



The Parents' IEP-504 Action Plan Guide & Workbook

THE STEPS YOU CAN TAKE TO GET YOUR
CHILD THE ACCOMMODATIONS THEY
NEED TO BE SUCCESSFUL AT SCHOOL

By Kyle Hill
Founder Of The RechargED Family

www.rechargedfamily.com

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Intro

Learning the action plays outlined in this guided workbook can help your IEP or 504 child get the support and accommodations they need to be successful at school. The process focuses on what you can do to gather helpful information and share it with the school-based team. It all starts with you, the parent/guardian, identifying the appropriate accommodations that you think would be right for your child, and then communicating this information with the school 4 to 5 weeks in advance of the upcoming meeting. If you offer these ideas as respectful suggestions (not mandates), it can allow the school-based team to develop an understanding of what supports you believe would be helpful. This assists the school with drafting the IEP or 504 plan, because they can take your important ideas into consideration while also combining their focus points too. Implementing this process allows all members of the team to have input prior to the meeting, which allows IEP or 504 meetings to run smoothly.

You are probably wondering how you figure out what accommodations your child may need or where to find them? No worries. We'll share all of that information with you in this guide. In the upcoming pages you will learn how to implement this 4-step plan. You have workbook pages that will help you take action on this plan so that your child will get the support and accommodations that they need to have even greater success!



Roadmap of the Process

IDENTIFY THE TARGET
AREAS

FIND THE RIGHT
ACCOMMODATIONS FOR
YOUR CHILD

ORGANIZE THE
ACCOMMODATIONS

SHARE THE
ACCOMMODATIONS
WITH THE SCHOOL

Part 1

TARGET THE AREAS OF IMPROVEMENT

Identify Your Child's Target Areas

What areas does your child need to work on?

The process begins with you identifying the specific areas to focus on for your child to improve. If they already have an existing IEP or 504 plan, this may be outlined for you in those documents. You want to find specific areas to focus on, not broad categories. For example, instead of READING being the focus area, maybe your child needs to focus on reading decoding or comprehension. These would be your "Target Areas". Another example would be, if your child needs to focus on improving behaviors. BEHAVIOR would not be the target area of focus. Instead, you want to choose a topic that is more specific. Maybe your child needs to improve on their "attention to tasks" or their ability to "self regulate their emotions". These would be the target areas. In this plan you do not need to research to find how to best improve your child's abilities within these areas. Instead, this will be the role of the school or the team to address during the meeting.

So now go ahead and identify the target areas. You might even find them on the current IEP or 504 plan. Then in Part 2, you will learn how to search for possible accommodations that align with these targets.

Target Area #1

Target Area #2

Target Area #3

Part 2

IDENTIFY THE RIGHT ACCOMMODATIONS

Identify The Right Accommodations For Your Child

What accommodations would help your child with these targeted areas?

Now that you have identified the target areas to focus on for improvement, you will want to search for the right accommodations for your child. Not every accommodation that is listed during a search will be a good fit for them. You want to focus on the options that you feel will be appropriate. Using these search ideas below, find the “right” supports that you think will help them have success. Here’s what you can do:

Option 1: Google Search

- Go to Google and search for accommodations within your child’s disability type, and include the targeted area that you are focusing on. As a “Pro Tip”, if you add PDF to the end of your search listing, you will be able to filter out many of the unneeded options that will pop up. For example, if you are searching for accommodations for your child with ADHD that struggles with attention to tasks, you could search, “Accommodations list for an elementary school student with ADHD who struggles with attention to tasks PDF”.

Option 2: Use an AI Platform, Like Chat GPT (Recommended Option)

- Go to Chat GPT and search for a specific criteria. Option 2 is the preferred method because you can individualize your search parameters. Be as specific as you possibly can, as this will generate a list of usable accommodation options. Using the same example from the previous option, you could type, “Create a list of possible accommodations for a 2nd grade student with ADHD who struggles with attention to tasks”.

THIS VIDEO can guide you through this process.

Part 3

ORGANIZE THE ACCOMMODATIONS

Analyze And Organize The Accommodations

In the space below, you will want to list all of the possible accommodations for each individual target. Once you have done this, you will then analyze which accommodations you think would be most helpful for your child. Remember that not all accommodations that are listed will be the right ones. Circle the most important accommodations that you would like to focus on after this analysis.

Target Area #1 _____

Possible Accommodations:

Part 3

ORGANIZE THE ACCOMMODATIONS

Analyze And Organize The Accommodations

Target Area #2 _____

Possible Accommodations:

Target Area #3 _____

Possible Accommodations:

Part 4

SHARE YOUR ACCOMMODATION IDEAS

Email The School Your Accommodation Ideas

You have done all of the work to find the right accommodations for your child. Now it is time to let the school know which supports you think would be most beneficial. In the spaces below you can organize your thoughts. You want to be very thoughtful and respectful with this email that you send to the school. Make sure that you tell the school that you would like to share some possible accommodation ideas for the upcoming IEP or 504 plan. Let them know that these ideas are merely suggestions and you are excited to hear their input about these options too. You will want to send this email about 4-5 weeks prior to the meeting, because many schools begin the drafting process well in advance of the meeting. Do not list a bunch of accommodations here. Only share the ones that you believe will be the most effective.

ACCOMMODATION/SUPPORT AREA #1 _____

Notes:

Part 4

SHARE YOUR ACCOMMODATION IDEAS

ACCOMMODATION/SUPPORT AREA #2 _____

Notes:

ACCOMMODATION/SUPPORT AREA #3 _____

Notes:

Other Helpful Resources!

As an Education Professor, former long term special and general educator and proud father of 3 kids with their own unique needs and individualized plans for school, Kyle Hill, the Founder of the RechargED Family, is committed to helping parents work with schools so that kids can receive the support that they need to be successful. He has a wide variety of resources available. Be sure to check out them out!

RechargED Family
Website

RechargED Family
Podcast



IEP-504
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Workshops