



**The Empowered Parent Coaching: [www.inclusiveology.com/theempoweredparent](http://www.inclusiveology.com/theempoweredparent)  
PARENT SUPPORT/NEEDS ASSESSMENT FOR CHILDREN WITH DISABILITIES**

Complete this assessment with your child, gathering information from the home and school setting.

Score your assessment at the end by tallying the totals for "Evident", "Somewhat Evident", and "Not Evident".

**Child's Name:**

**Age and Grade:**

**Date Completed:**

**ELEMENT: Accommodations and Modifications**

Instructional Area/Sub-element	Evident	Somewhat Evident	Not Evident	Additional Information
I'm not sure what this means.				
Teachers are providing your child's accommodations.				
Teachers are providing your child's modifications, if applicable.				
Accommodations are unique to your child based on data and their specific need.				
You know what accommodations are available for your child.				
Your child knows what is available and how to use their accommodations.				
If your child has a 504 plan, relevant accommodations are provided for the classroom and for testing.				
Your child's accommodations for the classroom match testing accommodations.				
You know how to use your child's accommodations/modifications at home.				
<b>TOTAL:</b>				

**Element: Need for Generalization**

Instructional Area/Sub-element	Evident	Somewhat Evident	Not Evident	Additional Information
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I'm not sure what this means.				
What your child learns in Specially Designed Instruction (SDI) is connected back to the general education setting.				
Your child has opportunities to connect new learning to the community or locations outside of the classroom.				
<b>TOTAL:</b>				

**ELEMENT: Positive Learning Outcomes**

<b>Instructional Area/Sub-element</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>Additional Information</b>
I'm not sure what this means.				
Your child's teachers can adjust instruction for their different ability levels.				
If applicable, your child's teacher can modify learning and can adjust learning outcomes based on your child's current ability level.				
Your child's teacher knows how to provide accommodations/assistive technology to increase achievement and a positive learning experience.				
Your child knows how to use accommodations/assistive technology to reach a positive learning outcome.				
You know how to support your child at home for positive learning outcomes.				
<b>TOTAL:</b>				

**ELEMENT: Use of Classroom Assistive Technology**

<b>Instructional Area/Sub-element</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>Additional Information</b>
I'm not sure what this means.				
Your child's teacher uses assistive technology to support your child's learning.				
You and your child's teachers know the purpose of assistive technology tools.				
You and your child's teachers know how to use tools available in the classroom.				
Your child uses assistive technology to increase engagement, independence, and access to learning.				
Assistive technology makes sense for your child.				
Assistive technology is used on a regular basis to access learning.				

You know how to use assistive technology at home to make homework and learning more accessible.				
<b>TOTAL:</b>				
<b>ELEMENT: Specially Designed Instruction (SDI)</b>				
<b>Instructional Area/Sub-element</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>Additional Information</b>
I'm not sure what this means.				
Specially Designed Instruction (SDI) is provided for your child according to their IEP.				
SDI is created for your child based on relevant goals created using data from multiple sources (i.e. formative assessments, state/district assessments, progress monitoring, foundational reading assessments) and not personal opinions.				
Your child's SDI is targeted to address specific skill deficits.				
SDI is provided based on the individual needs of your child (i.e. minutes per week per child vary).				
SDI is progress monitored on a consistent basis.				
You have access to progress monitoring data to see your child's improvements.				
<b>TOTAL:</b>				
<b>ELEMENT: Innovative Assessment</b>				
<b>Instructional Area/Sub-element</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>Additional Information</b>
Your child is given some informal assessments to check for progress.				
Your child is able to "show what they know" based on their individual strengths.				
Your child can use assistive technology tools to more effectively show progress.				
Your child receives accommodations on assessments to ensure equity.				
<b>TOTAL:</b>				
<b>ELEMENT: Visual Supports and Routines</b>				
<b>Instructional Area/Sub-element</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>Additional Information</b>

Visual supports/learning vary based on the needs of your child.				
Visual supports are used to encourage independence.				
Visual supports are used to support structure and procedures.				
Visual supports and assistive technology tools are used to encourage engagement and focus.				
Classroom routines are developed and adhered to to ensure success and independence.				
Classroom routines are revisited and adjusted as needed.				
Individual routines are created, as needed, to increase your child's independence.				
You have routines and processes at home to encourage independence and focus.				
<b>TOTAL:</b>				
<b>ELEMENT: Environmental Design and Arrangement</b>				
<b>Instructional Area/Sub-element</b>	<b>Evident</b>	<b>Somewhat Evident</b>	<b>Not Evident</b>	<b>Additional Information</b>
Your child's classroom is arranged so every child can navigate all spaces.				
Your child is provided with flexible seating options.				
There are spaces in the classroom for collaborative learning.				
There are spaces in the classroom for individual learning.				
Your child knows the process for changing their learning location.				
Your child was taught how to use flexible seating.				
Your child was taught how to use flexible classroom tools (i.e. clipboards, white boards).				
Your child was taught how to move and engage in a flexible space.				
The classroom environment is designed for maximum independence.				
You have flexible spaces at home to support independence and focus.				
<b>TOTAL:</b>				
<b>TOTAL FOR ALL AREAS:</b>				

<b>This assessment may be emailed to: <a href="mailto:dj@inclusiveology.com">dj@inclusiveology.com</a> for further guidance and planning.</b>				
<b>Kudos to you for wanting the best for your child! DJ Nicholson, The Empowered Parent Coach</b>				