

IEP Binder Checklist *Put the newest items on top in each section*

Communication

To be updated:

Date updated:

School contact list	Yearly or as new members join the team			
Communication log	Every time you have a meeting, call or other important interaction with the school			
Letters and emails to and from the school	As often as needed (File after noting them in the communication log)			

Evaluations

Request/referral for evaluation	Every three years or more often, if needed			
Consent to evaluate	(Tip: Keep this—and the referral—on top to help check if the evaluation is done in a timely manner)			
School evaluations	At least every three years			
Private evaluations (if your child has had any)	Every time your child is evaluated privately			

IEP

Copy of Parent's Rights & Safeguards	Yearly (Keep this on top so you can easily show the school you don't need another copy)			
IEP	Yearly or more often, if changes are made (and, if your child has had a 504 plan, include that too)			
Prior Written Notice and meeting notes	Yearly or more often, if additional meetings take place			

Report Cards/Progress Notes

Reports cards and progress reports	As often as they come from the teacher or school			
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Sample Work

Samples of schoolwork	At least monthly or as often as you see signs of progress or concern			
Standardized tests	Whenever the results are sent home			

Behavior

School handbook and school calendar	Yearly			
Behavior Intervention Plan (if your child has one)	Yearly or as often as changes are made			
Disciplinary notices	Any time your child receives one			

WHAT TO BRING CHECKLIST

☐

THE CURRENT IEP

☐

PAPERS, TESTS, AND REPORT CARDS

☐

RECENT EVALUATIONS AND PROGRESS REPORTS FROM THERAPIES OUTSIDE OF SCHOOL

☐

EXAMPLES OF ACCOMMODATIONS YOU WILL BE PROPOSING TO BE IMPLEMENTED

☐

TAPE RECORDER, FOLDER, PEN

IEP TEAM CONTACTS

NAME	
POSITION	
EMAIL	
PHONE #	

NAME	
POSITION	
EMAIL	
PHONE #	

NAME	
POSITION	
EMAIL	
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PHONE #	

NAME	
POSITION	
EMAIL	
PHONE #	

ACCOMMODATION/SDI IDEAS

PROBLEM	SOLUTION

QUESTIONS/CONCERNS TO ADDRESS

HOME OBSERVATIONS

STRENGTHS	WEAKNESSES

HOME STRATEGIES

GOAL:

GOAL:

TIP: CREATE A PINTEREST BOARD TO SAVE IDEAS TO WORK ON YOUR CHILD'S IEP GOALS AT HOME

ADVOCACY CONTACTS AND NOTES

[illegible]

LOOKING FORWARD TO A GREAT YEAR!

Dear _____

My name is _____ and you can call me _____

It's nice to meet you! This year, I'm going to work very hard in your class.

My favorite thing to learn about is _____

Another thing I like about school is _____

Here are a few more things about me!

Favorite color _____ Favorite food _____

Favorite sport or game _____ Favorite book _____

For fun, I like to _____

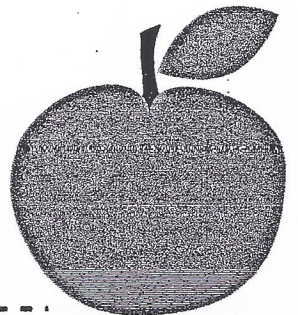
I'm good at _____

When I grow up I want to _____

This year I hope to _____

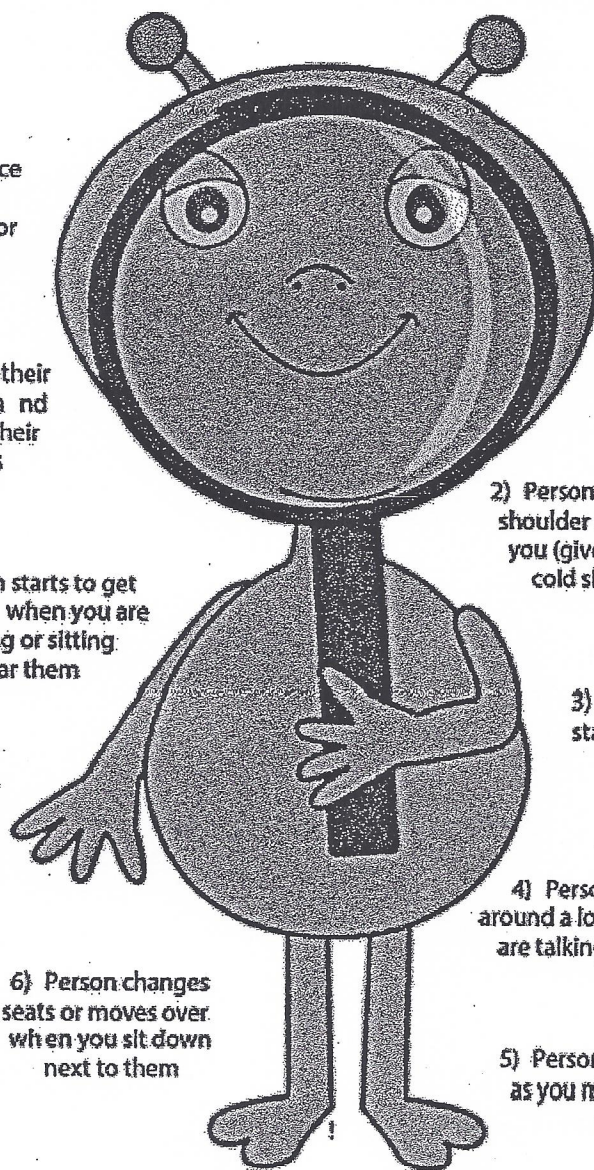
I'm so glad I have you as my teacher this year!

PS My _____ can be reached at _____



Am I being a PERSONAL SPACE INVADER?

Look for these clues...



10) Person's face looks annoyed, worried, confused, or uncomfortable

9) Person puts their head down and scrunches up their shoulders

8) Person starts to get squirmy when you are standing or sitting near them

7) Person starts to cross their arms close to their heart

6) Person changes seats or moves over when you sit down next to them

1) Person starts to avoid eye contact or starts looking around a lot when you are talking to them




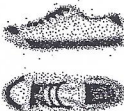

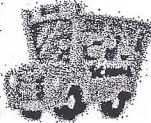
2) Person turns their shoulder away from you (gives you the cold shoulder)

3) Person's body starts to get stiff

4) Person moves around a lot when you are talking to them

5) Person backs away as you move toward them

our morning routine

	Go Potty
	Brush Teeth
	Get Dressed
	Eat Breakfast
	Shoes/Jacket/Hat & Mittens
	Lunch/Schoolwork/Backpack
	Off to School!





ANDIE
FORSCH-OO

- ☐ TEACHER
☐ OFFICE
☐ OTHER

Today's Date: ____/____/____

Student Name: _____

Teacher: _____ Grade: _____

☐ absence/ tardiness:

☐ was absent

☐ was late to school

☐ will be absent

☐ will be late to school

On date(s): _____

Due to: _____

☐ pick-up/ leave early

☐ will be picked up by: _____

At: ☐ Dismissal ☐ ____:____AM/PM

Contact Number: (____) ____-____

☐ will leave early ____/____/____@____:____AM/PM

Due to: _____

☐ money enclosed

Amount: \$____.____ ☐ Cash ☐ Check

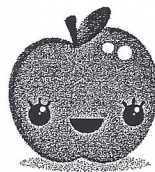
For: ☐ Lunch ☐ Field Trip ☐ Books ☐ Other: _____

☐ other: _____

Parent/Guardian: _____

E-mail: _____

Contact#: (____) ____-____ © hello, cuteness!



ANDIE
FORSCH-OO

- ☐ TEACHER
☐ OFFICE
☐ OTHER

Today's Date: ____/____/____

Student Name: _____

Teacher: _____ Grade: _____

☐ absence/ tardiness:

☐ was absent

☐ was late to school

☐ will be absent

☐ will be late to school

On date(s): _____

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At: ☐ Dismissal ☐ ____:____AM/PM

Contact Number: (____) ____-____

☐ will leave early ____/____/____@____:____AM/PM

Due to: _____

☐ money enclosed

Amount: \$____.____ ☐ Cash ☐ Check

For: ☐ Lunch ☐ Field Trip ☐ Books ☐ Other: _____

☐ other: _____

Parent/Guardian: _____

E-mail: _____

Contact#: (____) ____-____ © hello, cuteness!

childrenatplayllc



occupational therapy for kids

PRESCHOOL CHECKLIST

Motor, Adaptive and Sensory Processing - 3 TO 4 YEARS

Gross Motor Development

- ☐ Hops and stands on one foot up to 5 seconds
- ☐ Jumps in place with two feet
- ☐ Goes upstairs and downstairs without support
- ☐ Kicks ball forward
- ☐ Throws ball overhand
- ☐ Catches bounced ball with both hands most of the time
- ☐ Moves forward and backward
- ☐ Rides tricycle with pedals

Fine motor/Visual Motor skills

- ☐ Grasps crayon between thumb and fingers
- ☐ Draws circles and squares
- ☐ Draws a person with 2-4 body parts

- ☐ Copies square shapes
- ☐ Begins to copy some capital letters
- ☐ Uses scissors to cut paper in half, making the blades go up and down
- ☐ Makes a bridge with 3 blocks
- ☐ Completes a 5-7 piece interlocking puzzle

Self-Help Skills

- ☐ Dresses and undresses cooperatively
- ☐ Completely undresses self independently
- ☐ Independently puts on socks, coat, sweater, pants manipulates large buttons and snaps
- ☐ Unzips, unbuttons and unsnaps clothing
- ☐ Can serve self, taking food from one container to another using utensils
- ☐ Can feed self with spoon and fork

Sensory Processing

Does your child exhibit the following behaviors?

- ☐ Appears clumsy/avoids balance activities
- ☐ Dislikes or avoid coloring or drawing
- ☐ Difficulty with learning new motor tasks
- ☐ Uses too much force when playing with toys, children or pets
- ☐ Appears awkward, stiff or clumsy in movement
- ☐ Seems weaker or tires more easily than other children
- ☐ Seems overly sensitive to touch
- ☐ Will not touch certain textures (sticky, sandy, etc.)
- ☐ Seems to fall frequently
- ☐ Seems fearful or overly cautious of movement activities; jumping, swinging, climbing, etc.
- ☐ Excessive desire to: jump/kick/bounce/throw self/bump into objects/people
- ☐ Spins/paces/lunges/twirls/rocks/flicks fingers
- ☐ Eats inedible objects
- ☐ Difficulty with eating textures
- ☐ Sensitive to sound

childrenatplayllc

At Children at Play, LLC. we believe that finding the right fit can make all the difference in a child's progress. We do FREE occupational therapy screenings and consultations to help you make the right choice regarding your child's treatment.

List of SDIs and accommodations for IEPs

schedule/environmental SDIs and accommodations

- a quiet area to complete the work or take a test
- having someone read a test to them
- "preferential seating," means sitting near the front, or away from distraction or in their area of preference (if they prefer a left or right visual field)
- preferential seating for hearing/audio
- preferential seating away from distractions, windows, doors, speakers
- extra time to complete the work or reading given
- early dismissal from class to get to locker and to next class
- identify and limit distractions
- opportunity for practice
- "hot pass" or "cool off card" which is a card the student gets and they can leave class, flash the hot pass to the teacher, and go to office, guidance counselor, nurse (designated ahead of time) to cool off, if they feel a negative behavior coming on
- high contrast materials, limited visual clutter
- adapted lunch setting to reduce sensory stressors
- adapted recess with adult lead activities to increase peer interactions
- recess and group activities to be designed with IEP goals in mind
- keep days and activities structured
- structured seating arrangements
- small group instruction
- access to resource room or learning support room (or a sensory room, if available)

SDIs and accommodations for transitions

- visual cues in hallways to guide child to next classroom or cafeteria
- personal time outs to regroup and prepare for transition
- time warnings and increased transition time
- advance notice of transitions
- schedule on blackboard (or whiteboard/smartboard, I know, I'm old using the word blackboard)

Tools and Equipment-SDIs and accommodations

- visual charts
- visual schedules
- visual cues in locker, lunch box, on desk
- written schedules on locker, lunch box
- graphic organizers
- choice cards
- emotions cards
- ear plugs or headphones
- special seating-seat pads, sit-upon balls, etc.

- adaptive equipment-pens, pencils, calculators, fidgety toys, large print books, audio, etc.
- use of **FM headsets to either have blocking out music**, or FM transmission of teacher speaking, use Beatz or something else socially acceptable, blocks out outside noise
- rewards charts
- yoga, meditation, relaxation techniques
- use of a scribe or oral testing to open ended or essay formats
- provide a study guide
- provide audio recordings
- provide video/audio recordings
- voice recognition software
- extra set of text books-1 set for home, 1 for school
- **pencil grips**, slant boards
- develop a sensory diet
- spelling dictionary, spell checker
- provide notes, outlines or organizers with key concepts or terms highlighted
- mnemonics
- remind student to wear glasses/hearing aids
- allow use of preferred writing implement

Language based SDIs and accommodations

- minimal use of open ended statements or questions
- do not use sarcasm or inferences when communicating with student
- allow 5 or 10 second (whatever child needs) processing time when a request is made
- chunk down verbal instructions
- use only 1 question or instruction task at a time if child cannot do 2-3 part questions
- speak slower
- use literal language
- Use of first____, then_____.
- having someone read the material to them
- concise, direct prompts
- clear, concise instructions that are at child's ability
- activity based learning
- explain metaphors and double meanings
- limit oral questions to the number that the child can manage
- provide direct feedback in appropriate settings

People and Peer based accommodations and SDIs

- special sign or signal between teacher and student to notify student of something
- encourage but do not force eye contact; forcing eye contact may break train of thought
- buddy system for unstructured times
- peer to peer tutoring as appropriate

- structured social skills groups
- set up opportunities for child to self advocate
- peer modeling-appropriate play, interaction
- role play
- social stories
- pair with student prior to learning a new task
- **cooperative games** rather than win/lose
- facilitated socialization at recess, lunch, breaks
- education sessions for peers to help them understand disability
- watch videos of social stories/interactions and ask to explain
- role playing-both with successful and undesired outcomes (ie-troubleshooting)

Sensory Accommodations and SDIs

- give sensory breaks-have child carry down attendance sheets or just a few envelopes down to office to allow for movement
- timed bathroom breaks (every 60, 90 120 minutes)
- awareness of sensory issues-smells, sounds, lighting; adjust as appropriate
- scheduled sensory breaks
- Make sure you see the full printable list below!

Behavior SDIs and Accommodations

- frequent reinforcement for desired/positive behaviors
- **token board**
- intersperse preferred and non-preferred tasks
- agenda check list for checkins with preferred staff member
- task strip with preferred activity at the end

Testing and Assignments-SDIs and accommodations

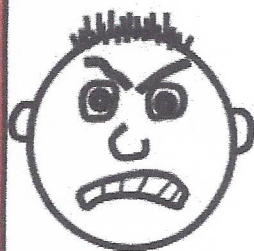
- monthly, weekly or bi-weekly phone or in person conferences with parents (progress monitoring)
- homework assignments chunked down by teacher to define each task
- have child write down verbal questions to aide in processing
- breaking down tests into segments
- pre-teaching information, then post-teaching afterwards
- alternatives for completing assignments (typed instead of written, or verbal)
- provide facilitated experiences
- frequent test breaks with opportunities to move
- testing in a study carrel
- testing in the morning only
- masking test items so only single questions are visible
- permission to hand in all assignments late, as pre-determined
- modify assignments to only include essential content

- intersperse easy and difficult demands on a 80/20 basis (and work to increase)
- longer assignments broken down and scheduled out in pictures or words

Miscellaneous

- alarms as reminders-phone, **wristwatch**, etc.
- AM/PM check in with preferred staff person
- use of prompt hierarchy
- incorporate child's personal interests into activities whenever possible
- to do lists
- journal
- show example of completed projects
- picture calendar or schedule
- when appropriate and will not cause a distraction-guide student through real life situations
- provide with calming strategies
- test format to tap "recognition memory" such as matching or multiple choice rather than fill in blank without a word bank

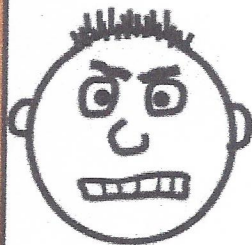
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Angry

I've lost control. I'm not listening
Anymore. I could hit, kick or bite.
I need a quiet place to calm down.

4



Overwhelmed

Everything is too hard.
I'm losing control and need
to leave the environment I'm in.
Give me space

3



Frustrated

I'm not getting it, I'm showing signs
of stress
I should take a break now.

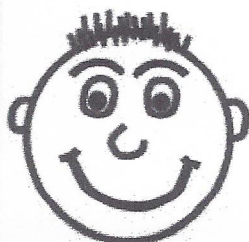
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Anxious

Trying to stay focused, but having
a hard time staying on task
Use calming strategies now

1



Happy

Ready and willing to Work