few things after this meeting, what should they be?

Meeting Notes / Follow Up

Use this space to record decisions, who is responsible, timelines, data to be provided, and items that need follow up.

Decision / follow up	Who	By when

Optional parent statement starter: "My child is _____. Their strengths include _____. Right now, the most important barriers affecting access and progress are _____. We have found that _____ helps. Our priorities for this IEP are _____. We would like the team to discuss _____."

Tip: Keep your input factual, specific, and solution focused. Bring or send supporting information when it helps explain a need. Ask how your written parent concerns will be reflected in the IEP.