

Tip Sheet

Your Parent Input Statement Template

Your concerns belong in your child's IEP. Writing them down before the meeting gives your perspective a permanent place in the document, in your own words. Follow these five steps, then use the worksheet on the following pages to draft your statement.

#1

Start with your child's strengths

A few sentences about what is going well and what your child likes and dislikes. It reminds the team that you see your child as a whole person.

#2

Pick your two or three biggest concerns

Describe what you are seeing and give a real example. "Reading is hard for him" is a feeling. "He cries when it is time for his reading log" is information the team can work with.

#3

Say what you want the team to address

You do not need to know the solution or use special education terms. You do need to name the problem and what you expect the team to review.

#4

Keep it clear and factual

Try phrases like *I have noticed*, *We are seeing*, *I want the team to review*, and *I want the team to determine whether*. Describe what you see, not who is to blame.

#5

Send it about a week before the meeting

Email it to your child's case manager, ask that it be included in the IEP as written, and keep a copy.

Your Parent Input Statement Worksheet

My Child's Strengths

What is going well? What does your child do well? What motivates them?

Likes:

Dislikes:

Concern #1

What I am seeing:

A specific example:

What I want the team to address:

Concern #2

What I am seeing:

A specific example:

What I want the team to address:

Concern #3

What I am seeing:

A specific example:

What I want the team to address:

What a Finished Statement Can Sound Like

Maya is a kind, funny kid who loves art and is always the first to help a classmate. She has made real progress with her letter sounds this year, and we are proud of her. Our biggest concern right now is reading fluency. At home, she reads very slowly, loses her place, and is exhausted after about ten minutes. She has started saying she is "stupid" when homework involves reading, which worries us. We are also concerned that she does not have a regular group of friends at recess, and she often asks to stay home on Mondays. We want the team to review Maya's reading progress and determine whether her current support is enough. We also want the team to address how she is doing socially during unstructured times and determine whether she needs additional support in this area.

Describe What You See, Not Who Is to Blame

Try this

"My daughter has come home upset three times this month after group work."

Instead of this

"The teacher is not supporting my daughter."

Before You Send It

- ☐ It starts with at least one strength.
- ☐ Each concern includes a real example from home or school.
- ☐ It says clearly what you want the team to address.
- ☐ It sounds like you, in your own words.
- ☐ It goes to the case manager about a week before the meeting.
- ☐ You asked that it be included in the IEP as written, and you kept a copy.

Got a school questionnaire with only a line or two per question? Fill it out, write "please see attached" where the space is too small, and include your statement.

