

Tips for Protecting Your Child's IEP Services During COVID-19

Some students may need compensatory (make-up) services after this is all over. Schools will decide on a case-by-case basis which students qualify. For your child, the answer will likely depend on 1) the services your child does (and does not) get during remote learning, and 2) the amount of progress or backsliding your child experiences.

You can help your child qualify for services later by keeping good records now. Your top priority should be a daily journal. If you can afford a bit more time, include some other records that demonstrate what your child can and cannot do. Be as thorough as you can be, but please be gentle with yourself! Parents everywhere are overwhelmed. Whatever notes you can take will be helpful.

Daily Journal

Have a new page for each day. Write the date at the top of the page.

Academic Learning

1. My child spent _____ hours interacting with a special education teacher today.
2. My child spent _____ hours interacting with general education teachers today.
3. My child spent _____ hours total on classwork plus homework.
4. I spent _____ hours assisting my child.
5. Today my child's work was/was not (circle one) modified according to the IEP.
6. Lessons today included:

Related Services (OT, Speech, PT, Social Work)

1. _____ (name and job) spent _____ minutes working with my child.
2. Activities today included:

Example

April 14, 2020

Academics

1. Mr. Jones - 25 minutes

2. Ms. Smith - 1 hour

3. 3 hours total work

4. I supervised all 3 hours to keep my child focused.

5. Not modified. Worked on same reading packet as other students.

6. Math: adding fractions. Reading: read 1-page article on frogs and answered questions.

Related Services

1. Johnson, Social Worker, 15 minutes

2. Made a list of friends to Facetime, wrote 3 topics to discuss, and created a text to invite his friends to Facetime.

Levels of Performance

Try keeping a record of how your child is actually performing at the beginning and the end of remote learning. For the first week, notice what your child is able to do and what your child has trouble doing. You can jot notes, snap photos of assignments, or take videos of your child doing assignments. Do the same at the end of remote learning. **Focus on your child's initial performance on IEP goals and overall functioning and watch for progress on these goals.**

Here are some examples

- He is supposed to write a paragraph by November. He wrote two sentences and then left the room. I took a picture of his paper.
- In math they are making change. He recognizes the coins and can add the values, but he can't answer how much change to get back when he buys something.
- She can use her communication device to request things using three-word sentences. She knows about 15 pictures. I took a video.