



## Questions for Parents

Answering the following questions can help you see the big picture and identify key issues:

- What are your child's impairments? How do the symptoms affect your child?
- How does the impairment impede academic progress?
- Using the child's evaluation and educational history, how does the child's impairment specifically affect their ability to learn and make overall progress? (e.g., Is the child paying attention, processing, remembering, following through, communicating, behaving?)
- What can special education do to allow better academic progress?
- Can special education overcome the impairment?
  - A child with a reading disability can be taught to read using a different teaching method; once the child learns to read the impairment is overcome.
  - A child who is nonverbal may be taught to speak.
  - A child who has organization issues can be taught techniques to become more organized.
  - A child with behavioral concerns can be taught how to manage their behavior in an appropriate way and can overcome the issues.
- Can special education only accommodate the impairment?
  - A child with a cognitive impairment cannot be taught to have higher cognitive skills. Special education can provide accommodations so the student may learn at their own pace.
  - A child with a visual or physical impairment cannot be taught to not have those impairments, but accommodations can be made to allow the child to participate and benefit from their education.
  - What does the current IEP provide for the child, and how is each aspect of it successful or unsuccessful in either overcoming or accommodating the impairment so the child can make reasonable progress?
  - What changes in the IEP are necessary for reasonable progress? More time in special education, less time in special education, more time with a related service provider, more or different accommodations or modifications.