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The IEP Checklist

Your Guide to Creating Meaningful and Compliant IEPs

by

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IEP Survey for Parents

This survey can be used to gather information on parents' perception of the IEP process and experience. Information gathered from the survey can assist in professional development for IEP team members and parent training.

Directions: Please answer the following questions. If you have more than one child with a disability, please complete one survey per child.

A. WE WOULD LIKE TO LEARN ABOUT YOU AND YOUR CHILD

A1. Does your child have a diagnosed disability? Yes No

A2. Please check below the age range of your child.

- Ages 0–2 Ages 3–5 Ages 6–8
 Ages 9–13 Ages 14–18

A3. Does your child currently have an IEP? Yes No

A4. Please check below the number of years that your child has had an IEP.

- 0–1 year 2 years 3 years 4 years 5 years 6 years
 7 years 8 years 9 years 10 years 11 years 12 years

A5. Please circle the federal category below that your child is being served under?

Autism	Cognitive disability	Deaf-blindness	Deafness	Emotional disturbance	Hearing impairment	Orthopedic impairment
Other health impairment	Multiple disabilities	Specific learning disability	Speech or language impairment	Traumatic brain injury	Visually impaired	

A6. What is your (as a parent) highest level of education?

- Some high school High school Bachelor's
 Master's Doctorate Other

(continued)

B. CONCERNS ABOUT IEPs

Directions: Please indicate your level of concern with each item.

	Not concerned				Very concerned	
	1	2	3	4	5	6
1. Lack of understanding of how to use an IEP in planning instruction for my child with special needs						
2. Feeling pressure to fulfill requirements under the IEP						
3. Documenting my child's progress as noted in the IEP						
4. Meeting the needs of my child with special needs						
5. Meetings to develop or update IEPs						
6. Diagnosing my child's learning problems						
7. Feeling adequate as a parent to fulfill requirements under the IEP						
8. Accurately writing the present level of performance						
9. Accurately writing goals and objectives						
10. Connecting IEP goals and objectives with curriculum standards						
11. Writing measurable goals						
12. Whether my child is getting what he or she needs						
13. Receiving a favorable impression of my parenting skills from my child's teachers						
14. Receiving accurate documentation regarding my child's progress						
15. Attending the required meetings for my child with special needs						
16. Being invited to attend all meetings regarding my child						

(continued)

C. PARENT BELIEFS

Directions: Please indicate your level of agreement or disagreement with each item.

	Strongly disagree				Strongly agree	
	1	2	3	4	5	6
1. A well-written IEP can help teachers plan instruction for my child with special needs.						
2. If objectives are not measurable in an IEP then they cannot be implemented.						
3. Teachers can do very little to help my child with special needs.						
4. I always review my child's IEP prior to teacher conferences.						
5. Communicating progress on an IEP to parents should be done as often as report cards.						
6. The IEP should include a statement on how my child's disability affects his or her progress in the general curriculum.						
7. Information in the IEP is critical in developing instruction for my child.						
8. The IEP process and documentation is the primary responsibility of the intervention specialist (special education teacher).						
9. My child truly cannot meet the general education standards, so a standards-based IEP is not helpful.						

(continued)

D. EXPERIENCE WITH IEPs

Directions: Please indicate your level of agreement or disagreement with each item.

	Strongly disagree				Strongly agree	
	1	2	3	4	5	6
1. The majority of IEP meetings I attend already have the document written.						
2. I always attend my child's IEP meetings.						
3. Both the general educator and intervention specialist collaborate equally and are partners in the IEP process.						
4. I feel that my participation in the development of the IEP document is critical.						
5. I feel that my input in the IEP development is valued.						
6. I receive ample notification of my child's IEP meeting.						

E. COMMENTS: PLEASE FEEL FREE TO ADD ANY COMMENTS REGARDING HOW TO IMPROVE THE IEP PROCESS.

F. PLEASE WRITE AN EXAMPLE OF AN IEP GOAL AND OBJECTIVE FOR A CHILD WITH SPECIAL NEEDS.

Thank you for your participation!