# From Unique Needs to Individualized Services on Your Child’s IEP:

# Records Review

The chart below is completely editable.

* The field for each category of educational need will automatically expand depending on how many bullets you list.
* Delete any categories that do not apply to your child.

[**How to use this chart to review your child’s special education records**](https://www.pacer.org/parent/iep/iep_services_check/)

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| NEEDS: Intellectual functioning (cognitive impairment, needs related to processing speed or working memory) | SERVICES/SUPPORTS on the IEP: Intellectual functioning |
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| NEEDS: Academic performance, reading  | SERVICES/SUPPORTS on the IEP: Academic performance, reading |
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| NEEDS: Academic performance, math | SERVICES/SUPPORTS on the IEP: Academic performance, math |
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| NEEDS: Academic performance, writing | SERVICES/SUPPORTS on the IEP: Academic performance, writing |
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| NEEDS: Executive functioning (difficulty with organization, planning & prioritizing, task initiation & completion) | SERVICES/SUPPORTS on the IEP: Executive functioning |
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| NEEDS: Speech, language, communication | SERVICES/SUPPORTS on the IEP: Speech, language, communication |
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| NEEDS: Health | SERVICES/SUPPORTS on the IEP: Health |
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| NEEDS: sensory needs related to Vision and/or Hearing impairment | SERVICES/SUPPORTS on the IEP: Vision and/or Hearing impairment |
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| NEEDS: Gross motor (large muscle movements such as difficulty climbing stairs, catching a ball, pedaling a bike, etc.) | SERVICES/SUPPORTS on the IEP: Gross motor |
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| NEEDS: Fine motor (small muscle movements such as difficulty cutting with scissors, holding a pencil to write, zipping a jacket, etc.) | SERVICES/SUPPORTS on the IEP: Fine motor |
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| NEEDS: Sensory regulation (when your child has a significantly higher or lower tolerance for specific sensory experiences/environments) | SERVICES/SUPPORTS on the IEP: Sensory regulation |
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| NEEDS: Social, emotional, behavioral | SERVICES/SUPPORTS on the IEP: Social, emotional, behavioral |
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| NEEDS: Activities of Daily Living (difficulty eating, dressing, toileting, transferring from a chair to standing, etc.) | SERVICES/SUPPORTS on the IEP: Activities of Daily Living |
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| NEEDS: Assistive Technology | SERVICES/SUPPORTS on the IEP: Assistive Technology |
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| NEEDS: Transition to Postsecondary education & training | SERVICES/SUPPORTS on the IEP: Postsecondary education & training |
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| NEEDS: Transition to Employment | SERVICES/SUPPORTS on the IEP: Employment |
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| NEEDS: Transition to Independent living | SERVICES/SUPPORTS on the IEP: Independent living |
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**It’s also important to review the documentation of your child’s strengths, interests, and preferences in the school district Evaluation Report and in the Present Levels of your child’s current IEP.**

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| STRENGTHS, INTERESTS, & PREFERENCES | SERVICES/SUPPORTS on the IEP are shaped by my child’s strengths, interests, and preferences in the following ways: |
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