

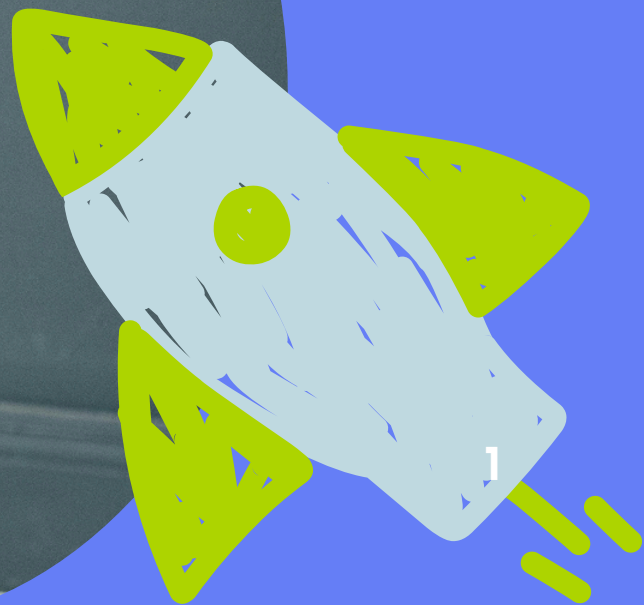


PARENTS IN
TRAINING INC.

LEAF WRAPAROUND
LOVE-BASED EDUCATION FOR ADOPTIVE FAMILIES

The IEP Script for Adoptive Parents of Children Ages 8–12

A calming, trauma-responsive
tool you can use in school
meetings



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Warm Intro

School meetings can be overwhelming—especially when you’re parenting a child with a trauma history and the room feels filled with judgment or misunderstanding. You’re not alone.

Adoptive families face layers that most educators never see. This script gives you the exact words to stay calm, centered, and connected. Use it like a grounding tool. Breathe. Go slow.



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THE SCRIPT

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Read or Adapt Word-for-Word

1. Opening the Meeting

- “Before we start, I just want to say thank you for meeting with me today.”
- “My goal is for us to work as a team around my child.”
- “I may take a pause at times—that’s just me staying regulated.”

2. Explaining Trauma Without Oversharing

- “My child came to us through adoption, which means their early experiences shaped how their brain responds to stress.”
- “When you see big behaviors, it’s not disrespect—it’s survival.”
- “I’m sharing this so we can understand what’s underneath the behavior, without going into private details.”

3. Requesting Accommodations

- “My child needs support that lowers stress, not increases it.”
- “Can we add more sensory breaks or movement?”
- “What would it look like to create predictability during transitions?”

THE SCRIPT

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4. When a Teacher Blames Behavior

- “I hear your concern. What I’m noticing is that these behaviors usually happen when my child feels overwhelmed.”
- “Instead of asking ‘How do we stop the behavior?’ can we explore ‘What stress might be driving it?’”
- “My child isn’t giving you a hard time—they’re having a hard time.”

5. Advocating Without Conflict

- “I want to make sure we understand each other. Can I repeat back what I heard?”
- “I’m not pushing back—I’m clarifying.”
- “Let’s focus on what helps regulate my child so learning can happen.”

6. Closing

- “Thank you for taking the time today.”
- “Can we summarize what we’re each responsible for?”
- “Let’s schedule a quick check-in in two weeks to see what’s working.”



REAL EXAMPLES

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How to Use These Examples in Your School Meeting

These examples show you **exactly how to talk to the school** about behaviors that come from overwhelm, not defiance.

You can use this language during an **IEP meeting** or any conversation with teachers to explain what your child's nervous system is experiencing — and what support would actually help.

Each example includes:

- ★ A real situation
- ★ The suggested wording to use
- ★ And a brief explanation of why this approach helps

Example 1 – Math Shutdown

What to say in the meeting:

“Math has become a stress trigger for my child. When their brain shifts into survival mode, they can't access higher thinking. Instead of interpreting shutdown as refusal, could we add a 2-minute movement break before math and use a visual step-by-step card? These supports help them stay regulated enough to learn.”

How this helps: This language teaches the school that shutdown is a **stress response**, not a behavioral choice. Movement + visual sequencing gives the child's nervous system predictability and regulation, which increases their ability to participate in math.

Example 2 – Homework Meltdowns

What to say in the meeting:

“Homework is overwhelming my child to the point that they dysregulate. When they reach that level of stress, learning stops. I’d like to request a reduced homework load so we can protect connections at home and keep school feeling safe and achievable for them.”

How this helps: The school learns that homework is not a motivation problem — it's a **nervous system overload problem**. Reducing workload protects regulation and relationships, which are essential for learning in adopted children.



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Additional Support for California Families

Leaf Wraparound provides services by county referral only. This resource is educational and does not guarantee eligibility or enrollment.

If you live in California and feel like you need additional support, we have something for you.

There is currently one wraparound program in the state of California built entirely on the Fear to Love methodology. This is not a traditional behavior-based system. It is a trauma-responsive, relationship-first support model designed specifically for AAP adoptive families raising children with complex needs.

This program offers:

- A dedicated team trained in Fear to Love principles
- In-home and community-based support
- Emotional regulation coaching for both child and caregiver
- Connection-focused strategies that prioritize safety and healing
- Help navigating school, therapy, and family systems without blame or shame Support is offered for FREE for AAP Adoptive families.

You don't need to translate your reality to professionals who don't "get it."

You don't need to choose between support and philosophy.

This program speaks your language because it was built for families like yours.

To learn more about eligibility and next steps visit us here >



Healing doesn't have to happen alone. If you're in California, your team is already waiting.