

OCD 504 / IEP Meeting Worksheet

WHATIF THERAPY

A one-page planning tool for turning concerns into observable, measurable school supports

whatiftherapy.com

STUDENT

DATE

MEETING

☐

504

☐

IEP

☐

Other

1 Describe the educational impact

Use specific examples, not labels

WHAT HAPPENS? INCLUDE FREQUENCY, DURATION, SETTING, AND EFFECT ON LEARNING OR PARTICIPATION.

Example: 'She rewrites one paragraph for 45 minutes and misses the submission deadline.'

2 Plan supports without strengthening OCD

Bring 1-3 priority patterns

OCD PROBLEM / TRIGGER	WHAT STAFF MAY OBSERVE	POTENTIAL SUPPORT	WHAT COULD REINFORCE OCD

3 Agree on the response plan

Make vague supports concrete

WHEN MY CHILD ASKS TO LEAVE CLASS OR SCHOOL, STAFF WILL:

WHEN MY CHILD SEEKS REASSURANCE OR GETS STUCK, STAFF WILL:

DESIGNATED CONTACT

HOW SUCCESS WILL BE MEASURED

4 Confirm ownership and follow-up

Leave with names, dates, and next steps

ACTION / NEXT STEP

PERSON RESPONSIBLE

DUE DATE

PLAN REVIEW DATE

QUESTIONS STILL UNANSWERED

Ask: Does this support improve access and participation? Could it make avoidance, rituals, or reassurance easier? How will we review it?

Educational tool only - not legal or individualized clinical advice. Eligibility and services depend on the child, evaluation, school setting, and applicable law.