

PPT Meeting Reflection Questions Worksheet

Families can use this worksheet to prepare for PPT meetings. This can be completed individually or with your child, or with other supportive adults in their life whose input would be valuable in developing the educational program for your child.

1. What are our concerns as a family?

The response to this question will help develop the “Present Levels of Academic Achievement and Functional Performance” section of the IEP. Consider your answers to the following questions.

Question	Response
<i>What does your child say about school? What do they tell you they like about school? What do they tell you they don't like about school?</i>	
<i>Is it easy or hard to get them out of the house for school?</i>	
<i>How does your child's experience at school compare to that of their siblings?</i>	
<i>If school was ever a good experience for your child, what made it good?</i>	
<i>If school was ever not a good experience for your child, what made it not good?</i>	
<i>What is it like doing homework or studying with your child?</i>	

2. What considerations should be taken into account?

The response to this question will help develop the “Special Considerations” section of the IEP. Consider your answers to the following questions.

Question	Response
<i>Do you believe that your child's behavior interferes with their learning or the learning of others? If so, how?</i>	
<i>Does your child speak, read, or understand English?</i>	
<i>Is your child blind or do they have a visual impairment?</i>	
<i>Which school topics do you and your child talk about?</i>	
<i>How do you and your child communicate?</i>	
<i>How does your child communicate with others outside of your home?</i>	
<i>Do you have any concerns about your child's ability to communicate?</i>	
<i>How might technology help your child with the demands of school?</i>	

3. Where is my child now?

The response to this question will help develop the “Present Levels of Academic Achievement and Functional Performance (PLAAFP)” section of the IEP. This section will largely include data from the school-based team members, but there are things you can do to prepare for this discussion.

Action Item and Notes
<p>Review the PLAAFP statement from your child’s current IEP:</p> <ul style="list-style-type: none">• What types of information were included?• Where did the information come from?• Which teachers and support staff shared input?
<p>Ask your child’s teacher if they will be bringing a draft version of the IEP to the PPT meeting. If so, request that the draft be provided to you in advance of the meeting.</p>

4. Where do I want my child to be?

The response to this question will help develop the “Goals and Objectives” section of the IEP. Review the items below prior to the meeting to prepare to contribute to the goal formation discussion.

Action Item and Notes
<p>Review the Goals and Objectives from your child’s current IEP with the progress monitoring documents you were provided with throughout the year. Has your child progressed, regressed, or stayed at their same performance on their goals?</p>
<p>If there was a lack of progress, did your child’s team respond in any way? If you do not have progress monitoring documentation, ask about this at the PPT meeting.</p>

Consider asking the following questions during the PPT meeting:

- How does this goal compare to where other students in that grade or age are?
- Why did we pick this as a goal? Is this the most important skill my child needs to learn in order to be successful?
- How was this goal informed by the PLAAFP we discussed?
- How will meeting this goal help my child?

5. How do we get my child to where we want them to be?

The response to this question will contribute to the “Special Education and Related Services,” “Supplementary Aids and Services,” and “Placement in the Least Restrictive Environment” portions of the IEP. To prepare for this discussion, review the items below.

Action Item and Notes
<i>Review the Special Education and Related Services from your child’s current IEP. Were the services provided as outlined in the IEP? Note if your child talks about receiving these services. If so, what do they say about them?</i>
<i>Review the Supplementary Aids and Services from your child’s current IEP. Were the services and supports provided as outlined in the IEP? Note if your child talks about receiving these services. If so, what do they say about them?</i>
<i>Review the Placement in the Least Restrictive Environment from your child’s current IEP. What questions did the PPT answer to make this decision? Do you think the answers have changed since your last meeting?</i>
<p>Consider asking the following questions during the PPT meeting:</p> <ul style="list-style-type: none">• What special education services does the school currently provide to other students?<ul style="list-style-type: none">○ What is the purpose of each of these?○ What is the profile of a typical student receiving these services?• What related services does the school currently provide to other students?<ul style="list-style-type: none">○ What is the purpose of each of these?○ What is the profile of a typical student receiving these services?• Why are we deciding to provide services in that location and for that length of time?

- *What other supplementary aids and services exist?*
 - *You may want to ask specifically about assistive technology or an assistive technology assessment if your child has not yet received one.*
 - *Is there a plan to decrease these aids and services?*
- *What would my child need to do to receive their education in a less restrictive environment? This question should be addressed subject-by-subject.*
- *What are the features of the learning environments offered at this school?*
 - *This may include student-to-teacher ratios, materials used, instructional strategies used, curriculum, behavior management techniques, etc.*