

PARENT/CHILD PLANNING GUIDE FOR THE ARD/IEP MEETING

Date: _____

Child's Name: _____

Note to Parents: Use the questions below to help you and your child prepare for his/her ARD/IEP meeting. Make it a pleasant conversation. Help your child understand you want to get their ideas about what they think helps them to be more successful at school so you can give the child's ideas to their teachers. Choose a comfortable location to talk that is informal and not distracting (the back porch, sitting on a swing set, playing a game while sitting on the floor of their bedroom...make it a natural and positive conversation)

What are your STRENGTHS?

1. What subjects at school do you think you are good at?
2. Describe for me what you do that makes you good at that subject.
3. Describe things the teacher does that makes it easier for you to learn.

(Children find it hard to describe in words how they learn or what works and does not work, so ask them to take a picture in their mind of the teacher teaching when it is easier for them to learn. What is he/she doing? Parents, listen for hints of successful strategies such as: the teacher gave us extra time or she put us in groups and picked a reader so that meant I didn't have to read-I could just listen and then be ready to work on the project).

What makes you STRUGGLE?

1. What subjects at school are you not good at or don't like?
2. Describe for me what it is about that subject that makes it hard for you to learn.
3. Describe for me things the teacher does that make it harder to learn in this subject.

(This is not meant to be an occasion to find something wrong with the teacher. In a class of 20 children there are many different learning styles. Not everything the teacher does will work for all students all of the time. This is a chance to help your child not only figure out the teaching styles that match their learning style, but to identify the ones that do not match. The teacher still has to use multiple teaching styles to meet the needs of all of the children as well as your own child. Once you and your child identify barriers to learning, think of reasonable solutions. The ARD/IEP committee can also help to brainstorm solutions but let the teacher know ahead of time so it does not appear as an accusation but a collaborative brainstorming opportunity. It gives the teacher a chance to think with you about a solution before the ARD/IEP meeting.)

What helps you LEARN?

Parent to the child: "We have talked about a lot of things that work and don't work when you are trying to learn." Read the list of things your child said helped him/her learn. Ask the child, "If you could only pick one of those things for the teacher to do, which one do you think is the most important one that helps you learn?" Put a star (★) by the most important strategy identified by the child.

USE THIS PAGE TO RECORD WHAT YOUR CHILD TELLS YOU

STRENGTHS: List your child's strengths.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

NEEDS: What are the things your child struggles with at school and/or makes it difficult to learn or get his/her work completed?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

STUDENT ROLE: List the things your child does that helps them be successful as a learner.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

TEACHER ROLE: List the things that the teacher does that helps them be successful as a learner.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

PARENT ROLE: What have you learned from your child and how can you help him/her be more successful in school?

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

NOTES: