



FAMILIES TO THE MAX Tip Sheet

Presuming Competence

In the Fall/Winter of 2019, FAMILIES TO THE MAX (F2MAX) presented the training, **Presuming Competence: Moving from Theory to Practice in the IEP**. Families and educators shared stories and ideas that assisted school teams in thinking about how presuming competence can be reflected in a student's IEP. Looking at the list below, can you think of other ways to presume competence for your children?

Ways to Reflect Presuming Competence in the IEP

At IEP Team Meetings

- Have your child attend IEP meetings
- Create and bring your child's Vision Statement to IEP meetings
- Think of ways the IEP can support that vision

Supports for School Personnel

- Engage general education teachers in modifying general education materials
- Create time for general and special education teacher to collaborate
- Schedule meeting times between parents, teachers, therapists, and instructional assistants

Augmentative and Alternate Communication (AAC)

- Create opportunities for peers to explore your child's AAC device and independently use the device to engage with your child
- Create time for the IEP team to have training on use of your child's AAC device

Presumption and Practice

- Assume your child has something to communicate
- Create and/or facilitate opportunities for your child to develop peer relationships
- Presume competence in your child's abilities, even if challenging behaviors exist



"My child is smart. He just learns differently."
— Kim, parent

"Presume competence, even when it's scary."
— Anita, parent



The contents of this document were developed under a grant from the U.S. Department of Education, #H323A170023. However, those contents do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government. Project Officer, Tara Courchaine



HUNE: 215-425-6203
La línea de asistencia de FAMILIAS A LO MÁXIMO
215-595-5866



PEAL
866-950-1040



PaTTAN
800-441-3215