

Standing Up for Me

Strategies for Teaching Self-Determination Skills

Bureau of Exceptional Education and Student Services Florida Department of Education Revised 2012



Primary

Standing Up for Me Understanding the IEP



What Is an IEP?

All About Me





Personal Goal Setting

Project 10: Transition Education Network Revised 2012

Summary of Understanding the IEP Lessons Primary

What Is an IEP? (2 lessons)

Students first learn about the planning process by planning an event. The acronym "IEP" is explained. The concept of an IEP is then introduced using dolls or stuffed animals representing unique individuals.

All About Me (3 lessons)

Students develop a booklet in which they draw pictures representing and briefly describing things they do well at school, home, and in the community. They also describe things they need help with or want to learn at school.

Personal Goal Setting (2 lessons)

The concept of a goal is defined and students identify things they want to do, learn, and do better. Students develop individual goals for each day and then for the week as an ongoing process.

What Is an IEP?

Primary

Objective

The student will understand a planning process.

- Explain the steps needed to plan an event (e.g., things to buy, food, location, activities, guests, date, time, etc.).
- Have students plan an event such as a birthday party (whole class or small group).

What Is an IEP?

Primary

Objective

The student will know that a school plan is developed for him/her each year.

Materials

- IEP acronym overhead
- Three dolls or stuffed animals

- Tell students that they are going to begin learning about their special needs and the special help they are given at school. Explain that students who have special learning needs are called exceptional students. The special help they get at school is called exceptional student education or ESE. Explain to students that they are each in exceptional student education because they need extra help to do well in school.
- Refer to the plan developed in the previous lesson and introduce the concept that a plan is written every year to help each student in exceptional student education learn better in school.
- Identify the plan as an IEP, which stands for Individual Educational Plan.
- Identify the I as meaning "individual," E as meaning "educational," and P as meaning "plan." Discuss what each letter means. (e.g., "I" for individual means, "You, and each one of you is different"; "E" for educational means, "What you will learn in school"; "P" for plan means, "What is written down that you will learn in a year.")
- To help students understand what an IEP is, use three dolls or stuffed animals. Describe each doll/stuffed animal as a unique individual. Samples:
 - Doll A: Knows all her numbers, stays in her seat, and does her work. She does not know her letters.
 - Doll B: Knows all his letters and numbers. His friends have trouble understanding what he says because he doesn't say all his sounds correctly.

- Doll C: Knows all her letters and numbers. She doesn't finish her work or follow the teacher's directions.
- List names of the dolls/stuffed animals on the board. Ask the class to identify the individual needs of each one. Remind students that they each also have individual needs.
- Tell students that each year their teachers and parents write a plan just for them called an IEP. They write a different plan for each of them about what they need help with in school.



Individual



Educational



All About Me

Primary

Objective

The student will identify what he/she is able to do well at school, at home, and in the community.

Materials

- "All About Me" book handouts (one per student)
 - Things I do well at school
 - Things I do well at home
 - Things I do well in the community

Note to teacher: Duplicate and cut in half pages for the entire booklet for each student prior to starting this lesson. This is the first of three lessons in which each student will be developing a booklet.

Procedure

- Have students brainstorm things they can do well at school as a whole group. Write the list on the board.
- Tell the students to think of things they do well in school.
- Have students complete the "All About Me" book page about what they can do well at school by drawing at least two things they are able to do well.
- Have students write a sentence to describe what is in the picture on the page. If students are not able to write a sentence, they may dictate the sentence to the teacher.

Note to teacher: Repeat above lesson during different sessions for home (chores, personal needs) and community (sports, scouts, church) for a **total of three pages per student** for the "All About Me" book.

Things I do well at school:



Things I do well at school:



Things I do well at home:



Things I do well at home:



Things I do well in the community:



Things I do well in the community:



All About Me

Primary

Objective

The student will identify what he/she needs help with or wants to learn at school.

Materials

- "All About Me" book handouts (one per student)
 - Things I need help with or want to learn at school
- Dolls or stuffed animals from previous lesson

- Discuss the individual needs of the dolls/stuffed animals used in the previous lesson.
- Provide time for students to think of something they need help with at school.
- Have students complete the "All About Me" book page regarding things they need help with at school by drawing a picture identifying at least one thing they need help with at school.
- Have students write a sentence to describe what is in the picture on the page. If students are not able to write a sentence, they may dictate the sentence to the teacher.

Things I need help with or want to learn at school:



Things I need help with or want to learn at school:



All About Me

Primary

Objective

The student will put together a complete book about himself/herself.

Materials

- Completed "All About Me" book pages
- "All About Me" book cover (one per student)

Procedure

- Have students decorate a cover for their "All About Me" books.
- Have students attach the cover to the pages that show what they can do well at school, home, and in the community and what they need help with at school.

Note to teacher: Save this booklet for teacher and student assistance with IEP development. Share this booklet with parents at an open house or a conference.

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Personal Goal Setting

Primary

Objective

The student will learn goal setting skills.

Materials

- Various magazines with pictures that could illustrate student goals
- Construction paper (one sheet per student)

Procedure

- Define goal: A goal is something each person decides he/she wants to do. Explain that we all have many goals in many different areas and that these goals can change. Tell students people have goals for many things, such as (give an example of a goal for each):
 - What you want to do
 - What you want to have
 - What you want to learn
 - Where you want to go
 - What you want to do better
 - What you want to try
 - What you want to change
- Have students share goals they have in any of these areas.
- Ask students to cut pictures from magazines and other sources that are available to make collages displaying goals they might have.
- Allow time for students to share their collages with the group.

This lesson and handout was adapted from *It's My Life: Preference-Based Planning for Self-Directed Goal Meetings* (pp. 40-47), 1994, Salt Lake City: New Hats, Inc.

Personal Goal Setting

Primary

Objective

The student will develop specific individual goals.

Note to teacher: This is an ongoing process to start at the beginning of the year. This may involve multiple lessons.

Materials

- Completed "All About Me" booklets
- "Goal for Today" handout (one per student per day)
- "Goal for the Week" handout (one per student per week)
- Parent cover letter regarding personal goal setting
- Blank copies of "Goal for Today" and "Goal for the Week" handouts (one of each per family)

- Explain to the students that they are now going to be developing individual goals for a day and/or a week (depending upon what the teacher decides).
- Identify a few personal goals as examples.
- Remind students that when they completed their "All About Me" books, they wrote and drew a picture about something they need help with or something they need to learn at school. Have them review the books to refresh their memories. Explain to students that as they begin developing their goals, they can use what they wrote in the book or think about something new that they want to do or learn.
- Have students develop one daily goal using the "Goal for Today" handout. Review and evaluate each goal at the end of the day.
 - Repeat as necessary until students understand this concept.

Once students understand the concept of setting a daily goal, expand to a weekly goal. Have students develop one weekly goal using the "Goal for the Week" handout. Review and evaluate each goal at the end of the week
 Repeat as necessary until students understand this concept.

Note to teacher: Have students illustrate their daily and weekly goals in the box on each handout. Students can write or dictate their goals under the illustration.

- As a homework assignment, encourage students to share and discuss their daily and weekly goal handouts with their parents on an ongoing basis.
- After students have learned to develop daily and weekly goals, send the parent cover letter regarding personal goal setting home along with blank copies of the "Goal for Today" and "Goal for the Week" handouts. Encourage students to develop daily and weekly goals at home with their parents.

Note to teacher: Developing individual goals is a skill from which all students can benefit and can be included in elementary portfolios.

	Goal Fo	or Today	
Name:		Date:	
Goal:			
	l Met My Goal Today!		
Droiget 101 Tran	,	18	

	Goal For T	ne Week	
Name:		Date:	
Goal:			
			ስ
	I Met My Goal This Week!		
		E	
	19		

Dear Parents:

The students in my class have been learning about developing personal goals at school. You are encouraged to assist your child in developing and achieving personal goals at home.

Enclosed are forms used at school in case you would like to use the same forms at home. Please contact me if you would like additional copies of these forms.

Sincerely,

Self-Directed IEP Skills



Presenting Yourself

Writing Invitations

Being Present



Making Introductions

Thanking Everyone

Putting It All Together



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Summary of Self-Directed IEP Skills Lessons

<u>Primary</u>

Presenting Yourself (5 lessons)

Appropriate and inappropriate attire for IEP meetings and good hygiene skills are discussed and demonstrated. The use of proper facial expressions, body language, and taking turns are addressed through discussion, modeling, and role-play activities.

Writing Invitations (1 lesson)

Students identify those people who must be invited to their IEP meetings. Personal invitations from the students are sent.

Being Present (1 lesson)

Students create a reminder note for themselves and their parents regarding the IEP meeting. A letter describing the Self-Directed IEP process is sent home.

<u>Making Introductions</u> (1 lesson) Students practice introducing the IEP team members.

Thanking Everyone (1 lesson)

The purpose and procedure for thanking IEP meeting participants is explained. Students are given the opportunity to practice.

Putting It All Together (1 lesson)

Students complete a help sheet that can be used at the IEP meeting with individual information regarding making introductions and thanking everyone.

Summary of Self-Directed IEP Process

Primary

I.	Teacher	Describe the Self-Directed IEP process to everyone before the IEP meeting begins. Have copies of the steps available for everyone to see or hang a poster of the steps for all to see (can use Self-Directed IEP Skills cover page).
II.	Teacher	Begin the meeting by stating the purpose.

- III. Student Introduce everyone at the meeting (teacher may need to prompt).
- IV. Teacher Discuss the present level of academic achievement and functional performance. Ask the student and others for input about strengths and needs.
- V. Teacher Continue meeting to complete the IEP and ask the student and others for input, as appropriate.
- VI. Everyone Sign the IEP.
- VII. Student Thank everyone.

Primary

Objective

The student will recognize the difference between appropriate and inappropriate attire for an IEP meeting.

Materials

- Oversized, wrinkled, stained shirts
- Stained or torn pants
- Acceptable-looking clothing

- Have students define appropriate and inappropriate attire for an IEP meeting through a brainstorming activity.
- Have students distinguish between appropriate and inappropriate attire.
- Role Play/Sharing: "Fashion Show" Have students take turns dressing appropriately and inappropriately, then parading through class individually. The class should give a thumbs up/thumbs down according to selected dress.

Primary

Objective

The student will demonstrate good hygiene skills.

Materials

- Hand soap
- Washcloth
- Toothbrush
- Hairbrush
- Doll or mannequin

Procedure

- Explain to students the importance of presenting themselves by using good hygiene.
- Brainstorm ways to keep clean (e.g., brush teeth, comb hair, wash hair, wash hands and face, bathe or shower daily, use tissue when needed).
- Role Play/Sharing:
 - Demonstrate hand washing techniques
 - Demonstrate face washing techniques
 - o Demonstrate proper bathing techniques using a doll
 - Demonstrate proper ways to brush teeth
 - Demonstrate proper hair washing techniques

Additional Activities

- Show videos on related topics.
- Ask the school nurse to do a class presentation.
- Ask a dental hygienist to do a class presentation.

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Primary

Objective

The student will use proper facial expressions.

Procedure

- Define proper facial expressions (e.g., use a friendly face; demonstrate attentiveness).
- Discuss how facial expressions can communicate what a person is thinking (e.g., a friendly or unfriendly look).
- Model facial expressions for different situations, and have students use a thumbs up/thumbs down to indicate appropriateness.
- Role Play/Sharing:

Use the following scenarios for role-play activities:

- A teacher asks you to walk in the hallway
- A parent asks you to do a chore
- A friend is playing with your favorite toy and you want it back
- You are at a meeting with teachers and parents and somebody says something that you like/do not like

(Correct any improper responses and praise students for their efforts.)

Primary

Objective

The student will use appropriate body language.

- Define body language (e.g., hand gestures, posture, eye contact).
- Discuss appropriate and inappropriate body language skills.
- Discuss how body language communicates what a person is thinking.
- Role play the following correctly for students:
 - Hand gestures
 - o Posture
 - o Eye contact
- Have student volunteers role play the following correctly:
 - Hand gestures
 - Posture
 - Eye contact
- Sample scenarios for role-play activities:
 - A parent asks you to clean your room and you don't want to do it
 - You are assigned to work on a project with a student who is not your friend
 - The teacher is talking for a long time and you are bored
 - A visitor comes into the classroom
 - You are at a meeting with your parents and teachers to talk about your IEP. (The class should provide feedback with thumbs up/thumbs down.)

Primary

Objective

The student will demonstrate turn taking in a conversation.

- Define turn taking during a conversation (e.g., wait until another person finishes speaking before beginning to speak).
- Have students brainstorm appropriate ways to be recognized in different situations:
 - With friends (e.g., playing, talking)
 - At home (e.g., parent on the phone, dinner table, adults are talking to each other)
 - \circ In the classroom (e.g., question for a teacher, emergency, circle time/small group)
 - At your IEP meeting (e.g., you have an idea or a question)
- Have students role play the above situations using thumbs up/thumbs down to identify appropriate turn taking.

Writing Invitations

Primary

Objective

The student will identify who needs to be invited to the IEP meeting and complete invitations for his/her IEP meeting.

Materials

• Sample IEP invitations

Procedure

- Discuss and list who must be invited to an IEP meeting.
- Have students participate in the creation of IEP invitations.

Additional Activity

• Have students practice writing invitations for various school activities throughout the school year (e.g., parent/teacher conferences).

Resources

• Publishing software

 :9msN
 Place:
 :9miT
 :916C

Please attend my IEP (Individual Educational Plan) meeting!



You're You're Invited Please come to my IEP (Individual Educational Plan) meeting
Date:
Time:
Place:
Thank You!

Being Present

Primary

Objective

The student will attend his/her IEP meeting.

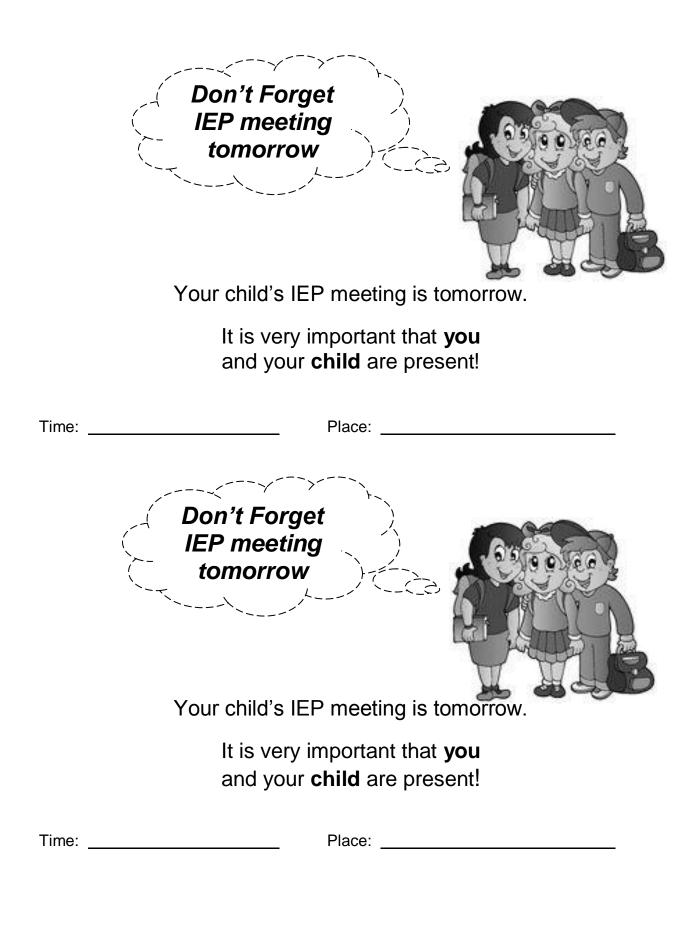
Materials

• Sample IEP reminder note (one per student)

Procedure

- Have students complete a reminder note to bring home for themselves and their parents.
- Review the skills for presenting oneself during an IEP meeting.
- Have students attend their own IEP meetings.

Note to teacher: Remind students of the meeting at regular intervals.



Making Introductions

Primary

Objective

The student will be able to introduce the IEP team members that are present.

Materials

• IEP meeting participant name tags

Procedure

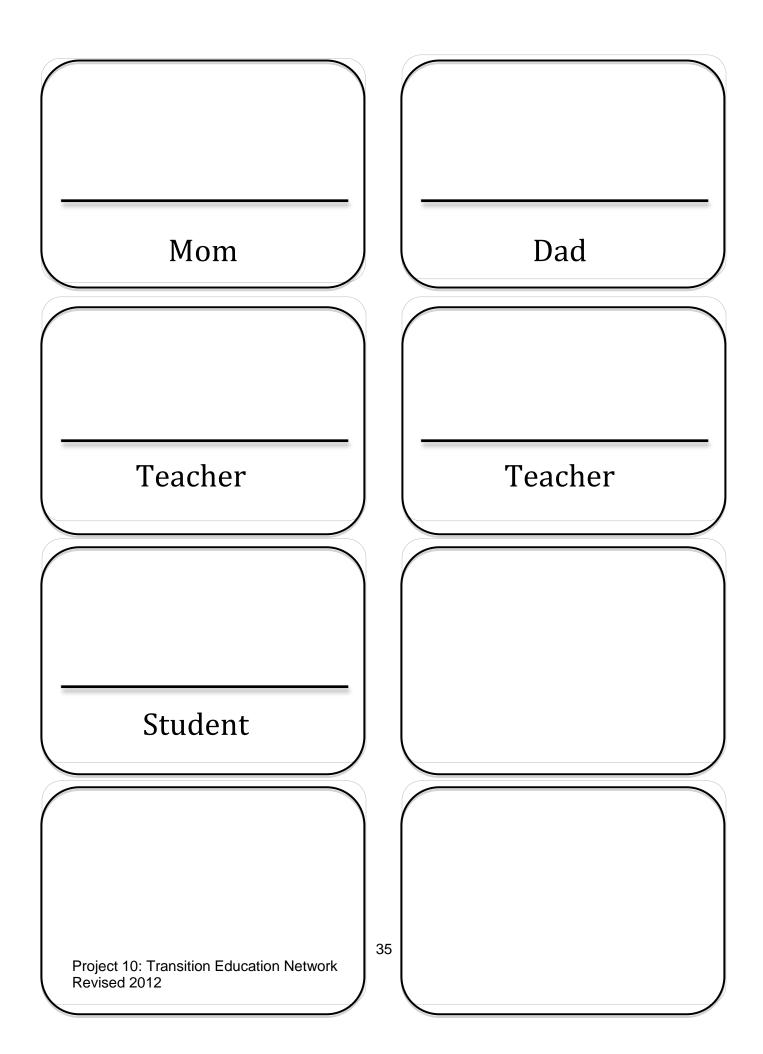
- Discuss the importance of being able to introduce IEP team members that are present at IEP meetings and provide the students with some examples. Tell students they are going to learn how to introduce the IEP team members who might be at their IEP meetings.
- Introduce the following steps for making introductions:
 - o Smile

 - Smile
 Say, "My name is _____"
 Then say, "This is Mr./Mrs. _____"

 Say, "He/she is my Repeat steps as necessary.

- Pick three or four students from the class and conduct a role play using the four steps. (Play the role of the student while students play the roles of parents, teachers, and others at the meeting.)
- Allow students time to work in small groups assuming the different roles of IEP team members.

Note to teacher: During the role play, students and teachers can wear name tags to identify the roles they are playing.



Thanking Everyone

Primary

Objective

The student will develop skills to say thank you at the end of his/her IEP meeting.

Procedure

- Discuss the purpose of saying thank you (e.g., saying thank you is a way of telling someone that you appreciate what he/she said or did for you). Tell students they need to thank everyone for coming to their IEP meetings. Talk about the importance of being sincere when saying thank you (e.g., looking at the people, maintaining eye contact).
- Ask for one student volunteer to come up to the front of the room to role play saying thank you with the teacher. Practice saying thank you to the student volunteer using examples and non-examples to teach the class the appropriate technique. Students should use thumbs up/thumbs down to identify whether the thank you was appropriate.
- Tell students they will need to repeat the following thank you statement at their IEP meetings:
 - o "Thank you for coming to my IEP meeting."
- Have students work with partners and practice saying the thank you statement above.

Putting It All Together

Primary

Objective

The student will complete an individual IEP meeting help sheet.

Materials

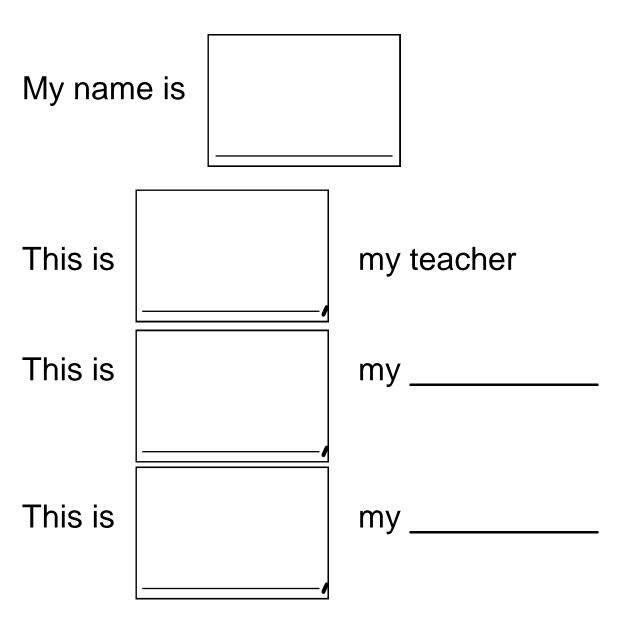
- "IEP Meeting Help Sheet" (one per student)
- Copies of completed "IEP Meeting Help Sheet" (one per student)
- Parent cover letter for "IEP Meeting Help Sheet" (one per student)

Procedure

- Review the introduction procedures. Have each student fill in his/her name and the teacher's name as an example. Ask students to draw a picture of themselves and their teacher in the boxes provided. Direct students to draw a picture of anyone else they know will be coming to the meeting (e.g., mom, dad). Remind them that they are to look at each person at the meeting and introduce each person using the script and pictures.
- Have students practice introducing everyone with partners using the statement on the "IEP Meeting Help Sheet."
- Have students practice thanking everyone with partners using the statement on the "IEP Meeting Help Sheet." Have students who cannot remember the entire statement just practice saying "Thank You."
- Give students a copy of their completed "IEP Meeting Help Sheet" and the cover letter to parents. Tell students that for homework they need to take home a copy of their "IEP Meeting Help Sheet" and show it to their parents. Suggest that they practice what they are going to say at the IEP meeting at home.

Note to teacher: Save the "IEP Meeting Help Sheet" for use at the IEP meeting.

IEP Meeting Help Sheet



Thank you for coming to my IEP meeting.

Dear Parents:

Your child has been practicing skills needed to actively participate in his/her upcoming IEP meeting. Attached is a copy of the "IEP Meeting Help Sheet" that your child has completed and will use to assist him/her during the meeting. Please review this information with your child.

Your child may want to practice with you prior to the IEP meeting. Your support and encouragement are vital to your child's success.

Sincerely,

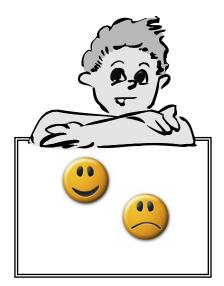
Standing Up for Me Follow-Up (Primary)

Thank You Notes

Evaluation



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Summary of Follow-Up Lessons Primary

<u>Thank You Notes</u> (1 lesson) Students discuss the purpose of sending thank you notes and then send thank you notes to people who attended their IEP meetings.

Evaluation (1 lesson)

Students provide feedback regarding their IEP meetings and what occurred during the meetings.

Thank You Notes

Primary

Objective

The student will develop skills to write thank you notes after his/her IEP meeting.

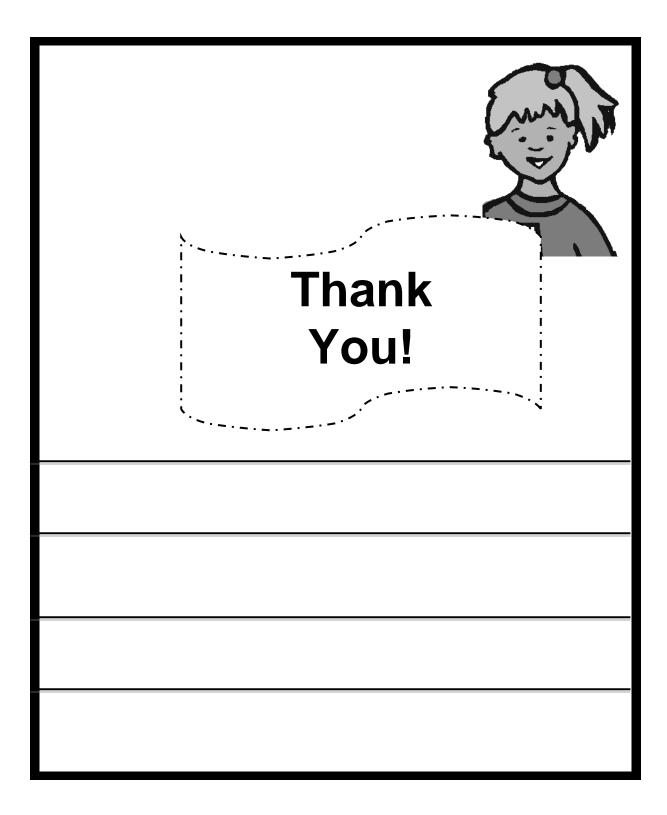
Materials

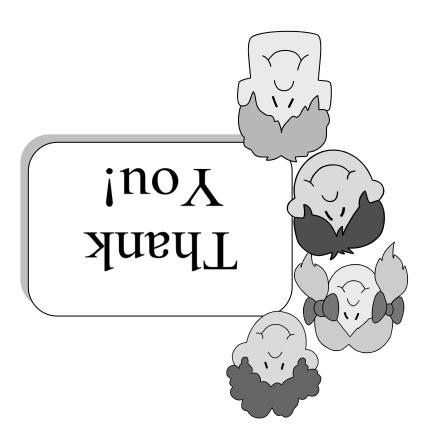
- Sample thank you notes
- Teacher prepared lists of people who attended each student's IEP meeting

Procedure

- Discuss the purpose of sending thank you notes as a way of expressing appreciation to everyone who attended the IEP meeting.
- Have students write thank you notes to people who attended their IEP meetings. Students may use prepared notes or develop their own personal notes.







Thank you for coming to my IEP meeting. I am glad you were there!

Sincerely,

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Evaluation Primary

Objective

The student will complete an evaluation following his/her IEP meeting.

Materials

- "Student IEP Evaluation" (one per student)
- "Self-Directed IEP Certificate of Completion" (one per student)

Procedure

Note to teacher: This lesson is to be completed individually with students after each student attends his/her IEP meeting.

- Tell students that they will be completing a handout about what happened during their IEP meetings. Encourage students to be honest.
- Individually assist each student with the completion of the "Student IEP Evaluation" handout after his/her IEP meeting is held.
- Discuss any concerns indicated on the evaluation with each student individually.
- Give each student a certificate of completion after participating in the meeting and completing the evaluation.

Note to teacher: Keep the completed "Student IEP Evaluation" handout for future reference.

Evaluation handout was adapted from *FSU Evaluation Model: Student IEP Questionnaire*, by M.A. Sweeney, and B. Menchetti. 1996, Tallahassee, FL: Florida State University.

	Student IEP Evaluation	n
	Name:	
	Date:	Grade:

Please circle the response that best describes your last IEP meeting:

1. I attended my last individual educational plan meeting.





If yes, continue. If no, stop here.

2. My parent(s) was/were present during the meeting.





3. We talked about my strengths.



4. We talked about my goals and what I needed to do to reach them.

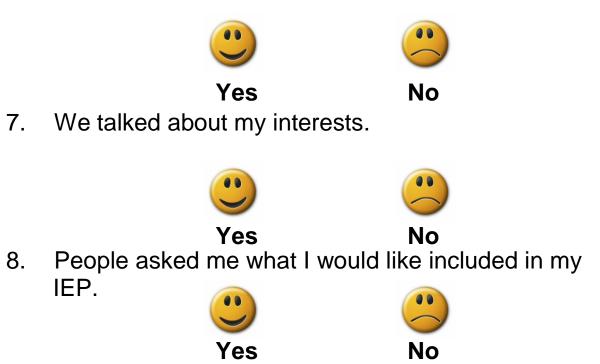


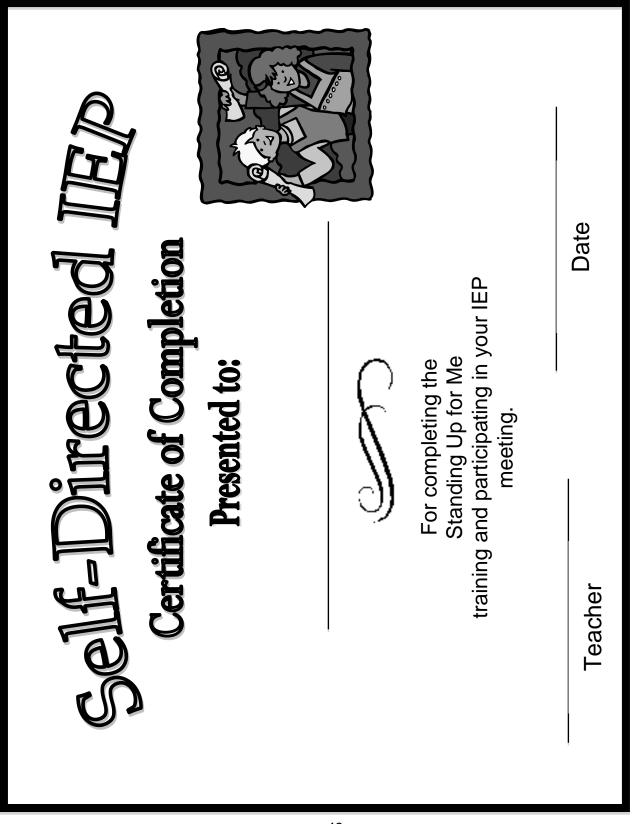


5. I felt respected during the meeting.



6. We talked about the people that will help me.





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Intermediate

Standing Up for Me Understanding the IEP



(Intermediate)

What Is an IEP?

What Is a Team?

Take a Look At Me

Understanding Exceptionalities





Personal Goal Setting



Summary of Understanding the IEP Lessons

What Is an IEP? (1 lesson)

Exceptional student education is explained. The concept that an IEP is a plan written for each student is discussed and the acronym is explained.

What Is a Team? (1 lesson)

The concept of a team is introduced using a sports team as an example. IEP team members are discussed and the importance of the student being a part of the team is addressed.

Take a Look at Me (2 lessons)

Students identify what they do well at home, school, and in the community and what they need help with at school.

Understanding Exceptionalities (1 lesson)

Students discuss how people are alike and different and that they each have special needs. Different exceptionalities are then discussed, including descriptions and common accommodations/modifications.

Personal Goal Setting (2 lessons)

The concept of a goal is defined. Students identify things they want to do, learn, and do better. Students then develop individual goals for each day, the week, and the quarter as an ongoing process.

Planning for the Future (1 lesson)

Students identify what they see themselves doing after high school and determine the things they will need to do in school to reach their goals. Students are also asked to identify the kinds of activities they would like to participate in during middle and high school. They also practice sharing their future goals to prepare for their IEP meetings.

What Is an IEP?

Intermediate

Objective

The student will know that a school plan called an IEP is developed for him/her each year.

Materials

- Overhead of IEP acronym
- Overhead of blank or sample district IEP (not included)
- Copy of current IEP for each student (teacher discretion)

Procedure

- Tell students that they are going to begin learning about their individual needs and the special help they are given at school. Explain that students who have special learning needs are called exceptional students. The special help they get at school is called exceptional student education or ESE. In order to get this special help each student has to be tested and have a disability that qualifies him/her for an ESE program. State that there are many types of disabilities. Give one or more of the following examples as appropriate for the class: Some students:
 - Take more time to learn new things than others
 - Do not get along well with others or may have behavior problems
 - Have physical challenges
 - Have difficulty seeing, hearing, or communicating
 - Have difficulty with reading and/or math skills
- Tell students that their special learning needs can make it difficult for them to succeed in school. Stress that qualifying for an exceptional student education program is important because it helps them get the special services they need. Explain that the focus is not on the disability used to qualify them for special services, but on what their strengths and needs are and how they can best be helped in school.
- Ask the students to think/write about something they do well. Ask volunteers to share.
- Ask the students to think/write about something with which they need help. Ask volunteers to share.

- Point out that all students are good at different things and they may need help with different things. Go on to discuss that a plan is written for each of them called an Individual Educational Plan (IEP). It describes their unique needs, including what they are good at, what they need help with, and what kind of help they need.
- Using the IEP overhead, identify the I as meaning "individual," E as meaning "educational," and P as meaning "plan." Discuss what each letter means (e.g., "I" for individual means, "You, and each one of you is different"; "E" for educational means, "What you will learn in school"; "P" for plan means, "What is written down that you will learn in a year.")
- Use the overhead to show a blank or sample district IEP. Review each component of the IEP (e.g., special factors, present level of academic achievement and functional performance, goals, short-term objectives/benchmarks, participation in regular education, ESE services, related services/supplementary aids, accommodations/modifications, statewide assessment, etc.) and describe what information is included.
- Explain that students cannot begin to receive ESE services until an IEP is written for them. Also explain that in order for students to receive ESE services their parents must give permission. State that in order to continue receiving services, new IEPs have to be developed for them each year.
- Review IEPs with students on an individual basis (if appropriate).

Note to teacher: Tell students that they should not discuss specific confidential information with the class.



Individual



Educational



What Is a Team?

Intermediate

Objective

The student will understand that an IEP is developed by a team and be able to name some members of the team.

Materials

• "Team Members" overhead

Procedure

- Ask students to give examples of teams (e.g., football, softball, class team).
- Choose a team or type of team identified by the students and discuss the fact that each person plays a special role and they all work together to achieve a goal.
- Refer to a position such as a quarterback or a pitcher, and discuss how the game would not be possible without either of these players. Explain to the students that since the IEP is written about each of them, then they are each like the quarterback or pitcher—in order for the plan to work, they need to help and be a part of their IEP teams.
- Ask the students to think about a time when a parent or teacher made a decision for them without their input and it was something they did not want to do (e.g., going to visit someone; where to sit in class). Have volunteers share experiences and describe how they felt.
- Tell the students to think of a time when they were allowed to say what they would like to do or where they would like to go. Have volunteers share experiences and describe how they felt.
- Relate these scenarios to the fact that the IEP is a written plan about each student and that each student knows himself/herself best. Stress that it is important that they each be a part of their IEP team to help decide what will be included in the plan for the year.
- Use the "Team Members" overhead to discuss who else will be a part of their IEP teams.

• Remove the overhead. Have students name IEP team members that may come to their IEP meetings with partners.

Team Members

Student



Parent(s)

ESE Teacher(s)

Regular Education Teacher(s)

Therapist(s)

Behavior Specialist

Administrator

Agency Representative(s)

Counselor

Others Based on Need





Take a Look at Me

Intermediate

Objective

The student will identify what he/she is able to do well at home, in school, and in the community.

Materials

- "What I Do Well" handout (one per student)
- Individual IEP folder (one per student)

Procedure

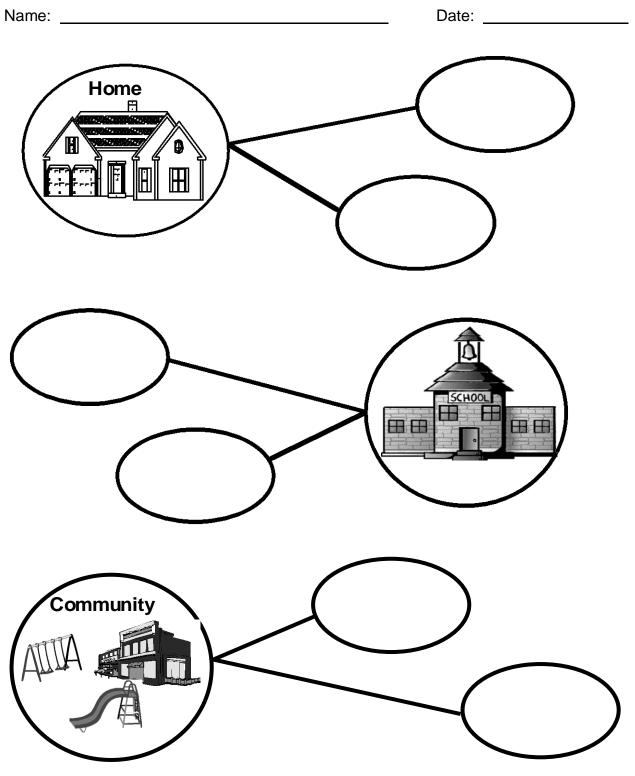
• Have students develop a list of things they do well at home, in school, and in the community. Record ideas on the board.



- Have students complete the "What I Do Well" handout based on what they each do well. Have students share their lists with partners.
- As a homework assignment, ask students to discuss with parents what they do well.

Note to teacher: Save this information in individual student IEP folders for teacher and student assistance with IEP development. Additional information from future lessons will be added to this folder. Share this handout with parents at an open house or a conference.

What I Do Well



Take a Look at Me

Intermediate

Objective

The student will identify what he/she needs help with or wants to learn at school.

Materials

• "What Do I Need Help With?" handout (one per student)

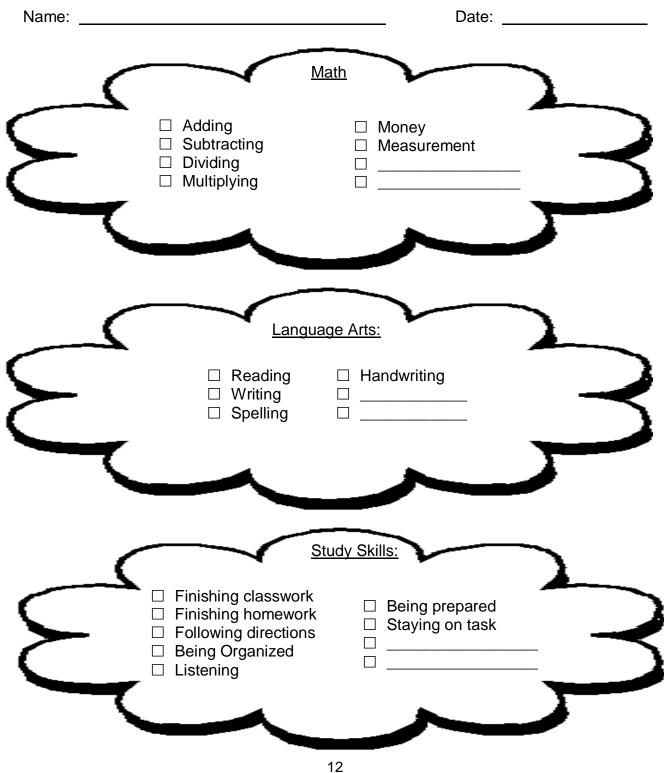
Procedure

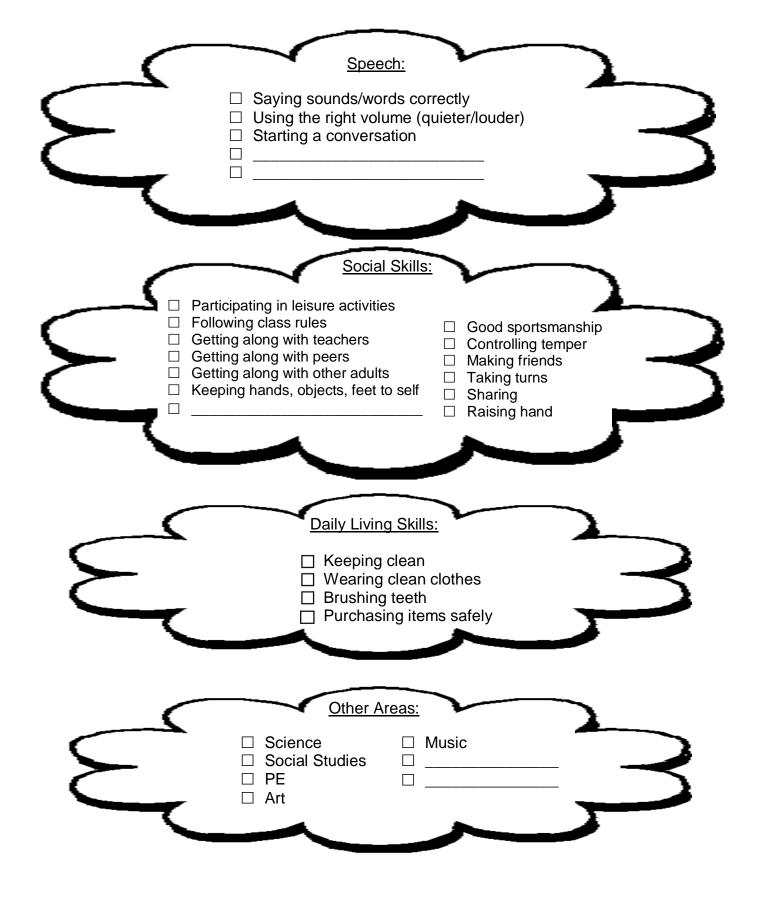
- Discuss that we all need help with things we can't do well or want to do better.
- Guide students as they complete the "What Do I Need Help With?" handout based on what they perceive as areas of individual need. Some students may need an explanation of each area. Give examples of behaviors which would indicate the need to check a particular skill. (e.g., If your desk is messy, you may need to check the being organized box.) Guide students through each section providing examples as needed.
- Explain that the information from the "What I Do Well" and "What Do I Need Help With?" handouts will be used as a source of information to help develop a statement on their IEPs that describes them and their individual needs. Tell them that this statement is called a present level of academic achievement and functional performance statement.
- As a homework assignment, ask students to discuss with parents what they need help with or want to learn at school.

Note to teacher: Include completed "What Do I Need Help With?" handout in each student's IEP folder.

Lesson variation: In addition to identifying what they need help with, students can also use the handout to identify additional strengths by marking the things they need help with in one color and their strengths in another color. Share this handout with parents at an open house or at a conference.

What Do I Need Help With?





Understanding Exceptionalities

Intermediate

Objective

The student will understand exceptionalities and the impact of his/her exceptionality.

Note to teacher: Decide if the lesson will address only the exceptionalities within the classroom, or if it will be expanded to address additional exceptionalities. Prepare accordingly. This lesson may take more than one session to complete.

Do not allow students to discuss specific confidential information with the class.

Materials

- Teacher resources regarding each exceptionality (not intended to be used as handouts)
- Completed "What I Do Well" handouts
- Completed "What Do I Need Help With?" handouts

Procedure

- Place students in a circle in order to create a more casual atmosphere conducive to sharing.
- Explain to students that people are alike in many ways.
- Have students brainstorm ways in which they are all alike (e.g., all have two eyes, hair, talk, need to eat food, need oxygen, etc.).
- Have students brainstorm common differences (e.g., height, weight, age, gender, race, hair color, eye color, etc.).
- Explain that people may be different in other ways. Some may talk differently, learn differently, behave differently, or move around differently.
- Discuss with the students that they all need some type of special help in order to be successful in school. Remind students that they recently completed handouts that

looked at what they did do well in school and what they need help with at school. Students should review these completed handouts.

- Tell students that in order to get the assistance they need, they were tested and they qualified for an exceptional student education program. Explain that qualifying for an exceptional student education program is important only in that it entitles them to get the special help they need. The focus is not on the label used to qualify them for special services, but on what their strengths are and how they can best be supported in obtaining a good education. Explain that the exceptional student education program is designed to help them be more successful in school. Tell students that they will be learning about different exceptional student education programs.
- List an exceptionality and acronym for the exceptionality that will be discussed on the board. Use the information provided as a teacher resource for the exceptionality and explain it in a way that students will understand. Allow students to relay information familiar to them and to ask questions about the exceptionality before moving on to another exceptionality. If more than one exceptionality will be discussed, in order to develop a comfort level, discuss exceptionalities other than those of students in the class first.
- Summarize the exceptionality or exceptionalities that have been introduced. Explain that each student in the class needs help in school in different ways. Add that teachers are giving them the individual help they need to do well in school.

Additional Activity

• Invite successful former students or other role models with disabilities to discuss their disabilities and their successes.

Resources

- Accommodations: Assisting Students with Disabilities–A Guide for Educators
- The Kids on the Block!
- Resources You Can Use: Disability Awareness
- We're More Alike than Different

Autism Spectrum Disorder

Teacher Resource Only

Students on the autism spectrum may need:

- Structure and routine
- Refocusing when exhibiting repetitive behaviors
- Refocusing attention as situations change
- Instruction in appropriate social skills
- Reinforcement of positive behaviors
- Assistance with developing communication skills
- Cues to interact with or respond to others in the environment
- Visual supports and schedules
- Written instructions
- Distractions kept to a minimum
- Modeling of a task

Blind or Visually Impaired (VI)

Teacher Resource Only

Students who are blind or visually impaired may need:

- Braille, large print, taped textbooks, or magnification for reading and writing
- Special technology, including adaptive computers, low-vision optical aids, and printenlarging equipment
- Orientation and mobility training to move and travel independently
- Preferential seating
- Extra desk space for enlarged materials and special aids
- Special raised-line paper for writing
- Materials and tactile aids such as math manipulatives and relief maps
- Extra practice for fire drills and types of other drills
- Written material read orally
- Clear verbal directions with details such as how far, left, right, etc.
- Assistance in knowing where things in the classroom are located
- Advance preparation if the room is rearranged
- Cueing when someone enters or leaves (if blind)
- Personal copies of board work and/or overheads
- Extra time to complete the same work as sighted peers

Deaf or Hard-of-Hearing (DHH)

Teacher Resource Only

Students who are deaf or hard-of-hearing may need:

- Hearing aids
- Sign language
- Positioning to face the speaker when talking to assist in watching lips
- Use of visual aids whenever possible
- Information presented in written form or through demonstrations
- Assistance from an interpreter and/or a note taker
- Controlled noise level in the classroom
- Teacher to use a portable microphone which transmits directly to hearing aids
- Amplification to assist in understanding what is being said
- Attention focused on the speaker for lecture and/or instructions
- Spoken language at a normal volume because hearing aids increase the loudness of sounds
- Assignments written on the board to assist in following instructions
- Encouragement to ask that statements be repeated or rephrased when not understood
- Additional breaks due to fatigue because of the continuous visual and auditory strain
- Seating where eye contact can be maintained with the speaker
- An interpreter sitting or standing on one side of the speaker in order to maintain eye contact with both the interpreter and the speaker
- Seating in a location away from windows or other light sources to reduce glare
- Real-time captioning

Emotional/Behavioral Disabilities (EBD)

Teacher Resource Only

Students with emotional/behavioral disabilities may need:

- A structured learning environment for skill acquisition in behavior control strategies, academic achievement, and socialization
- Structured directions and consistent expectations
- A behavior management plan
- Instruction in self-monitoring techniques
- Frequent communication between home and school
- Cues for refocusing
- Instruction in appropriate social skills
- Activities to improve self-esteem and confidence

Intellectual Disabilities (InD)

Teacher Resource Only

Students with intellectual disabilities may need:

- Longer amounts of time to learn new skills due to a slower rate of learning
- Much repetition while learning new skills and over time to retain the information
- Several opportunities to practice a newly acquired skill in a variety of settings
- Instruction in the natural environment in which skills are used, such as shopping, ordering and eating in a restaurant, etc.
- Hands-on activities or manipulatives
- Demonstrations on how to do something rather than just being told
- Curriculum addressing functional academics, daily living skills, and vocational skills
- Help with self-care skills
- Transition services to prepare for life after school in order to function within a family structure and in a working environment
- Social skills and communication training
- Assistive technology services for communication and environmental control as well as for ambulation, self-care, and health maintenance
- Assistance with health maintenance

Orthopedic Impairment (OI)

Teacher Resource Only

Students with orthopedic impairments may need:

- Use of a wheelchair, walker, or crutches
- Use of assistive technology to be able to read, write, communicate, and/or access the environment (e.g., communication devices, computers, specialized switches)
- Special medications or nursing services
- Leg or other braces
- Occupational, physical, and/or speech therapy services
- Provisions to complete some work at home if absent frequently due to a physical health impairment
- Special desks or seats
- Accessible classroom (without barriers) in order to be conducive to mobility
- Help with personal care needs such as getting dressed or using the restroom
- Reduced amount of work due to fatigue or amount of time/energy needed to complete work
- Additional bathroom privileges

Specific Learning Disabilities (SLD)

Teacher Resource Only

Students with specific learning disabilities may need:

- Assistance with understanding, expressing, or processing information
- Special teaching strategies to learn reading, writing, spelling, language, and/or math skills
- Instruction in strategies that will help utilize strengths and compensate for learning needs
- Classwork adjusted to meet individual needs (e.g., lower reading level, length of assignment, time to complete assignment, type of assessment)
- Classroom structure and routine
- Help with organizing assignments
- Simple and clear directions which may need to be repeated
- More time to complete assignments
- Special equipment such as a tape recorder for taking notes or a calculator for math
- Outlines, study guides, special notes, or highlighting
- Frequent reminders or repetition
- Assistance holding pencils or crayons, writing, tracing, or cutting with scissors

Speech and Language Impaired (SLI)

Teacher Resource Only

Students who are speech and language impaired may need:

- Speech and/or language therapy to help articulate sounds in words, speak fluently, or speak with correct pitch, intensity, and quality of voice
- Assistance with language skills such as vocabulary, sentence structure, and verbal expression of ideas
- Opportunities to verbally interact with adults and other students
- Encouragement to finish speaking without others attempting to finish their words or sentences (for students with fluency problems)
- Use of written communication
- Assistive technology such as a special speaking device

Personal Goal Setting

Intermediate

Objective

The student will learn goal setting skills.

Materials

• "Self-Reflection" handout (one per student)

Procedure

- Define goal: A goal is something each person decides he/she wants to do during a specific period of time (e.g., day, week, year, long term). Explain that we all have many goals in many different areas and that these goals can change. Tell students goals can be developed for many things such as (give an example of each):
 - What you want to do
 - What you want to own
 - What you want to learn
 - Where you want to go
 - What you want to do better
 - o What you want to try
 - What you want to change
- Define short-term and long-term goals with class input.
- Have students give examples of both short-term and long-term goals.
- Explain that making an effort is necessary to achieve a goal. Certain things must be done or certain actions must be taken to accomplish any goal. Give an example such as baking brownies and discuss the things that need to be done in order to bake the brownies (e.g., buy ingredients, prepare according to directions, bake).
- Have students complete the "Self-Reflection" handout. Explain that they are listing goals regarding things they want to do, learn, or do better.
- Divide the students into small groups. Have each student share one goal and discuss with the group what actions need to be taken to accomplish that goal.

Note to teacher: Include completed "Self-Reflection" handout in each student's IEP folder.

This lesson and handout was adapted from: *It's My Life: Preference-Based Planning for Self-Directed Goal Meetings* (pp. 40-47), 1994, Salt Lake City: New Hats, Inc.

Self-Reflection Name: Date: Goal: What I want to do Goal: What I want to learn Goal: What I want to do better

Personal Goal Setting

Intermediate

Objective

The student will develop specific individual goals.

Note to teacher: This is an ongoing process to start at the beginning of the year. This may involve multiple lessons.

Materials

- Completed "What Do I Need Help With?" handouts
- Completed "Self-Reflection" handout
- "Goal for Today" handout (one per student per day)
- "Goal for the Week" handout (one per student per week)
- "Goal for the Quarter" handout (one per student per quarter)
- Parent cover letter regarding personal goal setting (one per student)
- Additional blank copies of "Goal for Today," "Goal for the Week," and "Goal for the Quarter" handouts (one of each per student to take home)

Procedure

- Explain to the students that they are now going to be developing individual goals and listing what needs to be done to achieve these goals for a day, week, or quarter (depending upon what the teacher decides).
- Identify a personal goal and describe what needs to be done to achieve it as an example.
- Remind students that when they completed their "What Do I Need Help With?" and "Self-Reflection" handouts, they identified things they need help with, things they need to learn at school, and things they want to do, have, or try. Have them review these handouts to refresh their memories. Explain to students that as

they begin developing their goals they can use what they already identified on the handouts or think about something new that they want to do, learn, or try.

- Have students develop individual goals and write what needs to be done to achieve each goal for one day using the "Goal for Today" handout. Review and evaluate goals at the end of the day.
 - Repeat as necessary until students understand this concept.
- Have students develop individual weekly goals and write what needs to be done to achieve each goal using the "Goal for the Week" handout. Review and evaluate goals at the end of the week.
 - Repeat as necessary until students understand this concept.
- Have students develop individual quarterly goals and write what needs to be done to achieve each goal using the "Goal for the Quarter" handout. Review and evaluate goals at the end of the quarter.
 - Repeat as necessary until students understand this concept.
- As a homework assignment, encourage students to share and discuss their daily, weekly, and quarterly goal handouts with their parents on an ongoing basis.
- After students have learned to develop daily, weekly, and quarterly goals, send the parent cover letter regarding personal goal setting home along with blank copies of the "Goal for Today," "Goal for the Week," and "Goal for the Quarter" handouts. Encourage students to develop daily, weekly, and quarterly goals at home with their parents.

Note to teacher: Developing individual goals is a skill from which all students can benefit and can be included in elementary portfolios.

For students who are able to understand the concept of developing steps for achieving goals, the middle school lessons regarding developing steps to achieve goals for the day, week, and quarter may be appropriate.

Personal goal setting handouts can be used by students to assist them in completing academic assignments such as long term projects.

Goal For Today

Name:	·	Date:
Goal:		
What I	Do I Need to Do?	
[I Met My Goal Today!	

Goal For The Week

Name:	Date:
Goal:	
What Do I Need to Do?	
I Met My Goal This Week!	

Goal For The Quarter

Name:		Date:
Goal:		
What [Do I Need to Do?	
[I Met My Goal This Quarter!	Contraction of the contraction o

Dear Parents:

The students in my class have been learning about developing personal goals at school. You are encouraged to assist your child in developing and achieving personal goals at home.

Enclosed are forms used at school in case you would like to use the same forms at home. Please contact me if you would like additional copies of these forms.

Sincerely,

Self-Directed IEP Skills

(Intermediate)



Presenting Yourself Writing Invitations **Being Present** Stating Purpose of Meeting Making Introductions **Reviewing Past Goals and Performance** Planning for the Future **IEP Goal Setting** Thanking Everyone Putting It All Together

Summary of Self-Directed IEP Skills Lessons

Presenting Yourself (4 lessons)

Appropriate attire for an IEP meeting is discussed. Students discuss good hygiene and complete a hygiene chart for one week. Appropriate body language, facial expressions, volume, tone, and rate of speech are addressed.

Writing Invitations (1 lesson)

Students identify those individuals who must be invited and those they would like to invite to their IEP meetings. Students send personal invitations.

Being Present (1 lesson)

Students create a reminder note for teachers and parents. A letter describing the Self-Directed IEP process is sent home.

Stating Purpose of the Meeting (1 lesson)

Students learn about the purpose of an IEP meeting and practice stating the purpose of the meeting.

Making Introductions (1 lesson)

Students practice introducing the IEP team members and stating the purpose of the meeting.

Reviewing Past Goals and Performance (1 lesson)

The concept of reviewing goals to determine success is introduced. Students provide ongoing feedback regarding IEP goal performance.

IEP Goal Setting (1 lesson)

Students use previously completed handouts to complete an input questionnaire regarding IEP goals for the next year with teacher guidance. Parents are also asked to complete an input questionnaire and a survey of needs.

Thanking Everyone (1 lesson)

The purpose and procedure for thanking IEP meeting participants is explained. Students are given the opportunity to practice.

Putting It All Together (1 lesson)

Students complete a help sheet that can be used at the IEP meeting which includes information regarding stating the purpose of the meeting, making introductions, stating strengths and needs, reviewing past goals and performance, stating school outcomes and new goals, and thanking everyone.

Summary of Self-Directed IEP Process

Intermediate

Teacher	Describe the Self-Directed IEP process to everyone before the IEP meeting begins. Have copies of the steps available for everyone to see or hang a poster of the steps for all to see (can use Self-Directed IEP Skills cover page).
Student	Begin the meeting by stating the purpose.
Student	Introduce everyone at the meeting.
Student	Discuss progress made on IEP goals the past year as well as other successes.
Teacher	Discuss present level of academic achievement and functional performance. The student can be prompted to relay strengths and needs or may take a more active role in this section, if appropriate.
Teacher or Student	Discuss the student's school outcome.
Student or Teacher	Discuss goals for next year and benchmarks/objectives to achieve goals (teacher and/or student depending on comfort level). The student may discuss what he/she wants to learn or improve without putting it in goal format. The teacher summarizes the goals.
Everyone	Address specific goals and needs of the students. Teacher summarizes goals.
Teacher	Discuss the student's needs and services, including accommodations, and ask for input.
Teacher	Discuss assessment and the extent to which the student is participating with nondisabled individuals.
Teacher	Continue meeting to complete IEP and ask the student and others for input, as appropriate.
Everyone	Sign the IEP.
Student	Thank everyone.

Presenting Yourself

Intermediate

Objective

The student will recognize the difference between appropriate and inappropriate attire for an IEP meeting.

Materials

• School/district dress code policy (not included)

Procedure

- Have students define attire for an IEP meeting through a brainstorming activity.
- Have students distinguish between appropriate and inappropriate attire.
- Discuss the school/district dress code.
- Brainstorm a list on the board of what is acceptable and not acceptable to wear to school.
- Reinforce that whatever is acceptable in the school/district dress code can be worn at an IEP meeting.

Presenting Yourself

Intermediate

Objective

The student will demonstrate good hygiene skills.

Materials

• "Hygiene Chart" (one per student)

Procedure

- Brainstorm ways to keep clean (e.g., brush teeth, comb hair, wash hair, wash hands/face, bathe or shower daily, use tissue when needed, use deodorant).
- Have each student complete a hygiene chart for one week. Review the chart daily.
- Reinforce that students should use good hygiene skills when preparing for their IEP meetings.

Additional Activities

- Show videos on related topics.
- Ask the school nurse to do a class presentation.

Hygiene Chart



Name: _____

Dates: _____

Job	Monday	Tuesday	Wednesday	Thursday	Friday
Took a bath or shower					
Washed my hair					
Brushed my teeth					
Put on clean clothes					
Combed or brushed my hair					

Presenting Yourself (Verbal)

Intermediate

Objective

The student will use appropriate volume and rate of speech during his/her IEP meeting.

Materials

- Short passage from a grade level book unfamiliar to students (not included)
- Tape recorder

Procedure

- Discuss inside and outside voices.
- Have students brainstorm a list of times when it is appropriate to be loud, times when an inside voice should be used, and when it is appropriate to whisper.
- Role play various situations using different volume levels (too soft, normal, too loud) and have students identify appropriateness using thumbs up/thumbs down.
- Read a passage at a very fast rate of speech and ask the class three questions relating to the passage. Discuss the difficulty of understanding a fast rate of speech.
- Repeat above passage at a normal rate of speech and ask the same three questions. Stress the importance of speaking at a regular rate of speech.
- Using a tape recorder, have volunteers record a description of a recent activity in which they participated. Play back the tape to the group to analyze the volume and rate of speech. Repeat with several volunteers.
- Remind students that during an IEP meeting, they need to use an inside voice (not too soft *or* too loud), and speak at a regular rate and clearly.

Presenting Yourself (Non-Verbal)

Intermediate

Objective

The student will use appropriate body language and facial expressions.

Materials

• Feeling cards

Note to teacher: Duplicate feeling cards on colored paper and cut out prior to starting this lesson.

Procedure

- Define body language and facial expressions (e.g., hand gestures, posture, eye contact, smiles, attentiveness).
- Discuss appropriate and inappropriate body language skills and facial expressions.
- Discuss how body language communicates what a person is thinking.
- Distribute one feeling card to each student.
- Play charades with the class using the cards. Model the first example for the students.
- Reinforce the concept that body language and facial expressions can communicate more than words.
- Remind students to be aware of the messages they are conveying at IEP meetings through facial expressions and body language.

Feeling Cards



Writing Invitations

Intermediate

Objective

The student will identify who needs to be invited to the IEP meeting and complete invitations for his/her IEP meeting.

Materials

- Sample IEP invitations
- "Invitation Consent Form" (one per student)

Procedure

- Discuss and list who must be invited to an IEP meeting.
- Ask students if there are other important people they would like to have attend their IEP meeting and state the reason(s) why.

Note to teacher: Teacher and student should discuss who is appropriate to invite on an individual basis.

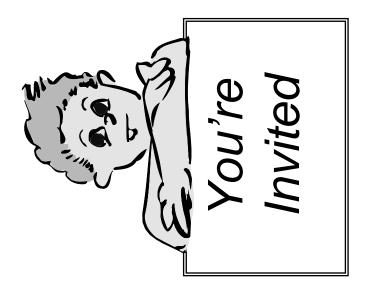
• If a student wants to invite someone who is not typically included in an IEP meeting, send the "Invitation Consent Form" home for a parent signature to verify approval. Encourage students to discuss with their parents whom they would like to invite and why.

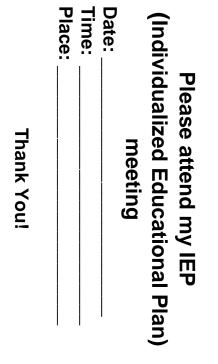
Additional Activity

• Have students practice writing invitations for various school activities throughout the school year (e.g., parent/teacher conferences).

Resources

• Publishing software





Project 10: Transition Education Network Revised 2012

Invitation Consent Form

Dear Parent:

During the Self-Directed IEP lesson on writing invitations, we have discussed individuals the students feel would be important to invite to their IEP meetings. Your child has indicated that he/she would like to invite the following people:

Please discuss with your child the appropriateness of inviting these people. Complete the bottom portion of this letter and return it to school indicating your approval or disagreement with the proposed individuals your child would like to invite.

Sincerely,

.....

- □ I agree with the above list of individuals my child would like to invite to his/her IEP meeting.
- □ I would prefer that my child not invite the above individuals to his/her IEP meeting.
- □ I have edited the above list regarding individuals that I agree with my child inviting to his/her meeting.

Student Name

Parent Signature

Being Present

Intermediate

Objective

The student will attend his/her IEP meeting.

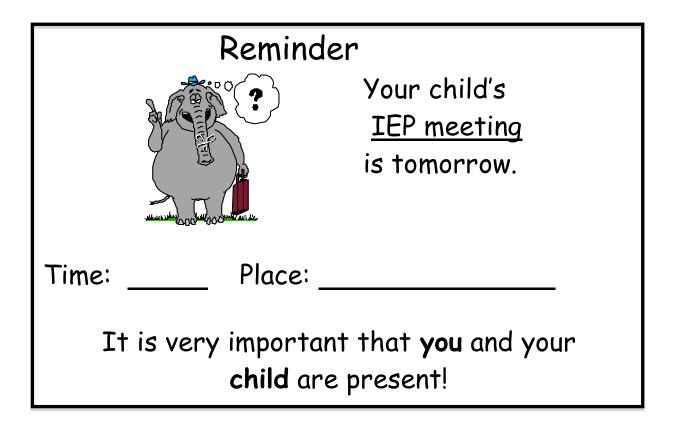
Materials

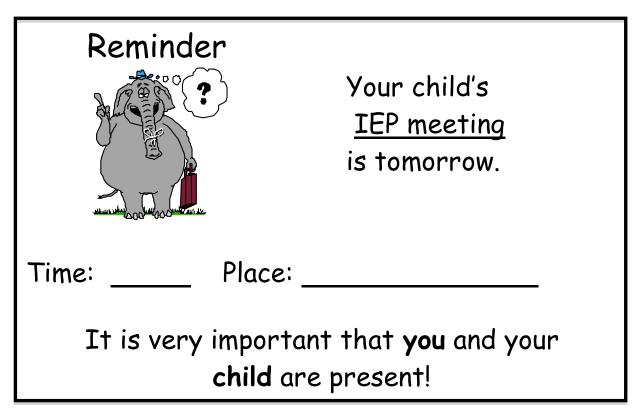
• Sample IEP reminder note (one per student)

Procedure

- Have students complete a reminder note to bring home for themselves and their parents.
- Remind the students of the skills for presenting themselves during an IEP meeting.
- Have students attend their own IEP meetings.

Note to teacher: Remind students of their meetings at regular intervals.





Stating Purpose of Meeting

Intermediate

Objective

The student will state the purpose of the IEP meeting.

Materials

• Student script for stating the purpose of the IEP meeting (one per student)

Procedure

- Teach students the purpose of the IEP meeting:
 - o Review goals and progress this year
 - Make new goals for next year
- Provide students with a script which states the purpose of the IEP meeting. Example:
 - "Hello everyone.
 - We are here today to talk about my IEP.
 - We will review my goals from this year and how I did.
 - o Then we will make new goals for next year."

Alternate simplified version:

• "Hi! We're here today for my IEP meeting."

Note to teacher: Teacher/student may modify the script based on student needs. Assistive technology may also be used.

- Have students practice in pairs with cards. One student with the card should coach while the other student practices stating the purpose of the IEP meeting. Students can change the words of the purpose, but not the meaning.
- Divide students into groups and have every student in the group take a turn practicing.

Note to teacher: Include student script for stating the purpose of the meeting in each student's IEP folder.

This lesson was adapted from *Self-Directed IEP: ChoiceMaker Instructional Series* (pp. 25-29), by J. E. Martin, L. Huber Marshall, L. Maxson, and P. Jerman. 1996, Longmount, CO: Sopris West.

Hello everyone.

We are here today to talk about my IEP.

We will review my goals from this year and how I did.

Then we will make new goals for next year.



.....

Hello everyone.

We are here today to talk about my IEP.

We will review my goals from this year and how I did.

Then we will make new goals for next year.



Making Introductions

Intermediate

Objective

The student will be able to introduce the IEP team members that are present.

Materials

- Student scripts for stating the purpose of the IEP meeting
- IEP meeting participant name tags

Procedure

- Discuss the importance of being able to introduce IEP team members that are present at IEP meetings and provide the students with some examples of whom may be present. Tell students they are going to learn how to introduce the IEP team members who might be at their IEP meetings.
- Introduce the following steps for making introductions:
 - o Smile

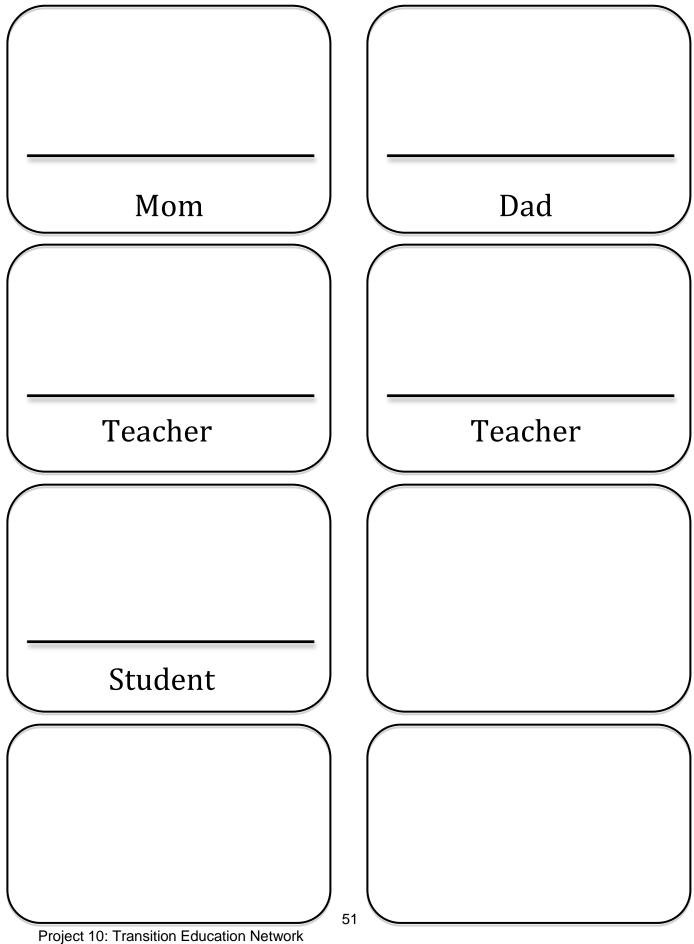
 - Sinite
 Say, "My name is ______."
 Then say, "This is Mr./Mrs. ______."
 - Say, "He/she is my ______

 Pick three or four students from the class and conduct a role play using the four skill steps. (Play the role of the student while students play the roles of parents, teachers, and others at the meeting.)

Note to teacher: During the role play, students and teachers can wear name tags to identify the roles they are playing. Use nametag labels from the attached template.

- Allow students time to work in small groups assuming the different roles of IEP team members.
- Choose three or four students from the class and conduct a role play to state the purpose of the IEP meeting and make introductions.
- Allow students to work in small groups to practice the process of stating the purpose of the IEP meeting and making introductions.

Repeat steps as necessary.



Revised 2012

Reviewing Past Goals and Performance

Intermediate

Objective

The student will learn to review past goals and performance.

Materials

- "IEP Student Goal Review" handout (one per student)
- Student scripts for stating the purpose of the IEP meeting
- Overhead of blank IEP progress report (not included)
- Copies of each student's completed "IEP Student Goal Review" handout to send home

Note to teacher: Enter each student's goals and benchmarks/objectives (if appropriate) on the "IEP Student Goal Review" handout prior to beginning the lesson or have students enter this information if appropriate.

Procedure

- Discuss the importance of reviewing goals that have been set and determining if they have been met. Give students an example:
 - Goal: "I will complete my math work today."
 - Review: "I was able to complete my math work with help from the teacher."
- Have students make a list of the things they have learned to do well (successes) in school and out of school in the past year.
- Give students the "IEP Student Goal Review" handout on which their annual goals and short term objectives/benchmarks are already written. Have students complete the "How did I do?" section for each goal on the "IEP Student Goal Review" handout.

Note to teacher: Once introduced, this process should be repeated quarterly to use for quarterly progress reports and/or IEP development.

• Optional Activity: Students can add goal ideas that they may want to work on in the future.

• As a homework assignment, have students take a copy of the "IEP Goal Review" handout home and discuss with their parents the progress they think they have made toward achieving each goal.

Additional Activity

- Review the IEP progress report completed by the teacher(s) at the time it is sent home.
- Explain the purpose of this report and that the information from each student's goal review handout was considered when this report was completed.

Note to teacher: Include completed "IEP Student Goal Review" handout in each student's IEP folder.

IEP Student Goal Review

Intermediate

Name:	Date:	
Grade:	Quarter:	
Goal	How did I do?	
	_	
Benchmarks/Short-Term Objectiv (If appropriate)	ives:	
	-	
<u>Goal</u>	How did I do?	
	-	
Benchmarks/Short-Term Objectiv (If appropriate)	ives:	
	_	
	-	

IEP Student Goal Review

Intermediate

Name:	Date:	
Grade:	Quarter:	
Goal		
How did I do?		
<u>Goal</u>		
How did I do?		
<u>Goal</u>		
How did I do?		

Planning for the Future

Intermediate

Objective

The student will develop a school outcome statement addressing educational goals or programs.

Materials

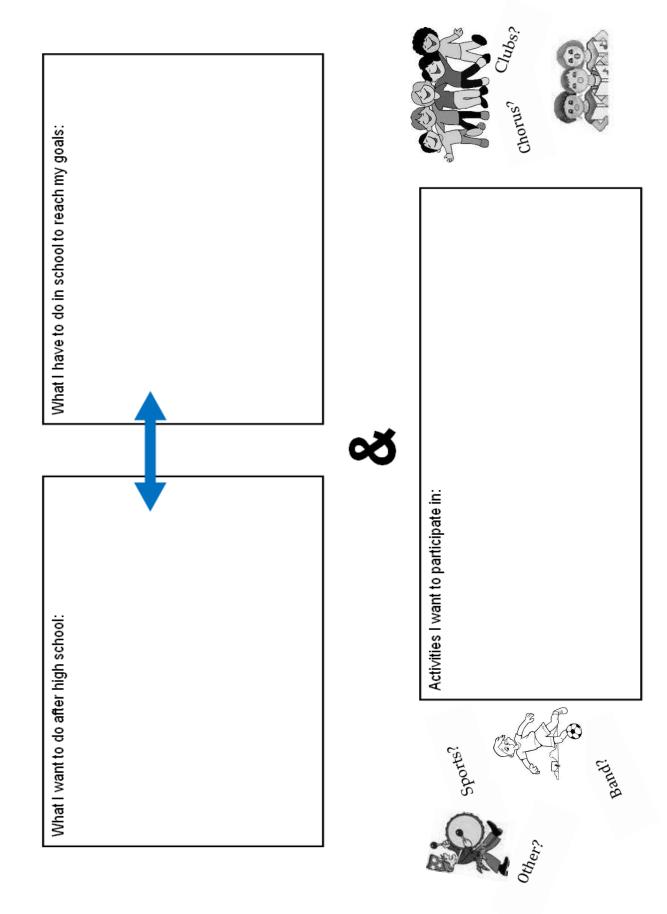
- "Planning for the Future" handout (one per student)
- Copies of each student's completed "Planning for the Future" handout to send home

Procedure

- Remind students that they have been developing personal goals regarding things they want to do in school. Tell them to think into the future and imagine themselves after high school. Ask them what they see themselves doing (e.g., job, college, school). Ask students to share their ideas with another student or in small groups.
- Tell students that in order to achieve goals people must plan ahead because goals do not just happen. Give an example (e.g., someone who wants to be a fire fighter, nurse, etc.). Guide students in brainstorming a list of things that a person would need to do in school in order to reach that goal.
- Ask the students to think about the things they need to do in elementary, middle, and high school to reach their goals. Make sure students address academic skills, social skills, organizational skills, and motivational skills. An example that can be given is completing school work and homework. Remind students that school is their "job" now and the skills they develop in school will help them be more successful in the future.
- Ask students what kinds of activities they want to participate in during middle and high school. Give examples such as sports, band, or clubs. Ask students to share their ideas with another student or in small groups. Explain the criteria for participation in school activities (e.g., grade point average, behavior).
- Have students complete the "Planning for the Future" handout. Tell students they can write or draw responses.

- Using their handout, have students practice with a partner. Have each student ask his/her partner:
 - "What do you want to do after high school?"
 - o "What are the things you can do in school to help you accomplish your goals?"
 - "What kinds of activities do you want to participate in during middle school and high school?"
- Have students take a copy of their completed handout home to discuss and share with their parents.

Note to teacher: Include completed "Planning for the Future" handout in each student's IEP folder.



Project 10: Transition Education Network Revised 2012

Planning for the Future Intermediate

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IEP Goal Setting

Intermediate

Objective

The student will develop IEP goals.

Materials

- Completed "Self-Reflection" handouts
- Completed "What Do I Need Help With?" handouts
- "Student Input Questionnaire" (one per student)
- "Parent Input Questionnaire" (one per student)
- "Parent Survey of Needs" (one per student)

Note to teacher: Student IEP folders with information from previous lessons can be used as a resource.

Procedure

Note to teacher: Students should have been working on developing daily, weekly, and/or quarterly personal goals throughout the year.

- Explain to students that they have already reviewed the goals from their current IEPs and now they will be writing goals to be used in their next IEPs.
- Ask students to complete the "Student Input Questionnaire" using information from their "Self- Reflection" and "What Do I Need Help With?" handouts for assistance.
- Once the questionnaire is completed, review the input with each student to get specific enough information to write measurable goals (e.g., If a student states that he/she needs help with reading, probe to find out more specifically what kind of reading help the student needs.) Ask the student to add more specific information to the "Student Input Questionnaire" after probing for additional information.
- Homework Assignment: Remind students that parents are a part of their IEP teams, so their input is also important. Assign the "Parent Input Questionnaire" and the

"Parent Survey of Needs" as homework for completion by parents. Encourage students to work with their parents as they complete the questionnaire and the survey.

Note to teacher: Include completed questionnaire and survey in each student's IEP folder.



Student Input Questionnaire

Individual Educational Plan

Student's Name:	Grade:	Date:	
			_

Dear Student:

Please answer the following questions about yourself. The information provided will be used to help us draft your Individual Educational Plan (IEP). What you say is important.

My strengths are: (What can I do well?)

Things I need help with are:

Annual Goals:

Next year, I need to work on:

Other things I am interested in doing in school next year:



Parent Input Questionnaire

Individual Educational Plan

Student's Name: Grade: Date:	nt's Name: _		Grade:	Date:	
------------------------------	--------------	--	--------	-------	--

Dear Student:

Please answer the following questions regarding your son/daughter. The information provided will be used to help us draft his/her Individual Educational Plan (IEP).

My son/daughter's strengths are:

My areas of concern for my son/daughter are:

Annual Goals:

I would like my son/daughter to work on:

Other areas of interest or concern that I would like addressed on my son/daughter's IEP:

Please complete the attached Survey of Needs form to provide more specific information.

Parent Survey of Needs

Name: _____

Date:

Check all areas in which your child needs assistance. Complete this form before filling out the Parent Input Questionnaire. Information from this form will assist you in completing the questionnaire

Academics	Independent Living Skills:
 Math: Adding Subtracting Multiplying Dividing Money Measurement 	 Dressing skills Grooming skills Using money Preparing simple food items (e.g. sandwich, bowl of cereal) Doing chores Using telephone
 Language Arts. Reading Writing Spelling Handwriting Science Social Studies 	Social Skills: Following class rules Good sportsmanship Getting along with teachers Getting along with peers
Study Skills: Finishing classwork Finishing homework Being prepared Staying on task Following directions Being organized Listening	 Getting along with adults Displaying appropriate conduct Making friends Taking turns Sharing Raising hand Participating in leisure activities
	Other Areas:
 Speech: Saying sounds/words correctly Using the right volume (quieter/louder) Starting a conversation 	 Music PE Art Computer skills Other technology skills

Thanking Everyone

Intermediate

Objective

The student will develop skills to say thank you at the end of his/her IEP meeting.

Procedure

- Discuss the purpose of saying thank you (e.g., saying thank you is a way of telling someone that you appreciate what he/she said or did for you). Tell students they need to thank everyone for coming to their IEP meetings. Talk about the importance of being sincere when saying thank you (e.g., looking at the people, maintaining eye contact).
- Ask for one student volunteer to come up to the front of the room to role play saying thank you with the teacher. Practice saying thank you to the student volunteer using examples and nonexamples to teach the class the appropriate technique. Students should use thumbs up/thumbs down to identify whether the thank you was appropriate.
- Brainstorm ways to thank people for coming to the IEP meeting and list on the board or overhead.
- Have students in the class pick partners and practice saying thank you from the class-generated list.

Note to teacher: Save the class generated thank you list to use when developing the "IEP Meeting Help Sheet."

Putting It All Together

Intermediate

Objective

The student will complete an individual IEP Meeting Help Sheet.

Materials

- "IEP Meeting Help Sheet" (one per student)
- Name tent template
- Student scripts for stating the purpose of the IEP meeting
- Completed "What I Do Well" handouts
- Completed "What Do I Need Help With?" handouts
- Completed "IEP Student Goal Review" handouts
- Completed "Student Input Questionnaire" handouts
- List of generated thank you statements from previous lesson
- Parent letter regarding student IEP meeting participation (one per student)

Procedure

- Have students complete the "Purpose" section of the "IEP Meeting Help Sheet." Use the developed script from the lesson about stating the purpose or have students write their own individual script to state the purpose of the IEP meeting.
- Review the introduction procedures. Have each student fill in his/her name and the teacher's name as an example. Remind students that they are to look at each person in the meeting and introduce each person using the script. Explain that everyone invited may not attend, and they should only introduce those who are present.

Optional: Tell students that name tents will be placed in front of each participant and these can be used as a visual cue. (Base this on student need.)

- Tell students that they will be asked about their strengths during the IEP meeting. Have them use the completed "What I Do Well" handout to list their strengths on the "IEP Meeting Help Sheet."
- Tell students that they will be asked about their needs during the IEP meeting. Have them use the completed "What Do I Need Help With?" handout to list their needs on the "IEP Meeting Help Sheet."
- Have students look at the most recent "IEP Student Goal Review" handout to review past goals and performance and list their successes. If the "IEP Student Goal Review" handout is not available, then review IEP goals with the students using the actual IEP and progress reports.
- Have students use the completed "My Future in School" handout to list activities in which they want to participate while in school.
- Have students use their completed "Student Input Questionnaire" to complete the section regarding new goals for the next IEP.

Note to teacher: An individual conference may be needed to help students complete this section.

- Have students complete the "Thanking Everyone" section by using a selected thank you statement.
- Give students a copy of the parent letter regarding student IEP meeting participation. Review the letter with students and explain to them that they should discuss their role in the IEP meeting with their parents.

Notes to teacher: Save the "IEP Meeting Help Sheet" for use at the IEP meeting.

If needed, students may want to role play with a partner using their "IEP Meeting Help Sheet." If students are uncomfortable sharing personal information, these sections can be omitted during the role play.

If a student has difficulty reading the information on the "IEP Meeting Help Sheet," the teacher can provide assistance or prompts during the IEP meeting.

Medium Tent nameplate (two per page)

Copy on cardstock Cut on dotted line Fold in half lengthwise (printed side on inside) Write name one or both sides

Name:

Role:

Name:

Role:

IEP Meeting Help Sheet

Begin the Meeting by Stating the Purpose:		
Sample: "Hello everyone. We are here today to talk about my IEP. We will review my goals from this year and how I did. Then we will make new goals for next year."		
Introductions: Smile.		
"My name is		
"This is (name)	. She/he is my <u>teacher</u> ."	
"This is	He/she is my	." _
"This is	He/she is my	<u>.</u> "
"This is	He/she is my	"
"This is	He/she is my	."
Repeat for each person.		
Strengths:		
•		
•		
•		

E

Needs:
•
•
•
Review Past Goals & Performance (list successes):
•
•
•
New Goals for Next Year:
•
•
•
Thank Everyone:

Dear Parents:

Your child has been practicing skills needed to actively participate in his/her upcoming IEP meeting. Listed below are the areas in which your child will be providing input or participating.

- Stating the purpose of meeting
- Making introductions
- Stating strengths and needs
- Reviewing past goals and performance
- Stating the school outcome
- Identifying new goals for next year
- Thanking everyone

Please encourage your child to share information with you regarding each area. Your support and encouragement are vital to your child's success.

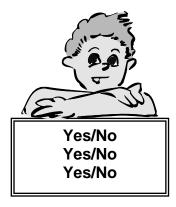
Sincerely,

Standing Up for Me Follow-Up

(Intermediate)

Thank You Notes

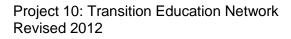




Evaluation

Transition to Middle School







Summary of Follow-Up Lessons

Thank You Notes (1 lesson)

Students discuss the purpose of sending thank you notes and then send thank you notes to people who attended their IEP meetings.

Evaluation (1 lesson)

Students provide input regarding their IEP meetings and what occurred during the meetings.

Transition to Middle School (1 lesson)

Students provide information to help middle school teachers understand their unique needs.

Thank You Notes

Intermediate

Objective

The student will develop skills to write thank you notes after his/her IEP meeting.

Materials

- Sample thank you notes and letters
- Teacher prepared lists of people who attended each student's IEP meeting

Procedure

- Discuss the purpose of sending thank you notes/letters as a way of expressing appreciation to everyone who attended the IEP meetings.
- Have students write thank you notes/letters to people who attended their IEP meetings. Students may use a prepared statement or develop their own personal notes/letters.

IEP Thank You Examples

Dear Thank you very much for coming to my IEP meeting. I really appreciate your being there. Sincerely,	Dear I was really happy to have you at my IEP meeting. Thank you for being there. Sincerely,
Dear	Dear
Thank you so much for coming to my IEP	I want to thank you very much for
meeting. It was really nice having you	attending my IEP meeting. It meant so
there.	much to me to have you there.
Sincerely,	Sincerely,
Dear	Dear
Thank you very much for coming to my	I really appreciate you taking the time to
IEP meeting. It was great having you	come to my IEP meeting. It was nice
there to support me.	having you there.
Sincerely,	Sincerely,
Dear Thank you for being at my IEP meeting. Sincerely,	Dear It was very nice of you to attend my IEP meeting. Thank you very much. Sincerely,

Evaluation

Intermediate

Objective

The student will complete an evaluation following his/her IEP meeting.

Materials

- "Student IEP Evaluation" (one per student)
- "Certificate of Completion" (one per student)

Procedure

- Explain to students that their input about what happened during the IEP meeting is valuable.
- Have students complete the "Student IEP Evaluation" handout after their IEP meetings are held. Remind the students to be honest about how they feel.
- Discuss any concerns indicated on the evaluation with each student individually.
- Give each student a certificate of completion after participating in the meeting and completing the evaluation.

Note to teacher: Keep completed "Student IEP Evaluation" handout in the student IEP folder.

Evaluation handout was adapted from *FSU Evaluation Model: Student IEP Questionnaire*, by M.A. Sweeney, and B. Menchetti. 1996, Tallahassee, FL: Florida State University.

	Student IEP Evaluation	
Name:		
Date:	Grade:	

Please circle the response that best describes your last IEP meeting:

1. I attended my last individual educational plan meeting.

Yes No

If yes, continue. If no, stop here.

2. My parent(s) was/were present during the meeting.

Yes No

3. We talked about my strengths.

Yes No

4. We talked about my goals and what I needed to do to reach them.

Yes No

5. I felt respected during the meeting.

Yes No

6. We talked about the people that will help me.

Yes No

7. We talked about my interests.

Yes No

8. People asked me what I would like included in my IEP.

Yes No

9. I was encouraged to invite people that are involved with my education to my IEP meeting.

Yes No



Project 10: Transition Education Network Revised 2012

Transition to Middle School

Intermediate

Note to teacher: This lesson is designed for students articulating from elementary to middle school.

Objective

The student will provide information that will help the middle school teacher(s) understand his/her unique needs.

Materials

- "Student Information Form" (one per student)
- Completed "What I Do Well" handouts
- Completed "What Do I Need Help With?" handouts
- Completed "Self-Reflection" handouts
- Completed "IEP Student Goal Review" handouts
- Completed "Student Input Questionnaire" handouts

Procedure

- Explain to students that their new middle school teachers want information about them to use for developing their IEPs and for planning their educational programs.
- Have students complete the "Student Information Form."
- Have students attach the following handouts that were completed as a part of the *Standing Up for Me* unit:
 - o "What I Do Well"
 - o "What Do I Need Help With?"
 - o "Self-Reflection"
 - o "IEP Student Goal Review"
 - o "Student Input Questionnaire"

Students should be encouraged to review and revise, if necessary, these handouts prior to sending the information to the middle school teacher(s).

Additional Activities

- Invite a speaker from a local middle school.
- Allow students to shadow other students at the middle school.

Note to teacher: This information should be forwarded to the middle school teacher(s) along with other district student information and relevant student handouts completed from Standing Up for Me.

Student Information Form

Name: Address:			
Phone Number:			
Date of Birth:	Sex: MaleFemale		
Elementary School:			
Middle School:			
Names of people I live with:			
Name:	Relationship:		
Activities I enjoy:			
Something I want you to know about me:			
What I am looking forward to about middle school:			
Concerns/fears about going to middle school:			
What would make going to middle school easier for m	e:		

Middle School

Standing Up for Me Understanding the IEP

(Middle School)

What Is an IEP?

What Is a Team?

Student Profile

Transition Assessment



Understanding Exceptionalities

Planning for the Future



Personal Goal Setting

Student Rights & Responsibilities

Graduation Options



High School Planning

Project 10: Transition Education Network Revised 2012

Summary of Understanding the IEP Lessons Middle School

What Is an IEP? (2 lessons)

Exceptional student education is explained. The concept that an IEP is a plan written for each student is discussed. Each component of the IEP is reviewed. Students review their own IEP. The importance of their active participation in the IEP process is stressed.

What Is a Team? (1 lesson)

The concept of a team is introduced using a sports team as an example. IEP team members are discussed, and the importance of the student being a part of the team is addressed.

Student Profile (4 lessons)

Students identify strengths, areas in which they need assistance at school, and accommodations that are needed. The present level of academic achievement and functional performance statement is defined, and students are given the opportunity to review the present level statements in their IEPs.

Transition Assessment (1 lesson)

The concept of transition assessment is introduced. Examples of formal and informal transition assessments are provided. Students complete a handout including the definition of transition assessment and different types of assessments.

Understanding Exceptionalities (1 lesson)

Students discuss how people are alike and different and that they each have special needs. Different exceptionalities are then discussed, including descriptions and common accommodations/modifications. Students then review their IEPs to determine for which areas of exceptional student education they are eligible.

Planning for the Future (4 lessons)

Students identify where they want to live, job preferences, education and training needed, and types of leisure and community involvement activities, including social relationships, in which they want to participate after graduation.

Personal Goal Setting (3 lessons)

The concept of a goal is defined. Students identify things they want to do, learn, have, do better, and places they want to go. The concept that steps need to be identified to achieve a goal is introduced by having the class plan an event. Students then develop individual goals for each day, the week, and the quarter, including the steps needed to achieve each goal, as an ongoing process.

Student Rights and Responsibilities (1 lesson)

Federal regulations related to transition services and how these regulations impact students are explained. Student rights, such as attending and participating in the IEP meeting and accompanying student responsibilities, are discussed.

Graduation Options (1 lesson)

The concept of courses/credits and requirements for different diploma options are explained. The potential impact of each diploma option on postsecondary outcomes is also discussed. Students are given the opportunity to review sections of their IEP that address the type of curriculum they are currently pursuing.

High School Planning (1 lesson)

Students review the concept of transition assessments. The development of a four-year course plan is introduced using the FACTS.org website.

What Is an IEP?

Middle School

Objective

The student will know that an IEP is developed for him/her each year and will be able to identify the primary components.

Materials

- Overhead of IEP acronym
- Overhead of blank or sample district IEP (not included)

Procedure

- Tell students that they are going to begin learning about their individual needs and the specialized help they are given at school. Put the acronym "ESE" on the board and ask students if they know what it means. Solicit student responses and then explain that ESE stands for exceptional student education. Allow for student discussion regarding what this means to them.
- Explain that students who receive special services through exceptional student education are called exceptional students. In order to get this special help, each student has to be tested and have a disability that qualifies him/her for ESE. Explain that there are many types of disabilities. Give one or more of the following examples as appropriate for the class:

Some students:

- Take more time to learn new things than others
- Do not get along well with others or may have behavior problems
- Have physical challenges
- Have difficulty seeing, hearing, or communicating
- Have difficulty with reading and/or math skills
- Tell students that their special learning needs can make it difficult for them to succeed in school. Stress that qualifying for exceptional student education is important because it helps them get the special services they need. The focus is not on the disability used to qualify them for special services, but on what their strengths and needs are and how they can best be helped in school and assisted in preparing for a successful future.

- Point out that all students are good at different things and they may need help with different things. Go on to discuss that a plan is written for each of them called an Individual Educational Plan (IEP). It describes their unique needs, including what they are good at, what they need help with, and what kind of help they need.
- Using the IEP overhead, identify the I as meaning "individual," E as meaning "educational," and P as meaning "plan." Discuss what each letter means (e.g., "I" for individual means "you, and each one of you is different"; "E" for educational means "what you will learn in school"; "P" for plan means "what is written down that you will learn in a year").
- Use the overhead to show a blank or sample district IEP. Review each component of the IEP (e.g., special factors, present level of academic achievement and functional performance statement, transition service needs, annual goals, short-term objectives/benchmarks, participation in general education, ESE services, related services/supplementary aids, accommodations/modifications, statewide assessment, diploma options, etc.) and describe what information is included.
- Introduce the concept of an IEP that addresses transition. Briefly describe the differences emphasizing that the IEP addressing transition includes other areas besides the school such as community involvement, employment, and postsecondary education or training and focuses on what students want to be involved in after they graduate from high school.
- Explain that students cannot begin to receive ESE services until an IEP is written for them. Also explain that in order for students to receive ESE services, their parents must give permission. State that in order to continue receiving services, new IEPs have to be developed for them each year.



Individual





Plan

Project 10: Transition Education Network Revised 2012

What Is an IEP?

Middle School

Objective

The student will understand his/her own IEP.

Materials

- Folders for each student with current IEP
- Highlighters

Note to teacher: The IEP folder will be used throughout the year as a planning guide when developing IEPs and progress reports. When IEPs are used during lessons, it is important to stress confidentiality. If confidentiality cannot be maintained in the classroom setting, activities involving the use of IEPs should be completed individually.

Procedure

- Distribute folders containing a copy of each student's IEP. Allow students a brief period to look through their IEPs. Address questions on an individual basis.
- Have students look at the signature page to see who attended their IEP meetings. For those students who attended, ask if they participated, if they were able to provide input, and how they felt about it. For those students who did not attend, ask if they had any input before the IEP meeting and how they felt about a plan being developed for them without their presence or input. Have students brainstorm reasons why they should participate in their own IEP meetings. Stress to the students the importance of their active participation and involvement in the development of their IEPs.
- Have students highlight the parts of their IEPs that they do not understand, do not agree with, or did not know about themselves.
- Answer questions that are general with the group. Explain to students that you will meet with them privately to answer questions of a personal nature or that are more involved.

Note to teacher: Save the highlighted IEPs in individual student IEP folders. Additional information from future lessons will be added to this folder.

What Is a Team?

Middle School

Objective

The student will understand that an IEP is developed by a team and be able to name some members of the team.

Materials

• "Team Members" overhead

Procedure

- Ask students to give examples of teams (e.g., football, softball, class team).
- Choose a team or type of team listed by the students and discuss the fact that each person on the team plays a special role and all team members work together to achieve a goal for the team.
- Refer to a position such as a quarterback or a pitcher and discuss how the game would not be possible without either of these players. Explain to the students that since the IEP is written about each of them, then each of them is like the quarterback or pitcher—in order for the plan to work, they each need to help and be a part of the IEP team, and each member of the team strives to ensure success.
- Ask the students to think about a time when a parent or teacher made a decision for them without their input and it was something they did not want to do (e.g., going to visit someone; where to sit in class). Have student volunteers share experiences and describe how they felt.
- Next tell the students to think of a time when they were allowed to say what they would like to do or where they would like to go. Have volunteers share ideas and describe how they felt.
- Ask students if they have ever attended an IEP meeting. Ask them if they were able to participate or if they were just there to listen. Discuss the differences in responses in terms of level of participation.
- Relate these scenarios to the fact that the IEP is a written plan about each student and each student knows himself/herself best. Stress that it is important that they

each be a part of their IEP teams to help decide what will be included in the plan for each of them for the year.

- Ask students to think of people who might be a part of an IEP team. List responses on the board or an overhead.
- Use the "Team Members" overhead to review who could be a part of the IEP team.
- Remove the overhead. Have students name IEP team members that may come to their IEP meetings with partners.

Team Members



Student

Parent(s)

ESE Teacher(s)



General Education Teacher(s)

Therapist(s)

Behavior Specialist

Administrator

Agency Representative(s)

Counselor



Others Based on Need

Project 10: Transition Education Network Revised 2012

Student Profile

Middle School

Objective

The student will identify what he/she is able to do well.

Materials

- "My Strengths" handout (one per student)
- Individual student results from transition assessments in one or more of the following areas:
 - Academic assessments
 - Interest inventories/checklists
 - Learning style preferences

Procedure

- Have students brainstorm things that they can do well at home, in school, and in the community. Record ideas on the board.
- Explain the various assessments used and discuss what the results of the assessments mean.
- Have students individually complete the "My Strengths" handout based on what they can do well by categorizing and listing under home, school, and community using individual transition assessment results (individual meetings might be needed to complete this handout).
- As a homework assignment, ask students to discuss with parents what they do well.

Note to teacher: Include completed "My Strengths" handout in each student's IEP folder. Share this handout with parents at an open house or a conference.

Name:	Date:

My Strengths

Home	School	Community

Student Profile

Middle School

Objective

The student will identify what he/she needs help with or wants to learn at school.

Materials

- "What Do I Need Help With?" handout (one per student)
- Individual student results from assessments in one or more of the following areas:
 - Academic assessments
 - Interest inventories/checklists
 - Learning style preferences

Procedure

- Explain that we all need help with things that we can't do well or that we want to do better.
- Review and discuss each section of the "What Do I Need Help With?" handout and ask students to think about things that may be difficult for them in each section. Cite examples such as: if you don't turn your homework in on time, perhaps you need help with finishing homework; if you have difficulty making change, you may need help with money skills; etc.
- Guide students as they complete the "What Do I Need Help With?" handout based on what they perceive as areas of individual need and based on assessment data. Meet individually with students who need assistance.
- As a homework assignment, ask students to discuss with parents what they need help with or want to learn at school.

Note to teacher: Include completed "What Do I Need Help With?" handout in each student's IEP folder. Share this handout with parents at an open house or a conference.

Lesson Variation: In addition to identifying what they need help with, students can also use the handout to identify additional strengths by marking the things they need help

with in one color and their strengths in another color, or by putting an "S" in front of their strengths and an "N" in front of what they need help with.

What Do I Need Help With?

Name: _____ Date: _____

Academics	Study Skills:
\square Math:	
	□ Finishing classwork
□ Adding	□ Finishing homework
□ Subtracting	□ Being prepared
	□ Staying on task
	Following directions
Fractions/decimals/percents	Being organized
	Listening
Measurement	
Algebraic concepts	
Data analysis	Independent Living Skills:
Language Arts:	Dressing skills
Reading	Grooming skills
Phonics	Using money
Vocabulary	Basic cooking
□ Main idea	□ Housekeeping
	□ Shopping
Writing	
□ Capitalization/punctuatio	
n	Social Skills:
Sentence fluency	□ Following class rules
□ Grammar	Good sportsmanship
□ Idea development	Getting along with teachers
□ Word choice	Getting along with peers
	Getting along with adults
	Displaying appropriate conduct
□ Spelling	Taking turns
□ Handwriting	Raising hand
	Participating in leisure activities
\Box Science	Self-advocacy skills
	Self-evaluation skills
Greech	Other Areas:
Speech:	□ Music
□ Saying sounds/words correctly	
 Using the right volume (quieter/louder) 	□ Art
□ Starting a conversation	 Computer skills
	 Other technology skills

Student Profile

Middle School

Objective

The student will develop an understanding of the present level of academic achievement and functional performance.

Materials

- Completed "My Strengths" handouts
- Completed "What Do I Need Help With?" handouts

Procedure

- Explain that each student has a present level of academic achievement and functional performance statement in his/her IEP. Give the following description of a present level of academic achievement and functional performance statement:
 - The present level of academic achievement and functional performance statement provides a thorough enough description of each student so that anyone can begin instruction based on the information provided.
- Ask students to brainstorm possible sources of information about themselves. Give the following scenario:
 - A student is brand new to a school. How, where, and from whom can the teachers go to get information about this student?

List ideas on the board. If students have difficulty, the teacher may add to the list.

- Explain to the students that when developing an academic achievement and functional performance statement, teachers need to get information from a variety of sources, including those that are listed. One of the sources of information should be the student.
- Have students review their "My Strengths" handout. Explain that one of the parts of the present level of academic achievement and functional performance statement in the IEP describes their strengths. Tell students that some of the strengths they have listed will be used to develop this section of the present level of academic achievement and functional performance statement.
- Have students review their "What Do I Need Help With?" handout. Explain that another part of the present level of academic achievement and functional

performance statement addresses what each student needs help with in school. Tell students that some of the areas of need they have listed will be used to develop this section of the present level of academic achievement and functional performance statement.

• Have students look at their present level of academic achievement and functional performance statements on their current IEPs. Allow an opportunity to address general questions and explain that specific questions should be addressed privately with a teacher.

Student Profile

Middle School

Objective

The student will identify the types of accommodations he/she needs.

Materials

• "Accommodations: What Will Help Me?" handout (one per student)

Procedure

- Introduce the meaning of an accommodation (changes in the setting or the delivery
 of instruction/tests that give each student with a disability an equal chance to show
 what he/she knows; changing how they learn and how they are assessed, not the
 content). Discuss with students that everyone needs help to do some things better.
 Depending on our needs, each of us needs different kinds of help (e.g., wearing
 glasses to see better, writing things down to remember, more time, etc.).
- Write the following profiles of people on the board:
 - Person with a visual impairment
 - Person who can't read well

 Person who has behavior problems and doesn't follow rules and directions Have students brainstorm a list of strategies for each person that could help him/her be more successful.

- Tell the students that the strategies they listed that could help each of the individuals above are accommodations and they are individualized. Provide examples regarding why accommodations would be individualized (e.g., Does everyone need glasses? Does everyone need braces?).
- Engage the students in a discussion regarding whether they think it is fair for each of the above people to have the accommodations that are listed. Explain to students that "fair" means that you look at each person and his/her needs individually. Since no two students are the same, "fair" means doing what each student needs to be successful without changing what is being taught. Explain that accommodations address what is required in order to be successful; they are not meant to give an unfair advantage (e.g., a student who knows how to read does not need someone to read the material to him/her; a student who is capable of writing test answers does not need to answer test questions orally instead of writing the responses).

- Explain to students that accommodations that are needed can change over time as needs change (e.g., as teeth move, braces are adjusted; as a student becomes better in math, a calculator may no longer be needed; as a student learns to read better, having someone read the material to him/her may not be necessary any more).
- Provide personal examples of accommodations needed that would be selected from the "Accommodations: What Will Help Me?" handout and explanations regarding why these personal accommodations are needed.
- Guide students as they complete the "Accommodations: What Will Help Me?" handout based on what they perceive as areas of individual need. Remind students to only check the kind of help they <u>must</u> have to be successful.
- In individual meetings, review current IEP accommodations with each student and compare with the "Accommodations: What Will Help Me?" handout.

Note to teacher: Include completed "Accommodations: What Will Help Me?" handout in each student's IEP folder.

Resources

• Accommodations: Assisting Students with Disabilities

Accommodations: What Will Help Me?

Name:

Date: _____

Ac	commodations	Which Subjects?	Why?
	Assignments and Assessments:		
	Assignment notebook		
	Different type of response (e.g., oral, draw, write, point, etc.)		
	Reduced assignment length		
	Dividing assignments into smaller sections		
	Student checklist/self- checking materials		
	Additional practice		
	Different kind of assessment (e.g., multiple choice instead of essay)		
	Test given over several sessions		
	Oral testing/directions		
	Additional adult/peer assistance		
	Small group/individual testing		
	Other		

Accommodations: What Will Help Me?

Name:

Date: _____

Accommodations	Which Subjects?	Why?
Instructional Methods and Materials:		
 Highlighting/underlining important information 		
 Different instructional materials 		
□ Written notes provided		
□ Manipulatives		
□ Pictures or graphics		
 Tape recorders or electronic devices 		
Calculator		
Notetaker		
□ Hands-on activities		
□ Study guides		
□ Specialized equipment		
□ Other		

Accommodations: What Will Help Me?

Name:

Date:

Accommodations	Which Subjects?	Why?
Learning Environment:		
Assistance with organization		
□ Study carrel		
Preferential seating		
 Behavior management system 		
□ Daily or weekly note home		
Individual/small group instruction		
□ Time out		
Secured seclusion		
□ Alerts/cues for transitions		
 Adapted environment (e.g., lighting, specialized furniture, etc.) 		
Other		
Other		

Accommodations:

What Will Help Me?

Name:		Date:
Accommodations	Which Subjects?	Why?
Time Demands and Scheduling:		
Additional time to complete assignments		
Additional time to complete tests		
Project schedule with checkpoints		
Timer to monitor task completion		
□ Other		
Special Communication Systems:		
Sign language		
 Communication system (e.g., communication board) 		
 Additional assistance for Limited English Proficiency (ELL) 		
□ Other		
□ Other		

Transition Assessment

Middle School

Objective

The student will develop an understanding of transition assessments and how to use the data from these assessments in planning.

Materials

• "Transition Assessment Overview" handout (one per student)

Procedure

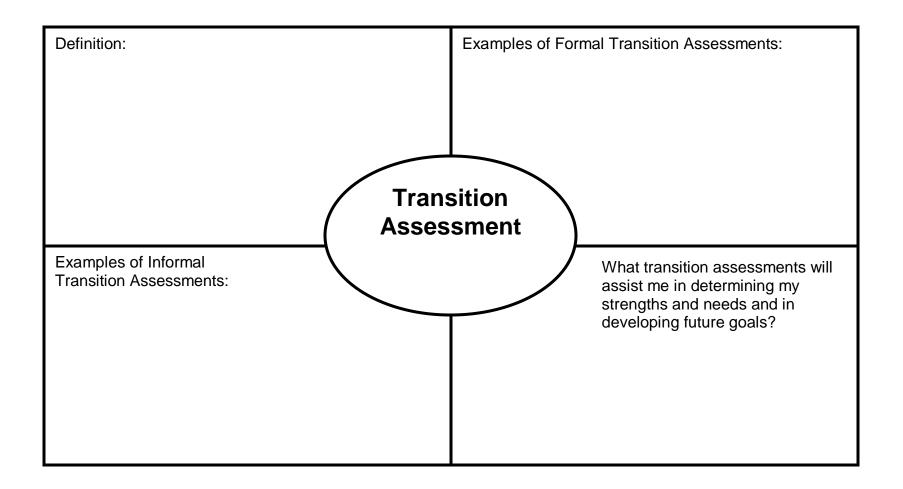
- Ask students what they think the word "transition" means. After this discussion, share the following definition or one of teacher's choice:
 - Transition is the movement, passage, or change from one stage, activity, place, concept, or period to another. One example is the transition from childhood to adolescence.
- Discuss some of the differences between childhood and adolescence (e.g., more freedom, more rights, more responsibilities, etc.).
- In table groups, ask students to brainstorm transitions that they have already encountered in their lives. Have students share their examples.
- Ask students what they think the word "assessment" means. After this discussion, share the following definition or one of teacher choice:
 Assessment is an evaluation of achievement
 - Assessment is an evaluation of achievement.
- Explain to students that transition assessment is an ongoing process of collecting data on individual needs, preferences, and interests to assist with making decisions regarding future education, work, living arrangements, and social and/or personal activities. Also explain that informal and formal transition assessments help them make decisions because they identify current achievement levels, interests, strengths, and needs.
- Direct students to the "Transition Assessment Overview" handout and ask them to complete the definition box.
- Explain that transition assessments can be both formal and informal.

- Provide examples of formal assessments available to students. Direct students to complete the "Examples of Formal Transition Assessments" box on the "Transition Assessment Overview" handout.
- Provide examples of informal assessments available to students. Direct students to complete the "Examples of Informal Transition Assessments" box on the "Transition Assessment Overview" handout.
- Explain to students that during the next few lessons they will be using their own transition assessment data to determine their strengths and needs and to develop future goals.
- Ask the students to complete the box on the "Transition Assessment Overview" handout regarding transition assessments they will need to use to determine their strengths and needs and to develop future goals.

Name:

Date: _____

Transition Assessment Overview



Understanding Exceptionalities

Middle School

Objective

The student will understand disabilities and the impact of his/her disability.

Note to teacher: Decide if the lesson will address only the exceptionalities within the classroom or if it will be expanded to address additional exceptionalities. (It is suggested that a wide variety of exceptionalities be addressed.) Prepare accordingly. This lesson may take more than one session to complete.

Do not allow students to discuss specific confidential information with the class.

Materials

- Teacher resources regarding each exceptionality (not intended to be used as handouts)
- Completed "My Strengths" handouts
- Completed "What Do I Need Help With?" handouts

Procedure

- Place students in a circle in order to create a more casual atmosphere conducive to sharing.
- Explain to students that people are alike in many ways.
- Have students list at least 20 ways in which people are different. Then challenge the students to name at least 20 ways people are alike. List student responses on the board or overhead.
- Explain to students that people have many differences. Some people may learn differently, behave differently, move around differently, or communicate differently.
- Tell students that in order to get the assistance they need, they were tested and they qualified for exceptional student education because they have a disability (or some students may have more than one disability). Explain that qualifying for exceptional student education is important only in that it entitles them to get the special help they

need. The focus is not on the label or disability used to qualify them for special services, but on what their strengths are and how they can best be supported in obtaining a good education. Explain that exceptional student education is designed to help them be more successful in school. Tell students that they will be learning about different qualifications for exceptional student education.

- Have students name different disabilities of which they are aware. List these on the board or overhead. Add other disability areas they do not name. Include gifted as an exceptional student education area.
- Discuss with the students that they all need some type of special help in order to be successful in school. Remind students that they recently completed handouts that looked at what they do well in school and what they need help with at school. Students should review these completed handouts.
- List an exceptionality and acronym for the exceptionality that will be discussed on the board. Use the information provided as a teacher resource for the exceptionality, and explain it in a way that students will understand. Allow students to relay information familiar to them and to ask questions about the exceptionality before moving on to another exceptionality. If more than one exceptionality will be discussed, in order to develop a comfort level, discuss exceptionalities other than those of students in the class first.
- Explain that two individuals with the same disability can have the disability but can be very different because each person has unique characteristics and needs.
- Summarize the exceptionality or exceptionalities that have been introduced. Explain that each student in the class needs help in school in different ways. Add that teachers are giving them the individual help they need to do well in school.
- Have students review their IEPs to determine for which areas of exceptional student education they are eligible and receiving services. Tell them that they may schedule a private meeting with the teacher to answer any questions they may have.

Additional Activity

- Invite successful former students or other role models with disabilities similar to students in class to discuss their disabilities and their successes.
- Conduct a disability awareness activity.

Resources

- Accommodations: Assisting Students with Disabilities
- Accommodations and Modifications: What Parents Need to Know
- Become Your Own Expert
- Resources You Can Use: Disability Awareness
- Steps to Self-Determination
- We're More Alike Than Different
- Disability History and Awareness: A Resource Guide

Autism Spectrum Disorder

Teacher Resource Only

Students on the autism spectrum may need the following:

- Structure and routine
- Refocusing when exhibiting repetitive behaviors
- Refocusing attention as situations change
- Instruction in appropriate social skills
- Reinforcement of positive behaviors
- Assistance with developing communication skills
- Cues to interact with or respond to others in the environment
- Visual supports and schedules
- Written instructions
- Distractions kept to a minimum
- Modeling of a task

Blind or Visually Impaired (VI)

Teacher Resource Only

Students who are blind or visually impaired may need:

- Braille, large print, taped textbooks, or magnification for reading and writing
- Special technology, including adaptive computers, low-vision optical aids, and printenlarging equipment
- Orientation and mobility training to move and travel independently
- Preferential seating
- Extra desk space for enlarged materials and special aids
- Special raised-line paper for writing
- Materials and tactile aids such as math manipulatives and relief maps
- Extra practice for fire drills and types of other drills
- Written material read orally
- Clear verbal directions with details such as how far, left, right, etc.
- Assistance in knowing where things in the classroom are located
- Advance preparation if the room is rearranged
- Cueing when someone enters or leaves (if blind)
- Personal copies of board work and/or overheads
- Extra time to complete the same work as sighted peers

Deaf or Hard-of-Hearing (DHH)

Teacher Resource Only

Students who are deaf or hard-of-hearing may need:

- Hearing aids
- Sign language
- Positioning to face the speaker when talking to assist in watching lips
- Use of visual aids whenever possible
- Information presented in written form or through demonstrations
- Assistance from an interpreter and/or a note taker
- Controlled noise level in the classroom
- Teacher to use a portable microphone which transmits directly to hearing aids
- Amplification to assist in understanding what is being said
- Attention focused on speaker for lecture and/or instructions
- Spoken language at a normal volume because hearing aids increase the loudness of sounds
- Assignments written on the board to assist in following instructions
- Encouragement to ask that statements be repeated or rephrased when not understood
- Additional breaks due to fatigue because of the continuous visual and auditory strain
- Seating where eye contact can be maintained with the speaker
- An interpreter sitting or standing on one side of the speaker in order for the student to maintain eye contact with both the interpreter and the speaker
- Seating in a location away from windows or other light sources to reduce glare
- Real-time captioning

Emotional/Behavioral Disabilities (EBD)

Teacher Resource Only

Students with emotional/behavioral disabilities may need:

- A structured learning environment for skill acquisition in behavior control strategies, academic achievement, and socialization
- Structured directions and consistent expectations
- A behavior management plan
- Instruction in self-monitoring techniques
- Frequent communication between home and school
- Cues for refocusing
- Instruction in appropriate social skills
- Activities to improve self-esteem and confidence

Intellectual Disabilities (InD)

Teacher Resource Only

Students with intellectual disabilities may need:

- Longer amounts of time to learn new skills due to a slower rate of learning
- Much repetition while learning new skills and over time to retain the information
- Several opportunities to practice a newly acquired skill in a variety of settings
- Instruction in the natural environment in which skills are used, such as shopping, ordering, and eating in a restaurant
- Hands-on activities or manipulatives
- Demonstrations on how to do something rather than just being told
- Curriculum addressing functional academics, daily living skills, and vocational skills
- Help with self-care skills
- Transition services to prepare for life after school in order to function within a family structure and in a working environment
- Social skills and communication training
- Assistive technology services for communication and environmental control as well as for ambulation, self-care, and health maintenance
- Assistance with health maintenance

Orthopedic Impairment (OI)

Teacher Resource Only

Students with orthopedic impairments may need:

- Use of a wheelchair, walker, or crutches
- Use of assistive technology to be able to read, write, communicate, and/or access the environment (e.g., communication devices, computers, specialized switches)
- Special medications or nursing services
- Leg or other braces
- Occupational, physical, and/or speech therapy services
- Provisions to complete some work at home if absent frequently due to a physical health impairment
- Special desks or seats
- Accessible classroom (without barriers) in order to be conducive to mobility
- Help with personal care needs such as getting dressed or using the restroom
- Reduced amount of work due to fatigue or amount of time/energy needed to complete work
- Additional bathroom privileges

Specific Learning Disabilities (SLD)

Teacher Resource Only

Students with specific learning disabilities may need:

- Assistance with understanding, expressing, or processing information
- Special teaching strategies to learn reading, writing, spelling, language, and/or math skills
- Instruction in strategies that will help utilize strengths and compensate for learning needs
- Classwork adjusted to meet individual needs (e.g., lower reading level, length of assignment, time to complete assignment, type of assessment)
- Classroom structure and routine
- Help with organizing assignments
- Simple and clear directions which may need to be repeated
- More time to complete assignments
- Special equipment, such as a tape recorder for taking notes or a calculator for math
- Outlines, study guides, special notes, or highlighting
- Frequent reminders or repetition
- Assistance holding pencils or crayons, writing, tracing, or cutting with scissors

Speech and Language Impaired (SLI)

Teacher Resource Only

Students who are speech and language impaired may need:

- Speech and/or language therapy to help articulate sounds in words, speak fluently, or speak with correct pitch, intensity, and quality of voice
- Assistance with language skills, such as vocabulary, sentence structure, and verbal expression of ideas
- Opportunities to verbally interact with adults and other students
- Encouragement to finish speaking without others attempting to finish their words or sentences (for students with fluency problems)
- Use of written communication
- Assistive technology, such as a special speaking device

Planning for the Future

Middle School

Objective

The student will describe the type of job he/she wants to have after graduating from high school.

Materials

- "Work Setting Preferences" handout (one per student)
- Interest inventory (not provided)
- "Type of Job I Would Like" handout (one per student)

Procedure

Note to teacher: This lesson may take more than one session to complete thoroughly.

- Guide students in a discussion about the kinds of paid jobs or work experience they have already had (e.g., babysitting, mowing the lawn, washing cars).
- Tell students that they are now going to be looking at the kinds of jobs they could do after graduating from high school. Have students complete the "Work Setting Preferences" handout.
- Have students complete an individual interest inventory (e.g., Florida CHOICES Explorer).
- Ask students to list jobs of interest on the "Type of Job I Would Like" handout. Have students research jobs of interest to determine skills needed, working conditions, and specialized training. Use the completed "Work Setting Preferences" handouts and interest inventories to determine if the jobs match student preferences and interests. Have students complete the questions related to each job to determine potential interest.

Note to teacher: Include completed "Type of Job I Would Like" and "Work Setting Preferences" handouts in each student's IEP folder.

Resources

- Florida CHOICES Explorer
- Project 10: Employment Resources
- Project 10: Employment Checklist for Students with Disabilities
- Project 10: Employment Checklist for Students with Significant Disabilities
- Occupational Outlook Handbook
- O*Net
- Any published interest inventory
- Internet
- Newspapers
- Books about various jobs

Work Setting Preferences

Name:	
ivanie.	

Date:

Mark the choice(s) you like best for each section.

part-time job	do physical labor
□ full-time job	□ work at a desk
□ job with flexible hours	work with my mind
·	work with my hands
work for a large company	\Box work with tools
□ work for a small company	□ work with machines
	□ work with computers
work in daytime	□ work with advanced technology
□ work in evening	
□ work at night	have a variety of duties
□ work early morning	☐ do the same thing every day
□ work late afternoon	
□ work weekdays	work in a noisy place
	□ work in a quiet place
□ work inside	
□ work outside	read as part of the job
□ work outside □ work in the same place everyday	□ write as part of the job
□ work in different places locally	\Box do math as part of the job
□ travel outside my local area	
	earn wage/salary increases
□ be my own boss	\square earn benefits
□ work for someone	□ earn promotions
	□ earn awards or recognition
□ dress formally (dress, suit)	
□ wear a uniform	walk to work
☐ dress casually (jeans, shorts, etc.)	□ take the bus to work
	☐ drive to work
work in a place with few people	□ other (paratransit, carpool, family)
□ work in a place with a lot of people	
□ work in a place with a lot of people □ work by myself	\square work that requires a high school
	work that requires a high school diploma
\square work at a slow pace	diploma
 work at a slow pace work at a fast and busy pace 	 work that requires college work that requires career or technical
	education
 work at your own pace follow a schedule 	euucalion
meet deadlines	\Box join the military
	join the military

Type of Job I Would Like

Name: Date:	
Choice 1	Choice 2
Type of Job	Type of Job
Skills Needed	Skills Needed
Working Conditions	Working Conditions
Training/Education	Training/Education
Match My Work Preferences & Interests?	Match My Work Preferences & Interests? No Some Most All Match My Strengths/Abilities? No Some Most All Type of High School Diploma Am I still interested in this job? Yes No If yes, what can I do to be successful in getting the job?
Who can I go to for support or assistance? If no, why did I change my mind?	Who can I go to for support or assistance? If no, why did I change my mind?

Planning for the Future

Middle School

Objective

The student will describe the type of education or training he/she wants to have after graduating from high school.

Materials

- Completed "Type of Job I Would Like" handouts
- Interest inventory results
- "Education or Training I Would Like" handout (one per student)

Procedure

Note to teacher: This lesson may take more than one session to complete thoroughly.

- Guide students in a discussion about the types of postsecondary education and training that may be required for the jobs they identified in their "Type of Job I Would Like" handouts. Ask if they know people who have completed other types of education and training such as college, on-the-job training, technical training, apprenticeships, etc.
- Tell students that they are now going to look at the education and training options available after they graduate from high school. They may use information from their completed individual interest inventories and "Type of Job I Would Like" handouts as part of this process.
- Ask students to list education or training opportunities of interest on the "Education or Training I Would Like" handout. Have students research education and training programs to determine which postsecondary institution or program they would like to attend, what the entrance requirements are, how long the program will take, how much it will cost, and whether job placement services are provided. Use the completed "Education or Training I Would Like" handouts and interest inventories to determine if the postsecondary education options match student preferences and interests. Have students complete the questions related to each option to determine potential interest.

Note to teacher: Include completed "Type of Education or Training I Would Like" in each student's IEP folder.

Resources

- FACTS.org
- Career and Adult Education, Florida Department of Education
- Project 10: Postsecondary Education Resources
- Project 10: Transition Wheel: Postsecondary Education Access
- College Guides (U.S. News, Princeton Review, Fiske, Yale Daily News, etc.)
- Office of Apprenticeship, United States Department of Labor
- Websites of individual postsecondary institutions and programs
- Newspapers
- Books about various jobs

Type of Education or Training I Would Like

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_____ Date: _____

Choice 1	Choice 2
What job or career would I like?	What job or career would I like?
What are the education or training requirements to enter this job or career?	What are the education or training requirements to enter this job or career?
Where would I like to go to school or be trained?	Where would I like to go to school or be trained?
What are the entrance requirements?	What are the entrance requirements?
How much will it cost?	How much will it cost?
Are job placement services provided? □Yes □No	Are job placement services provided? □Yes □No
Match My Work Preferences & Interests? □No □Some □Most □All	Match My Work Preferences & Interests? □No □Some □Most □All
Match My Strengths/Abilities? □No □Some □Most □All	Match My Strengths/Abilities? □No □Some □Most □All
Am I still interested in this education or training? \Box Yes \Box No	Am I still interested in this education or training?
If yes, what can I do to get into the school or program and be successful there?	If yes, what can I do to get into the school or program and be successful there?
Who can I go to for support or assistance?	Who can I go to for support or assistance?
If no, why did I change my mind?	If no, why did I change my mind?

Planning for the Future

Middle School

Objective

The student will describe where he/she wants to live after graduating from high school.

Materials

- "Where I Want to Live" handout (one per student)
- Various media to provide location ideas
- Magazines with pictures of places to live and locations

Procedure

- Guide students in a discussion about where they live now. Address the following areas:
 - Type of dwelling
 - Who they live with
 - Location (e.g., small town, suburb, city)
- Ask the students to think about the type of dwelling they would like to live in after they graduate, who they want to live with, where they want to live, and how they will get around. Use examples from the "Where I Want to Live" handout. Guide students through each section of the handout.
- Have each student create a collage describing where he/she would like to live using various resources.

Note to teacher: Include completed "Where I Want to Live" handout in each student's IEP folder.

Resources

- Newspaper classified section
- Internet
- Real estate advertisement books/flyers

This lesson was adapted from *Dare to Dream Revised: A Guide to Planning Your Future* (p.21), by K. Webb, J. Repetto, A. Beutel, D. Perkins, M. Bailey, and S.E. Schwartz, 1999, Tallahassee: Bureau of Instructional Support and Community Services. Copyright 1999 by the State of Florida.

Where I Want To Live

Name: _____ Date: _____

Mark the choice(s) you like best for each section.

Type of home?	
🗆 house	
apartment	
trailer/mobile home	
🗆 condominium	
group home	
□ other:	
Who do I want to live with?	
\square alone	
\Box parents	
\Box friend(s)	
\square spouse	
□ sibling	
\square someone new	
□ other family	
\Box other	
Location? state in which you want to live city in which you want to live	
How will I get around?	
🗆 bike	
 walk parents 	
 walk parents friends 	
 walk parents friends other family 	
 walk parents friends other family bus 	
 walk parents friends other family bus car 	
 walk parents friends other family bus car motorcycle 	
 walk parents friends other family bus car motorcycle taxi 	
 walk parents friends other family bus car motorcycle 	
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 walk parents friends other family bus car motorcycle taxi 	
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Planning for the Future

Middle School

Objective

The student will describe the types of leisure and community involvement activities in which he/she wants to participate after graduating from high school.

Materials

- "Community Participation" handout (one per student)
- Magazines/newspapers (optional)

Procedure

- Explain the difference between leisure and community involvement activities. Tell students that leisure activities are what people do for enjoyment, fun, and/or relaxation. Explain that community involvement activities include helping others, participating in community activities, or doing things to improve the community, such as volunteering.
- Guide students in a discussion about the kinds of leisure and community involvement activities they have already experienced (e.g., sports, volunteering).
- Have students think about leisure and community involvement activities that they may want to participate in after graduation. Tell them that they may want to continue activities they are currently doing as well as participate in additional activities that they have not yet tried.
- Have students complete the "Community Participation" handout identifying what types of activities they are currently participating in and types of activities they think they may participate in after graduation.
- Optional Activity: Create a group or individual collage of activities representing what students would like to participate in after graduation. If completing a group collage, encourage each student to contribute at least one picture to the collage.

Note to teacher: Include completed "Community Participation" handout in each student's IEP folder.

Leisure Activities and Community Participation

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Date:

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<u>Leisu</u>	ire Ac	<u>tivities:</u>	<u>Com</u>	munity	/ Involvement Activities:
Now	After		Now	After	
		youth group			faith-based activities
		scouts			assist neighbors
		sporting events			tutor
		school dances			assist with scouts
		faith-based services			assist with senior
		lessons	citize	ns	
		hobbies			assist with youth sports
		clubs ———			join a civic club
		bowling			volunteer work:
		football			
		soccer			
		baseball			
		swimming			
		softball			other
		cheerleading			other
		golf			other
		tennis			other
		track			
		hockey			
		skating			
		dance lessons/activities			
		movies			
		beach			
		fitness activities			
		other			
		other			
		other			

Personal Goal Setting

Middle School

Objective

The student will learn goal setting skills.

Materials

• "Self-Reflection" handout (one per student)

Procedure

- Define goal: A goal is something each person decides he/she wants to do during a specific period of time (e.g., day, week, year, long term). Explain that we all have many goals in many different areas and that these goals can change. Tell students goals can be developed for many things such as (give an example of each):
 - what you want to do
 - what you want to own
 - \circ $\,$ what you want to learn
 - where you want to go
 - o what you want to do better
 - what you want to try
 - o what you want to change
- Explain that certain actions or steps must be taken to achieve a goal. Give an example, such as having a goal to get an A on a test. Discuss the steps that need to be taken in order to earn an A (e.g., read material, do class assignments, complete homework, make time to study).
- Have students complete the "Self-Reflection" handout. Explain that they are listing goals regarding things they want to do, learn, do better, have, or places they want to go.

Note to teacher: Include completed "Self-Reflection" handout in each student's IEP folder.

This lesson and handout was adapted from. *It's My Life: Preference-Based Planning for Self-Directed Goal Meetings* (pp. 40-47), 1994, Salt Lake City: New Hats, Inc.

Self-Reflection

Name:		
Date:		What I want to learn
What I want to do		
	What I want to	own
Vhat I want to do better		Places I want to go
Project 10: Transition Education Network	52	

Personal Goal Setting

Middle School

Objective

The student will develop steps to achieve a goal.

Materials

• "Event Plan" handout (one per small group)

Procedure

- Review the discussion of goals and goal setting. Explain that in order to achieve a goal, the steps that must be taken need to be identified.
- Ask the class to choose an event to plan (e.g., party, field trip, vacation). Have the class write a goal while recording ideas on the board. Ask the class to brainstorm the steps needed and assistance that might be needed to achieve the goal.
- Organize the above steps in a logical sequence by numbering each step.
- Summarize that in order to achieve a goal, one must plan the steps that need to be taken. If not, the goal may not be achieved. Use the class example to point out the steps that would be critical if the goal is to be achieved.
- Divide students into groups. Ask students to choose a recorder, reporter, and facilitator for each group. Have students choose their own event or assign an event to each group. After writing a goal, direct students to list the steps and assistance needed to achieve each goal. Then have students sequence each step by placing the appropriate number in the space to the left of the step.
- Ask groups to share their event plans.

Name(s):		Event Plan	Date:	
Event:				
 Goal:				
_				
	Steps:		Who can assist:	

Personal Goal Setting

Middle School

Objective

The student will develop specific individual goals and benchmarks or objectives to achieve the goals.

Note to teacher: This is an ongoing process to start at the beginning of the year and may involve multiple lessons. Determine whether to use a daily, weekly, and/or quarterly goal setting process based on student need and level of understanding.

Materials

- Completed "What Do I Need Help With?" handouts
- Completed "Self-Reflection" handouts
- "Goal for Today" handout (one per student per day)
- "Goal for the Week" handout (one per student per week)
- "Goal for the Quarter" handout (one per student per quarter)
- Parent cover letter regarding personal goal setting (one per student)
- Additional blank copies of "Goal for Today," "Goal for the Week," and "Goal for the Quarter" handouts (one of each per student to take home)

Procedure

- Explain to the students that they are now going to be developing individual goals and benchmarks or objectives for achieving these goals for a day, week, or quarter (depending upon what the teacher decides). Benchmarks or objectives are the steps which are taken to achieve a goal.
- Identify a personal goal and develop two to four steps as an example. Model choosing important steps and minimizing the number of steps provided. Then describe what will have to be given up or changed in order to achieve the goal and what the benefits of doing that would be.

- Remind students that when they completed their "What Do I Need Help With?" and "Self-Reflection" handouts, they identified things they need help with, things they need to learn at school, and things they want to do, have, or try. Have them review these handouts to refresh their memories. Explain to students that as they begin developing their goals they can use what they already identified on the handouts or think about something new that they want to do, learn, try, etc.
- Have students develop individual goals and steps for achieving each goal for one day using the "Goal for Today" handout. Remind students to only list the most important steps that are needed to achieve each goal. Encourage students to check off steps as they are completed. Goals and steps should be evaluated at the end of the day.
 - Repeat as necessary until students understand this concept.
- Have students develop individual goals and steps for achieving each goal for one week using the "Goal for the Week" handout. Remind students to only list the most important steps that are needed to achieve each goal. Encourage students to check off steps as they are completed. Goals and steps should be evaluated at the end of the week.
 - Repeat as necessary until students understand this concept.
- Have students develop individual goals and steps for achieving each goal for one quarter using the "Goal for the Quarter" handout. Remind students to only list the most important steps that are needed to achieve each goal. Encourage students to check off steps as they are completed. Goals and steps should be evaluated periodically and at the end of the quarter.
 - Repeat as necessary until students understand this concept.
- As a homework assignment, encourage students to share and discuss their daily, weekly, and quarterly goal handouts with their parents on an ongoing basis.
- After students have learned to develop daily, weekly, and quarterly goals, send the parent cover letter regarding personal goal setting home along with blank copies of the "Goal for Today," "Goal for the Week," and "Goal for the Quarter" handouts. Encourage students to develop daily, weekly, and quarterly goals at home with their parents.

Note to teacher: Personal goal setting handouts can be used by students to assist them in completing academic assignments such as long term projects.

	Goal For Today	
Name:	D	Date:
Goal:		
Steps:		Check When Completed:
[I Met My Goal Today!	

Goal for th	e Week
Name:	Date:
Goal:	
Steps:	
What will I have to give up/change?	What will I gain?
I Met My Goal This Week!	

Project 10: Transition Education Network Revised 2012

Goal for t	he Quarter
Name:	Date:
Goal:	
	Check When Completed:
What will I have to give up/change?	What will I gain?
I Met My Goal This Quarter!	59

Dear Parents:

The students in my class have been learning about developing personal goals at school. They are also listing the steps needed to achieve each goal, identifying what they need to change or give up to achieve each goal, and determining how achieving each goal will benefit them. You are encouraged to assist your child in developing and achieving personal goals at home.

Enclosed are copies of the goal development forms being used at school in case you would like to use the same forms at home. Please contact me if you would like additional copies of these forms.

Sincerely,

Student Rights and Responsibilities

Middle School

Objective

The student will understand his/her rights and responsibilities related to transition.

Materials

- "Student Rights" overhead
- "Student Rights/Student Responsibilities" handout (one per student)
- Overhead of "Student Rights/Student Responsibilities" handout

Procedure

- Put the acronym "IDEA" on the board or overhead and ask students if they know what the acronym means.
- Explain that IDEA stands for Individuals with Disabilities Education Act and that it is a federal law that addresses requirements for special education programs throughout the United States.
- Tell students that the purpose of this lesson is to discuss federal regulations relating to transition services and how it impacts them.
- Remind students that transition services address those activities that prepare them to successfully move from high school to postsecondary goals such as employment, training, college, etc.
- Use the "Student Rights" overhead to discuss the following rights students have related to transition:

Beginning with the IEP to be in effect at age 14, students have the right to:

- Be invited to attend their IEP
- Have needs, preferences, and interests considered in the development of the IEP
- Be involved in identifying transition services needs to prepare for development of postsecondary goals that will need to be in place by age 16
- Provide input in the development of the goals and other components of the IEP

- Provide input regarding additional people they would like to participate in the development of their IEP
- Provide input regarding which type of diploma will be pursued including the courses of study and experiences needed
- Receive instruction and/or information in self-determination to effectively participate in the IEP meetings and self-advocate

Additionally, beginning with the IEP to be in effect at age 16, students have the right to:

- Provide input regarding the transition services that need to be addressed including instruction, related services, community experiences, employment, post-school adult living and, if appropriate, daily living skills and functional vocational evaluation
- Provide input regarding measurable postsecondary goals in the areas of education or training, employment and independent living (if appropriate) based on transition assessments
- Consider if a representative of any agency already providing or likely to provide transition services should be invited to attend the IEP meeting with consent of the parents/guardians

Additionally, beginning with the IEP to be in effect at age 17, students have the right to:

- Be informed of rights that will transfer at least one year before turning 18 (at the IEP meeting/documented on the IEP); give the following examples of rights that will transfer and explain each:
 - Opportunity to examine school records
 - Opportunity to participate in meetings
 - Right of consent (right to give permission for evaluations, services, etc.)

Additionally, beginning with the IEP to be in effect at age 18, (through age 22), students have the right to:

- Be informed in writing of all rights that transfer at age 18 (NOTE: Only required at age 18)
- Receive a summary of performance (suggested practice is to involve student in development) when graduating with a standard diploma or when turning 22 years old and exceeding the age of eligibility that describes their present levels of academic achievement and functional performance and includes recommendations regarding assistance needed to meet postsecondary goals (e.g., essential accommodations or assistive technology) (NOTE: Only required when graduating with a standard diploma or due to exceeding the age of eligibility)

Note to teacher: Explain to students that while the rights above transfer to them at age 18, their parents still must be notified of IEP meetings and other educational decisions.

- Tell students that components of the IEP are reviewed and can be revised at any IEP meeting.
- Have students complete the "Student Rights/Responsibilities" handout.
- Have students share ideas regarding rights and responsibilities using their completed "Student Rights/Responsibilities" handouts. Record ideas on the "Student Rights/Responsibilities" overhead. Sample responsibilities may include:
 - Attending the IEP meeting
 - Dressing appropriately for the meeting
 - Being prepared to provide input
 - Dealing with differences of opinion
 - Participating in the meeting-not dominating

Additional Activities

- Explain that the Summary of Performance may include information regarding levels of achievement in the following areas:
 - Academic achievement (e.g., math, reading, writing, communication, organizational skills, study skills, etc.)
 - Social skills and behavior (e.g., interactions with teachers and peers, impulse control, etc.)
 - Independent living skills (e.g., leisure skills, transportation, banking, budgeting, etc.)
 - Self-determination/self-advocacy skills
 - Career-vocational/transition/employment (e.g., employment experiences, career interests, job training, etc.)
 - Environmental access/mobility (e.g., assistive technology needed, etc.)
- Explain that the summary of performance also includes assistance needed (e.g., accommodations, assistive technology) to achieve postsecondary goals.

Note to teacher: Save this information in the IEP folder for teacher and student reference.

Resources

- Become Your Own Expert
- Steps to Self-Determination

Student Rights

Beginning with the IEP to be in effect at age 14, students have the right to:

- Be invited to attend their IEP meetings
- Have needs, preferences, and interests considered in the development of the IEP
- Be involved in identifying transition services needs to prepare for development of postsecondary goals that will need to be in place by age 16
- Provide input in the development of the goals and other components of the IEP
- Provide input regarding additional people they would like to participate in the development of their IEP
- Provide input regarding which type of diploma will be pursued including the courses of study and experiences needed
- Receive instruction and/or information in self-determination to effectively participate in the IEP meetings and self-advocate

Additionally, beginning with the IEP to be in effect at age 16, students have the right to:

- Provide input regarding measurable postsecondary goals in the areas of education or training, employment, and independent living (if appropriate) based on transition assessments
- Provide input regarding the transition services that need to be addressed including instruction, related services, community experiences, employment, post-school adult living, and, if appropriate, daily living skills and functional vocational evaluation
- Consider if a representative of any agency already providing or likely to provide transition services should be invited to attend the IEP meeting with consent of the parents/guardians

Additionally, beginning with the IEP to be in effect at age 17, students have the right to:

- Be informed of rights that will transfer at least one year before turning 18 (at the IEP meeting/documented on the IEP); give the following examples of rights that will transfer and explain each:
 - Opportunity to examine school records
 - Opportunity to participate in meetings
 - Right of consent (right to give permission for evaluations, services, etc.)

Additionally, beginning with the IEP to be in effect at age 18 (through age 22), students have the right to:

- Be informed in writing of all rights that transfer at age 18 (NOTE: Only required at age 18)
- Receive a summary of performance (suggested practice is to involve student in development) when graduating with a standard diploma or when turning 22 years old and exceeding the age of eligibility that describes their present levels of academic achievement and functional performance and includes recommendations regarding assistance needed to meet postsecondary goals (e.g., essential accommodations or assistive technology)

(NOTE: Only required when graduating with a standard diploma or due to exceeding the age of eligibility)

Student Rights

Name: _____

Date: _____

Students have the right to:	Students have the responsibility to:
Beginning with the IEP to be in effect at age 14,	
Be invited to attend their IEP meetings	~
Have needs, preferences, and interests considered in the development of the IEP	\succ
Be involved in identifying transition services needs to prepare for development of postsecondary goals that will need to be in place by age 16	\succ
 Provide input in the development of the goals and other components of the IEP 	\succ
Provide input regarding additional people they would like to participate in the development of their IEP	\succ
Provide input regarding which type of diploma will be pursued including the courses of study and experiences needed	
Receive instruction and/or information in self-determination to effectively participate in the IEP meetings and self- advocate	
Additionally, beginning with the IEP to be in effect at age 16,	
Provide input regarding measurable postsecondary goals in the areas of education or training, employment and independent living (if appropriate) based on transition assessments	
 Provide input regarding the transition services that need to be addressed including instruction, related services, community experiences, employment, post-school adult living, and, if appropriate, daily living skills and functional vocational evaluation 	

Students have the right to:	Students have the responsibility to:
Consider if a representative of any agency already providing or likely to provide transition services should be invited to attend the IEP with consent of the parents/guardians	>
Additionally, beginning with the IEP to be in effect at age 17,	
Be informed of the rights that will transfer at least one year before turning 18 (at the IEP meeting)	
Additionally, beginning with the IEP to be in effect at age 18 (through age 22),	
 Be informed in writing of all rights that transfer at age 18 (NOTE: Only required at age 18) 	
Receive a summary of performance (suggested practice is to involve student in development) when graduating with a standard diploma or when turning twenty-two (22) years old and exceeding the age of eligibility that describes their present levels of academic achievement and functional performance and includes recommendations regarding assistance needed to meet postsecondary goals (e.g., essential accommodations or assistive technology) (NOTE: Only required when graduating with a standard diploma or due to exceeding the age of eligibility)	

Graduation Options

Middle School

Objective

The student will understand diploma options available and the potential impact of these options.

Materials

- District or state brochure regarding standard and special diploma options (one per student)
- Individual student IEP folders

Procedure

- Stress to the students that the kind of curriculum they are working on in middle school may impact the type of diploma they will be working toward in high school.
- Explain the concept of courses and credits.
 - Tell students the number of credits needed to graduate with a standard or special diploma
 - Discuss the need to take the correct number of classes per year and that each class passed earns a specified amount of credit (Draw a chart on the board or develop an overhead which lists suggested/required courses per grade level.)
 - Explain the concept of electives and choices each student may make
 - Explain what happens if a class is failed (e.g., no credit earned, need to retake course, not enough credits to graduate)
- Stress the importance of school attendance. Discuss the difference between excused and unexcused absences and how unexcused absences can impact grades.
- Explain to the students that by the end of middle school, the IEP team will be selecting the type of diploma that each student will be pursuing in high school. List the different diploma options available and describe the requirements for each, including the course, credit, curriculum standards, and testing requirements. A district or state developed brochure may be given to students to help them understand this concept.

- Describe postsecondary outcomes available for each diploma option. A resource which can be used is *Diploma Decisions for Students with Disabilities: What Parents Need to Know.*
- Have students take out their current IEP folders. Direct students to the following sections in their IEPs: participation in district/statewide assessment, participation in regular/vocational education, and ESE services. The teacher should explain how to read and interpret each section and give examples of what might be listed if the student is pursuing a standard curriculum versus a modified curriculum. Give students time to review their current IEPs. Answer questions that are general with the group. Explain to students that they can meet privately with the teacher regarding questions of a personal nature or that are more involved.
- Schedule individual meetings with students to discuss their status regarding current curriculum and potential diploma options. Encourage students to discuss diploma options with their parents.

Resources

- High School Diploma Options for Students with Disabilities
- Transition Planning for Students with Disabilities: A Guide for Families

High School Planning

Middle School

Objective

Students will understand how to develop a four-year course plan for high school.

Materials

- Access to FACTS.org website
- Chart paper
- Markers

Procedure

- Explain that by the end of middle school, students will be mapping out courses for a high school academic plan on the Florida Department of Education website FACTS.org using an electronic Personal Education Planner (ePEP). Discuss that it will be important for them to think about their goals after high school so they can take the courses needed to help them achieve their goals. Remind students that their goals should be based on information from assessments.
- Expose students to the middle school section of the FACTS.org website. Encourage students to explore this website at home with their parents/guardians.
- Discuss as a class how different postsecondary goals such as going to a university, attending community college, going to a technical school, or entering employment directly after high school would impact the courses selected for a four-year high school plan. Point out that these goals would also be based on results of transition assessments.
- Remind students that in a previous lesson they learned about transition assessment. Ask students to form table groups and complete a chart defining transition assessments and listing examples of transition assessments. Have each table share their charts. Provide additional information if needed.
- Explain to students that they will be using results from transition assessments to develop an academic plan for high school and for future career planning.

Note to teacher: Base the lesson above on procedures within your school or district. Some of these planning activities may be the responsibility of other individuals. **Standing Up For Me**

Self-Directed IEP Skills (Middle School)

Presenting Yourself

Me

Writing Invitations

Being Present

Stating Purpose of Meeting

Making Introductions

Reviewing Past Goals and Performance

Asking for Others' Feedback

Courses of Study

IEP Goal Setting

Advocacy Skills

Thanking Everyone

Putting It All Together

Summary of Self-Directed IEP Skills Lessons Middle School

Presenting Yourself (4 lessons)

Appropriate attire for an IEP meeting and good hygiene are discussed. Appropriate body language, facial expressions, volume, tone, and rate of speech are also addressed.

Writing Invitations (1 lesson)

Students identify those people who must be invited and those they would like to invite to their IEP meetings. Personal invitations from the student are sent. The formal district invitation to the IEP meeting is also discussed.

Being Present (1 lesson)

Students create a reminder note for themselves and parents. A letter describing the Self-Directed IEP process is sent home.

Stating Purpose of the Meeting (1 lesson)

Students learn about the purpose of an IEP meeting and practice stating the purpose of the meeting. Students may also develop personal scripts.

Making Introductions (1 lesson)

Students practice introducing the IEP team members and stating the purpose of the meeting.

Reviewing Past Goals and Performance (1 lesson)

The concept of reviewing goals to determine success is discussed. Students provide ongoing feedback regarding IEP goal performance.

Asking for Others' Feedback (1 lesson)

Students practice asking others for feedback regarding goal progress and sharing information regarding their perceptions about achieving their own goals.

Courses of Study (1 lesson)

The concept of courses of study aligned to diploma options is discussed.

IEP Goal Setting (1 lesson)

With teacher guidance, students use previously completed handouts to complete an input questionnaire regarding IEP goals for the next year. Parents are also asked to complete an input questionnaire and a survey of needs.

Advocacy Skills (3 lessons)

The awareness of accommodations needed at school and the need to advocate on behalf of oneself are discussed and opportunities for role play are provided. Asking questions to clarify information and stating opinions effectively are also discussed and practiced.

Thanking Everyone (1 lesson)

The importance of thanking IEP meeting participants is explained and examples of ways to thank people are discussed.

Putting It All Together (1 lesson)

Students complete a help sheet that can be used at the IEP meeting which includes information regarding stating the purpose of the meeting, making introductions, stating strengths and needs, reviewing past goals and performance, asking for feedback, identifying new goals and accommodations needed, identifying preferred diploma options, and thanking everyone.

Summary of Self-Directed IEP Process

Middle School

- Teacher Describe the Self-Directed IEP process to everyone before the IEP meeting begins. Have copies of the steps available for everyone to see or hang a poster of the steps for all to see (can use Self-Directed IEP Skills cover page).
- Student Begin the meeting by stating the purpose.
- Student Introduce everyone at the meeting.
- Student Discuss progress made on IEP goals the past year as well as other successes.
- Student Ask others for feedback, giving everyone involved a turn to speak.
- Everyone Have everyone attending the meeting give feedback regarding the progress the student made.
- Student or State diploma preference (if appropriate). Teacher
- Student or State the student's courses of study (if appropriate).
- Teacher
- Teacher Discuss present level of academic achievement and functional performance and priority needs. The student can be prompted to relay strengths and needs or may take a more active role in this section, if appropriate.
- Student or Teacher
 Discuss goals for next year and benchmarks/objectives to achieve goals (teacher and/or student depending on the comfort level). The student may discuss what it is he/she wants to learn or improve upon without putting it in goal format. The teacher summarizes the goals.
 Everyone
 Address specific goals and needs of the student. The teacher summarizes goals.

Teacher & Student	Discuss the student's needs and services, including accommodations (if student is able or comfortable).
Teacher	Discuss assessment and the extent to which the student is participating with individuals without disabilities.
Teacher	Continue meeting to complete the IEP and ask the student and others for input, as appropriate.
Everyone	Sign the IEP.
Student	Close the meeting by thanking everyone.

Presenting Yourself

Middle School

Objective

The student will recognize appropriate attire for an IEP meeting.

Materials

• School/district dress code policy (not included)

Procedure

- Discuss the school/district dress code.
- Have students brainstorm a list on the board of what is acceptable and not acceptable to wear to school.
- Have students describe attire for the following events:
 - A baseball game
 - Shopping
 - A job interview
 - An IEP meeting
- Reinforce that whatever is acceptable in the school/district dress code can be worn at an IEP meeting.

Presenting Yourself

Middle School

Objective

The student will demonstrate good hygiene skills.

Procedure

- Tell students that they may only have one chance to make a good impression on someone. Ask them to brainstorm some of the ways they may make a good impression, then brainstorm things that might make a bad impression. Record student responses. If students have not added hygiene, add this to the list.
- Address the following areas of hygiene: showering, use of deodorant, hand and nail care, hair care, dental hygiene, and proper use of fragrances. Discuss the importance of each.
- Have students brainstorm when good hygiene would be important (e.g., job interviews, a party, etc.). Reinforce that students should use good hygiene skills when preparing for their IEP meetings.

Additional Activities

- Show videos on related topics.
- Ask the school nurse to do a class presentation.

Presenting Yourself (Non-Verbal)

Middle School

Objective

The student will use appropriate body language and facial expressions.

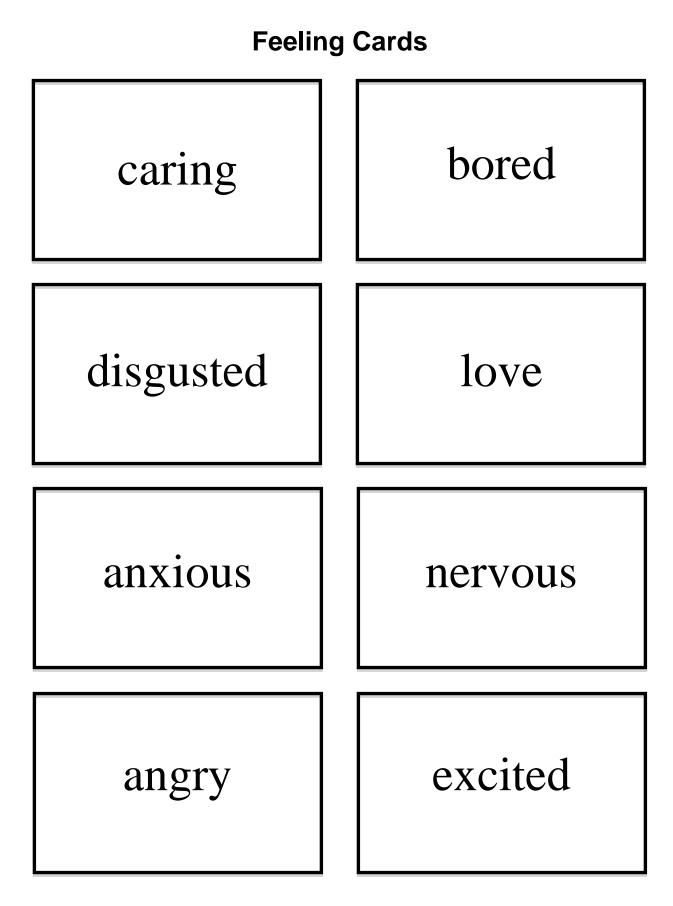
Materials

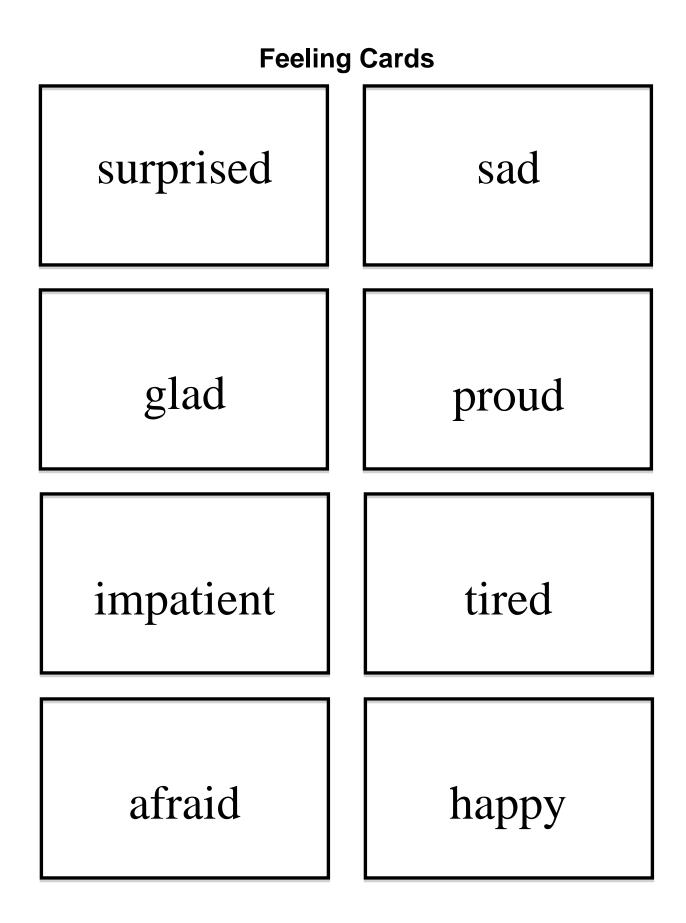
• Feeling cards

Note to teacher: Duplicate feeling cards on colored paper and cut out prior to starting this lesson.

Procedure

- Define body language and facial expressions (e.g., hand gestures, posture, eye contact, smiles, attentiveness).
- Discuss appropriate and inappropriate body language skills and facial expressions.
- Discuss how body language communicates what a person is thinking.
- Distribute one feeling card to each student.
- Play charades with the class using the cards. (The teacher should do the first example.)
- Reinforce the concept that body language and facial expressions can communicate more than words.
- Remind students to use proper facial expressions and body language at IEP meetings and in other situations.





Presenting Yourself (Verbal)

Middle School

Objective

The student will use appropriate volume, tone, and rate of speech during his/her IEP meeting.

Materials

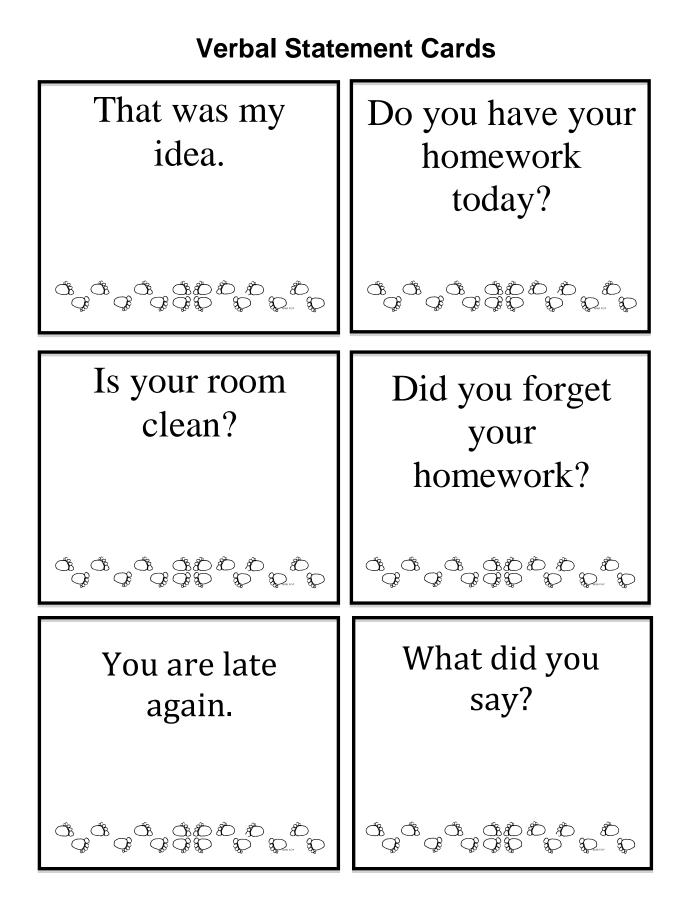
• Verbal statement cards

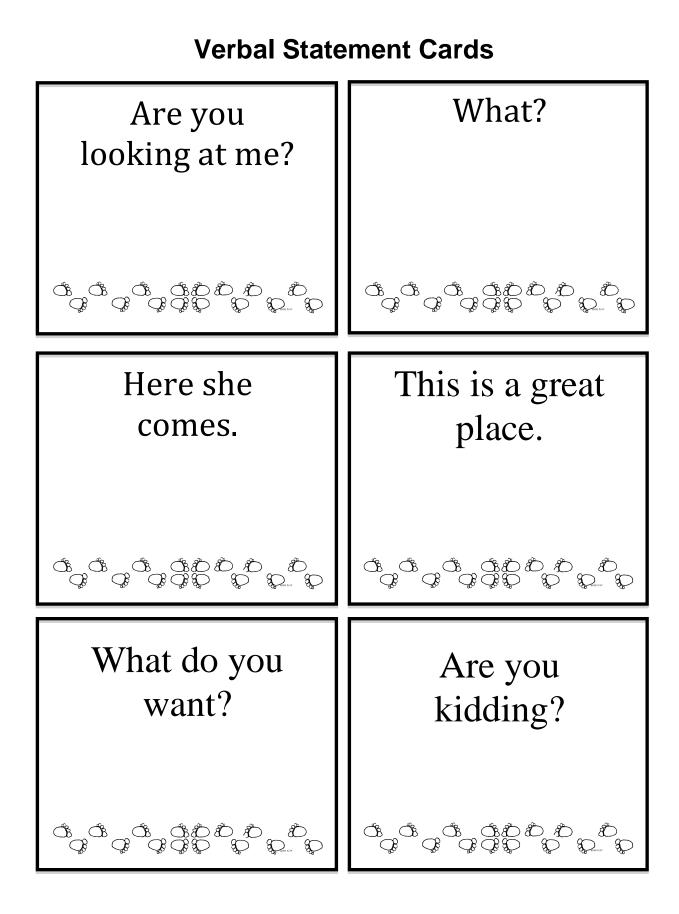
Note to teacher: Duplicate verbal statement cards on colored paper and cut out prior to starting this lesson.

• Short passage from a grade-level book unfamiliar to students (not included)

- Discuss inside and outside voices.
- Have students brainstorm a list of times when it is appropriate to be loud, times when an inside voice should be used, and when it is appropriate to whisper.
- Role play various situations using different volume levels (too soft, normal, too loud) and have students identify appropriateness using thumbs up/thumbs down.
- Read a passage at a very fast rate of speech and ask the class three questions relating to the passage. Discuss the difficulty of understanding a fast rate of speech.
- Repeat the above passage at a normal rate of speech and ask the same three questions. Stress the importance of speaking at a normal rate.
- Discuss how tone can change the meaning of what a person says.
- Demonstrate using one of the verbal statements and emphasize different words using both a nice tone and a sarcastic tone.
- Have volunteers role play using different verbal statements by stressing different words in each statement and using different tones (e.g., nice, sarcastic). Discuss differences in delivery and meaning after each role play.

• Remind students that during an IEP meeting they need to use an inside voice (not too soft <u>or</u> too loud), speak at a regular rate, speak clearly, and carefully choose the tone of voice used.





Writing Invitations

Middle School

Objective

The student will identify who needs to be invited to the IEP meeting and complete invitations for his/her IEP meeting.

Materials

- Sample IEP invitations
- Overhead of blank district formal IEP invitation
- "Invitation Consent Form" (one per student)

Procedure

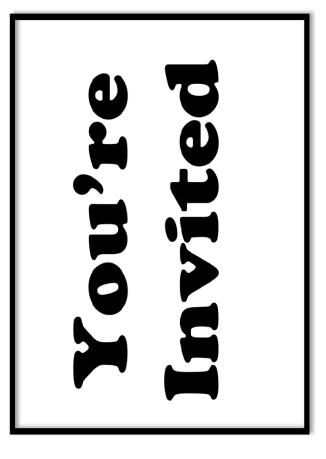
- Discuss who must be invited to an IEP meeting, along with other important people whom students may want to invite.
- Ask students if there are other important people they would like to have attend their IEP meetings and have them state the reason(s) why.

Note to teacher: Teacher and student should discuss who is appropriate to invite on an individual basis.

- If a student wants to invite someone who is not typically included in an IEP meeting, send the "Invitation Consent Form" home for a parent signature to verify approval. Encourage students to discuss with their parents whom they would like to invite and why.
- Show the students the formal invitation used by the district and explain how it is completed. Explain that the invitations that they will be sending will convey a personal desire on their part for certain people to be present. Also, explain that people are more likely to think you really want them to attend when the invitation is more of a personal nature rather than just a form.
- Have students send personal invitations to the appropriate people they wish to invite.

Resources

• Publishing software



I would like for you to attend my IEP (Individual Educational Plan) meeting!

Place:	fime:	Date:
	·	·

Hope to see you there!

Invitation Consent Form

Dear Parent:

During the Self-Directed IEP lesson on writing invitations, we have discussed individuals the students feel would be important to invite to their IEP meetings. Your child has indicated that he/she would like to invite the following people:

Please discuss with your child the appropriateness of inviting these people. Complete the bottom portion of this letter and return it to school indicating your approval or disagreement with the proposed individuals your child would like to invite.

Sincerely,



I agree with the above list of individuals my child would like to invite to his/her IEP meeting.



I would prefer that my child not invite the above individuals to his/her IEP meeting.



I have edited the above list regarding individuals that I agree with my child inviting to his/her meeting.

Student Name

Parent Signature

Being Present

Middle School

Objective

The student will attend his/her IEP meeting.

Materials

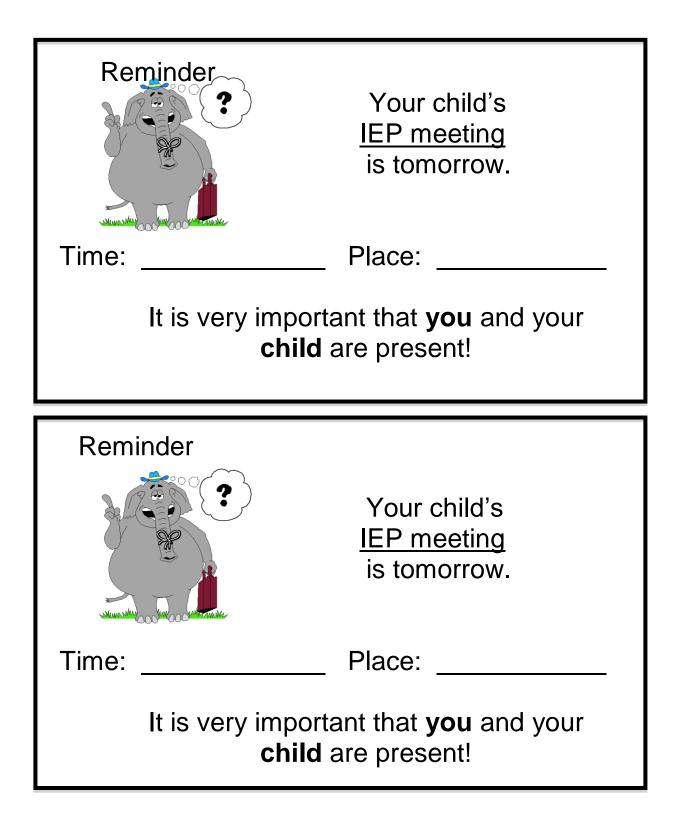
- Sample IEP reminder note (one per student)
- One copy of each student's formal IEP invitation

Procedure

- Have students complete a reminder note to bring home for themselves and their parents or record a reminder in personal planners.
- Give the students their personal copies of the formal district invitation.
- Remind the students of the skills for presenting themselves during an IEP meeting.

Note to teacher: Remind students of their meetings at regular intervals and on the day of the meeting.

• Have students attend their own IEP meetings.



Stating Purpose of Meeting

Middle School

Objective

The student will state the purpose of the IEP meeting.

Materials

• "My Script for Stating the Purpose of the IEP Meeting" handout (one per student)

Procedure

- Teach students the purpose of the IEP meeting:
 - \circ $\,$ Review goals and progress this year $\,$
 - Make new goals for next year
- Have students use the script stating the purpose of the IEP meeting that is included on the "My Script for Stating the Purpose of the IEP Meeting" handout. Example: "Hello everyone. We are here today to talk about my IEP. We will review my goals from this year and how I did. Then we will make new goals for next year."

Note to teacher: Teacher/student may modify the script based on student needs. An alternate simplified version could be as provided below. (Assistive technology may be used for nonverbal students.) "Hi! We're here today for my IEP meeting."

- Have students practice in pairs with cards. One student with the card should coach while the other student practices stating the purpose of the IEP meeting. Students can change the words of the purpose, but not the meaning.
- Divide students into groups and have every student in the group take a turn practicing.
- Have students complete a personal script for stating the purpose of the meeting using the "My Script for Stating the Purpose of the IEP Meeting" handout.

Note to teacher: Include student script for stating the purpose of the meeting in each student's IEP folder.

This lesson was adapted from *Self-Directed IEP: ChoiceMaker Instructional Series* (pp. 25-29), by J. E. Martin, L. Huber Marshall, L. Maxson, and P. Jerman. 1996, Longmount, CO: Sopris West.

Name: _____ Date: _____

My Script for Stating the Purpose of the IEP Meeting

This is an example of what you may choose to say. You may also write your own statement.

"Hello everyone. We are here today to talk about my IEP. We will review my goals from this year and how I did. Then we will make new goals for next year."

My own statement:



Making Introductions

Middle School

Objective

The student will be able to introduce the IEP team members that are present.

Materials

Completed student "My Script for Stating the Purpose of the IEP Meeting" handouts

- Discuss the importance of being able to introduce IEP team members that are present at IEP meetings and provide the students with some examples of whom may be present. Tell students they are going to learn how to introduce the IEP team members who might be at their IEP meetings.
- Introduce the following steps for making introductions:
 - 1. Smile

 - Sinite
 Say, "My name is ______."
 Then say, "This is Mr./Mrs. ______."
 - 4. Say, "He/she is my Repeat steps three and four as necessary.
- Pick three or four students from the class and conduct a role play using the four skill steps. (Play the role of the student while students play the roles of parents, teachers, and others at the meeting.)
- Allow students time to work in small groups assuming the different roles of IEP team members.
- Choose three or four students from the class and conduct a role play to state the purpose of the IEP meeting and make introductions.
- Allow students to work in small groups to practice the process of stating the purpose of the IEP meeting (using the "My Script for Stating the Purpose of the IEP Meeting" handout) and making introductions.

Reviewing Past Goals and Performance

Middle School

Objective

The student will learn to review past goals and performance.

Materials

- "IEP Student Goal Review" handout (one per student) see note
- Overhead of blank IEP progress report (not included)
- Copies of each student's completed "IEP Student Goal Review" handout to send home

Note to teacher: Enter each student's goals and benchmarks/objectives (if appropriate) on the "IEP Student Goal Review" handout prior to beginning the lesson or have students enter this information if appropriate. Use the appropriate "IEP Student Goal Review" handout based on whether or not goals include short-term objectives/benchmarks.

- Discuss the importance of reviewing goals that have been set and determining if they have been met. Give students an example:
 - Goal: "I will complete my math work today."
 - o Review: "I was able to complete my math work with help from the teacher."
- Have students make a list of the things they have learned to do well (successes) in school and out of school in the past year.
- Give students the "IEP Student Goal Review" handout on which their annual goals and short-term objectives/benchmarks (if appropriate) are already written. Remind students that when they planned their event, they had a goal and they developed steps to achieve the goal. If appropriate, explain to students that each goal on their IEP will include steps to achieve the goal, which are called short-term objectives or benchmarks. Have students complete the "How did I do?" section for each goal on the "IEP Student Goal Review" handout.

Note to teacher: Ideally this lesson should be introduced during the first quarter of the school year. Once introduced, this process should be repeated quarterly to use for quarterly progress reports and/or IEP development.

- Optional: Students can add goal ideas that they may want to work on in the future.
- As a homework assignment, have students take a copy of the "IEP Goal Review" handout home and discuss with their parents the progress they think they have made toward achieving each goal.

Additional Activity

• Review the IEP progress report completed by the teacher(s) at the time it is sent home. Explain the purpose of this report and that the information from each student's goal review handout was considered when this report was completed.

Note to teacher: Include completed "IEP Student Goal Review" handout in each student's IEP folder.

IEP Student Goal Review

Middle School

Name:	Date:
Grade:	Quarter:
<u>Goal</u>	How did I do?
Benchmarks/Short-Term Objectives (If appropriate)	s:

<u>Goal</u>		How did I do?
Benchmarks/Short-Term Objective (If appropriate)	es:	

IEP Student Goal Review

Middle School

Name:	Date:
Grade:	Quarter:
<u>Goal</u>	
How did I do?	
<u>Goal</u>	
How did I do?	
Goal	
How did I do?	

Asking for Others' Feedback

Middle School

Objective

The student will seek input from others in determining how he/she did toward achieving his/her goals.

Materials

• Completed "IEP Student Goal Review" handouts

- Explain that during IEP meetings, the students will provide information to the IEP team about how they did on their IEP goals. Tell students they may use the "Student Goal Review" handouts that they have already completed to help them provide this information. Explain that it is also important to get the feedback from others because people may have different perceptions.
- Choose three or four students from the class as volunteers and conduct a mock role play. Discuss a personal goal and share whether it was accomplished. Ask students, "How do you think I did?" Sample scenarios teacher may use for role play:
 - \circ $\,$ Wanted to do a better job of calling on all students in the class
 - Remembering to send in the attendance
 - Doing a better job of not speaking loudly in class
- Divide the students into groups to practice sharing how they did toward achieving one real or fictional goal (depending upon their comfort level) and asking others in the group for feedback. Students may use their completed "Student Goal Review" handouts if they wish.
- Remind students that at the actual IEP meeting they will be able to select the order in which each IEP team member provides feedback, but to remember to include everyone.

Courses of Study

Middle School

Objective

The student will determine courses of study needs that will help him/her achieve high school diploma requirements.

- Remind students that diploma options and course requirements for each were discussed in a previous lesson. If needed, briefly review these requirements.
- Tell students that at their IEP meetings for the school year in which they will turn 14 or be in eighth grade, whichever occurs sooner, the IEP team will determine whether they will pursue a course of study leading to a standard diploma or special diploma. Explain that this decision will be based on data from academic and transition assessments, student goals, and student and parent/guardian input (may want students to review previous handouts from Planning for the Future lessons), and state requirements.
- Explain to the students that they need to participate in an instructional program and experiences in school in order to achieve requirements for graduation. Also, explain that the courses of study requirements will be based on the type of diploma being pursued. Tell the students that their IEPs will include a statement developed for them that describes courses of study needed to achieve their diploma requirements.
- Guide students in a discussion of examples of statements that focus on courses of study (e.g., general education courses with a focus on culinary arts, college preparatory courses including honors courses, courses that focus on technology, and courses that focus on academic and functional skills).
- Tell students that by the end of middle school, they will also be including the courses they plan to take in high school in their electronic Personal Education Planner on the FACTS.org website that was discussed in a previous lesson.
- Explain to students that the transition courses of study statement will be reviewed and can be revised when developing future IEPs.
- Also explain that the diploma option will be reviewed at each IEP meeting and can be changed if needed.

• Tell students that they will be providing input at the IEP meeting regarding their diploma option for high school and courses of study needed in middle school to prepare to achieve the diploma option.

IEP Goal Setting

Middle School

Objective

The student will develop IEP goals.

Materials

- Completed "Self-Reflection" handouts
- Completed "What Do I Need Help With?" handouts
- "Student Input Questionnaire" (one per student)
- "Parent Input Questionnaire" (one per student)
- "Parent Survey of Needs" (one per student)

Note to teacher: Student IEP folders with information from previous lessons can be used as a resource.

Procedure

Note to teacher: Students should have been working on developing daily, weekly, and/or quarterly personal goals throughout the year.

- Explain to students that they have already reviewed the goals from their current IEPs and now they will be writing goals to be used for their next IEPs.
- Ask students to complete the "Student Input Questionnaire" using information from their "Self- Reflection" and "What Do I Need Help With?" handouts for assistance.
- Once the questionnaire is completed, review the input with each student to get specific enough information to write measurable goals. (If a student states that he/she needs help with reading, probe to find out more specifically what kind of reading help the student needs.) Ask the student to add more specific information to the "Student Input Questionnaire" after probing for additional information.
- Homework Assignment: Remind students that parents are also a part of their IEP teams, so their input is also important. Assign the "Parent Input Questionnaire" and the "Parent Survey of Needs" as homework for completion by parents. Encourage

students to work with their parents as they complete the questionnaire and the survey of needs.

Note to teacher: Include completed "Student Input Questionnaire," "Parent Input Questionnaire," and "Parent Survey of Needs" handout in each student's IEP folder.

\star \star \star \star
Student Input Questionnaire
Individual Educational Plan
Student's Name: Grade: Date:
Dear Student:
Please answer the following questions about yourself. The information provided will be used to help develop your Individual Educational Plan. Your input is important.
My strengths are: (What I can do well)
Things I need help with are:
Annual Goals: Things I need to work on:
Other things I need to work on:
Other things I am interested in doing in school:
Return this form to:



Parent Input Questionnaire

Individual Educational Plan

Student's Name: _____ Grade: ____ Date: _____

Dear Parent/Guardians:

Please answer the following questions regarding your son/daughter. The information provided will be used to help us draft his/her Individual Educational Plan. Your input is important.

My son/daughter's strengths are:

My areas of concern for my son/daughter are:

Annual Goals:

I would like my son/daughter to work on:

Other areas of interest or concern that I would like addressed in my son/daughter's IEP:

Return this form to:

*Please complete the attached Survey of Needs form to provide more specific information.

Parent Survey of Needs

Name:

Date: _____

Check all areas in which your child needs assistance. Complete this form before filling out the Parent Input Questionnaire. Information from this form will assist you in completing the questionnaire.

Academics Math: Adding Subtracting Multiplying Dividing Fractions/decimals/percents Money Measurement Algebraic concepts	Study Skills:Finishing classworkFinishing homeworkBeing preparedStaying on taskFollowing directionsBeing organizedListening
 Data analysis Language Arts: Reading Phonics Vocabulary Main idea Fluency Comprehension 	Independent Living Skills: Dressing skills Grooming skills Using money Basic cooking Housekeeping Shopping
 Writing Capitalization/punctuation Sentence fluency Grammar Idea development Word choice Organization Voice Spelling Handwriting Science Social Studies 	Social Skills: Following class rules Good sportsmanship Getting along with teachers Getting along with peers Getting along with adults Displaying appropriate conduct Taking turns Raising hand Participating in leisure activities Self-advocacy skills Self-evaluation skills
Speech: Saying sounds/words correctly Using the right volume (quieter/louder) Starting a conversation	Other Areas: Music PE Art Computer skills Other technology skills

Advocacy Skills

Middle School

Objective

The student will learn to ask questions to clarify information that is not understood.

Materials

• Sample completed IEP (not included)

- Discuss that at an IEP meeting students might not always understand what is being said or its impact. Let them know that it is appropriate and they are encouraged to actively participate by asking questions for clarification and understanding. Explain that they need to feel comfortable asking questions with a group of adults. Stress the importance of this skill in further schooling, jobs, relationships, etc.
- Give students a sample completed IEP and divide them into groups. Assign a facilitator, recorder, and reporter(s) for each group. Ask each group to come up with three questions about things in the sample IEP they do not understand.
- Have groups share their questions. After each group shares questions, remind students that they should feel comfortable being able ask questions at their IEP meetings. Stress the importance of students understanding what is discussed at the IEP meeting, because the IEP is all about each of them.
- Have the groups brainstorm polite ways to ask questions and model the strategies (e.g., wait for a pause, wait until a person finishes a sentence, hand slightly raised). Have students discuss inappropriate ways to ask questions in a group (e.g., loudly clearing throat, blurting out the question while someone is talking, slamming a hand or book down).
- Pair groups and have reporters share their questions with each other. Remind students that the polite strategies for asking questions should also be used when sharing with the other group. Students can answer questions for each other if they know the answers.
- The teacher should stress to students that these are just examples of questions that could come up in IEP meetings and that they will probably have some of these

questions or different questions at their own IEP meetings. Tell students that when the IEP team meets, they may explain and talk about things that they do not realize students do not understand. Stress that no question is dumb; it is important for the students to understand everything.

• Optional Activity: Teachers can collect the written questions from each group and provide answers.

Advocacy Skills

Middle School

Objective

The student will consider a variety of situations that may arise during an IEP meeting and practice stating his/her opinion appropriately.

Materials

• "What If...?" handout (one per student)

- Tell the students that there are many situations that arise in life in which they may not agree with what is said or decided for them. They need to feel comfortable stating their opinion in a polite way. They also need to understand that just because their opinion is stated, the outcome may still not change. Stress that if they do not express their opinions there is no chance that others will consider what they want or think.
- Have students brainstorm effective strategies for stating their opinions (e.g., using a polite tone, not putting down others' opinions, not interrupting, not rolling eyes).
- Discuss ineffective strategies for stating opinions (e.g., stamping feet, crying, gestures, running away, rolling eyes). Discuss why each of these would be ineffective and whether or not their opinions would be considered if stated in one of these ways.
- Have students think of a time when somebody made a decision for them that they didn't like (e.g., a movie to go see, a place to go, weekend activity). Have students share how they reacted and the outcome.
- Have the students complete the "What If...?" handout in pairs.
- Review that sometimes when a person shares his/her opinion, it might change the outcome in his/her favor. Tell students that sometimes they may ask for something with which the other members of the IEP team do not agree. Remind students that they are just one member of the team and the team makes decisions as a group. Everyone is heard, but what one person says may not outweigh the group decision. In some situations a compromise may be possible. In other situations the information that other IEP team members provide may change the student's opinion

and each student needs to be open to the ideas of others. Tell students that the above also could occur with other members of the IEP team, such as parents or teachers, etc.

Name: _____

Date:

What if.....?

1. You go out to dinner with your parents and they order you something that you don't want.

What would you say?	
Why?	

2. You tell someone what type of job you want and he/she tells you they don't think you have the skills to do it.

What would you say?	
Why?	

3. Your grandmother and you are shopping and she picks out an outfit for you that you don't like.

What would you say?	
Why?	

4. You are purchasing a dog with your parents. They choose a Chihuahua and you want a German Sheppard.

What would you say?	
Why?	

5. At your IEP meeting, the teachers talk about elective classes they think you should take and you want to take something else.

What would you say?	
Why?	

6. You are at your IEP meeting. Someone on the IEP team recommends a goal that you think is too hard.

What would you say? _____ Why? _____

Advocacy Skills

Middle School

Objective

The student will learn the skills necessary to state his/her needs related to IEP accommodations.

Materials

- Completed "Accommodations: What Will Help Me?" handouts
- Copy of current IEP for each student

- Tell students that during this lesson they will be learning how to state their needs related to IEP accommodations. Have them look at their current IEP accommodations and "Accommodations: What Will Help Me?" handouts. Review the definition of accommodations (changes in the setting or the delivery of instruction/tests that give each student with a disability an equal chance to show what he/she knows; changing how they learn and how they are assessed, not the content).
- Discuss with students that just because accommodations are listed in their IEPs doesn't mean that all their teachers will remember and know all their needs. Tell them they need to know what accommodations they need and to feel comfortable reminding teachers that they need the accommodations if a teacher does not provide them. Remind students that teachers work with a lot of students with unique needs and they might not always remember everything every student needs. Explain to students that as they get older they may need the skill of asking for their accommodations in other situations such as future schooling, college, or employment. Tell them that they need to recognize their own unique needs and be willing to ask for help.
- Discuss the following scenario: On a student's IEP, oral testing is one of the accommodations. The student knows this. There is a test scheduled for the next day in social studies class. The teacher has not yet talked to this student about whether or not the test will be given orally. What should this student do?
 - 1. Wait until tomorrow and hope for the best.
 - 2. Take the test as given and do the best he/she can.
 - 3. Plan on being absent the next day.

4. Ask the teacher today if he/she is aware that tests are to be read to him/her. Discuss possible outcomes of each option above. Develop additional scenarios for discussion, if needed, based on common accommodations.

- Have students role play reminding teachers about accommodations needed using appropriate body language, facial expression, as well as volume, tone, and rate of speech skills previously learned. Have the class critique each role play.
- Ask students why it is important to stand up for themselves. Record responses on the board or overhead and discuss.

Thanking Everyone

Middle School

Objective

The student will develop skills to say thank you at the end of his/her IEP meeting.

Procedure

- Discuss the purpose of saying thank you. Tell students that they will want to say thank you to everyone for coming to the IEP meeting. Talk about the importance of being sincere when saying thank you (e.g., looking at the people, maintaining eye contact). Review skills dealing with nonverbal and verbal communication strategies.
- Give examples and nonexamples of sincere thank you statements using the previously taught non-verbal and verbal communication skills.
- Have students brainstorm ways to thank people for coming to their IEP meetings and make a list on the board or overhead.

Note to teacher: Save the class-generated thank you list to use when developing the "IEP Meeting Help Sheet."

Putting It All Together

Middle School

Objective

The student will complete an IEP Meeting Help sheet.

Materials

- "IEP Meeting Help Sheet" (one per student)
- "My Script for Stating the Purpose of the IEP Meeting" handouts
- Completed "My Strengths" handouts
- Completed "What Do I Need Help With?" handouts
- Completed "IEP Student Goal Review" handouts
- Completed "Student Input Questionnaire" handouts
- Completed "Accommodations: What Will Help Me?" handouts
- Parent letter regarding student IEP meeting participation (one per student)

- Have students complete the "Purpose" section of the "IEP Meeting Help Sheet."
- Have students copy their individual scripts to state the purpose of the IEP meeting from their "My Script for Stating the Purpose of the IEP Meeting" handouts.
- Review the introduction procedures. Have each student fill in his/her name and the teacher's name as an example. Remind students that they are to look at each person in the meeting and introduce each person using the script.
- Tell students that they will be asked about their strengths during the IEP meeting. Have them use the completed "My Strengths" handout to list their strengths on the "IEP Meeting Help Sheet."

- Tell students that they will be asked about their needs during the IEP meeting. Have them use the completed "What Do I Need Help With?" handout to list their needs on the "IEP Meeting Help Sheet."
- Have students look at the most recent "IEP Student Goal Review" handout to review past goals and performance and list their successes. If the "IEP Student Goal Review" handout is not available, then review IEP goals with the students using the actual IEPs and progress reports.
- Have students use their completed "Student Input Questionnaire" to fill in the section regarding new goals for the next IEP.

Note to teacher: An individual meeting may be needed to help students complete this section.

- Tell students that they will also be asked about the types of accommodations that they need to be successful in school. Have students use the completed "Accommodations: What Will Help Me?" handout to list needed accommodations.
- For students who will be 14 or older, review previously discussed diploma options. Remind students that they already looked at their IEPs to determine potential diploma options based on the current type of curriculum they are pursuing. Have them complete the "Diploma Option" section of the "IEP Meeting Help Sheet".

Note to teacher: An individual meeting may be needed to help students complete this section.

- Have students complete the "Thanking Everyone" section by using a selected thank you statement from the list generated in the previous lesson.
- Give students a copy of the parent letter regarding student IEP meeting participation. Review the letter with students and explain to them that they should discuss their role in the IEP meeting with their parents.

Note to teacher: Save the "IEP Meeting Help Sheet" for use at the IEP meeting.

If needed, students may want to role play with a partner using their "IEP Meeting Help Sheet." If students are uncomfortable sharing personal information, these sections can be omitted during the role play.

If a student has difficulty reading the information on the "IEP Meeting Help Sheet," the teacher can provide assistance or prompts during the IEP meeting.

IEP Meeting Help Sheet

Begin the Meeting by Stating The student will be using their o	the Purpose: own script developed from a previous lesson.	
Introductions: Smile.		
"My name is		
"This is (name)	She/he is my <u>teacher</u> ."	
, , , , , , , , , , , , , , , , , , ,	He/she is my	"
	He/she is my	
	He/she is my	
	. He/she is my	
Repeat for each person.		
Strengths:		
•		
•		
•		
<u>Needs</u> :		
•		
•		
•		

Review Past Goals & Performance (list successes):
•
•
•
Ask for Feedback:
"How do you think I did?"
New Goals for Next Year:
•
•
Accommodations:
•
•
•
Diploma Option:
 Standard Diploma Special Diploma
Thank Everyone:

Dear Parents:

Your child has been practicing skills needed to actively participate in his/her upcoming IEP meeting. Listed below are the areas in which your child will be providing input or participating.

- Stating the purpose of meeting
- Making introductions
- Stating strengths and needs
- Reviewing past goals and performance
- Asking others for feedback
- Identifying new goals for next year
- Identifying accommodations
- Identifying a diploma option or reviewing diploma options (8th grade or turning 14 or older)
- Thanking everyone

Please encourage your child to share information with you regarding each area. Your support and encouragement are vital to your child's success.

Sincerely,

Standing Up for Me Follow-Up

(Middle School)

Thank You Notes



Evaluation

Transition to High School

Project 10: Transition Education Network Revised 2012

Summary of Follow-Up Lessons

Middle School

Thank You Notes (1 lesson)

Students discuss the purpose of sending thank you notes and then send thank you notes to people who attended their IEP meetings.

Evaluation (1 lesson)

Students provide input regarding the IEP meeting and what occurred during the meeting.

Transition to High School (1 lesson)

Students provide information to help high school teachers understand their unique needs. The differences between an IEP that includes transition components are explained. Transition services are also discussed.

Thank You Notes

Middle School

Objective

The student will develop skills to write thank you notes after his/her IEP meeting.

Materials

- Sample thank you notes and letters
- Teacher prepared lists of people who attended each student's IEP meeting

- Discuss the purpose of sending thank you notes/letters as a way of expressing appreciation to everyone who attended the IEP meetings.
- Have students write thank you notes/letters to people who attended their IEP meetings. Students may use a prepared statement or develop their own personal notes/letters.

Date

Dear

Thank you for coming to my IEP meeting. It means a lot to me to know you want to help me do better in school.

Thank you for your support. I hope to see you soon.

Your friend,

Student Name

Date

Dear

I really appreciate you attending my IEP meeting. It means a lot to me to know that you and others care about how I do in school. It makes me want to try even harder to be successful.

Thank you for your support.

Sincerely,

Student Name

Evaluation

Middle School

Objective

The student will complete an evaluation following his/her IEP meeting.

Materials

- "Student IEP Evaluation" (one per student)
- "Certificate of Completion" (one per student)

Procedure

- Explain to students that their input about what happened during the IEP meeting is valuable.
- Have students complete the "Student IEP Evaluation" handout after their IEP meetings are held. Remind the students to be honest about how they feel.
- Discuss any concerns indicated on the evaluation with each student individually.
- Give each student a certificate of completion after participating in the meeting and completing the evaluation.

Note to teacher: Keep completed "Student IEP Evaluation" handout in the student IEP folder.

Evaluation handout was adapted from *FSU Evaluation Model: Student IEP Questionnaire*, by M.A. Sweeney, and B. Menchetti. 1996, Tallahassee, FL: Florida State University.

What I Think!	Student IEP Evaluation	on
Ĩ.	Name:	
	Date:	Grade:

Please circle the response that best describes your last IEP meeting:

1. I attended my last Individual Educational Plan (IEP) meeting.

Yes No

If yes, continue. If no, stop here.

2. My parents were present during the meeting.

Yes No

3. We talked about my strengths.

Yes No

4. We talked about my interests.

Yes

5. We talked about my goals and what I needed to do to reach them.

No

Yes No

- 6. We talked about what I need help with and the kind of help I need.
 - Yes No

- 7. I felt respected during the meeting.
 - Yes No
- 8. We talked about the classes I will take and the services that I will have.

Yes No

9. People asked me what I would like included in my IEP.

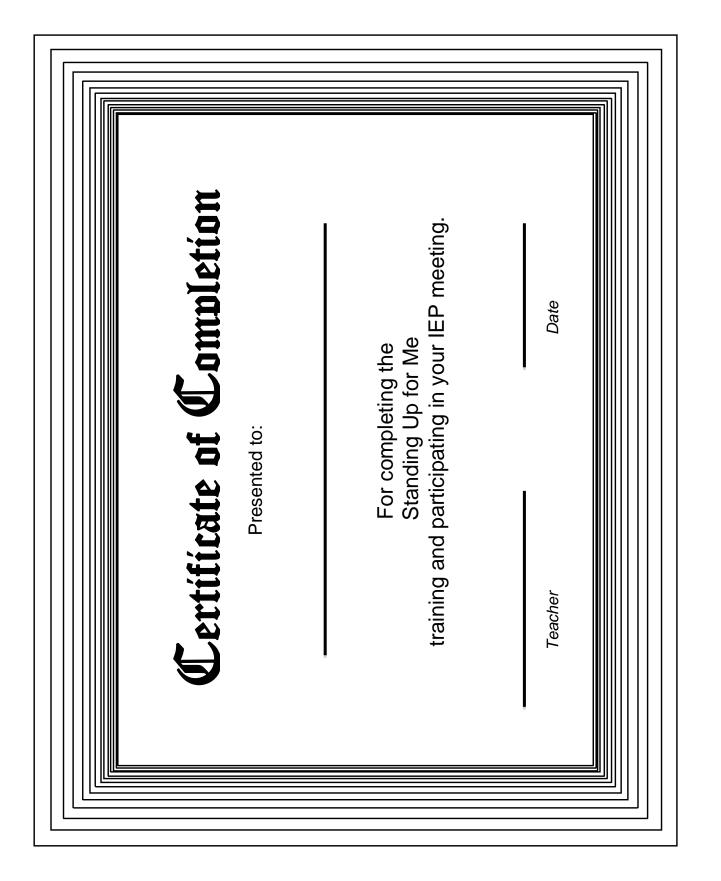
Yes No

10. I was encouraged to invite people that are involved with my life and education to my IEP meeting.

Yes No

- 11. What did I like about my IEP meeting?
- 12. What would have made my IEP meeting better?
- 13. What will I do differently at my next IEP meeting?

Comments:



Transition to High School

Middle School

Note to teacher: This lesson is designed for students transitioning from middle to high school.

Objective

The student will provide information that will help the high school teacher(s) understand his/her unique needs.

Materials

- "Transition Services" overhead
- "Student Information Form" (one per student)
- Overhead of blank copy of the district's IEP (not included)
- Completed "Student Input Questionnaire" handouts
- Completed "IEP Student Goal Review" handouts
- Completed "Education or Training I Would Like", "Job I Would Like", and "Where I Want to Live" handouts
- Completed "My Strengths" handouts
- Completed "What Do I Need Help With?" handouts
- Completed "Accommodations: What Will Help Me?" handouts

- Explain to students that their new high school teachers want information about them to assist in the development of their IEPs and for planning their educational programs.
- Emphasize to students that the information from the "Education or Training I Would Like", "Job I Would Like", and "Where I Want to Live" handouts will be used to develop their measurable postsecondary goals when they become older. Summarize the emphasis of the IEP that addresses transition services including the following: instruction, related services, community experiences, employment, post-school adult

living, and if determined appropriate, daily living skills and functional vocational evaluation. Tell students that the purpose of addressing these transition services is to help them achieve their postsecondary goals once they leave high school. Use the "Transition Services" overhead to explain each area.

• Explain that goals are usually written for each transition services that will be addressed. Tell students that if an area is not going to be addressed, the IEP may contain a statement indicating which area(s) will not be addressed and the reason(s) why.

Note to teacher: Although transition services are not required to be addressed until age 16, some districts address these at an earlier age. Introduce the concept of transition services for students moving from middle to high school if transition services activity areas will be addressed on the IEP the following school year. The transition services may also be introduced if they will be addressed for students during middle school.

- Show the overhead of the blank IEP that addresses transition components and point out differences and similarities between a traditional IEP and one addressing transition services. State that the majority of the components of the IEP that addresses transition are similar to the IEP; however, this IEP has a greater emphasis placed on transitioning to postschool adult life.
- Have students complete the "Student Information Form."
- Have students attach the following handouts that were completed as a part of the *Standing Up for Me* unit:
 - o "Student Input Questionnaire"
 - o "IEP Student Goal Review"
 - "Education or Training I Would Like", "Job I Would Like", and "Where I Want to Live"
 - o "My Strengths"
 - "What Do I Need Help With?"
 - o "Accommodations: What Will Help Me?"

Students should be encouraged to review and revise, if necessary, these handouts prior to sending the information to the high school teacher(s).

Additional Activities

- Invite a speaker from a local high school (e.g., teachers, students, etc.).
- Allow students to shadow other students at the high school.

Note to teacher: This information should be forwarded to the high school teacher(s) along with other district student information and relevant student handouts completed for Standing Up For Me.

This "Transition Services" overhead was adapted from *Developing Quality Individual Educational Plans* (p.131-133), 1999, Tallahassee: Bureau of Instructional Support and Community Services. Copyright 1999 by the State of Florida.

Transition Services

Required areas that must be considered:

Instruction-formal techniques to impart knowledge:

- academic courses
-] career and technical education courses
- communication skills
- community-based instruction
- travel training

<u>Related Services</u>-transportation and other supportive services needed to assist the student:

counseling
career counseling
health assistance
social work services
transportation to employment site
transportation to community based instruction
assistive technology
job coaching
behavior specialist
rehabilitation counseling
visits to postsecondary schools
job shadowing
montoring

mentoring

<u>Community Experiences</u>-services and activities provided outside of the school building, in community settings, or by other agencies:

- recreation/leisure activities
- social activities
- banking skills
- shopping skills
- transportation needs/skills

Employment-services and activities that prepare a student for and lead to employment:

on-the-job training

career education/exploration

development of employability skills

- guided job training in school and community experiences
- vocational/technical training
- supported competitive employment

Post-School Adult Living–important adult activities that are done occasionally:

- registering to vote
- accessing medical services
- filing for insurance
- preparing taxes
- independent living skills
- ☐ renting/buying a home
- completing important forms

Areas that must be considered, if determined appropriate:

Acquisition of Daily Living Skills-those activities adults do every day to care for and manage personal needs:

- □ self-care
-] finances
- safety
- housekeeping
- meal planning/preparation
- budgeting
-] maintaining a home

Functional Vocational Evaluation-assessment process that provides information about job or career interests, aptitudes, and skills:

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career assessment/work evaluation interest inventory

Student Information Form

Name: Address:			
Phone Number:			
Date of Birth:	Sex:	Male	Female
Middle School:			
High School:			
Names of people I live with:			
Name:		Rel	ationship
Activities I enjoy:			
Something I want you to know about me:			
What I am looking forward to about high school:			
Concerns/fears about going to high school:			
What would make going to high school easier fo	or me:		
Courses/electives I am interested in taking:			

High School

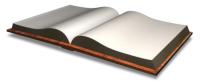
Standing Up for Me

Understanding the IEP (High School)

What Is an IEP?



What Is a Team?



Student Profile

Transition Assessment

Understanding Exceptionalities

Planning for the Future

Personal Goal Setting

Student Rights & Responsibilities



High School Planning

Graduation Options

Summary of Understanding the IEP Lessons High School

What Is an IEP? (2 lessons)

Exceptional student education is explained. Each component of the IEP is reviewed. The importance of students attending IEP meetings is discussed. Students review their IEPs and highlight areas with which they do not agree or do not understand.

What Is a Team? (1 lesson)

IEP team members are discussed and the importance of the student being a part of the team is addressed.

Student Profile (5 lessons)

Students identify strengths, areas in which they need assistance at school, and accommodations that they need. The present level of academic achievement and functional performance statement is defined. Students review their present level of academic achievement and functional performance statements on their current IEPs and prepare to provide input for the next year regarding strengths, need for special education services, and priority needs.

Transition Assessment (1 lesson)

The concept of transition assessment is introduced. Examples of formal and informal transition assessments are provided. Students complete a graphic organizer regarding transition assessments, including the definition of transition and examples of assessments.

<u>Understanding Exceptionalities</u> (1 lesson)

Students discuss how people are alike and different and that they each have special needs. Different exceptionalities are then discussed, including descriptions and common accommodations/modifications. Students then review their IEPs to determine for which areas of exceptional student education they are eligible. The importance of understanding their own disability and how it could impact them in high school, college, and employment is discussed.

Planning for the Future (4 lessons)

Students identify their education or training needed, job preferences, where they want to live, and types of leisure and community involvement activities in which they want to participate after graduation.

Personal Goal Setting (1 lesson)

Students develop individual goals for each day, the week, and the quarter, including the steps needed to achieve each goal, as an ongoing process.

Student Rights and Responsibilities (2 lessons)

Federal regulations related to transition services and how these regulations impact students is explained. Student rights such as attending and participating in the IEP meeting and accompanying student responsibilities are discussed. Rights and protections under the Americans with Disabilities Act are also discussed.

High School Planning (1 lesson)

Students review their four-year course plans on the FACTS.org website.

Graduation Options (1 lesson)

The potential impact of each diploma option on postsecondary outcomes is discussed. Students are given the opportunity to review sections of their IEPs that address the type of curriculum they are currently pursuing.

What Is an IEP?

High School

Objective

The student will know that an IEP is developed for him/her each year and will be able to identify the primary components.

Materials

• Overhead of blank or sample district IEP (not included)

- Tell students that they are going to continue to learn about their individual needs and the specialized help they are given at school. Put the acronym "ESE" on the board and ask students if they know what it means. Solicit student responses and then explain that ESE stands for exceptional student education. Allow for student discussion regarding what this means to them.
- Explain that students who receive special services through exceptional student education are sometimes called exceptional students. In order to get this special help each student had to be evaluated and must have a disability that qualifies him/her for an ESE program. Explain that there are many types of disabilities. Ask students to identify some of the disabilities with which they are familiar (e.g., physical impairments, learning disabilities, emotional disabilities, visual impairments, hearing impairments, etc.).
- Tell students that having a disability can make it more challenging for them to succeed in school, employment, or other aspects of their lives. Stress that qualifying for exceptional student education helps them get the special services they need. It is important for each of them to understand why they qualified for exceptional student education, what their strengths and needs are, and what type of assistance they need to be successful in school, employment, and other aspects of their lives.
- Go on to discuss that an Individual Educational Plan (IEP) is written for each of them. It describes their unique needs, including what they are good at, what they need help with, and what kind of help they need.
- Use the overhead of the blank or sample district IEP to review each component. Review each component of the IEP (e.g., special factors, transition services activity areas, present level of academic achievement and functional performance

statement, measurable postsecondary goals, transition needs, annual goals, shortterm objectives/benchmarks, participation in regular education, ESE services, related services/supplementary aids, accommodations/modifications, statewide assessment, diploma options, etc.) and describe what information is included.

- For students who are being introduced to the concept of an IEP for the first time, briefly describe the differences between a typical IEP and an IEP that addresses transition, emphasizing that this IEP looks at other areas besides the school, such as community involvement, employment, postsecondary education or training, and what the student wants to do after graduation.
- Tell students that the IEP includes activities that are designed to prepare them to make the transition from school to adulthood.
- Explain to students that before they began receiving ESE services an IEP was developed for them. Also, explain that their parents had to give permission for them to begin receiving ESE services. State that in order to continue receiving services, IEPs must be reviewed and revised if needed each year.

What Is an IEP?

High School

Objective

The student will understand his/her own IEP.

Materials

- Folders for each student which include current IEP
- Highlighters

Note to teacher: The IEP folder will be used throughout the year as a planning guide when developing IEPs and progress reports.

When IEPs are used during lessons, it is important to stress confidentiality. If confidentiality cannot be maintained in the classroom setting, activities involving the use of IEPs should be completed individually.

Procedure

- Distribute folders containing a copy of each student's IEP. Allow students a brief period to look through their IEPs. Address questions on an individual basis.
- Have students look at the signature page to see who attended their IEP meetings. For those students who attended, ask if they participated, if they were able to provide input, and how they felt about it. For those students who did not attend, ask if they had any input before the IEP meetings and how they felt about a plan being developed for them without their presence or input. Stress to the students the importance of their active participation and involvement in the development of their IEPs.
- Have students highlight the parts of their IEP that they do not understand, do not agree with, or did not know about themselves.
- Answer questions that are general with the group. Explain to students that you will meet with them privately to answer questions of a personal nature or that are more involved.

Note to teacher: Save the highlighted IEPs in individual student IEP folders. Additional information from future lessons will be added to this folder.

What Is a Team?

High School

Objective

The student will understand that an IEP is developed by a team and be able to name some members of the team.

Materials

• "Team Members" overhead (optional)

- Use the "Team Members" overhead to discuss who will be a part of the IEP team.
- Stress that the student is one member of the IEP team and that decisions are made by the whole team, but each student's input is very valuable in making decisions.
- Have students brainstorm the benefits of attending their own IEP meetings. Brainstorm another list regarding what might happen if they do not attend their IEP meetings.
- Stress that an IEP is a plan that is written about each student. State that students know themselves best and it is important that they each be a part of the team and take an active role in decisions that will impact them.

Team Members

Student



Parent(s)

ESE Teacher(s)

General Education Teacher(s)

Therapist(s)

Behavior Specialist

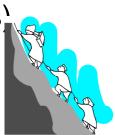




Administrator

Agency Representative(s)

Counselor



Others Based on Need

Student Profile

High School

Objective

The student will identify his/her strengths based on transition assessments.

Materials

- Individual student results from transition assessment(s) in one or more of the following:
 - Academic assessments
 - Aptitude/strengths
 - Interest inventories/checklists
 - Learning style preferences
 - Career assessment
 - o Needs

Note to teacher: These results can be from assessments, interest inventories, interviews with student, etc.

• "Strengths" handout (one per student)

- Explain that using information from transition assessments is important to help students make decisions about their future based on strengths and needs.
- Remind students that in a previous lesson they learned about transition assessments.
- Explain that in this lesson they will be learning about and using their own transition assessments.
- Explain the various assessments used and discuss the possible interpretations of each.
- Have students review and evaluate the results of assessments. Then have students highlight sections of the assessments that they feel best describe them.
- Answer general questions with the group and arrange to meet privately for questions of a more personal nature, if necessary.

- Guide students as they complete the "Strengths" handout based on areas that they perceive as individual strengths. Encourage them to keep in mind the assessment results they just reviewed as they complete this handout.
- As a homework assignment, ask students to discuss with parents their strengths based on assessment results.

Note to teacher: Save this information in the IEP folder for teacher and student assistance with IEP development. Share this handout with parents at an open house or a conference.

Strengths High School

Name:	Date:
Academics: Math: Adding/Subtracting Multiplying/Dividing Fractions/Decimals Algebra Geometry Social Studies: 	English: Reading Writing Grammar Spelling Science:
Employability Skills: Completing assignments/tasks Being prepared Staying on task Following directions Being organized Listening Flexibility Leadership Appearance Attendance	 Punctuality Positive attitude Teamwork Communication skills Problem solving skills Initiative Self-management Acceptance of criticism Exhibiting independence & responsibility Management of schedules and goals
Interpersonal Skills:Image: Following class rulesImage: Following class rulesImage: Good sportsmanshipImage: Following class rulesImage: Following	 Getting along with adults Conduct and behavior
Independent Living Skills:Image: Meal planning/participationImage: HousekeepingImage: ShoppingImage: BudgetingImage: Banking SkillsImage: Transportation	Other Areas: Public speaking Computer skills/software application Other technology skills Self-determination skills

Self-determination Skills:

- □ Self-awareness
- \Box Self-advocacy
- □ Goal setting
- Choice making
 Problem solving
- □ Self-efficacy

Student Profile

High School

Objective

The student will identify what he/she needs help with or wants to learn at school.

Materials

- "Things to Improve or Learn" handout (one per student)
- Individual student results from transition assessment(s) in one or more of the following:
 - Academic assessments
 - o Aptitude/strengths
 - o Interest inventories/checklists
 - Learning style preferences
 - Career assessment
 - o Needs

Procedure

- Explain that students will be using their own transition assessments to determine areas in which they need assistance.
- Explain that we all need help with things that we can't do well and that we all have things that we want to learn.
- Guide students as they complete the "Things to Improve or Learn" handout based on what they perceive as areas of individual need using the results from their transition assessments.
- As a homework assignment, ask students to discuss with parents what they need help with or want to learn at school.

Note to teacher: Save this information in the IEP folder for teacher and student assistance with IEP development. Share this handout with parents at an open house or a conference.

Things to Improve or Learn High School

Name:	Date:
Academics: Math: Adding/Subtracting Multiplying/Dividing Fractions/Decimals Algebra Geometry Social Studies:	English: Reading Writing Grammar Spelling Science:
Employability Skills: Completing assignments/tasks Being prepared Staying on task Following directions Being organized Listening Flexibility Appearance Attendance	 Punctuality Positive attitude Teamwork Communication skills Problem solving skills Initiative Self-management Accepts criticism Independence & responsibility Management of schedules and goals
Interpersonal Skills: Image: Second sports of the second sport spor	 Conduct and behavior Self –advocacy skills
Independent Living Skills:All Planning/participationHousekeepingShoppingBudgetingBanking SkillsTransportationHygiene	 Vehicle maintenance Home maintenance Health/medical knowledge Preparing taxes Registering to vote Obtaining housing
Other Areas: Getting along with adults Public speaking Computer skills/software application	 Other technology skills Self-determination skills

Student Profile

High School

Objective

The student will develop an understanding of the present level of academic achievement and functional performance statement.

Materials

- Results from assessment(s) of aptitudes, strengths, interests, etc.
- Completed "Things to Improve or Learn" handouts
- "Present Level Input" handout (one per student)
- Folders for each student which include current IEP

- Explain that each student has a present level of academic achievement and functional performance statement in his/her IEP. Give the following description of a present level of academic achievement and functional performance statement:
 - The present level of academic achievement and functional performance statement provides a thorough enough description of each student that anyone can begin instruction based on the information provided.
- Explain to the students that when developing a present level of academic achievement and functional performance statement, teachers need to get information from a variety of sources, including the student.
- Have students review their assessment(s) of aptitudes, strengths, interests, etc. Have them complete the "Strengths" section of the "Present Level Input" handout. Tell them that they can use information from the assessment(s) and can add any other strengths that they would like to have included in the present level of academic achievement and functional performance statement in the IEP.
- Have students review their "Things to Improve or Learn" handouts. Explain that another part of the present level of academic achievement and functional performance statement addresses what each student needs help with in school. Have students use the "Things to Improve or Learn" handout to complete the "Why I Need Exceptional Student Education Services" section of the "Present Level Input"

handout. Tell them to list only the items from the handout or other things they may need help with that are most important to them at this time. Tell students that some of the areas of need they have listed will be used to develop this section of the present level of academic achievement and functional performance statement.

- Explain to the students that the IEP team, of which they are a member, will be determining the priority needs for each student for the next year. Each identified priority need should drive goals or services in the IEP. Based on a review of their assessments and needs, direct students to identify two to four priority needs for the next year. Explain that the priority needs will be addressed at the IEP meeting as part of the present level of academic achievement and functional performance statement.
- Have students look at their present level of academic achievement and functional performance statements in their current IEPs. Ask students to see if they can identify the following:
 - Sources of information
 - \circ Strengths
 - Current skill levels
 - o Why exceptional student education services are needed
 - Priority needs
- Address general questions with the group and explain that specific questions should be addressed privately with a teacher.

Note to teacher: Save this information in the IEP folder for teacher and student assistance with IEP development.

Present Level Input

Strengths: _____

Why I Need Exceptional Student Education Services:

Priority Needs:

Student Profile

High School

Objective

The student will identify the types of accommodations he/she needs.

Materials

- "Accommodations: What Will Help Me?" handout (one per student)
- Folders for each student which include current IEP

- Introduce the meaning of an accommodation. (Changes in the setting or the delivery of instruction/tests that give each student with a disability an equal chance to show what he/she knows; changing how they learn and are assessed, not the content.) Discuss with students that everyone needs help to do some things better. Depending on our needs, each of us needs different kinds of help (e.g. wearing glasses to see better, writing things down to remember, more time, etc.).
- Write the following profiles of people on the board:
 - Person with a hearing impairment
 - Person who can't read well
 - $\circ~$ Person who has behavior problems and doesn't follow rules and directions
 - o Person who uses a wheelchair
- Have students brainstorm a list of strategies for each person that could help him/her be more successful.
- Tell the students that the strategies they listed that could help each of the individuals above are accommodations and that accommodations are individualized. Provide examples regarding why accommodations would be individualized. (e.g., Does everyone need glasses? Does everyone need braces? etc.)
- Engage the students in a discussion regarding whether they think it is fair for each of the above people to have the accommodations that are listed. Explain to students that "fair" means that you look at each person and his/her needs individually. Since no two students are the same, "fair" means doing what each student needs to be successful without changing what is being taught. Explain that accommodations address what is required in order to be successful; they are not meant to give an

unfair advantage (e.g., a student who knows how to read doesn't need someone to read the material to him/her; a student who is capable of writing test answers does not need to answer test questions orally instead of writing the responses).

- Explain to students that accommodations that are needed can change over time as needs change (e.g., as teeth move, braces are adjusted; as a student becomes better in math, a calculator may no longer be needed; as a student learns to read better, having someone read the material to him/her may not be necessary anymore, etc.).
- Guide students as they complete the "Accommodations: What Will Help Me?" handout based on what they perceive as areas of individual need. Remind students to only check the kind of help they *must* have to be successful.
- In individual meetings or student conferences, review current IEP accommodations/modifications with each student and compare with the "Accommodations: What Will Help Me?" handout.
- Have students look at the accommodations/modifications listed on their current IEPs and compare with their "Accommodations: What Will Help Me?" handout. Schedule individual conferences to discuss accommodations/modifications, if needed.
- Note to teacher: Save this information in the IEP folder for teacher and student assistance with IEP development.

Resources

• Accommodations: Assisting Students with Disabilities–A Guide for Educators

Name:	Date	e:
Accommodations	Which Subjects?	<u>Why?</u>
Assignments and Assessments:		
 Assignment notebook Different type of response (e.g., oral, draw, write, point, etc.) Reduced assignment length Dividing assignments into smaller sections Student checklist/self- checking materials Additional practice Different kind of assessment (e.g., multiple choice instead of essay) Test given over several sessions Oral testing/directions Additional adult/peer assistance Small group/individual testing Other 		

Name:	Date	e:
Accommodations	Which Subjects?	<u>Why?</u>
Instructional Methods and Materials:		
 Highlighting/ underlining important information 		
 Different instructional materials 		
Written notes provided		
□ Manipulatives		
Pictures or graphics		
 Tape recorders or electronic devices 		
□ Calculator		
Notetaker		
□ Hands-on activities		
□ Study guides		
 Specialized equipment 		
□ Other		

Name: Date:			
Accommodations	Which Subjects?	<u>Why?</u>	
Learning Environment:			
Assistance with organization			
□ Study carrel			
□ Preferential seating			
 Behavior management system 			
Daily or weekly note home			
Individual/small group instruction			
□ Time out			
□ Secured seclusion			
 Alerts/cues for transitions 			
 Adapted environment (e.g., lighting, specialized furniture, etc.) 			
□ Other			

Name: Date:

Accommodations	Which Subjects?	Why?
Time Demands and Scheduling:		
 Additional time to complete assignments 		
 Additional time to complete test 		
Project schedule with checkpoints		
Timer to monitor task completion		
□ Other		
Special Communication Systems:		
Sign language		
 Communication System (e.g., communication board) 		
 Additonal assistance for Limited English Proficiency (ELL) 		
□ Other		

Transition Assessment

High School

Objective

The student will develop an understanding of transition assessments and how to use the data from these assessments in planning.

Materials

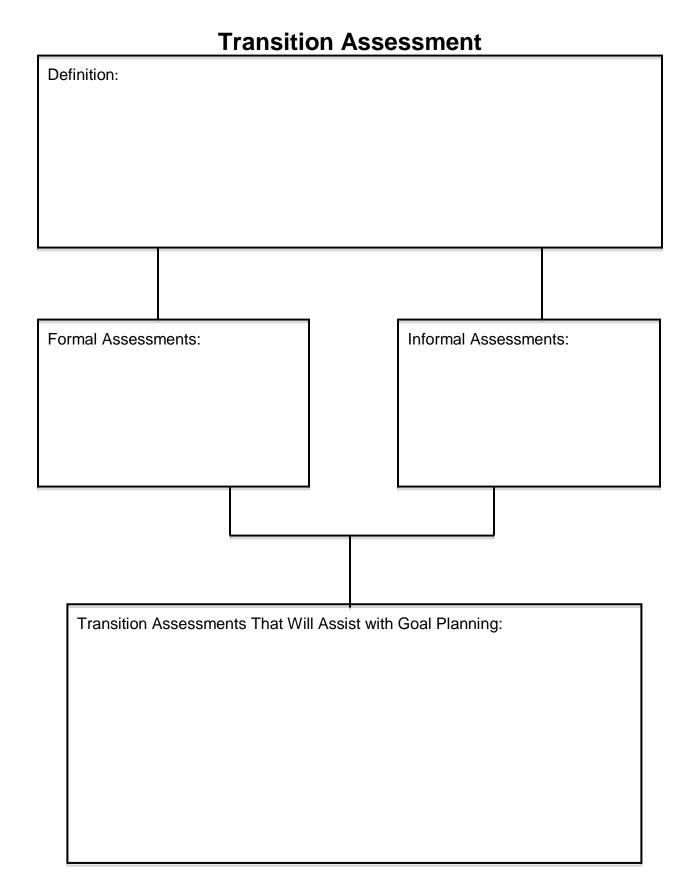
• "Transition Assessment" handout (one per student)

Procedure

- Ask students what they think the word "transition" means. After this discussion, share the following definition or one of teacher's choice:
 - Transition is the movement, passage, or change from one stage, activity, place, concept or period to another. One example is the transition from adolescence to adulthood.
- Direct students to the transition assessment handout and ask them to complete the definition box (in their own words if preferable).
- Explain that transition is the process of moving from school to postsecondary activities such as education or training, employment, and independent living after high school.
- In table groups, ask students to brainstorm and chart transitions that they have already encountered in their lives. Have students share their examples.
- Explain that transition assessments are assessments that help determine strengths, needs, and interests. Add that transition assessments can measure academic skills, interests, learning styles, aptitudes and work preferences, etc.
- Discuss the difference between formal and informal assessments and explain that transition assessments can be either formal, such as the FCAT, or informal, such as an interest inventory. (Use examples that pertain to the students involved.) On the handout, direct students to complete the boxes in which they list examples of formal and informal transition assessments.
- Explain to students that transition assessment is an ongoing process of collecting data on individual needs, preferences, and interests to assist with making decisions

regarding future education, work, living arrangements, and social and/or personal activities. Also explain that informal and formal transition assessments help the transition IEP team make decisions because they identify current information about the student.

- Explain to students that during the next few lessons they will be using their own transition assessment data to determine their strengths and needs and to develop future goals.
- Ask the students to complete the box regarding transition assessments they will need to use to assist with future goal planning and understanding their strengths and needs.
- Have students work in table groups to brainstorm and record on charts how the results of transition assessments can help them make decisions about their future education/training, employment, and independent living postsecondary goals. Post charts and ask a reporter from each group to share ideas.



Understanding Exceptionalities

High School

Objective

The student will understand disabilities and the impact of his/her disability.

Note to teacher: Decide if the lesson will address only the exceptionalities within the classroom, or if it will be expanded to address additional exceptionalities. Prepare accordingly. This lesson may take more than one session to complete.

Do not allow students to discuss specific confidential information with the class.

Materials

- Chart paper and markers
- Completed "Strengths" handouts
- Completed "Things to Improve or Learn" handouts
- Teacher resources regarding each exceptionality (not intended to be used as handouts)
- Folders for each student which include current Transition IEP

Procedure

- Divide the class into small groups. Explain to students that people are alike and different in many ways. Have each group brainstorm a list of at least 25 ways in which people are different and at least 25 ways in which people are alike. Have them record their responses on chart paper under the headings "Alike" and "Different." Ask a reporter from one group to share five ideas from each category with the whole group. Continue to have a reporter from each of the other groups share five things that were not previously mentioned until all ideas have been shared.
- Arrange desks or chairs in a circle in order to create a more casual atmosphere conducive to sharing.
- Tell students that in order to get the assistance they need, they were tested and they qualified for an exceptional student education program because they have a disability (or some students may have more than one disability). Explain that

qualifying for an exceptional student education program is important only in that it entitles them to get the special help they need. The focus is not on the label or disability used to qualify them for special services, but on what their strengths are and how they can best be supported in obtaining a good education. Explain that the exceptional student education program is designed to help them be more successful in school. Tell students that they will be learning about different exceptional student education programs.

- Have students name different disabilities or exceptional student education programs of which they are aware. List these on the board or overhead. Add other disability areas they do not name. Include gifted as an exceptional student education area.
- Discuss with the students that they all need some type of help in order to be successful in school. Remind students that they recently completed handouts that looked at what they do well in school and what they need help with at school. Students should review these completed handouts.
- List an exceptionality and acronym for the exceptionality that will be discussed on the board. Use the information provided as a teacher resource for the exceptionality and explain it in a way that students will understand. Allow students to relay information familiar to them and to ask questions about the exceptionality before moving on to another exceptionality. If more than one exceptionality will be discussed, in order to develop a comfort level, discuss exceptionalities other than those of students in the class first.
- Explain that two individuals can have the same disability but be very different because each person has unique characteristics and needs.
- Summarize the exceptionality or exceptionalities that have been introduced. Explain that each student in the class needs special help in school in different ways. Add that teachers are giving them the individual help they need to do well in school.
- Have students review their IEPs to determine for which areas of exceptional student education they are eligible and receiving services. Tell them that they may have to schedule a private meeting with the teacher to answer any questions they may have.
- Stress to students the importance of understanding their own disability or disabilities and available resources to assist them in high school, college, and employment to be more successful. Tell students that future lessons in *Standing Up for Me* will assist them in understanding the importance of advocating for themselves.
- Optional Activity: Have each student complete a research activity regarding his/her exceptionality or another exceptionality.

Additional Activities

- Invite successful former students or other role models with disabilities, similar to students in class, to discuss their disabilities and their successes.
- Conduct a disability awareness activity.

Resources

- Accommodations and Modifications for Students with Disabilities in Vocational Education and Adult General Education
- Accommodations and Modifications: What Parents Need to Know
- Accommodations: Assisting Students with Disabilities A Guide for Educators
- Become Your Own Expert
- Bigchalk, The Education Network
- Resources You Can Use: Disability Awareness
- Steps to Self-Determination
- The Ten Commandments of Communicating with People with Disabilities
- We're More Alike Than Different

Autism Spectrum Disorder

Teacher Resource Only

Students on the autism spectrum may need the following:

- Structure and routine
- Refocusing when exhibiting repetitive behaviors
- Refocusing attention as situations change
- Instruction in appropriate social skills
- Reinforcement of positive behaviors
- Assistance with developing communication skills
- Cues to interact with or respond to others in the environment
- Visual supports and schedules
- Written instructions
- Distractions kept to a minimum
- Modeling of a task

Blind or Visually Impaired (VI)

Teacher Resource Only

Students who are blind or visually impaired may need:

- Braille, large print, taped textbooks, or magnification for reading and writing
- Special technology, including adaptive computers, low-vision optical aids, and printenlarging equipment
- Orientation and mobility training to move and travel independently
- Preferential seating
- Extra desk space for enlarged materials and special aids
- Special raised-line paper for writing
- Materials and tactile aids such as math manipulatives and relief maps
- Extra practice for fire drills and types of other drills
- Written material read orally
- Clear verbal directions with details such as how far, left, right, etc.
- Assistance in knowing where things in the classroom are located
- Advance preparation if the room is rearranged
- Cueing when someone enters or leaves (if blind)
- Personal copies of board work and/or overheads
- Extra time to complete the same work as sighted peers

Deaf or Hard-of-Hearing (DHH)

Teacher Resource Only

Students who are deaf or hard-of-hearing may need:

- Hearing aids
- Sign language
- Positioning to face the speaker when talking to assist in watching lips
- Use of visual aids whenever possible
- Information presented in written form or through demonstrations
- Assistance from an interpreter and/or a note taker
- Controlled noise level in the classroom
- Teacher to use a portable microphone which transmits directly to hearing aids
- Amplification to assist in understanding what is being said
- Attention focused on speaker for lecture and/or instructions
- Spoken language at a normal volume because hearing aids increase the loudness of sounds
- Assignments written on the board to assist in following instructions
- Encouragement to ask that statements be repeated or rephrased when not understood
- Additional breaks due to fatigue because of the continuous visual and auditory strain
- Seating where eye contact can be maintained with the speaker
- An interpreter sitting or standing on one side of the speaker in order for the student to maintain eye contact with both the interpreter and the speaker
- Seating in a location away from windows or other light sources to reduce glare
- Real-time captioning

Emotional/Behavioral Disabilities (EBD)

Teacher Resource Only

Students with emotional/behavioral disabilities may need:

- A structured learning environment for skill acquisition in behavior control strategies, academic achievement, and socialization
- Structured directions and consistent expectations
- A behavior management plan
- Instruction in self-monitoring techniques
- Frequent communication between home and school
- Cues for refocusing
- Instruction in appropriate social skills
- Activities to improve self-esteem and confidence

Intellectual Disabilities (InD)

Teacher Resource Only

Students with intellectual disabilities may need:

- Longer amounts of time to learn new skills due to a slower rate of learning
- Much repetition while learning new skills and over time to retain the information
- Several opportunities to practice a newly acquired skill in a variety of settings
- Instruction in the natural environment in which skills are used, such as shopping, ordering and eating in a restaurant, etc.
- Hands-on activities or manipulatives
- Demonstrations on how to do something rather than just being told
- Curriculum addressing functional academics, daily living skills, and vocational skills
- Help with self-care skills
- Transition services to prepare for life after school in order to function within a family structure and in a working environment
- Social skills and communication training
- Assistive technology services for communication and environmental control as well as for ambulation, self-care, and health maintenance
- Assistance with health maintenance

Orthopedic Impairment (OI)

Teacher Resource Only

Students with orthopedic impairments may need:

- Use of a wheelchair, walker, or crutches
- Use of assistive technology to be able to read, write, communicate, and/or access the environment (e.g., communication devices, computers, specialized switches)
- Special medications or nursing services
- Leg or other braces
- Occupational, physical, and/or speech therapy services
- Provisions to complete some work at home if absent frequently due to a physical health impairment
- Special desks or seats
- Accessible classroom (without barriers) in order to be conducive to mobility
- Help with personal care needs such as getting dressed or using the restroom
- Reduced amount of work due to fatigue or amount of time/energy needed to complete work
- Additional bathroom privileges

Specific Learning Disabilities (SLD)

Teacher Resource Only

Students with specific learning disabilities may need:

- Assistance with understanding, expressing, or processing information
- Special teaching strategies to learn reading, writing, spelling, language, and/or math skills
- Instruction in strategies that will help utilize strengths and compensate for learning needs
- Classwork adjusted to meet individual needs (e.g., lower reading level, length of assignment, time to complete assignment, type of assessment)
- Classroom structure and routine
- Help with organizing assignments
- Simple and clear directions which may need to be repeated
- More time to complete assignments
- Special equipment such as a tape recorder for taking notes or a calculator for math
- Outlines, study guides, special notes, or highlighting
- Frequent reminders or repetition
- Assistance holding pencils or crayons, writing, tracing, or cutting with scissors

Speech and Language Impaired (SLI)

Teacher Resource Only

Students who are speech and language impaired may need:

- Speech and/or language therapy to help articulate sounds in words, speak fluently, or speak with correct pitch, intensity, and quality of voice
- Assistance with language skills such as vocabulary, sentence structure, and verbal expression of ideas
- Opportunities to verbally interact with adults and other students
- Encouragement to finish speaking without others attempting to finish their words or sentences (for students with fluency problems)
- Use of written communication
- Assistive technology such as a special speaking device

Planning for the Future High School

Objective

The student will describe the type of job he/she wants to have after graduating from high school.

Materials

- "Work Setting Preferences" handout (one per student)
- "Type of Job I Would Like" handout (one per student)
- Completed interest inventories (if available)

Procedure

Note to teacher: This lesson may take more than one session to complete thoroughly.

- Guide students in a discussion about the kinds of paid jobs or work experience they have already had.
- Tell the students that they are now going to be looking at the kinds of jobs they could do after graduating from high school.
- Have the students complete an individual interest inventory or use previously completed interest inventories (e.g., Florida Choices).
- Ask students to list jobs of interest on the "Type of Job I Would Like" handout. Have students research jobs of interest to determine skills needed, working conditions, and specialized training. Use the completed "Work Setting Preferences" handouts and interest inventories to determine if the jobs match student preferences and interests. Have students complete the questions related to each job to determine potential interest.

Note to teacher: Include completed "Work Setting Preferences" and "Type of Job I Would Like" handouts in each student's IEP folder.

Resources

- Florida Choices
- Occupational Outlook Handbook
- O'Net
- Books about various jobs
- http://project10.info/Employment.php

"Work Setting Preferences" handout was adapted from *Connections: A Transition Curriculum for Grades 3 through 6*, by Jefferson County Public Schools. n.d.

Work Setting Preferences

Name:	
ivanie.	

_____ Date: _____

Mark the choice(s) you like best for each section.

part-time job	do physical labor
full-time job	work at a desk
job with flexible hours	work with my mind
	work with my hands
work for a large company	□ work with tools
□ work for a small company	work with machines
	work with computers
work in daytime	work with advanced technology
□ work in evening	5,000
□ work at night	have a variety of duties
□ work early morning	□ do the same thing every day
□ work late afternoon	
□ work weekdays	work in a noisy place
	□ work in a guiet place
work inside	
□ work outside	read as part of the job
□ work in the same place everyday	\square write as part of the job
□ work in different places locally	\Box do math as part of the job
□ travel outside my local area	
	earn wage/salary increases
□ be my own boss	\square earn benefits
□ work for someone	□ earn promotions
	\square earn awards or recognition
□ dress formally (dress, suit)	
□ wear a uniform	walk to work
☐ dress casually (jeans, shorts, etc.)	□ take the bus to work
	□ drive to work
work in a place with few people	
□ work in a place with a lot of people	work that requires a high school
\square work by myself	diploma
	□ work that requires college
work at a slow pace	□ work that requires conege
□ work at a fast and busy pace	education
□ work at a last and busy pace □ work at your own pace	Guudalion
☐ work at your own pace ☐ follow a schedule	□ join the military
meet deadlines	

Type of Job I Would Like

Date:		
Choice 2		
Type of Job		
Skills Needed		
Working Conditions		
Training/Education		
Am I still interested in this job? □Yes □No If yes, what can I do to be successful in getting		
the job?		
Who can I go to for support or assistance?		
If no, why did I change my mind?		

Planning for the Future

High School

Objective

The student will describe the type of education or training he/she wants to have after graduating from high school.

Materials

- Completed "Type of Job I Would Like" handouts
- Interest inventory results
- "Education or Training I Would Like" handout (one per student)

Procedure

Note to teacher: This lesson may take more than one session to complete thoroughly.

- Guide students in a discussion about the types of postsecondary education and training that may be required for the jobs they identified in their "Type of Job I Would Like" handouts. Have people they know completed other types of education and training such as college, on-the-job training, technical training, apprenticeships, etc.?
- Tell students that they are now going to be looking at the education and training options available after they graduate from high school. They may use information from their completed individual interest inventories and "Type of Job I Would Like" handouts as part of this process.
- Ask students to list education or training opportunities of interest on the "Education or Training I Would Like" handout. Have students research education and training programs to determine which postsecondary institution or program they would like to attend, what the entrance requirements are, how long the program will take, how much it will cost, and whether job placement services are provided. Use the completed "Education or Training I Would Like" handouts and interest inventories to determine if the postsecondary education options match student preferences and interests. Have students complete the questions related to each option to determine potential interest.

Note to teacher: Include completed "Type of Education and Training I Would Like" in each student's IEP folder.

Resources

- FACTS.org
- Career and Adult Education, Florida Department of Education
- Project 10 Postsecondary Education Resources
- Project 10 Transition Wheel: Postsecondary Education Access
- College Guides (U.S. News, Princeton Review, Fiske, Yale Daily News, etc.)
- Office of Apprenticeship, United States Department of Labor
- Websites of individual postsecondary institutions and programs
- Newspapers
- Books about various jobs

Type of Education or Training I Would Like

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Ν	aı	110	

_____ Date: _____

Choice 1	Choice 2
What job or career would I like?	What job or career would I like?
What are the education or training requirements to enter this job or career?	What are the education or training requirements to enter this job or career?
Where would I like to go to school or be trained?	Where would I like to go to school or be trained?
What are the entrance requirements?	What are the entrance requirements?
How much will it cost?	How much will it cost?
Are job placement services provided? □Yes □No	Are job placement services provided? □Yes □No
Match My Work Preferences & Interests? □No □Some □Most □All	Match My Work Preferences & Interests? □No □Some □Most □All
Match My Strengths/Abilities? □No □Some □Most □All	Match My Strengths/Abilities? □No □Some □Most □All
Am I still interested in this education or training? □Yes □No	Am I still interested in this education or training? □Yes □No
If yes, what can I do to get into the school or program and be successful there?	If yes, what can I do to get into the school or program and be successful there?
Who can I go to for support or assistance?	Who can I go to for support or assistance?
If no, why did I change my mind?	If no, why did I change my mind?

Planning for the Future

High School

Objective

The student will describe where he/she wants to live after graduating from high school.

Materials

- "Where I Want to Live" handout (one per student)
- Various media to provide location ideas
- Magazines with pictures of places to live and locations

Procedure

- Guide students in a discussion about where they live now. Address the following areas:
 - type of dwelling
 - who they live with
 - o location (e.g., small town, suburb, city)
- Ask the students to think about the type of dwelling they would like to live in after they graduate, who they want to live with, where they want to live, and how they will get around. Use examples from the "Where I Want to Live" handout. Guide students through each section of the handout.
- Have each student create a collage describing where he/she would like to live using various resources.

Note to teacher: Include completed "Where I Want to Live" handout in each student's IEP folder.

Resources

- Newspaper classified section
- Internet
- Real estate advertisement books/flyers

This lesson was adapted from *Dare to Dream Revised: A Guide to Planning Your Future* (p.21), by K. Webb, J. Repetto, A. Beutel, D. Perkins, M. Bailey, and S.E. Schwartz, 1999, Tallahassee: Bureau of Instructional Support and Community Services. Copyright 1999 by the State of Florida.

Where I Want To Live

Name: _____ Date: _____

Mark the choice(s) you like best for each section.

Type of home?	
house	
apartment	
□ trailer/mobile home	
🗆 condominium	
□ group home	
□ other:	
Who do I want to live with?	
□ alone	
parents	
\Box friend(s)	
\Box someone new	
other family	
Leastion?	
Location?	
state in which you want to live	
city in which you want to live	
How will I get around?	
\Box parents	
\square friends	
□ other family	
□ bus	
other	

Planning for the Future

High School

Objective

The student will describe the types of leisure and community involvement activities in which he/she wants to participate after graduating from high school.

Materials

- "Leisure Activities and Community Participation" handout (one per student)
- Magazines/newspapers (optional)

Procedure

- Explain the difference between leisure and community involvement activities. Tell students that leisure activities are what people do for enjoyment, fun, and/or relaxation. Explain that community involvement activities include helping others, participating in community activities, or doing things to improve the community such as volunteering.
- Guide students in a discussion about the kinds of leisure and community involvement activities they have already experienced (e.g., sports, volunteering).
- Have students think about leisure and community involvement activities that they may want to participate in after graduation. Tell them that they may want to continue activities they are currently doing and/or participate in additional activities that they have not yet tried.
- Have students complete the "Leisure Activities and Community Participation" handout identifying what types of activities they are currently participating in and types of activities they think they may participate in after graduation.
- Optional Activity: Create a group or individual collage of activities representing what students would like to participate in after graduation. If completing a group collage, encourage each student to contribute at least one picture to the collage.

Note to teacher: Include completed "Leisure Activities and Community Participation" handout in each student's IEP folder.

Leisure Activities and Community Participation

Name: _____ Date: _____

Mark all that pertain to you personally

Leisure Activities:		<u>Co</u>	mmuni	ty Involvement Activities:		
	Now	After		No	w Afte	er
			youth group			faith-based activities
			scouts			assist neighbors
			sporting events			tutor
			school dances			assist with scouts
			faith-based services			assist with senior citizens
			lessons			assist with youth sports
			hobbies			join a civic club
			clubs			volunteer work:
			bowling			
			football			
			soccer			
			baseball			other
			swimming			other
			softball			other
			cheerleading			other
			golf			
			tennis			
			track			
			hockey			
			skating			
			dance lessons/activities			
			movies			
			beach			
			fitness activities			
			other			
			other			
			other			

Personal Goal Setting

High School

Objective

The student will develop specific individual goals and benchmarks or objectives to achieve the goals.

Note to teacher: This is an ongoing process to start at the beginning of the year and may involve multiple lessons. Determine whether to use a daily, weekly, and/or quarterly goal setting process based on student need and level of understanding.

Materials

- Completed "Things to Improve or Learn" handouts
- "Goal for Today" handout (one per student per day)
- "Goal for the Week" handout (one per student per week)
- "Goal for the Quarter" handout (one per student per quarter)
- Parent cover letter regarding personal goal setting
- Additional blank copies of "Goal for Today," "Goal for the Week," and "Goal for the Quarter" handouts (one of each per student to take home)

Procedure

- Explain to the students that they are now going to be developing individual goals and benchmarks or objectives for achieving these goals for a day, week, or quarter (depending upon what the teacher decides). Benchmarks or objectives are the steps which are taken to achieve a goal.
- Identify a personal goal and develop two to four steps as an example. Model choosing important steps and minimizing the number of steps provided. Then describe what will have to be given up or changed in order to achieve the goal and what the benefits of doing that would be.
- Remind students that when they completed their "Things to Improve or Learn" handouts, they identified things they need to improve upon or learn. Have them

review this handout to refresh their memories. Explain to students that as they begin developing their goals they can use what they already identified on the handout or think about something new that they want to improve upon, learn, or do.

- Have students develop individual goals and steps for achieving each goal for one day using the "Goal for Today" handout. Remind students to only list the most important steps that are needed to achieve each goal. Encourage students to check off steps as they are completed. Goals and steps should be evaluated at the end of the day.
 - Repeat as necessary until students understand this concept.
- Have students develop individual goals and steps for achieving each goal for one week using the "Goal for the Week" handout. Remind students to only list the most important steps that are needed to achieve each goal. Encourage students to check off steps as they are completed. Goals and steps should be evaluated at the end of the week.
 - Repeat as necessary until students understand this concept.
- Have students develop individual goals and steps for achieving each goal for one quarter using the "Goal for the Quarter" handout. Remind students to only list the most important steps that are needed to achieve each goal. Encourage students to check off steps as they are completed. Goals and steps should be evaluated periodically and at the end of the quarter.
 - Repeat as necessary until students understand this concept.
- As a homework assignment, encourage students to share and discuss their daily, weekly, and quarterly goal handouts with their parents on an ongoing basis.
- After students have learned to develop daily, weekly, and quarterly goals, send the parent cover letter regarding personal goal setting home along with a blank copy of the "Goal for Today", "Goal for the Week", and "Goal for the Quarter" handouts. Encourage students to develop daily, weekly, and quarterly goals at home with their parents.

Note to teacher: Personal goal setting handouts can be used by students to assist them in completing academic assignments such as long term projects.

Goal For Today



Name:	Date:
Goal:	
Stone	Check When Completed
Steps:	
I Met My Goal Today!	



Goal for the Week

Name:	Date:
Cash	
Goal:	
Steps:	Check When Completed
What will I have to give up/change?	What will I gain?
I Met My Goal This Week!	
	F2

Goal for t	he Quarter
Name:	Date:
Goal:	
Steps:	Check When Completed
What will I have to give up/change?	What will I gain?
I Met My Goal This Quarter!	
	54

Dear Parents:

The students in my class have been learning about developing personal goals at school. They are also listing the steps needed to achieve each goal, identifying what they need to change or give up to achieve each goal, and determining how achieving each goal will benefit them. You are encouraged to assist your child in developing and achieving personal goals at home.

Enclosed are copies of the goal development forms being used at school in case you would like to use the same forms at home. Please contact me if you would like additional copies of these forms.

Sincerely,

Student Rights and Responsibilities

High School

Objective

The student will understand his/her rights and responsibilities related to transition.

Materials

- "Student Rights" overhead
- "Student Rights/Student Responsibilities" handout (one per student)
- Overhead of "Student Rights/Student Responsibilities" handout

Procedure

- Put the acronym "IDEA" on the board or overhead and ask students if they know what the acronym means.
- Explain that IDEA stands for Individuals with Disabilities Education Act and that it is a federal law that addresses requirements for special education programs throughout the United States.
- Tell students that the purpose of this lesson is to discuss federal regulations relating to transition services and how it impacts them.
- Remind students that transition services address those activities that prepare them to successfully move from high school to postsecondary goals such as employment, training, college, etc.
- Use the "Student Rights" overhead to discuss the following rights students have related to transition:

Beginning with the IEP to be in effect at age 14, students have the right to:

- Be invited to attend their IEP meetings
- o Have needs, preferences and interests considered in the development of the IEP
- Be involved in identifying transition services needs to prepare for development of postsecondary goals that will need to be in place by age 16
- o Provide input in the development of the goals and other components of the IEP

- Provide input regarding additional people they would like to participate in the development of their IEP
- Provide input regarding which type of diploma will be pursued including the courses of study and experiences needed
- Receive instruction and/or information in self-determination to effectively participate in the IEP meetings and self-advocate

Additionally, beginning with the IEP to be in effect at age 16, students have the right to:

- Provide input regarding the transition services that need to be addressed including instruction, related services, community experiences, employment, post-school adult living and, if appropriate, daily living skills and functional vocational evaluation
- Provide input regarding measurable postsecondary goals in the areas of education or training, employment and independent living (if appropriate) based on transition assessments
- Consider if a representative of any agency already providing or likely to provide transition services should be invited to attend the IEP with consent of the parents/guardians

Additionally, beginning with the IEP to be in effect at age 17, students have the right to:

- Be informed of rights that will transfer at least one year before turning 18 (at the IEP meeting); give the following examples of rights that will transfer and explain each:
 - Opportunity to examine school records
 - Opportunity to participate in meetings
 - Right of consent (right to give permission for evaluations, services, etc.)

Additionally, beginning with the IEP to be in effect at age 18, (through age 22), students have the right to:

 Be informed in writing of all rights that transfer at age 18 Receive a summary of performance (suggested practice is to involve students in development) when graduating with a standard diploma or when turning 22 years old that describes their present levels of academic achievement and functional performance and includes recommendations regarding assistance needed to meet postsecondary goals (e.g., essential accommodations or assistive technology)

Note to teacher: Explain to students that while the rights above transfer to them at age 18, their parents still must be notified of IEP meetings and other educational decisions.

- Tell students that components of the IEP are reviewed and can be revised at any IEP meeting.
- Have students complete the "Student Rights/Responsibilities" handout.

- Have students share ideas regarding rights and responsibilities using their completed "Student Rights/Responsibilities" handouts. Record ideas on the "Student Rights/Responsibilities" overhead. Sample responsibilities may include:
 - Attending the IEP meeting
 - Dressing appropriately for the meeting
 - Being prepared to provide input
 - Dealing with differences of opinion
 - Participating in the meeting-not dominating
- Explain that the Summary of Performance will include information regarding levels of achievement in the following areas:
 - Academic achievement (e.g., math, reading, writing, communication, organizational skills, study skills, etc.)
 - Social skills and behavior (e.g., interactions with teachers and peers, impulse control, etc.)
 - Independent living skills (e.g., leisure skills, transportation, banking, budgeting, etc).
 - Self-determination/self-advocacy skills
 - Career-vocational/transition/employment (e.g., employment experiences, career interests, job training, etc.)
 - Environmental access/mobility (e.g., assistive technology needed, etc.)
- Explain that the summary of performance also includes assistance needed (e.g., accommodations, assistive technology) to achieve postsecondary goals.

Note to teacher: Save this information in the IEP folder for teacher and student reference.

Resources

- Become Your Own Expert
- Steps to Self-Determination
- Legal Guide for New Adults

Student Rights

Beginning with the IEP to be in effect at age 14, students have the right to:

- Be invited to attend their IEP meetings
- Have needs, preferences, and interests considered in the development of the IEP
- Be involved in identifying transition services needs to prepare for development of postsecondary goals that will need to be in place by age 16
- Provide input in the development of the goals and other components of the IEP
- Provide input regarding additional people they would like to participate in the development of their IEP
- Provide input regarding which type of diploma will be pursued including the courses of study and experiences needed
- Receive instruction and/or information in self-determination to effectively participate in the IEP meetings and self-advocate

Additionally, beginning with the IEP to be in effect at age 16, students have the right to:

- Provide input regarding the transition services that need to be addressed including instruction, related services, community experiences, employment, post-school adult living, and, if appropriate, daily living skills and functional vocational evaluation
- Provide input regarding measurable postsecondary goals in the areas of education or training, employment, and independent living (if appropriate) based on transition assessments
- Consider if a representative of any agency already providing or likely to provide transition services should be invited to attend the IEP with consent of the parents/guardians

Additionally, beginning with the IEP to be in effect at age 17, students have the right to:

- Be informed of rights that will transfer at least one year before turning 18 (at the IEP meeting); give the following examples of rights that will transfer and explain each:
 - o Opportunity to examine school records
 - Opportunity to participate in meetings
 - Right of consent (right to give permission for evaluations, services, etc.)

Additionally, beginning with the IEP to be in effect at age 18, (through age 22), students have the right to:

- Be informed in writing of all rights that transfer at age 18
- Receive a summary of performance (suggested practice is to involve student in development) when graduating with a standard diploma or when turning 22 years old that describes their present levels of academic achievement and functional performance and includes recommendations regarding assistance needed to meet postsecondary goals (e.g., essential accommodations or assistive technology)

Student Rights

Name: _____

Date: _____

Students have the right to:	Students have the responsibility to:
Beginning with the IEP to be in effect at age 14,	
Be invited to attend their IEP meetings	\blacktriangleright
 Have needs, preferences and interests considered in the development of the IEP 	
Be involved in identifying transition services needs to prepare for development of postsecondary goals that will need to be in place by age 16	
Provide input in the development of the goals and other components of the IEP	\triangleright
Provide input regarding additional people they would like to participate in the development of their IEP	\blacktriangleright
Provide input regarding which type of diploma will be pursued including the courses of study and experiences needed	
Receive instruction and/or information in self-determination to effectively participate in the IEP meetings and self- advocate	
Additionally, beginning with the IEP to be in effect at age 16,	
Provide input regarding the transition services that need to be addressed including instruction, related services, community experiences, employment, post-school adult living, and, if appropriate, daily living skills and functional	\succ
 vocational evaluation Provide input regarding measurable postsecondary goals in the areas of education or training, employment and independent living (if appropriate) based on transition 	\blacktriangleright

 assessments Consider if a representative of any agency already providing or likely to provide transition services should be invited to attend the IEP meeting with consent of the parents/guardians 	>
Additionally, beginning with the IEP to be in effect at age 17,	
 Be informed of the rights that will transfer at least one year before turning 18 (at the IEP meeting) 	
Additionally, beginning with the IEP to be in effect at age 18	
(through age 22),	
Be informed in writing of all rights that transfer at age 18	\mathbf{A}
Receive a Summary of Performance (suggest practice is to involve student in development) when graduating with a standard diploma or when turning twenty-two (22) years old that describes their present levels of academic achievement and functional performance and includes recommendations regarding assistance needed to meet postsecondary goals (e,g., essential accommodations or assistive technology)	

Student Rights and Responsibilities

High School

Objective

The student will understand his/her rights and responsibilities related to the Americans with Disabilities Act (ADA).

Procedure

- Review IDEA regulations that were discussed in the previous lesson.
- Put the acronym "ADA" on the board or overhead and ask students if they know what the acronym means.
- Explain that ADA stands for the Americans with Disabilities Act. This act guarantees certain rights for people with disabilities and protects them from discrimination. Ask students if they know what discrimination means (being treated unfairly or denied the chance to do things that people without disabilities have the opportunity to do).
- Explain that this act guarantees equal opportunities in employment, transportation, state and local government services, public accommodations, and telecommunications for individuals with disabilities. Tell students that IDEA rules and regulations apply when they are in the K-12 school system. However, ADA rules apply in other situations such as employment and postsecondary education.
- Briefly explain the following rights and protections under ADA:
 - <u>Employment</u> Businesses must provide reasonable accommodations to protect the rights of individuals with disabilities in all aspects of employment such as the application process, hiring, wages, and benefits. Reasonable accommodations that employers may provide include changing work schedules, widening doorways, modifying sinks, lowering mirrors in restrooms, providing certain types of desks and tables for wheelchair use, and providing reasonable modification of equipment or devices. Employers are not required to make accommodations that would pose undue hardship. Undue hardship is any action requiring significant difficulty or expense. Employers with 15 or more employees may not refuse to hire or promote an individual with a disability because of the individual's disability if that individual is qualified to perform the job.
 - <u>Public Services</u> State and local government agencies cannot deny services or participation in programs or activities to individuals with disabilities which are available to individuals without disabilities. Public transportation systems must be accessible to individuals with disabilities.

- <u>Public Accommodations</u> All new construction in public and commercial facilities must be accessible to individuals with disabilities. For existing public and commercial facilities, barriers to services must be removed if easily achievable. Public accommodations include facilities such as restaurants, hotels, grocery stores, retail stores, etc.
- <u>Telecommunications</u> Telephone companies must provide telecommunications relay services 24 hours per day for individuals who are hearing impaired and/or speech impaired.
- Guide students in a discussion regarding why they think these laws are needed (e.g., accessible parking spaces, accessible bathrooms, ramps, reasonable employment accommodations, etc.).
- Tell students that it is important that they become aware of how ADA impacts them so that they can advocate appropriately for themselves. In order to do so, each student needs to be aware of what his/her disability is, how it affects him/her, and the types of accommodations he/she needs.
- Ask students to think about what they need to do to be responsible for making sure they get the appropriate accommodations for employment and/or postsecondary education. Have students jot down a few notes regarding their thoughts and share their thoughts with a partner.
- Explain to students that there are differences between IDEA and ADA. IDEA is only in effect when they are in public school and ADA is in effect for the rest of their lives. Under ADA, at the college level, or in employment, individuals are responsible for initiating requests for accommodations and obtaining required documentation for any accommodations they may need. Explain that at community colleges and universities there should be a disabilities coordinator who can assist them, if they seek assistance. Under IDEA, these things may have been done for them while they were in school, but as adults they will be responsible for standing up for themselves.

Resources

- Become Your Own Expert
- Steps to Self-Determination

High School Planning

High School

Objective

Students will review their four-year course plans for high school based on transition assessments, interests, and postsecondary goals.

Materials

- Access to FACTS.org website
- Completed "Type of Education or Training I Would Like" handouts
- Completed "Type of Job I would Like" handouts
- Chart paper
- Markers

Procedure

- Remind students that they already developed a four-year course plan using an electronic Personal Education Planner (ePEP) on the Florida Department of Education website FACTS.org.
- Discuss that it will be important for them to think about their postsecondary goals (goals after high school) so they can take the courses needed to help them achieve their postsecondary goals. Remind students that their postsecondary goals should be based on information from transition assessments.
- Explain to students that it is important to review these plans each year to make sure they are taking the courses needed to achieve their goals.
- Have students review the "Type of Education or Training I Would Like" and "Type of Job I Would Like" handouts they previously completed as a reminder. (Students may need to update these handouts if current interests are not the same.)
- Expose students to the high school section of the FACTS.org website. Encourage students to explore this website at home with their parents/guardians and revise courses as needed.

 Discuss as a class how different postsecondary goals such as going to a university, attending community college, going to a technical school, or entering employment directly after high school would impact the courses selected for a four-year high school plan. Point out that these goals would also be based on results of transition assessments.

Note to teacher: Base the lesson above on procedures within your school or district. Some of these planning activities may be the responsibility of other individuals.

Graduation Options

High School

Objective

The student will evaluate diploma options available and the potential impact of these options.

Materials

- District or state brochures regarding standard diploma and special diploma options (one per student-not included)
- Individual student IEP folders
- Access to FACTS.org website

Procedure

- Stress to the students that the courses in which they enrolled in high school will impact the type of diploma they will receive.
- Explain the requirements for a standard and/or special diploma using the district or state brochures.
- Explain to the students that the type of diploma they are pursuing is indicated on their IEPs. Have students look at this section of their IEPs.
- Have students review their electronic Personal Education Planner on FACTS.org to make sure courses are in alignment with the diploma option selected.
- Stress the importance of school attendance. Discuss the difference between excused and unexcused absences and how unexcused absences can impact grades.
- Describe postsecondary outcomes available for each diploma option. Advise students that if they have questions about the diploma option that is indicated on their IEPs they can meet with the teacher on an individual basis to discuss this.
- Schedule individual meetings with students to discuss the type of diploma they are pursuing. Encourage students to discuss the diploma option they are pursuing with their parents.

Resources

- High School Diploma Options for Students with Disabilities
- Diploma Decisions for Students with Disabilities: What Parents Need to Know
- Florida's Guide to Public High School Graduation
- Transition Planning for Students with Disabilities: A Guide for Families

Standing Up for Me

Self-Directed Transition IEP Skills (High School Supplement)



Presenting Yourself

Writing Invitations

Being Present



Reviewing Past Goals and Performance

IEP Measurable Postsecondary Goals Courses of Study Transition Services

Transition IEP Goal Setting

Advocacy Skills

Agency Linkages

Putting It All Together

High School Sequence of Lessons

Listed below is the recommended order in which Standing Up for Me lessons and lessons from *ChoiceMaker Instructional Series: Self-Directed IEP* should be introduced.

Presenting Yourself Writing Invitations **Being Present** Choicemaker Step 1: Begin Meeting by Stating the Purpose Choicemaker Step 2: Introduce Everyone Choicemaker Step 3: Review Past Goals and Performance **Reviewing Past Goals and Performance** Choicemaker Step 4: Ask for Others' Feedback Choicemaker Step 5: State Your School and Transition Goals IEP Measurable Postsecondary Goals Courses of Study **Transition Services Transition IEP Goal Setting** Choicemaker Step 6: Ask Questions if You Don't Understand Choicemaker Step 7: Deal With Differences in Opinion Choicemaker Step 8: State the Support You'll Need **Advocacy Skills** Choicemaker Step 9: Summarize Your Goals Choicemaker Step 10: Close Meeting by Thanking Everyone Agency Linkages Putting It All Together Summary of Performance Choicemaker Step 11: Work on IEP Goals All Year

Summary of Self-Directed Transition IEP Skills Lessons High School

Presenting Yourself (1 lesson)

Students describe the impact of hygiene and personal appearance. Hygiene, diet, exercise, and healthy habits are discussed. Students are asked to develop at least one personal improvement goal for at least one area discussed.

Writing Invitations (1 lesson)

Students identify those people who must be invited and those they would like to invite to their IEP meetings. Personal invitations from the student are sent. The formal district invitation to the IEP meeting is also discussed.

Being Present (1 lesson)

Students create a reminder note for themselves and parents. A letter describing the Self-Directed IEP process is sent home.

Reviewing Past Goals and Performance (1 lesson)

The concept of reviewing goals to determine success is discussed. Students provide ongoing feedback regarding IEP goal performance.

IEP Measurable Postsecondary Goals (4 lessons)

Measurable postsecondary goals for education and training, employment, and independent living skills are described and students develop their own measurable postsecondary goals.

Courses of Study (1 lesson)

The courses of study statement is defined. Students provide input focusing on courses of study needed to help them achieve their diploma options and measurable postsecondary goals if age 16 or older. Students also review their four-year course plans on FACTS.org.

Transition Services (1 lesson)

Transition services are described and students provide input regarding transition services in which they need the most assistance.

Transition IEP Goal Setting (1 lesson)

With teacher guidance, students use previously completed handouts to complete an input questionnaire regarding IEP goals for the next year. Parents are also asked to complete an input questionnaire and a survey of needs.

Advocacy Skills (1 lesson)

The awareness of accommodations needed at school and the need to advocate on behalf of oneself are discussed.

Agency Linkages (1 lesson)

Information regarding local agencies is provided and students complete an information handout listing agencies from which they might need services.

Putting It All Together (1 lesson)

Students complete a help sheet that can be used at the IEP meeting which includes information regarding stating the purpose of the meeting, making introductions, stating strengths and needs, reviewing past goals and performance, asking for feedback, stating measurable postsecondary goals and transition service needs, identifying new goals, stating transition services and accommodations, identifying a preferred diploma option, identifying agencies that may provide services, and thanking everyone.

Summary of Self-Directed **IEP Process**

High School

Teacher Describe the Self-Directed IEP process to everyone before the IEP meeting begins. Have copies of the steps available for everyone to see or hang a poster of the steps for all to see (can use Self-Directed IEP Skills cover page). Student Begin the meeting by stating the purpose. Student Introduce everyone at the meeting. Student Discuss progress made on IEP goals the past year as well as other successes. Student Ask others for feedback giving everyone involved a turn to speak. Everyone Have everyone attending the meeting give feedback regarding the progress the student made. Student or State the student's measurable postsecondary goals. Teacher Student or State the student's courses of study. Teacher Student or Discuss transition services activity areas that need to be addressed Teacher and if any areas are not addressed, state reasons. Student or Discuss present level of academic achievement and functional Teacher priority needs. The student can be prompted to relay strengths and needs or may take a more active role in this section, if appropriate Student or Discuss goals for next year and benchmarks/objectives (if needed) Teacher to achieve goals (student or teacher, depending on the comfort level). The student may discuss what it is he/she wants to learn or improve without putting it in goal format. The teacher summarizes the goals. Everyone Address specific goals and needs of the students. The teacher summarizes the goals. Teacher and Discuss the students' needs and services, including accommodations

Student	(teacher and student if student is able or comfortable).
Teacher	Discuss the age of majority, if appropriate, assessment, and the extent to which the student is participating with individuals without disabilities.
Teacher	Review the diploma option decision.
Student or Teacher	Discuss agency services needed.
Teacher	Continue meeting to compete the IEP and ask the student and others for input as appropriate.
Everyone	Sign the IEP.
Student	Close the meeting by thanking everyone.

Presenting Yourself

High School

Objective

The student will describe good hygiene skills, appropriate personal appearance, and healthy habits.

Correlation to ChoiceMaker Instructional Series: Self-Directed IEP

This should be presented prior to introducing the 11 steps in the Self-Directed IEP process.

Materials

• "Personal Goal(s)" handout (one per student)

Procedure

- Ask students to describe how hygiene and personal appearance impact the impression others, such as friends, parents of friends, and prospective employers, have on them. Divide students into small groups and have them discuss appropriate hygiene and personal appearance for each of the following: meeting a friend's parents for the first time, school social event, and job interview. Have them list appropriate hygiene and personal appearances for each category and discuss the differences and reasons for those differences. Have groups share what was discussed for each situation.
- Address the following areas of hygiene: showering, use of deodorant, hand and nail care, hair care, dental hygiene, and proper use of fragrances. Discuss the importance of each.
- Discuss the importance of proper diet, exercise, sleeping habits, and taking care of medical needs.
- Have students discuss the effects of using drugs, alcohol, or tobacco products on health, employment, and relationships.
- Ask students to think about the areas discussed and decide upon at least one area in which they want to improve. Have them complete the "Personal Goal(s)" handout identifying at least one goal, steps for achieving the goal, and an anticipated completion date.

• Remind students that good hygiene and appropriate personal appearance should also be kept in mind when preparing for their IEP meetings.

Additional Activities

• Ask the school nurse and/or a human resources representative from a business to do a class presentation.

	Personal Goal(s) High School
Name:	Date:
Goal 1:	
Steps	Anticipated Check When Completion Date Completed
What will I have to give up	/change? What will I gain?
Goal 2:	
	Anticipated Check When
Steps	Completion Date Completed
What will I have to give up	/change? What will I gain?

Writing Invitations

High School

Objective

The student will identify who needs to be invited to the IEP meeting and complete invitations for his/her IEP meeting.

Correlation to ChoiceMaker Instructional Series: Self-Directed IEP

This should be presented prior to introducing the 11 steps in the Self-Directed IEP process.

Materials

- Sample IEP invitation
- Overhead of blank district formal IEP invitation (not provided)
- "Invitation Consent Form" (one per student)

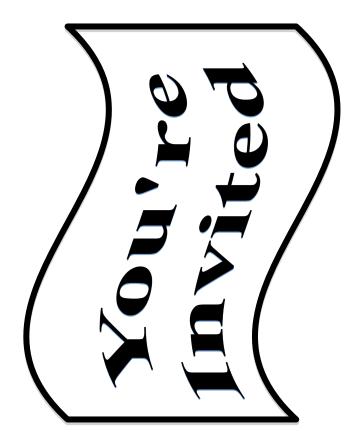
Procedure

- Discuss who must be invited to an IEP meeting, along with other important people whom students may want to invite.
- Ask students if there are other important people they would like to have attend their IEP meetings and have them state the reason(s) why.

Note to teacher: Teacher and student should discuss who is appropriate to invite on an individual basis.

- If a student who is under the age of 18 wants to invite someone who is not typically included in a IEP meeting, send the "Invitation Consent Form" home for a parent signature to verify approval. Encourage students to discuss with their parents whom they would like to invite and why.
- Show the students the formal invitation used by the district and explain how it is completed. Explain that the invitations they will be sending will convey a personal desire on their part for certain people to be present. Also, explain that people are more likely to think you really want them to attend when the invitation is more of a personal nature rather than just a form.

• Have students send personal invitations to the appropriate people they wish to invite.



I would like for you to attend my IEP (Individual Educational Plan) meeting!

Hope to see you there!

Place:

Time:

Date:

Invitation Consent Form

Dear Parent:

During the Self-Directed IEP lesson on writing invitations, we have discussed individuals the students feel would be important to invite to their IEP meetings. Your child has indicated that he/she would like to invite the following people:

Please discuss with your child the appropriateness of these people being invited. Complete the bottom portion of this letter and return it to school indicating your approval or disagreement with the proposed individuals your child would like to invite.

Sincerely,



I agree with the above list of individuals my child would like to invite to his/her IEP meeting.

l wou to his

I would prefer that my child not invite the above individuals to his/her IEP meeting.

I have edited the above list regarding individuals that I agree with my child inviting to his/her meeting.

Student Name

Parent Signature

Being Present

High School

Objective

The student will attend his/her IEP meeting.

Correlation to ChoiceMaker Instructional Series: Self-Directed IEP

This should be presented prior to introducing the 11 steps in the Self-Directed IEP process.

Materials

- Sample IEP reminder note (one per student)
- One copy of each student's formal IEP invitation

Procedure

- Have students complete a reminder note to bring home for themselves and their parents or record a reminder in personal planners.
- Give the students their personal copy of the formal district invitation.

Note to teacher: Remind students of their meetings at regular intervals and on the day of the meeting.

• Have students attend their own IEP meetings.



Don't Forget!

Your <u>IEP meeting</u> is tomorrow.

It is very important that **you** and your **parent**s are present!!

Date:	_Time:
-------	--------

Location:

Q	Don't Forget!
	Your <u>IEP meeting</u> is tomorrow.
	It is very important that you and your parents are present!!
Date:	Time:
Locatio	on:

Reviewing Past Goals and Performance

High School

Objective

The student will learn to review past goals and performance.

Correlation to ChoiceMaker Instructional Series: Self-Directed IEP

This should be presented after Step 3, "Review Past Goals and Performance," in the Self-Directed IEP process.

Materials

- "IEP Student Goal Review" handout (one per student)
- Overhead of blank IEP progress report (not included)
- Copies of each student's completed "IEP Student Goal Review" handout to send home

Note to teacher: Enter each student's goals and benchmarks/objectives (if appropriate) on the "IEP Student Goal Review" handout prior to beginning the lesson or have students enter this information if appropriate. Use the appropriate "IEP Student Goal Review" handout based on whether or not goals include short-term objectives/benchmarks.

Procedure

- Discuss the importance of reviewing goals that you have set and seeing how you did. Give students an example:
 - Goal: "I will complete and turn in 80% of assignments in math with at least 80% accuracy on each assignment for one quarter."
 - Review: "I was able to complete and turn in 90% of my math assignments. I have an 85% average in math."
- Give students the "IEP Student Goal Review" handout on which their annual goals and short-term objectives/benchmarks are already written, if appropriate. Explain to students that each goal on their IEPs will include steps to achieve the goal which are called short-term objectives or benchmarks. Have students complete the "How did I do?" section for each goal on the "IEP Student Goal Review" handout.

Note to teacher: Ideally this lesson should be introduced during the first quarter of the school year. Once introduced, this process should be repeated quarterly to use for quarterly progress reports and/or IEP development.

- Optional Activity: Students can add goal ideas that they may want to work on in the future.
- As a homework assignment, have students take a copy of the "IEP Goal Review" handout home and discuss with their parents the progress they think they have made toward achieving each goal.

Note to teacher: Include completed "IEP Student Goal Review" handout in each student's IEP folder.

Additional Activity

• Review the IEP progress report completed by the teacher(s) at the time it is sent home. Explain the purpose of this report and that the information from each student's goal review handout was considered when this report was completed.

IEP Student Goal Review

High School

Name:	Date:	
Grade:	Quarter: _	
Goal		How did I do?
Benchmarks/Short-Term Objective (if appropriate)	es:	
Goal		How did I do?
Benchmarks/Short-Term Objective (if appropriate)	IS:	

IEP Student Goal Review High School

Name:	Date:
Grade:	Quarter:
<u>Goal</u>	
How did I do?	
Goal	
How did I do?	
<u>Goal</u>	
How did I do?	

IEP Measurable Postsecondary Goals

(Education & Training)

High School

Objective

The student will develop an in-depth understanding of measurable postsecondary goals in the area of employment and training and assess his/her individual education/training goals.

Correlation to ChoiceMaker Instructional Series: Self-Directed IEP

This should be presented after Step 5, "State Your School and Transition Goals," in the Self-Directed IEP process.

Materials

- Brochures/handouts and other information from local career and technical education centers, adult education centers, community colleges and universities
- Brochures from employment training programs such as Job Corps and AmeriCorps
- Completed *"Type of Job I Would Like"* handout
- "Road to Success" handout one per student

Note to Teacher: Depending on the number of speakers, this lesson may take more than one session to complete. The "Road to Success" handout will be used for all of the IEP Measurable Postsecondary Goals lessons.

Procedure

- Explain to students that their IEPs must include measurable postsecondary goals when they are age 16 or older based on age-appropriate transition assessments in the following areas:
 - Education or Training
 - o Employment
 - Independent Living Skills (if appropriate)

- Clarify that measurable postsecondary goals will describe that these are goals that will occur after graduation from high school, not goals that occur during high school. Students will receive services during high school to prepare them for their measurable postsecondary goals. Further clarify that students will then be responsible for actually attaining the goals, with or without outside agency involvement, depending on their eligibility for agency services. Further stress that these goals represent a shift of responsibility from teacher driven to self-directed.
- Let students know that this lesson will focus on education or training. Future lessons will address employment, independent living skills, and development of their own measurable postsecondary goals based on their own transition assessment data. Explain that at least one measurable postsecondary goal must be included in the IEP for this area.
- Define education as:
 - Enrollment in a college/university (four-year degree and higher).
 - Explain that students who meet acceptance criteria may enter after high school or students who complete a two-year associate's degree program may transfer after community college as a junior.
 - Enrollment in a community college (two-year degrees or certificate programs).
 - Identify examples of local community colleges and discuss degrees offered (e.g., associate of science or associate of arts) and certificates offered (see examples for technical center and explain that offerings vary based on the community college).
 - Enrollment in a technical center (certificate programs).
 - Identify local technical centers and provide examples of types of programs (e.g., cosmetology, welding, criminal justice, automotive service technology, commercial foods and culinary arts, carpentry, computer system technology, nursery assistant, etc.).
 - Enrollment in Adult General Education.
 - Explain that local adult education sites offer high school credit programs, GED testing, and other adult classes.
- Define training as:
 - An employment training program such as Job Corps or Ameri Corps.
 - Have students review and discuss brochures from these programs
 - An individualized training program provided by the employer or an agency usually to prepare the individual for the specific job or to provide specific training once on the job.
- Invite the guidance counselor or other appropriate speakers to discuss education/training options, entrance requirements for each, and requirements for program completion/degree. Students should also be asked to review brochures or information from institutions of interest or access this information online. (If this type

of activity has already been conducted at the school, then reference the information at this point.)

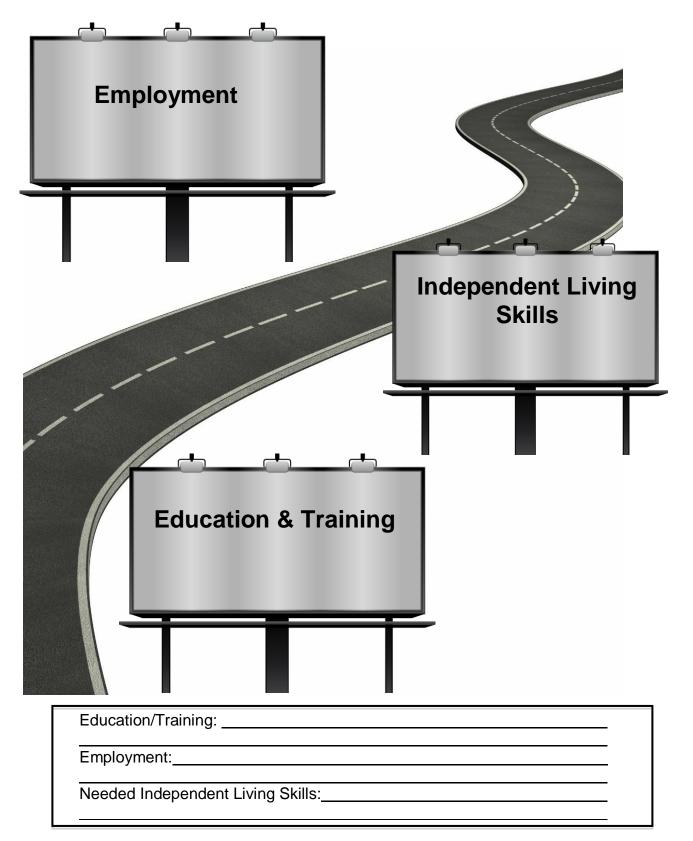
- Tell students that the type of educational or training program in which they will participate will depend on the following:
 - Skills, abilities, interests, and aptitudes versus qualification for admission to the education or training program.
 - Requirements of the jobs they want, once again compared to abilities.
- Discuss examples such as how a grade point average (GPA) could impact admission to a university versus a community college.
- Have students review the "Type of Job I Would Like" handout that they previously completed.
- Based on requirements for entrance into various educational or training programs and their own transition assessment data, have students determine if they need to revise their job and/or education training goals or define additional steps to achieve their job and or education training goals.
- Provide each student with a "Road to Success" handout. Explain that they will be starting this handout during this lesson and completing it during the next series of three lessons.
- Direct students to the Desired Education or Training section of the handout and have students enter the type of education or training in which they want to participate after high school.

Additional Activities

- Have students visit postsecondary education and training programs.
- Have speakers from admissions offices, the military, Jobs and Education Programs, etc. present to the students regarding criteria for admission and program completion.

Note to teacher: Include "Road to Success" handout in each student's Transition IEP folder.

Road to Success



IEP Measurable Postsecondary Goals (Employment) High School

Objective

The student will develop an in-depth understanding of measurable postsecondary goals in the area of employment.

Correlation to ChoiceMaker Instructional Series: Self-Directed IEP

This should be presented after Step 5, "State Your School and Transition Goals," in the Self-Directed IEP process.

Materials

• "Road to Success" handout from previous lesson

- Review the definition of measurable postsecondary goals discussed in the previous lesson.
- Remind students that they previously learned about education and training.
- Let students know that this lesson will focus on employment. Future lessons will focus on independent living skills and development of their own measurable postsecondary goals based on their own transition assessment data. Explain that at least one measurable postsecondary goal must be included in the IEP for this area.
- Define employment as:
 - Competitive employment, which means other applicants may apply and only one or a few are selected.
 - Performed on a full-time basis, which is usually based on a 40-hour work week and may include some benefits such as health insurance options or on a parttime basis, which is less than 40 hours per week and may not include benefits such as health insurance options.
 - Compensated at or above minimum wage. Ask students, "What is a minimum wage?" and "What is the amount of the current minimum wage?" If students do not know either, have them search for this information online or provide this information.

- Have students share examples of current jobs they may have and whether or not they are at or above minimum wage.
- Select a career cluster area and have the students brainstorm possible jobs within the selected area (e.g., marketing sales and services).
- In table groups, have students discuss whether they would like to be working with their current employer in 10 years or whether they have different aspirations and why. If they want to remain with their current employer, ask why and in what capacity. Ask for volunteers to share.
- Discuss possible jobs such as retail sales, etc. Have students identify the level of education required for each job listed and discuss their observations regarding the range of educational requirements.
- Have students review their "Type of Jobs I Would Like" handouts and use this information to complete the Employment section of the "Road to Success" handout.

Resources:

• Florida Agency for Workforce Innovations state and regional resources regarding job openings, salaries, etc.

Note to teacher: Place "Road to Success" handout in each student's IEP folder.

IEP Measurable Postsecondary Goals

(Independent Living Skills)

High School

Objective

The student will develop an in-depth understanding of measurable postsecondary goals in the area of independent living skills.

Correlation to ChoiceMaker Instructional Series: Self-Directed IEP

This should be presented after Step 5, "State Your School and Transition Goals," in the Self-Directed IEP process.

Note to Teacher: This lesson may not be needed for all students. The decision to present the lesson would be based on whether students in the class need measurable postsecondary goals for independent living skills.

Materials

- Completed "Things to Improve or Learn" handouts
- Completed "Community Participation" handouts
- "Road to Success" handout from previous lesson

- Review the definition of measurable postsecondary goals discussed in the previous lesson.
- Remind students that they previously learned about education and training and employment.
- Let students know that this lesson will focus on independent living skills and the development of their own measurable postsecondary goals based on their own transition assessment data. Explain that measurable postsecondary goals for independent living only need to be included in the IEP if students have a need in this area.
- Define independent living skills as:

- Leisure and recreation activities
- Home maintenance
- Personal care
- Community participation

Discuss each area as needed.

- Have students review the Independent Living section of "Things to Improve or Learn" handout to determine what areas of need have been checked. Direct students to add these areas to the "Independent Living Skills Needed section of the "Road to Success" handout. (The teacher may want to meet with students individually to review these needs.)
- Have students review their own "Leisure Activities and Community Participation" handouts and list one or two priority activities in which they definitely plan to participate in the Independent Living Skills Needed section of the "Road to Success" handout.

Note to teacher: Place "Road to Success" handout in each student's IEP folder.

IEP Measurable Postsecondary Goals

(Development of Personal Measurable Postsecondary Goals)

High School

Objective

The student will develop measurable postsecondary goals addressing education or training, employment and where appropriate, independent living skills.

Correlation to ChoiceMaker Instructional Series: Self-Directed IEP

This should be presented after Step 5, "State Your School and Transition Goals," in the Self-Directed IEP process.

Materials

• "Road to Success" handout from previous lesson

- Review the definition of measurable postsecondary goals discussed in the previous lessons.
- Explain that each measurable postsecondary goal must meet the following three requirements:
 - It must be measurable, which means you must be able to count it or observe it and it must include a timeframe.
 - It must occur after graduating from high school.
 - It must be updated annually.
- Refer students to their "Road to Success" handouts. Remind them that they already included ideas for education or training, employment, and independent living skills (if needed). Explain that they will now be writing measurable postsecondary goals for each area.
- Direct students to the box on the handout for measurable postsecondary goals for education or training. Provide the following example of a measurable postsecondary goal for education or training:
 - Mary will complete community college courses leading to a bachelor's degree with a major in education by May 2012.
- Ask students the following questions:

- o Is this goal measurable, which means you can observe it and it has a timeframe?
- Will this goal occur after high school?
- Provide the following additional example:
 - Jim will complete on-the-job training during employment in the field of plumbing by May 2013.
- Ask the same questions above regarding whether the goal meets the criteria.
- Provide the following additional non-example:
 John wants to be a welder.
- Ask the same questions above regarding whether the goal meets the criteria. Discuss how to convert this example into a measurable postsecondary goal.
- Provide additional examples as needed based on needs of students.
- Have students develop their own measurable postsecondary goal for education or training. Provide a choice for students to work with peers or the teacher to determine if the goal meets the criteria for being measurable and occurring after graduation from high school.
- Have students write the measurable postsecondary goal for education or training on the "Road to Success" handout.
- Repeat this process for employment. The following examples can be used:
 - Jim will be employed in the field of plumbing by May 2012.
 - Mary will obtain employment as a teacher by August 2014.
- The following non-example could be used:
 - Sue will get a job at a fast food restaurant.
- Repeat the process for independent living skills. Explain that students only need to include a measurable postsecondary goal for this area if needed. If no needs are indicated on the "Road to Success" handout, direct students to leave this section blank.
- The following examples can be used:
 - Within one year of graduation from high school, Jerry will independently use public transportation to get to and from his job at the grocery store.
 - Alex will obtain a driver license by July 2012.

- The following non-example could be used:
 - Sally will make her own meals.

Note to teacher: Place "Road to Success" handout in each student's IEP folder.

Courses of Study

High School

Objective

The student will determine courses of study that will help him/her achieve high school diploma requirements and measurable postsecondary goals if age 16 or older.

Correlation to ChoiceMaker Instructional Series: Self-Directed IEP

This should be presented after Step 5, "State Your School and Transition Goals," in the Self-Directed IEP process.

Materials

• Folders for each student that include current IEP

- Have students review the courses of study statement in their current IEPs to determine if it still matches their interests and is appropriate to help them achieve the diploma option they selected and measurable postsecondary goals if they are 16 or older.
- If needed, guide students in a discussion of examples of statements that focus on courses of study (e.g., general education courses with a focus on culinary arts, college preparatory courses including honors courses, general education courses with a focus on technology, general education courses to meet requirements for a standard diploma, courses that focus on academics and employability skills, etc.).
- Explain to students that the courses of study statement will be reviewed and can be revised when developing future IEPs.
- Have students review their four-year course plan in the electronic Personal Education Planner on the FACTS.org website that was discussed in a previous lesson. Students should make any changes needed to align with interests, diploma options and measurable postsecondary goals if age 16 or older.

Transition Services

High School

Objective

The student will understand transition services and identify areas of individual need.

Correlation to ChoiceMaker Instructional Series: Self-Directed IEP

This should be presented after Step 5, "State Your School and Transition Goals," in the Self-Directed IEP process.

Materials

- "Transition Services" handout (one per student)
- "Transition Services" overhead
- Completed "Transition Goal" handouts
- Completed "Road to Success" handouts

- Remind students that their IEPs include activities that are designed to prepare them to make the transition from school to adulthood and community living. Also explain that IEPs are based on each student's unique individual needs and take into account his/her preferences and interests. The IEP team needs to look at specific areas called transition services and decide which areas should be addressed for each student to help him/her achieve his/her measurable postsecondary goals.
- Describe each transition services area and subcategories for each using the "Transition Services" overhead. Describe what each area could possibly include. Have students brainstorm specific skills that could be addressed in each area.
- Have students review their own measurable postsecondary goals. Explain to them that they might not need assistance in each transition services area every year to achieve their measurable postsecondary goals.
- In small groups, have students brainstorm reasons why they may not need assistance in a certain areas (e.g., already had a work evaluation, the area is not a

priority at this time and may be addressed in the future). Ask small groups to share their ideas with the class.

- Tell students that they need to provide input regarding the transition services in which they feel they need the most assistance. Explain that in order to determine this, they need to think about which transition services areas would be most important to focus on in the next year.
- Have students complete the "Transition Services" handout.
- Tell students that they will have this information available at the IEP meeting to assist them in providing input.

Note to teacher: Include completed "Transition Services" handout in each student's Transition IEP folder.

This "Transition Services Activity Areas" handout and overhead were adapted from *Developing Quality Individual Educational Plans* (p.131-133), 1999, Tallahassee: Bureau of Instructional Support and Community Services. Copyright 1999 by the State of Florida.

Transition Services

Required areas that must be considered:

Instruction – formal techniques to impart knowledge:
 academic courses career and technical education courses communication skills community-based instruction travel training
<u>Related Services</u> – transportation and other supportive services needed to assist the student:
 counseling career counseling health assistance social work services transportation to employment site transportation to community-based instruction assistive technology job coaching behavior specialist rehabilitation counseling visits to postsecondary schools job shadowing mentoring
Community Experiences – services and activities provided outside of the school building, in community settings, or by other agencies:
 shopping skills transportation needs/skills

Employment – services and activities that prepare a student for and lead to employment:
 on-the-job training career education/exploration development of employability skills career and technical training guided job training in school and community experiences supported competitive employment
Post-School Adult Living-important adult activities that are done occasionally:
□ registering to vote
 registering to vote accessing medical services
 registering to vote accessing medical services filing for insurance
 registering to vote accessing medical services filing for insurance preparing taxes
 registering to vote accessing medical services filing for insurance

□ completing important forms

Areas that must be considered, if determined appropriate:

Acquisition of Daily Living Skills – those activities adults do every day to care for and manage personal needs:
 self-care finances safety housekeeping meal planning/preparation budgeting maintaining a home
Functional Vocational Evaluation —assessment process that provides information about job or career interests, aptitude, and skills:
 career assessment/work evaluation interest inventory

Transition Services

Name:	Date:
Required areas that must be considered:	
Instruction – formal techniques to impart know academic courses career and technical education courses communication skills community-based instruction travel training	
<u>Related Services</u> – transportation and other s the student:	supportive services needed to assist
 counseling career counseling health assistance social work services transportation to employment site transportation to community-based inst assistive technology job coaching behavior specialist rehabilitation counseling visits to postsecondary schools job shadowing mentoring 	ruction
Community Experiences – services and active building, in community settings, or by other age recreation/leisure activities social activities banking skills shopping skills transportation needs/skills	

Employment —services and activities that prepare a student for and lead to employment:
 on-the-job training career education/exploration development of employability skills career and technical training guided job training in school and community experiences supported competitive employment
Post-School Adult Living-important adult activities that are done occasionally:
Post-School Adult Living –important adult activities that are done occasionally:
 registering to vote accessing medical services
 registering to vote accessing medical services filing for insurance
 registering to vote accessing medical services filing for insurance preparing taxes
 registering to vote accessing medical services filing for insurance

□ completing important forms

Areas that must be considered, if determined appropriate:

Acquisition of Daily Living Skills – those activities adults do every day to care for and manage personal needs:
 self-care finances safety housekeeping meal planning/preparation budgeting maintaining a home
Functional Vocational Evaluation —assessment process that provides information about job or career interests, aptitude, and skills:
 career assessment/work evaluation interest inventory

Transition IEP Goal Setting

High School

Objective

The student will develop IEP goals.

Correlation to ChoiceMaker Instructional Series: Self-Directed IEP

This should be presented after Step 5, "State Your School and Transition Goals," in the Self-Directed IEP process.

Materials

- Completed "Accommodations: What Will Help Me?" handouts
- Completed "Road to Success" handouts
- Completed "IEP Student Goal Review" handouts
- Completed "Transition Services" handouts
- "Student Input Questionnaire" (one per student)
- "Parent Input Questionnaire" (one or more per student)
- "Parent Survey of Needs" (one per student)
- Folders for each student which include current IEP

Procedure

Note to teacher: Students should have been working on developing daily, weekly, and/or quarterly personal goals throughout the year.

- Have students review the annual goals from their current IEPs and explain that they will now be developing annual goals to be used for their next IEPs.
- Ask each student to complete the "Student Input Questionnaire" using information from their current IEPs and the completed handouts that are listed in the materials section for assistance.

- Once the questionnaire is completed, review the input with the student to get specific enough information to write measurable annual goals. (e.g., If a student states that he/she needs help with "reading," the teacher will need to probe to find out more specifically what kind of reading help the student needs.) Ask the student to add more specific information to the "Student Input Questionnaire" after probing for additional information.
- Homework Assignment: Remind students that parents are also a part of their IEP team, so their input is important. Assign the "Parent Input Questionnaire" and the "Parent Survey of Needs" as homework for completion by parents. Encourage students to work with their parents as they complete the questionnaire and the survey of needs.

Note to teacher: Include completed "Student Input Questionnaire," "Parent Impact Questionnaire," and "Parent Survey of Needs" handout in each student's IEP folder.



Individual Educational Plan

Student's Name:	Grade:	Date:	
Dear Parent/Guardians:			

Please answer the following questions regarding your son/daughter. The information provided will be used to help us draft his/her Individual Educational Plan (IEP). Your input is important.

My son/daughter's strengths are:

My areas of concern for my son/daughter are:

Annual Goals:

I would like my son/daughter to work on:

Other areas of interest or concern that I would like addressed in my son/daughter's IEP:

After completing high school, I would like my son/daughter to: (Address career/employment, education/training, living arrangements, community involvement.)

Return this form to:

* Please complete the attached Parent Survey of Needs form to provide more specific information.



Student Input Questionnaire

Individual Educational Plan

Student's Name:	Grade:	Date:
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Dear Student:

Please answer the following questions about yourself. The information provided will be used to help develop your Individual Educational Plan (IEP). Your input is important.

My strengths are:

Things I need assistance with or need to learn:

Annual Goals:

I would like to work on:

Other areas of interest or concern that I would like addressed in my IEP:

After completing high school, I would like to: (Address career/employment, education/training, living arrangements, community involvement.)

Return this form to:

Parent Survey of Needs

N	ame:	
	anto.	

Date:

Check all areas in which your child needs assistance. Complete this form before filling out the Parent Input Questionnaire. Information from this form will assist you in completing the questionnaire.

Academics: Math: Adding/Subtracting Multiplying/Dividing Fractions/Decimals Algebra Geometry Social Studies:	English: Reading Writing Grammar Spelling <u>Science:</u>
Employability Skills: Completing assignments/tasks Being prepared Staying on task Following directions Being organized Listening Flexibility Leadership Appearance Attendance	 Punctuality Positive attitude Teamwork Communication Skills Problem solving skills Initiative Self-management Accepts criticism Independence and responsibility Management of schedules and goals
Interpersonal Skills: Following class rules Good sportsmanship Respecting teachers Getting along with peers	 Conduct and behavior Self-advocacy skills
Independent Living Skills: Meal planning/participation Housekeeping Shopping Budgeting Banking skills Transportation Hygiene	 Vehicle maintenance Home maintenance Health/medical knowledge Preparing taxes Registering to vote Obtaining housing
Other Areas: □ Getting along with adults □ Public speaking □ Computer skills/software application	 Other technology skills Self-determination skills

Advocacy Skills

High School

Objective

The student will learn the skills necessary to state his/her needs related to IEP accommodations.

Correlation to ChoiceMaker Instructional Series: Self-Directed IEP

This should be presented after Step 8, "State the Support You'll Need," in the Self-Directed IEP process.

Materials

- Completed "Accommodations: What Will Help Me?" handouts
- Folders for each student which include current IEP

- Have students look at their current IEP accommodations and "Accommodations: What Will Help Me?" handouts. Review the definition of accommodations (changes in the setting or the delivery of instruction/tests that give each student with a disability an equal chance to show what he/she knows; changing how they learn and how they are assessed, not the content).
- Discuss with students that just because accommodations are listed in their IEPs doesn't mean that all their teachers will remember and know all their needs. Tell them they need to know what accommodations they need and feel comfortable reminding teachers that they need the accommodations if a teacher does not provide them. Remind students that teachers work with a lot of students with unique needs and they might not always remember everything every student needs. Explain to students that as they get older they may need the skill of asking for their accommodations in other situations such as future schooling, college, or employment. Tell them that they need to recognize their own unique needs and be willing to ask for help.
- Discuss the following scenario:
 - On a student's IEP, the following accommodations are listed:
 - Oral testing
 - Outlining

- Notes provided

The student is aware that these accommodations are listed on the IEP. It is the first week of school. A chapter has been assigned in the social studies text and there is a test on Friday covering the material that is to be read. The social studies teacher has not discussed providing an outline or testing procedures with the student. The science teacher has presented two lectures and notes have not been provided. What should this student do?

- 1. Wait a few more days and see what happens.
- 2. Do the best he/she can in each of the classes without saying anything.
- 3. Plan on being absent the day of the social studies test.
- 4. Ask both teachers that day if they are aware that he/she is supposed to have oral tests, outlines, and notes provided.

Discuss possible outcomes of each option above. Develop additional scenarios for discussion, if needed, based on common accommodations.

- Have students role play different scenarios in which they remind teachers about accommodations needed using appropriate body language, facial expression, volume, tone, and rate of speech. Have the class critique each role play.
- Ask students why it is important to be advocates for themselves. Record responses and discuss.

Agency Linkages

High School

Objective

The student will identify appropriate local agencies that can provide assistance.

Correlation to ChoiceMaker Instructional Series: Self-Directed IEP

This should be presented after Step 10, "Close Meeting by Thanking Everyone," in the Self-Directed IEP process.

Materials

- "Agency Information" handout (one per student)
- "Agency Interview Form" handout (one per student)

Procedure

Note to teacher: Prior to introducing this lesson, compile information about local agency services.

- Present information regarding local agencies, services provided, eligibility information, and contact information.
- Invite individuals from agencies as guest speakers.
- If available, take students to a local agency fair.
- Explain to students that prior written consent is required in order to invite an agency to an IEP meeting. Parents sign this prior consent if the student is under 18 years old. The students provide this prior consent if they are 18 or older and rights have transferred to them.
- Meet with students individually to discuss agencies that may provide appropriate and needed services.
- Have students complete the "Agency Information" handout listing those agencies from which they might want or need to access services.

- Have students role play agency interviews by asking questions using the "Agency Interview Form" handout. Remind students to use appropriate volume, tone, and rate of speech.
- Have the class critique each role play.
- Have students use the Agency Interview Form handout to contact agencies to determine next steps.

Resources

• Brochures for agencies such as Division of Vocational Rehabilitation, colleges, universities, Agency for Persons with Disabilities, etc.

Note to teacher: Include completed "Agency Information" and "Agency Interview Form" handouts in each student's IEP folder.

Name:	
i iunio.	

Date: _____

Agency Information

I.	Agency:	
	Contact Person: Address:	
	Phone Number: Services Available:	
	Agonovi	
II.	Agency: Contact Person: Address:	
	Phone Number: Services Available:	
III.	Agency:	
	Contact Person: Address:	
	Phone Number:	
	Services Available:	

Agency Interview Form

Date:	
Name	of Agency:
Ageno	cy Representative Interviewed:
Quest	tions:
1.	How do I to find out if I am eligible for services from your agency?
2.	If I am eligible, when can I start receiving services?
	What information do you need me to provide to determine my eligibility services?
4.	What type of support can you provide to help me achieve my goals?
5.	What is my next step?

Putting It All Together

High School

Objective

The student will complete an individual IEP Meeting Help Sheet.

Correlation to ChoiceMaker Instructional Series: Self-Directed IEP

This should be presented after Step 10, "Close Meeting by Thanking Everyone," in the Self-Directed IEP process.

Materials

- "IEP Meeting Help Sheet" (one per student)
- Completed individual student scripts for stating the purpose of the IEP meeting
- Individual student reports from transition assessments, etc.
- Completed "Transition Assessment" handouts
- Completed "Strengths" handouts
- Completed "Things to Improve or Learn" handouts
- Completed "IEP Student Goal Review" handouts
- Completed "Road to Success" handouts
- Completed "Transition Services" handouts
- Completed "Student Input Questionnaire" handouts
- Completed "Parent Input Questionnaire" handouts
- Completed "Accommodations: What Will Help Me?" handouts
- Completed "Agency Information" handouts
- Parent letter regarding student IEP meeting participation (one per student)

- Have students complete the "Purpose" section of the "IEP Meeting Help Sheet" using the individual script developed during the Self-Directed IEP Step 1 ChoiceMaker lesson, "Begin Meeting by Stating the Purpose."
- Review the introduction procedures. Have each student fill in his/her name and the teacher's name. Remind students that they are to look at each person in the meeting and introduce each person.
- Tell students that they will be asked about their strengths during the IEP meeting. Have them use the results of career assessments and the "Strengths" handout to list their strengths on the "IEP Meeting Help Sheet."
- Tell students that they will be asked about their needs during the IEP meeting. Have students use the completed "Things to Improve or Learn" handout to list their needs on the "IEP Meeting Help Sheet."
- Have students look at the most recent "IEP Student Goal Review" handout to review past goals and performance and list their successes. If the "IEP Student Goal Review" handout is not available, then review IEP goals with the students using the actual IEPs and progress reports.
- Have students complete the measurable postsecondary goals section using the previously written statement or by attaching a copy of the "Road to Success" handout.
- Have students complete the "Transition Services" section using the "Transition Services" handout or by attaching a copy of the handout.
- Have students use their completed "Student Input Questionnaire" and the "Parent Input Questionnaire" to complete the section regarding new goals for their next IEPs.
- Tell students that they will also be asked about the types of accommodations that they need to be successful in school. Have students use the completed "Accommodations: What Will Help Me?" handout to list needed accommodations.
- Review previously discussed diploma options. Remind students that they already looked at their IEPs to determine potential diploma options based on the courses of study they are pursuing. Have them complete the "Diploma Option" section of the "IEP Meeting Help Sheet" based on what will be required to achieve their measurable postsecondary goals (if age 16 or older).
- Have students complete the "Agencies that May Provide Services" section using the "Agency Information" handout or by attaching a copy of the handout.

- Have students complete the "Thanking Everyone" section by writing a thank you statement they may want to use.
- Give students a copy of the parent letter regarding student IEP meeting participation. Review the letter with students and explain to them that they should discuss their role in the IEP meeting with their parents.

Note to teacher: An individual meeting may be needed to help students complete some of the sections.

Save the "IEP Meeting Help Sheet" for use at the IEP meeting.

If needed, students may want to role play with a partner using their "IEP Meeting Help Sheet." If students are uncomfortable sharing personal information, these sections can be omitted during the role play.

If a student has difficulty reading the information on the "IEP Meeting Help Sheet," the teacher can provide assistance or prompts during the IEP meeting.

IEP Meeting Help Sheet

Begin the Meeting by Stating th The student will be using his/her o	<u>e Purpose</u> : own script developed from a previous lesson.	
		-
Introductions: Smile.		
"My name is "This is (name)		
	He/she is my	
Repeat for each person. <u>Strengths</u> :		
-		
<u>Needs</u> :		
•		
•		_

Review Past Goals & Performance (list successes):		
•		
•		
Ask for Feedback:		
"How do you think I did?"		
Measurable Postsecondary Goals:		
Education/Training:		
Employment:		
Independent Living Skills (if needed):		
Transition Services:		
•		
•		
New Goals for Next Year:		
•		
•		

Accommodations:
Diploma Option: Standard Diploma Special Diploma
Agencies That May Provide Services: •
<u>Thank Everyone</u> :

Dear Parents:

Your child has been practicing skills needed to actively participate in his/her upcoming Transition IEP meeting. Listed below are the areas in which your child will be providing input or participating.

- Stating the purpose of meeting
- Making introductions
- Stating strengths and needs
- Reviewing past goals and performance
- Asking others for feedback
- Stating measurable postsecondary goals
- Stating courses of study
- Stating transition services
- Identifying new goals for next year
- Identifying accommodations
- Identifying a preferred diploma option
- Identifying agencies that may provide services
- Thanking everyone

Please encourage your child to share information with you regarding each area. Your support and encouragement are vital to your child's success.

Sincerely,

Standing Up For Me

(High School)



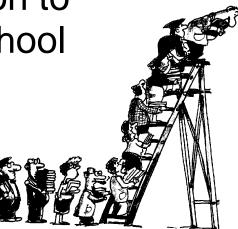
Thank You Notes



Evaluation

Transition to Post-School

Summary of Performance



Project 10: Transition Education Network Revised 2012

Summary of Follow-Up Lessons High School

Thank You Notes (1 lesson)

Students discuss the purpose of sending thank you notes and send thank you notes to people who attended their IEP meetings.

Evaluation (1 lesson)

Students provide input regarding the IEP meeting and what occurred during the meeting.

Transition to Post-School (1 lesson)

Students complete a transition interview form indicating areas in which they need assistance in order to be better prepared to make the transition after graduation. Students also complete an action plan identifying steps they need to take to prepare to transition to post-school.

Summary of Performance (1 lesson)

The Summary of Performance is described and students reflect on their high school experience to develop their own Summary of Performance.

Thank You Notes

High School

Objective

The student will write thank you notes after his/her IEP meeting.

Materials

- Sample thank you notes and letters
- Teacher prepared lists of people who attended each student's IEP meeting

- Discuss the purpose of sending thank you notes/letters as a way of expressing appreciation to everyone who attended the IEP meetings.
- Have students write thank you notes/letters to people who attended their IEP meetings. Students may use a prepared statement or develop their own personal notes/letters. Students may also develop their own letterhead as part of this lesson.

Date

Dear

Thank you for coming to my IEP meeting. It meant a lot to me to have you there to help me set my goals for next year.

I want to work very hard on the plans we made and I will try to do a good job. Your support means a lot to me and I look forward to seeing you during the school year.

Sincerely,

Student Name

Evaluation

High School

Objective

The student will complete an evaluation following his/her IEP meeting.

Materials

- "Student IEP Evaluation" (one per student)
- "Certificate of Completion" (one per student)

Procedure

- Explain to students that their input about what happened during the IEP meeting is valuable.
- Have students complete the "Student IEP Evaluation" handout after their IEP meetings are held.
- Individually review the "Student IEP Evaluation" handout with each student.
- Give each student a certificate of completion after participating in the meeting and completing the evaluation.

Note to teacher: Keep completed "Student IEP Evaluation" handout in the student IEP folder.

Student IEP Evaluation High School

Name	ə:	
Date:		Grade:
Pleas	se circle the respon	se that best describes your last IEP meeting:
1.	I attended my last	EP meeting.
	Yes	No
lf yes	s, continue. If no, s	top here.
2.	My parent(s) was/	were present during the meeting.
	Yes	No
3.	We talked about m	y strengths.
	Yes	No
4.	We talked about m	y interests.
	Yes	No
5.	We talked about m	y goals and what I needed to do to reach them.
	Yes	No
6.	We talked about w	hat I need help with and the kind of help I need.
	Yes	No

7. I felt respected during the meeting.

Yes No

8. We talked about the classes I will take and the services that I will have.

Yes No

9. People asked me what I would like included in my IEP.

Yes No

10. I was encouraged to invite people that are involved with my life and education to my IEP meeting.

Yes No

- 11. What did I like about my IEP meeting?
- 12. What would have made my IEP meeting better?
- 13. What will I do differently at my next IEP meeting?

Comments:

Date	Teacher
elf-Directed IEP pating in your ing.	For completing the Self-Directed IEP training and participating in your IEP meeting.
Find to:	OF COMPLETION Presented to:

Transition to Post-School

High School

Note to teacher: This lesson is designed for students who are planning to graduate and exit school.

Objective

The student will provide information regarding transition needs before exiting school.

Materials

- "Transition Interview Form" (one per student)
- "Student Action Plan" handout (one per student)
- Overhead of "Transition Interview Form"
- Results of career assessments, interest inventories, etc.
- Completed "Road to Success" handouts

Procedure

- Explain to students that in order for them to be better prepared to make the transition after graduation, they need to determine what assistance is still needed. Add that they could be assisted in a variety of ways, such as:
 - Referrals to agencies for specific needs
 - Assistance with applying to colleges and/or for financial aid
 - o Information regarding contacts for special needs at postsecondary schools
 - Assistance with obtaining employment information
- Use the overhead of the "Transition Interview Form" to guide students as they complete their individual forms. When determining how their plans relate to career interests, aptitudes, and abilities, have students review their transition assessment results in these areas and the measurable postsecondary goals included in their "Road to Success" handouts.
- Meet with the students to develop a student action plan using the "Student Action Plan" handout. Have students complete the areas, actions needed and contacts sections. Schedule a follow-up meeting with students to review the action plans and

determine if everything was completed. (The teacher or other transition contact person can assist the student.)

• As a homework assignment, have students take the "Student Action Plan" home and review it with their parents. Have students ask their parents to sign or initial the action plan indicating agreement.

Note to teacher: The primary teacher of the student should give copies of the action plan to individuals who have agreed to take responsibilities for assisting students such as guidance counselors and career specialists.

• Meet with students individually to review all handouts in the IEP folder. Guide students in selecting handouts that would be beneficial to maintain for future reference. Place these handouts in a separate portfolio that is given to the student. Inform parents/guardians that this portfolio has been provided to the students.

Additional Activities

- Invite a disabilities coordinator from a postsecondary school to speak to the class or have students visit local community colleges, universities, or technical schools.
- Invite military recruiters to speak to the class.
- Invite local employers to speak to the class.
- Invite agency representatives to speak to the class if not previously done.
- Have students write letters to postsecondary institutions and/or agencies to obtain needed information if contact has not been previously made.

Transition Interview Form

Da	e:
Na	me: Student#: School:
<u>Ca</u>	reer Goal(s)
1.	What is your career (job) goal?
2.	How have you prepared for this goal? a. Took (Taking) classes b. Talked to someone c. Research d. On-the-Job Training e. Observed f. Other:
3.	Do you think that there will be any obstacles to reaching your goals? YES NO a. If "yes," what obstacle(s) do you foresee?
4.	Are you interested in shadowing a training program or job? YES NO a. If "yes," what would you like to do?
Fo	students exiting without a standard diploma:
1.	Do you want to pursue a GED? YES NO
2.	Have you taken the GED pretest? YES NO
3.	If no, do you want to take the GED pretest to see if you are eligible for the GED class? YES NO
<u>Pc</u>	stsecondary Education
1.	What do you plan to do when you are finished with high school?
	YES NO What/Where? Employment
	If you plan to go to technical training, community college or a university, answer the next set of questions. If you are planning to go straight to employment or the military skip this section.
2	Have you applied to the school? YES NO

- Have you applied to the school? YES NO a. If "yes," where have you applied?______ b. If "no," do you need assistance with the application? YES NO

accommodations? b. Have you taken any entrance tests? YES NO c. If "yes," what entrance test(s) have you taken? YES NO SCORE CPT/PERT
c. If "yes," what entrance test(s) have you taken? YES NO SCORE
YES NO SCORE
SAT
ACT
TABE
Other:
Do you need accommodations on the entrance test(s)? YES NO a. If "yes," have you applied for allowable accommodations? YES NO
Do you need financial aid? YES NO a. If "yes," have you completed a Free Application for Federal Student Aid (FAFSA) form (www.fafsa.ed.gov)? YES NO
Have you accessed your information on www.facts.org? YES NO
Do you need to complete any adult education classes/services? YES NO a. If "yes," which classes do you need to complete?
nployment
Are you currently employed? YES NO a. If "yes," where are you employed?
Are you looking for a job? YES NO a. If "yes," what kind of job are you pursuing?
Do you need assistance? YES NO a. If "yes," what help would you like?
Are you currently volunteering anywhere? YES NO a. If "yes," where are you volunteering?
litary
In which branch of the military are you interested?

- 2. Have you spoken with recruiters? YES NO
- 3. Have you taken the Armed Services Vocational Aptitude Battery (ASVAB)? YES NO

Agency

1.	Are you a client with any agency? YES NO a. If "yes," with which agency(ies) are you a client?
2.	Do you need help contacting an agency? YES NO a. If "yes," which agency?
3.	Have you applied for:NOCurrent ClientYESNODivision of Vocational Rehabilitation YESNOCurrent ClientYESNOAgency for Persons with Disabilities YESNOCurrent ClientYESNOOther:YESNOCurrent ClientYESNO
4.	Do you need help obtaining agency assistance? YES NO
	Independent Living Skills
1.	After high school, where will you live? Home-with parent/guardian Campus-dorm room Apartment Military base Group home Other:
2.	If you will NOT be living at home, do you need assistance with: YES NO Housing Budgeting Banking Medical Other:
3.	Do you: YES NO Have a driver license? Own a car? Have access to your family car? Own a bike? Know how to ride public transportation? Maximum Sector Maximum Sector Ma
4.	Do you need help with participating in community activities or getting involved in an area of interest? YES NO

a. If "yes," with what do you need help?

Student Action Plan

Date:

Date Completed	
Contacts/Phone number(s) (if needed)	
Action(s) Needed	
Area	

*Suggested areas to consider are: postsecondary education, employment, military, agency services, independent living skills, assistive technology

Name:

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Summary of Performance

High School

Objective

Students will understand and develop their Summary of Performance (SOP).

Materials

- District Summary of Performance document (each district in Florida has their own Summary of Performance document)
- Completed "Road to Success" handout

Procedure

- Explain to students that a Summary of Performance is required for each student who graduates with a standard diploma or who will be turning 22 and aging out of eligibility for public high school. Add that the Summary of Performance must be completed during the last year of a student's high school education.
- Direct students to the copy of the Summary of Performance Document and explain each area addressed as follows:
 - Present level of academic achievement and functional performance.
 - Recommendations regarding how to assist the students in meeting the postsecondary goals developed in a previous lesson.
- Explain that academic achievement will address their present level of performance and needs in academic areas such as:
 - Reading
 - o Math
 - **Communication skills**, such as written expression, speaking and spelling
 - **Learning strategies**, such as keyboarding, organization, time management, study skills, test taking skills, etc.
- Explain that functional performance includes skills in the following areas:
 - Social skills and behavior, such as interactions with teachers and peers, asking for assistance, involvement in extracurricular activities, impulse control, dealing with disagreements, ability to complete tasks
- Explain that recommendations on how to achieve postsecondary goals might include accommodations, assistive technology, and other needs.

- Tell students that the information included in their Summary of Performance may help determine their eligibility for reasonable accommodations and supports in postsecondary settings such as postsecondary school and/or employment.
- Remind students that in a previous lesson, the difference between IDEA (Individuals with Disabilities Education Act) and ADA (The Americans with Disabilities Act) were explained. Review the information from this lesson if needed.
- Explain to students that because IDEA and ADA have different eligibility requirements for services, the recommendations in the Summary of Performance will not automatically qualify the students for services in postsecondary education or employment settings. Postsecondary settings will make decisions regarding services, such as reasonable accommodations based on their own policies and procedures.
- Tell students that they will be meeting with one of their teachers who will assist them in using their academic data and other transition assessments to complete their own Summary of Performance.

Note to the teacher: Best practice would be to expose the students on a yearly basis to this document and have them complete it yearly in order to help them better understand their present level of performance and accommodations needed for transition planning.