



Questions to Ask at an IEP Meeting

Below are questions that all parents should consider asking at an IEP meeting. Additional questions should be asked for children with more complex needs.

Child's Academic Progress

1. What are my child's strengths in reading, writing, and math?
2. What are my child's lagging skills in reading, writing, and math?
3. What can my child do with supports?
4. What can my child do independently/without supports?
5. How does my child perform compared to other children in his class?
6. What skills do other same-aged children demonstrate that my child cannot?
7. How much growth has my child made since the beginning of the school year or previous IEP meeting?
8. Can I see the data that have been collected to measure my child's growth?
9. Are the school's academic standards different from national standards and what is developmentally appropriate?

Child's Social, Emotional, and Behavioral Progress

1. Does my child have friends in class?
2. Does my child have any behavioral challenges?
3. Are the behavioral needs related to his/her academic needs?
4. Does my child become frustrated when the work is too hard?
5. Does my child ask for help or wait for the teacher to offer help?
6. Does my child volunteer to answer questions?
7. How does my child respond to being corrected or told to revise his/her work?

Specially Designed Instruction

1. What types of interventions are being used to help my child gain the skills he/she has not acquired yet?
2. Are the interventions evidence-based?
3. Are other children without disabilities also receiving this type of instruction or intervention?
4. In what setting are the interventions being implemented?
5. How often are the interventions being implemented?
6. Are the interventions being implemented by a certified special education teacher?
7. How is my child's work being modified to reduce the impact of his/her disabilities on learning?



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8. What is being done to increase my child's ability to use learning strategies independently?

Accommodations

1. Does my child take longer than his/her peers to complete work?
2. Does my child appear more distracted than his/her peers?
3. Does my child perform better when the work is chunked/broken down?
4. How often does my child receive check-ins or redirections from teachers?
5. When the format of questions is changed, does my child's performance improve?

Goals

1. Can my child reasonably achieve this goal in one year?
2. Are these the same goal for students without disabilities?
3. Are there goals to address every lagging skill that have been identified?
4. How will the school determine if the goals have been met?
5. Can the goals be measured objectively or will progress be based on anecdotes?
6. How will progress towards the goals be measured?
7. How often will progress towards goals be measured?
8. When will I receive a report on my child's progress?