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# Parent Advocacy Training (P.A.T.)

## *Preparation for the IEP Meeting: Sample*

### **Preparation for the IEP Meeting**

1. What are your child's strengths and weaknesses/areas of concern?
2. Create a vision or key goal areas for your child.
3. What are your child's educational needs?
4. What information will you look for in legal and professional journal research?
5. What do you think are the District's interests and concerns as it relates to your child's situation?
6. How will you network with other parents who have D/HH children at the school site and/or special needs children in the district?
7. What will you look for in your observations of the two different schools (criteria for comparing placement options)? What questions will you ask district staff?
8. What professionals will you contact and how will you enlist their support for appropriate speech services, social skills training and least restrictive environment (LRE) for your child?
9. Write a needs statement for the services you want for your child.
10. Develop a BATNA (options the parents have if they can't reach agreement on services).

### **Sample Prepared Statement**

Mary requires the continued use of an FM system in both school and home environments. This FM system needs to be wireless and boot directly to her hearing aid and Implant, be well maintained, and repaired promptly in order to maximize her learning opportunities. Teachers, aides and any professional staff (therapists) must be trained in the use of her FM system and appropriately use and monitor the equipment.

A spare system (transmitter and/or receiver) will be made available to Mary within one day should her system need repair. The district will provide the school with a supply of spare cords (to the transmitter and receiver), batteries and boots.

## Sample Documentation

- Information stating a direct audio input FM system is more appropriate for a child with a severe-to-profound loss than a sound field system.
- Written excerpts from the communication notebook that the FM system he currently uses frequently shuts off his hearing aid (the boots/wires from the FM system pull open the battery door).
- Report from private audiologist stating Mary performs better with the FM system, and would benefit from increased language stimulation during out of school hours
- 34 CFR Sec. 300.105(b). On a case-by-case basis, the use of school-purchased assistive technology devices in a child's home, or in other settings, is required if the child's IEP team determines the child needs access to those devices in order to receive FAPE.
- Remind the IEP members that without her FM system, Mary is deprived of an appropriate auditory environment in the classroom (equipment is frequently gone for 4-6 weeks when needing repair).
- National Association of State Directors of Special Education, 1994 (NASDSE). Deaf and Hard of Hearing Students Educational Service Guidelines, Pg. 28. Contains information regarding the provision and maintenance of FM systems

## Sample Best Alternative to a Negotiated Agreement (BATNA)

- Agree to an FM system being used in school only and purchase system for use in the home (personally or through insurance)
- Agree to spare system being a "totable"
- Back-off on having a spare system available within 24 hours
- Hire an advocate/lawyer
- Go to mediation or file for due process

