



Advocating for
disability civil rights
since 1979

DISABILITY RIGHTS EDUCATION & DEFENSE FUND

SOME QUICK ADVOCACY TIPS FOR AN IEP MEETING

PREPARE AND BRING COPIES OF YOUR AGENDA.

Before leaving make sure your checklist has been discussed and questions answered.

PREPARE AND BRING COPIES OF YOUR QUESTIONS/CONCERNS.

Before leaving make sure your checklist has been discussed and questions answered.

ADVOCATE FOR THE TEACHER AND GET TO THE RIGHT PEOPLE.

Assume teacher wants to help your child. Teacher may be an ally.

Is s/he saying she can't or she won't?

Assume s/he is not getting the support she needs.

Ask what s/he needs and who to ask for it.

Advocate for the teacher.

Why pressure the teacher if s/he has no authority to change what you want changed?

Principals sometimes work things out at a building level.

If not, go to district level.

(Sometimes this level is more knowledgeable about what the law requires.)

Sometimes the chain of command works best "in reverse."

Offer assistance of treating professionals.

BRING "SPECIAL EDUCATION RIGHTS & RESPONSIBILITIES" (SERR) BOOK

<http://www.pai-ca.org/pubs/504001SpecEdIndex.htm>

BRING PEOPLE WITH YOU WHO:

can help you feel confident.

takes concise notes.

can help you clearly explain your child's needs. (experts)

DON'T FEEL THE NEED TO RUSH.

Take a break if you need it to gain composure, refresh.

Reschedule a continued IEP if the child's plan is incomplete, or the team has not addressed your issues or concerns, or if the team could not answer pertinent questions.

(The team needs a qualified decision-maker [administrator] and someone who knows.)

DO NOT CONSENT TO THE IEP ON THE DAY OF THE MEETING.

You can sign that you participated.

Take a copy of the IEP home to review/reflect.

Tell the team when you expect to be able to make your decision.

DO NOT CONSENT TO PLACEMENT SIGHT UNSEEN.

Ask for the team to facilitate observations ASAP.

Ask for a continued IEP once observations are complete.