

## Responses to questions asked at Parent Forums on May 19 & June 3, 2008

1. ***How did you find out about IIP? In an effort to get at who they first heard about it from – school, rule 79 case manager, etc.***
  - Workshop – many years ago
  - Early childhood teacher
  
2. ***Who is your team's contact person(s)? How did you arrive at that choice?***
  - School case manager (aka special ed teacher); has always been even though middle school person wasn't that knowledgeable (e.g. didn't know child was on an IIP) – elementary teacher much better
  - School case manager/county worker – they were coordinating services at the time.
  
3. ***Are you comfortable with a school staff person facilitating your IIP meetings?***
  - Yes but would prefer it be a neutral person without vested interest in getting paperwork completed; having meetings at school makes outside providers not feel equal partners – feel like school-driven process rather than collaborative.
  - Child now back on IEP because Social Services no longer involved – service provided by Access. At meeting last year, voluntarily skipped parent part for time's sake – wanted to get through academic stuff; Access staff incorporates info from school into home plan & attends IEP meetings.
  
4. ***What do you think are the key components (global goals, core descriptions, etc.) of the IIP process?***
  - Goals are key component but didn't really see improvement when school/home work together.
  - Core descriptions – both strengths and needs AND global goals
  
5. ***Do you see this as a strength-based process?***
  - Child's strengths are listed in plan so sometimes are discussed at meetings but strengths don't seem to be used to further build skills that are incorporated in goals.
  - Not strength-based (e.g. when child was in 3<sup>rd</sup> grade, they discovered that child was very strong in computer yet the computer has been used very little at school. Why? School has a computer program but child can't keep up – perhaps school personnel don't think they can modify it.)
  
6. ***Do you see a need to train parents on IIP and what would that training look like?***
  - Yes. Train on:
    - Components and what it means
    - Who's responsible for each
    - Basics about global goals – how to understand what teacher writes
    - Advocacy (e.g. school tried to schedule only 60 minutes for meeting but parent put foot down and now meetings are 90 minutes)
    - Agenda – parent never saw IIP agenda
    - How to read IIP to see where responsibility lies

- Yes, include info on their pieces of plan, how to work together as a team and their rights within the process
7. ***Who do you think should facilitate your child's IIP meeting?***
- School facilitator runs it as a school process – would prefer a neutral person
  - Neutral facilitator
8. ***If you had the choice between having one plan and several plans stapled together, which would you choose? Why?***
- One plan – hard to keep track of many different plans
  - Separate plans stapled together because it's easier to see who's responsible to do what
    - Accountability – all working on goal but not anybody who to call with question

***Other points of discussion***

- Parent doesn't like family part because it separates strengths and needs. Each need should be addressed somewhere in document, but listing doesn't guarantee those things get incorporated into plan. Maybe spend time at first IIP meeting to dip into family page and just do a quick update in subsequent years.
- High stress because it's not user-friendly for school. Paperwork is troublesome for all (parents, school, other service providers).
- On interagency cooperation: parent takes initiative to inform school/community service providers of what's going on. Collaboration *among* partners is at annual IIP meetings *only!*
- More structure needed in "adaptations" section. Free text can tend to ramble and may be hard to understand. E.g.:
  - For classroom
  - For homework
  - For tests
  - For home
- Do parents need training on TIES?
- Observation: IIP is used differently at transition age.