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Your Workbook

In this workbook, you will find information and tips to help you organize information regarding your child's disability or chronic health condition. Caring for a child with special health needs often leads to receiving information and paperwork from many sources. The workbook will help you keep track of important information about your child's education and health care, and will make it easier to share with your child's care team, childcare, school, and family members. Each section includes resources relevant to that particular section's subject matter. Finally, planning for the variety of changes and transitions that will happen at different times throughout your child's life starts now, and your workbook will help you along the journey. You know your child and have your child's best interests at heart, so you are in the best position to advocate for your child. You are the one most familiar with your child's history and the best one to document it. This workbook tells your child's story, and you and your child are the authors.

This workbook will help you:

- **Keep important information** in an easy to find central location.
- Advocate on behalf of your child since information will be readily available **if you need to prove there is a need.**
- **Share information** between educators and doctors. This is important for the **coordinated care** of your child.

Helpful tips of what to include in each section along the way:

- Consent Forms
- Development or educational results
- Financial/Insurance information
- Important Dates
- Intervention or treatment plans

- Medical test results
- Medications
- Plan Revisions
- Progress Notes
- Specialists



Family Connection is South Carolina's Parent Training and Information Center. Our goal is to provide accurate, relevant information to parents, young adults and professionals so they can be the best advocates.

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All About Me



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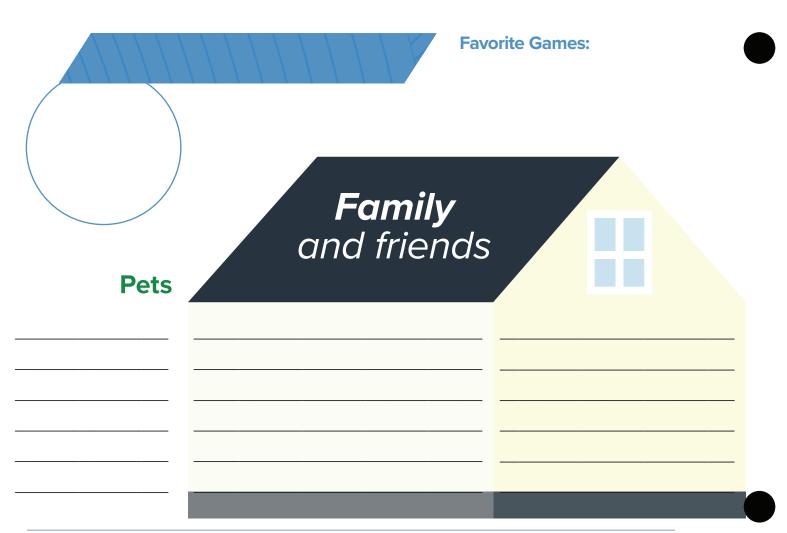
The most important piece of this notebook is your child. Therefore, the first section is called All About Me. This section is devoted to your child, allowing others to get to know him or her and understand how their disability impacts different areas of their life. Many families choose to include their child in completing this section and like to decorate the cover of their Journey Workbook with their child's artwork or photos.



Child's Name	
Birthday	child's photo here
Nickname	

Things my child does well	//-	Things my child needs help with

A little about my child Things they do in the community: (school, activities, clubs) Favorite Food Favorite Music:



Diagnoses:					
How my	child comn	nunicates	and learns		
	/ / / / /	//////		1111111	



When my child is happy they...







When my child is shy or nervous they...

Things my child likes	does	NOT like	
			24

Describe how	your child in	nteracts with c	other children	and adults:	
How does yo	ur child show	r affection, sha	are feelings, c	or play with oth	er children?
Describe you or customs th		_	do and any sp	ecial family tra	ditions
When I gro	w up I wai	nt to be:			
			*		
				M	

Goals	
Novi Store to Book Cools	
Next Steps to Reach Goals	People who can help
Outcomes	

Babysitter / Childcare Instructions

Medical Emergency Instructions: FOR	LIFE THREATENING EN	MERGENCY, DIAL 911
First call to:		
Hospital of choice:		
Primary doctor:		
Primary doctor phone:		
Insurance provider:		
To whom it may concern, I,qualified medical personnel to provide care		
Known allergies:		
Date:	Authorizations expire	s:
Home Address:		
Parent/Guardian phone:		
Other contact person phone:		
Significant events during the last 48 hours, o	or symptoms to watch an	nd report:
Medication:	Dosage:	Time:
Medication:	Dosage:	Time:
Medication:	Dosage:	Time:
Special Instructions:		

Family Support Resources

Parent-to-Parent:		
Phone:		
Email:		
Parent Group:		
Phone:		
Email:		
Religious Organization:		
Address:		
City:		
Phone:		
Email:		
Service Organization:		
Address:		
City:		
Phone:		
Email:		
Counseling Services:		
Address:		
City:		
Phone:		
Email:		
Other:		
Address:		
City:	_ State:	_ Zip:
Phone:		
Email:		





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A toolkit to organize your child's medical information

During your child's journey, you will need to keep track of information regarding the medical services your child receives.

This information will be useful when you take your child to a new physician, when your child becomes involved in a school program, or for other occasions when you need to share information about your child's medical history.

Use this section to record your child's progress, including development and medical history, medication tracking, notes regarding changes in your child's condition or care, preparation for appointments, plan for care, and therapy information.

Health History

Birth Weight:	Birth Height:		
Full Term:	Premature:	_ Weeks Gestation	:
Past Surgeries:			
Type:			Date:
Hospital:			
Type:			Date:
Hospital:			
Туре:			Date:
Hospital:			
Physician:			
Assessments /	Testing:		
Type:			Date:
Practice Name: _		Physician:	
Results:			
Type:			Date:
			_
Results:			

Medication

Side Effec			
Prescribed by			
Time			
Dose			
For			
Medication			
Date			
Date			

Allergy Record

	-			
Medications & Instructions				
Type of Reaction				
Cause of Reaction				
Allergy				
Date				

Durable Medical Equipment (DME) Log

This is a log of all equipment bought, given or rented for your child. Examples: bath chair, wheelchair, ramp, stander and therapy ball. Include any equipment items that are not disposable.

Serial Number & Manufacturer	Type of Equipment & Description	Provider & Phone

Adaptive Equipment

In many cases, children use equipment to ensure ability of communication, mobility, and eating necessities.

Does your child use adaptive equipment?
If yes, what kind of adaptive equipment is used?
When should the equipment be used?
Does your child use a specialized communication device? Yes No If yes, how is the device used and where?
☐ Home ☐ School ☐ Daycare ☐ Extra Curricular Activities
Where is the equipment located and where should it be placed when not in use?

Medical Contacts

Primary Care Physician:		
Address:		
City:	State:	Zip:
Phone:		
Email:		
Specialist 1:		
Address:		
City:		
Phone:		
Email:		
Specialist 2:		
Address:		
City:		
Phone:		
Email:		
Specialist 3:		
Address:		
City:		Zip:
Phone:		
Email:		
Specialist 4:		
Address:		
City:		
Phone:		
Email:		

Medical Contacts

Dentist:		
Address:		
City:	State:	Zip:
Phone:		
Email:		
Pharmacy:		
Address:		
City:		
Phone:		
Email:		
Preferred Hospital:		
Address:		
City:	State:	Zip:
Phone:		
Email:		
Physical Therapist:		
Address:		
City:		
Phone:		
Email:		

Medical Contacts

Occupational Therapist:		 	
Address:			
City:			
	Phone:	 	
Email:		 	
Speech-Language Therap	ist:	 	
Address:			
City:		 State:	 _ Zip:
Phone:		 	
Email:		 	
Early Interventionist:			
Address:			
City:		 State:	 _ Zip:
Phone:			
Fmail:			

Insurance Worksheet

Service		Date		
	Payor #1	Payor #2	Payor #3	
Insurance Name				
Date Bill Submitted				
Amount Paid				
Date Paid				
Balance				

Service			Date
	Payor #1	Payor #2	Payor #3
Insurance Name			
Date Bill Submitted			
Amount Paid			
Date Paid			
Balance			

Service		Date		
	Payor #1	Payor #2	Payor #3	
Insurance Name				
Date Bill Submitted				
Amount Paid				
Date Paid				
Balance				

Immunizations

Please add a copy of your child's updated immunization form in this section.

Evaluations/Assessments/Testing

Please add a copy of any of your child's records in this section.

Specialist Reports

Please add a copy of your specialist reports in this section.





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A toolkit to organize and prepare for education meetings

This workbook will provide you with additional information and support as you continue your child's educational journey.

The handouts and tip sheets provided in this workbook will serve as a resource and navigation tool to help ensure your successful involvement throughout the process. It is our hope and intention to increase the confidence, knowledge, and skills needed to help your child obtain the education, health care, and supplemental services they deserve.

This workbook includes useful information to plan for special education meetings, such as an Individualized Education Plan (IEP), 504 and Individualized Family Service Plan (IFSP). If your child is found eligible for special education services, you will participate in a meeting to develop your child's IEP. As part of the IEP team, you will help plan and make important decisions about your child's future educational needs.

Before the Meeting:

- Know the purpose of the meeting and who will be attending.
- Review your child's records (current IEP and any recent evaluations).
- Request copies of records if you do not already have a copy (IEP, evaluation, Behavior Intervention Plan (BIP)).
- Write down questions beforehand to ensure you do not forget to ask a question in the moment. Leave a space under each question to write answers that correspond to each question.
- Research your child's disability (be informed).
- Know your child's strengths and weaknesses.
 Use the worksheets to write down specific examples.
- Communicate concerns with your child's teacher prior to meeting date.
- Request a draft of the IEP.
- Read assessment reports carefully and ask about parts you do not understand.



During the Meeting:

- Come to all meetings with an open mind.
- Be confident and ask questions.
- Bring the current IEP with questions or areas of concerns marked.
- Bring any outside reports and evaluations to review with the team. This gives everyone a better picture of your child.
- Ask for clarification if anyone uses a term or abbreviation you do not understand.
- Remember the IEP is to be individualized and child centered.
- Ask for additional time to consider important decisions if you are uncomfortable making them on the spot at the meeting or you want to get additional input.
- Look for opportunities to express gratitude to teachers and related staff.
- Be sure everything the IEP team discussed and agreed on for your child is written into the IEP.

After the Meeting:

- Review the meeting minutes and the IEP. If important discussions are missing, write a letter to the school thanking them for their time and note the information missing from the minutes.
- Maintain an organized binder of all of your child's IEP documents, testing, progress reports and other school records.
- Parents and school personnel must work together to make the IEP and placement work for the child by maintaining open communication.
- Parents should receive reports on child's progress toward IEP goals. Keep track to see if your student's goals are being mastered or if they need to be revised at the next meeting.
- Encourage your child, and have high and realistic expectations for them.

Education – Meeting Preparation

Child's Name:	IEP Meeting Date:
Purpose of the meeting:	
My child's strengths:	My child needs the most help with:
	_
My child learns best by:	What supports would help in class?
Information I would like to share:	Concerns I would like to discuss:
Questions for the team:	
	_

FBAs and BIPs

When you have a child with academic, social, or behavioral challenges, your goal is to provide them with the best support available. If your child engages in challenging behavior, additional supports, assessments, and written plans are necessary. These documents provide the educational team with a protocol or plan. This helps them to work collaboratively to reduce challenging behaviors and teach replacement behaviors to your child.

FBA = Functional Behavior Assessment

Information about a problem behavior is collected via direct observation, interviews, and rating scales to determine its function.

The results of an FBA are used to determine why a problem behavior is occurring.

The information gathered is then used to develop a Behavior Intervention Plan

BIP = Behavior Intervention Plan

A formal written document developed following the completion of a Functional Behavior Assesment (FBA).

A BIP outlines the interventions that will be used to reduce, replace, or reinforce desired/ challenging behaviors.

This document provides staff with the most up-to-date behavioral interventions in place for a student.

Tips for a Successful Education Meeting

As schools and families navigate communication, virtual meetings to discuss special education services are becoming a new normal. Below are tips to help family members prepare for remote meetings to discuss a student's Individualized Education Plan (IEP), a Section 504 Plan, evaluation for special education services and other related issues.

- Determine a regular communication plan for regular check-ins with the school.
 That may include email, telephone, text, web-based meetings, U.S. mail, packet delivery by school bus or any other delivery method for corresponding.
- Family caregivers may request meetings and we have provided a template to formalize the request. Please see the sample letter for requesting a meeting on the next page.
- Ask school staff how privacy and confidentiality are protected when a meeting platform has been confirmed. Have any passwords or PINs ready to use when you log in or call into a meeting.

- Before a meeting, ask to sign any necessary paperwork or releases to have special education records sent electronically via email. Special education records can include meeting notifications, IEP or Section 504 documents, assessments, progress reports, Prior Written Notices that describe meetings and planned actions, or other materials that contribute to the program review and goals.
- Review records before the meeting and write down questions to ask during the meeting. We have provided pages for meeting minutes in this section.
- Carefully review goals, services, accommodations, modifications and consider how they might apply or need to be adjusted for current circumstances. Think creatively and prepare to collaborate and request expertise from school staff.
- Consider whether the student will attend the meeting.
- Communicate early—before the scheduled meeting—to request updates about progress, a student's present levels of performance, or other concerns.
- As with in-person meetings, family participants may invite others for support.
 A friend or family member might be able to attend and take notes.

Sample Letter for Requesting an Education Meeting

[Date]

Ms. Jane Doe [Call district office for director's name], Title [Call district office for director's title]

Name of School District

Address of District Office

Re: [Student's name]

Dear Ms. Doe:

I am writing this letter to request that a full and individual initial evaluation be conducted for my child, [student's name], to determine if [he/she] is a child with a disability under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973.

[You should then describe your child's school situation or why you believe an evaluation is needed. You could state that he/she is failing classes or the teachers say he/she has behavior problems. You can also describe any disability you are aware of and include copies of medical records about that disability.]

I request that the evaluation be conducted as soon as possible. I understand that South Carolina follows federal regulations requiring that initial evaluations be conducted within 60 days of a parent's consent. Please provide me with proper information and a consent form.

You may contact me at [give your phone number(s) and times you can be reached; try to give a daytime number].

Sincerely,

[Your signature] [Your printed or typed name] [Your address]

Enclosure(s): [List any medical records or other papers you are sending with the letter; you should NOT send original records]

Copy to: [Name and address of principal of school where your child atends]

[You may want to send your letter "CERTIFIED MAIL, RETURN RECEIPT REQUESTED." This will give you proof that it has been received. If you personally deliver it, ask the school staff to make a copy. Then ask the staff to write "RECEIVED" on the copy and sign and date it for you to keep.]

Education – Meeting Preparation

My Concerns	Based on	Result / Decision

Based on	Result / Decision
	Based on

IEP Meeting Agenda

Having a general idea of what to expect during an IEP meeting can lessen a parent's worry and help you get organized before the meeting. Below is a flexible agenda to help you prepare for your next education meeting. As you read over these, look back at your meeting preparation notes and worksheets. Have you covered all the information you want to bring to the meeting? Remember to email any documents you want to share before the meeting.

Introductions: Names, Titles and Roles.

Discuss the purpose of meeting.

Establish goals and set ground rules.

Review testing or screening if needed.

Discuss present levels and progress.

Discuss academic and behavioral needs.

Share proposed IEP goals.

Look at strategies to address the child's needs.

Determine what accommodations are needed.

Determine a schedule of services and classroom placement.

Summarize meeting.

Documents are sent to all team members. If the meeting is held in person, documents are signed to show attendance and agreement.

Be sure to leave with a clear action plan. Here are key questions to have answered:

- What will happen?
- Who is responsible?
- When will the actions happen?
- Are there timelines?
- How will we communicate for follow through?



TIPS:

Remember to take notes

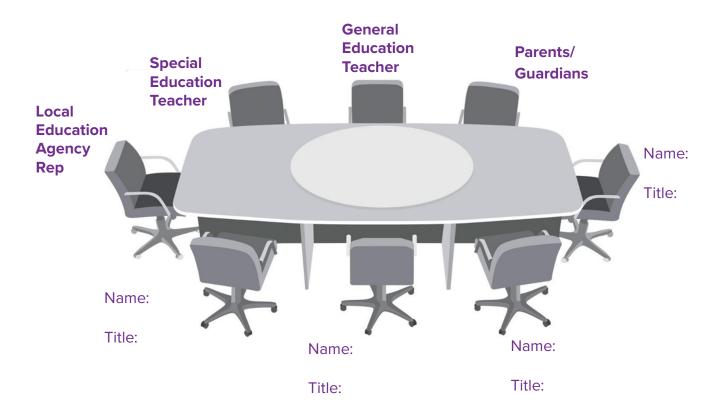
Ask for copies of all paperwork

Ask questions

As with any meeting, any unresolved issues can be addressed in a follow-up meeting

Education Team Meeting Seating Chart

Whether meeting virtually or in-person, it is important to know who you met with and what was said. Use this chart to record who was in the meeting.



Notes about the team:			
	 	 	

Education Meeting Minutes

Child's Name:	Meeting Date:
School or Organization:	
Meeting held via (what virtual platform, phone,	or in-person):
Purpose of the meeting:	
What do I include in my minutes?	
Describe your meeting and the talking points. Did you go over the evaluation, eligibility, and placement?	Make note of any documents that you gave procedural safeguards (send via email: don't forget).
Break down some of the key parts like: present levels, assessments, goals, accommodations, modifications, testing, LRE, ESY, etc.	For outcomes and actions taken, state what was agreed upon as a team and record the date when copies of the paperwork were emailed to everyone.
Minutes:	

Child's Name:	Meeting Date:	_
School or Organization:		_
Minutes Continued:		
		_
		_
		_
		_
		_
		_
		_
		_ _
		_
		_
		_
		_
		_
		_
		_
		70
		-

Child's Name:	Meeting Date:
School or Organization:	
Minutes Continued:	
Militates Continued.	

Child's Name:	Meeting Date:	
School or Organization:		
Minutes Continued:		

Education Meeting Summary

Child's Name:	Meeting Date:
School or Organization:	
Purpose of the meeting:	
Meeting Summary: Fill out at the end and send	
Outcomes and Actions Taken:	

Quick Look • My Child's IEP / 504 plan

Schoolwork Assignments:	
Testing:	
School Services:	
Technology Accommodations:	Seating Accommodations:
Goals:	Ways to Help:

Education / Employment Opportunities:

Please attach copy of IEP or IHP

I go to school at:		Phone #:		
Teacher:		School:		
Nurse:		_		
School OT:	Phone #:	Frequency	y:	
School OT:	Phone #:	Frequency	y:	
School OT:	Phone #:	Frequency	y:	
What is your child's work po	tential and employm	ent history?		
What kinds of support do the	ey receive and from	which agencies?		
Current Place of Employmer	nt:			
Contact Person :				
Address:				
Phone Number:				
Hours/Days worked:				
Previous Employment:				
Contact Person :				
Phone Number:				
What are your child's capabi	lities and skill levels	?		
What other opportunities wo				

IEP Binder Checklist

Complete the worksheets in this booklet (you may want to make extra copies of blank worksheets first). Keep the documents listed below in a folder and keep it with this workbook. Having all your documents together in one place will help when planning and communicating with your school in the future and with tracking your child's progress.

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 communication log)			
Evaluations		Date	s upda	ted
Request or 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 any)	Every time your child is evaluated privately			
IEP		Date	s upda	ted
D 13 1 1 1 2 6 1			ĺ	
Parent's rights & safeguards	Yearly			
Parent's rights & safeguards IEP	Yearly Yearly or more often, if changes are made (and, if your child has had a 504 plan, include that too)			
	Yearly or more often, if changes are made (and, if your child has had a 504			
IEP Prior written notice and	Yearly or more often, if changes are made (and, if your child has had a 504 plan, include that too)	Date	s upda	ted
Prior written notice and meeting notes	Yearly or more often, if changes are made (and, if your child has had a 504 plan, include that too)	Date	s upda	ted
Prior written notice and meeting notes Grades and Work Report cards and progress	Yearly or more often, if changes are made (and, if your child has had a 504 plan, include that too) Yearly or more often, as needed As often as they come from the teacher	Date	s upda	ted
Prior written notice and meeting notes Grades and Work Report cards and progress reports	Yearly or more often, if changes are made (and, if your child has had a 504 plan, include that too) Yearly or more often, as needed As often as they come from the teacher or school At least monthly or as often as you see	Date	s upda	ted
Prior written notice and meeting notes Grades and Work Report cards and progress reports Samples of schoolwork	Yearly or more often, if changes are made (and, if your child has had a 504 plan, include that too) Yearly or more often, as needed As often as they come from the teacher or school At least monthly or as often as you see signs of progress or concern		s upda	
Prior written notice and meeting notes Grades and Work Report cards and progress reports Samples of schoolwork Standardized tests	Yearly or more often, if changes are made (and, if your child has had a 504 plan, include that too) Yearly or more often, as needed As often as they come from the teacher or school At least monthly or as often as you see signs of progress or concern			
Prior written notice and meeting notes Grades and Work Report cards and progress reports Samples of schoolwork Standardized tests Behavior	Yearly or more often, if changes are made (and, if your child has had a 504 plan, include that too) Yearly or more often, as needed As often as they come from the teacher or school At least monthly or as often as you see signs of progress or concern Whenever the results are sent home			

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