

## **Example Narratives: Parent Concerns**

### **Associated Deficits of Autism (For full IEP, refer to Appendix Example A)**

Gina's family has a few main concerns. They worry that although she understands expectations, they often hear complaints that she is not following directions quickly or completely in class. Gina tends to do poorly on standard academic assessments, even in math, which is a relative strength. Her family worries that she will not score above basic on this year's standardized assessment. Although Gina gets along well with staff members, she often complains that she doesn't have friends and tends to isolate herself from peers at lunch and recess. She doesn't seem to know how to engage in **social interactions** with her peers.

### **Associated Deficits of Deafness (For full IEP, refer to Appendix Example B)**

Donna's parents are concerned about behavior problems Donna has with others. They have no academic concerns. Donna is adapting to school. When she is in a new place she tends to have behavior problems initially but then adapts to the situation. Her parents are proud of the academic progress Donna has made.

### **Associated Deficits of Developmental Delay (For full IEP, refer to Appendix Example C)**

Tony's mother is most concerned that he does not have the reading skills that he needs to be successful in a general education kindergarten classroom setting.

### **Associated Deficits of Emotional Disturbance (For full IEP, refer to Appendix Example D)**

Mrs. Test wants her son to work on making friends at school. She is worried about his lack of **social skills** and the fact that he isolates himself most of the time.

### **Associated Deficits of Intellectual Disability (For full IEP, refer to Appendix Example E)**

Delia's parents would like Delia to continue improvement in **reading comprehension** and functional academic skills. They would also like Delia to continue exploration of different career options by participating in Work-Based Learning and visiting different post-secondary programs and job sites.

### **Associated Deficits of Intellectually Gifted (For full IEP, refer to Appendix Example F)**

The parents are concerned that Larry generally completes his assignments but often loses them or fails to turn them in on time, resulting in lower grades. He does not keep his backpack or desk organized and struggles to find materials. His parents are also concerned that Larry is bored in reading class.

### **Associated Deficits of Orthopedic Impairment For full IEP, refer to Appendix Example G)**

Marna's parents express their desire for Marna to participate fully in activities in her area of interest and grow into an independent adult with a professional career. Marna will move to middle school next year

with new demands for mobility, **organization**, and increasing length of assignments.

**Associated Deficits of Other - Health Impairments (For full IEP, refer to Appendix Example H)**

Piper's parents are worried about her continuing success once she leaves the structure and routine of school. They still remind Piper of her schedule, homework, and help her organize her backpack and agenda each day. Also, Piper is still behind in math.

**Associated Deficits of Specific Learning Disability in Reading (For full IEP, refer to Appendix Example I)**

Mr. & Mrs. Test are very concerned about Susan's reading progress. They report that she is easily frustrated when she has to read independently and worry that she will only fall further behind.

**Associated Deficits of Specific Learning Disability in Math (For full IEP, refer to Appendix Example J)**

Matt's parents would like to see him make greater progress in math. They are afraid that he will get too far behind to ever catch up.

**Associated Deficits of Specific Learning Disability in Writing (For full IEP, refer to Appendix Example K)**

David's parents are very worried about his writing. Math is so easy for him, he is able to read the material and talk about it, but his written reports are poorly done, if at all.

**Associated Deficits of Speech Impairments (For full IEP, refer to Appendix Example L)**

Jaxson's parents are very worried about his speech. They are afraid that if it doesn't improve, he will not be able to spell and will be teased. They have noticed that he talks less around other kids, compared to his brother, and are worried that he will become shy and reserved.

**Associated Deficits of Language Impairments (For full IEP, refer to Appendix Example M)**

Sandy's parents want her academic skills to be on grade level. They are concerned that she is getting further behind and will not be able to catch up before high school.

**Associated Deficits of Traumatic Brain Injury (For full IEP, refer to Appendix Example N)**

Janin's parents are concerned about her memory, social outlook, and frustration level. They are pleased with her progress academically since her bike accident, as the ability to learn and retain information is returning; however, they are still worried about her retaining skills. They also have concerns for her safety in case of a **seizure**.

**Associated Deficits of Visual Impairment (For full IEP, refer to Appendix Example O)**

Kimberly's parents want her to learn Braille and mobility skills. They are concerned that she is falling behind and would like "year round" instruction for her.