

**project10** transition education network

## The Power of Student Engagement in Secondary Transition Individual Education Plan (TIEP) Meetings

This training was developed by Project 10: Transition Education Network, an Individuals with Disabilities Education Act (IDEA) funded state project through the Florida Department of Education (FDOE), Bureau of Exceptional Education and Student Services (BEES).

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### Objectives

This training is designed to prepare participants to be able to do the following:

- Identify legislation that supports active and effective student participation in TIEP Meetings.
- Describe the benefits of students actively participating in their TIEP meetings.
- Share resources and strategies for families to support their students' active and effective participation in TIEP meetings.

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### Legislation Supporting Active Student Participation in TIEP meetings



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## A Reminder from IDEA

- Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society.
- Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.

(IDEA, 20 U.S.C. § 1400(c)(1))



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## Beginning at Age 12 or During 7<sup>th</sup> Grade, Whichever Occurs First

- **Invite** the student to the IEP meeting. (34 C.F.R. § 300.320(b); Rule 6A-6.03028(3)(b)(4), F.A.C.)
- **Provide** notice to parent of the IEP meeting, indicating that the student will be invited to attend and that the purpose of the meeting will be to identify transition services. (34 C.F.R. § 300.320; Section 1003.5716, F.S.)
  - By age 14, or the first day of high school, whichever occurs first, the purpose will also include "consider measurable post secondary goals".
- **Document** steps taken to ensure that the student's strengths, preferences and interests were considered. (34 C.F.R. § 300.321; 34 C.F.R. § 300.320(b); Rule 6A-6.03028(3)(c)8, F.A.C.)



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## Beginning at Age 14 or Prior to the Beginning of High School

- **Develop** measurable postsecondary goals based on age-appropriate transition assessment in the areas of education, training, employment, including career goals and independent living (where appropriate). (34 C.F.R. § 300.320(b))
- **Develop** transition services, based on age-appropriate transition assessment, in each of the needed transition services activity areas (i.e., instruction, related services, community experiences, employment, post-school adult living and, if appropriate, daily living skills and functional vocational evaluation) that focus on improving the academic and functional achievement of the student. This will assist students to reach their measurable postsecondary goals. Services can be provided earlier as appropriate. (Rule 6A-6.03028(3)(b)(5), F.A.C.; s. 1003.5716, F.S.)



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## Considering Self-Determination & Self-Advocacy Instruction

- At age 12 or during the student's seventh grade year, whichever occurs first, the student's need for instruction in self-determination and self-advocacy must be considered.
- This will assist students to actively and effectively participate in the IEP meetings and be able to self-advocate so that postsecondary and career goals can be in place by age 14.



(Section 1003.5716, Florida Statutes)



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## Transfer of Rights Information

- "At least one year before the student reaches the age of majority, provision of information and instruction to the student and his or her parent on self-determination and the legal rights and responsibilities regarding the educational decisions that transfer to the student upon attaining the age of 18. The information must include the ways in which the student may provide informed consent to allow his or her parent to continue to participate in educational decisions, including:
  1. Informed consent to grant permission to access confidential records protected under the Family Educational Rights and Privacy Act (FERPA) as provided in [s. 1002.22, F.S.](#)
  2. Powers of attorney as provided in [chapter 709, F.S.](#)
  3. Guardian advocacy as provided in [s. 393.12, F.S.](#)
  4. Guardianship as provided in [chapter 744, F.S.](#)
  5. Supported Decision-Making as provided in [chapter 709, F.S.](#)

PI0's Considering Age of Majority, Transfer of Rights and Decision-Making Options



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## Summary of Performance (SOP)

- Before a student exits special education, schools must provide a Summary of Performance (SOP) that documents a child's academic achievement and functional performance, and includes recommendations for achieving postsecondary goals.
 

(34 C.F.R. § 300.305(e)(3); Rule 6A-6.0331(8)(f), F.A.C.)

  - Written for any student with a disability who is graduating or aging out of Free Appropriate Public Education (FAPE).
  - Includes recommendations on how to assist the student in their postsecondary endeavors.
  - Student input is a best practice (e.g., what accommodations were effective/not effective).



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## Benefits of Student Participation in their TIEP Meetings



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## Benefits of Student Participation in TIEP Meetings

- **Growth in self-determination and self-advocacy skills**
  - Students learn to express their needs, strengths and goals, helping them advocate for themselves in school and beyond.
- **Increased engagement**
  - Students often feel more invested in their learning and take greater responsibility for their progress.
  - Increased engagement improves academic, behavioral, and psychological performance, resulting in positive secondary and postsecondary outcomes.

Elements of Self-Determination		
<b>Choice Making</b> <small>The skill of selecting a path forward based on known options</small> <b>Cm</b>	<b>Decision Making</b> <small>The skill of selecting a path forward based on various solutions that have not been thoughtfully considered</small> <b>Dm</b>	<b>Problem Solving</b> <small>The skill of finding solutions to difficult or complex issues</small> <b>Ps</b>
<b>Goal Setting &amp; Attainment</b> <small>The ability to develop a goal, plan for implementation and measure success</small> <b>Gs</b>	<b>Self-Regulation</b> <small>The ability to monitor and control one's own behaviors, emotions and skills in various situations</small> <b>Re</b>	<b>Self-Advocacy</b> <small>The skills necessary to speak up for and/or defend a cause or person</small> <b>Ad</b>
<b>Internal Locus of Control</b> <small>The belief that one has control over outcomes that are important to one's life</small> <b>Lc</b>	<b>Self-Efficacy</b> <small>Belief in one's ability to succeed in specific situations or accomplish specific tasks</small> <b>Ef</b>	<b>Self-Awareness</b> <small>The basic understanding of one's own thoughts, needs and emotions</small> <b>Aw</b>

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## Benefits of Student Participation in TIEP Meetings

- **Familiarity and comfort with their support system**
  - Attending TIEP meetings allows students to see how teachers, parents, and support staff work together to help them succeed.
- **Expanded independence and confidence**
  - Actively contributing to discussions about their education helps students build confidence and develop independence as they transition to adulthood.

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## Benefits of Student Participation in TIEP Meetings

### Improved goal setting

- Students who participate in their IEP meetings better understand their academic and personal goals, making it easier for them to work toward those objectives.



### Enhanced transition planning

- As students prepare for life after high school, involvement in IEP meetings ensures they understand postsecondary options, career paths, and independent living skills.



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## Benefits of Student Participation in TIEP Meetings

### Stronger Communication Skills

- Engaging in discussions about accommodations and services helps students develop vital communication and interpersonal skills.



### Further Awareness of Legal Rights

- Understanding their IEP teaches students about their educational rights, empowering them to advocate for the support they need.



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## Strategies to Support Students' Participation in TIEP Meetings



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## Strategies for Families to Support their Students' Participation in TIEP Meetings

Families play an important role in supporting students in attending, participating in, and contributing to their TIEP meeting(s). Below are a few strategies families may want to consider:

- ❑ Provide post-meeting reflection and reinforce participation over time.
- ❑ Educate students about the IEP process.
- ❑ Involve students in setting goals.



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## Strategies for Families to Support their Students' Participation in TIEP Meetings

Additional supportive strategies for families to promote TIEP participation:

- ❑ Provide opportunities to practice participation.
- ❑ Support students empowering their voice.
- ❑ Teach and build self-advocacy skills early.



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## Important Note

- ❑ Students do not have to participate in the entire TIEP meeting. Students can participate in all or segments of their TIEP meeting.

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## Slide 18

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**LFO** I added this slide. I think this note is really important to include in the presentation. Feel free to edit, add graphics, etc.

Lisa Friedman, 2025-03-21T21:45:13.420

**Resources**



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**Project 10: Transition Education Network**

- Project 10 "Publications" webpage: <http://project10.info/DPage.php?ID=77>
  - [Transition Requirements Checklist](#)
  - [Self-Determination and Self-Advocacy Guide](#)
  - [Student Educational Rights Checklist](#)
  - [Considering Age of Majority, Transfer of Rights and Decision-Making Options](#)
- Please check out the Padlets at the top of the publications webpage
  - [Project 10 Publications](#)
  - [Project 10 Transition Resources for Families](#)
  - [Project 10 Publications: Spanish & Haitian-Creole Translations](#)



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**PACER Center**

The PACER Center is a nationwide parent training and information center for families of children and youth with all disabilities from birth to young adults. The PACER Center also operates the [National Parent Center on Transition and Employment](#). There is a wealth of information and resources, including webinars, on both websites. Some of their publications are listed below:

- Parent guide: [How You Can Help Your Child Learn to Be a Good Self-Advocate](#)
- Student guide: [Teens and Young Adults with Disabilities: Be Your Own Best Advocate](#)
- Document: [How Can My Child Be Involved in the IEP Process?](#)



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## I'm Determined

The I'm Determined project focuses on providing direct instruction, models, and opportunities to practice skills associated with self-determined behavior. The website includes a variety of resources for youth, families, and educators, including videos, toolkits, surveys, templates, and more. Below are a few examples of their resources:

- [Parent Path to Success](#)
- [One-Pager](#) (to capture the student's strengths, preferences, and interests)
- [Student Involvement in IEP meeting video modules](#)
- [Parent and Student Exit Surveys](#) (to be completed following IEP meetings)
- [Student IEP participation in IEP meeting checklist](#)
- [Student Self-Determination Self-Assessment](#)



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## Training Evaluation – QR code



Thank you for completing the evaluation. Your responses will help us to continue the development of our training skills and identify areas in which you would like to have more information and support.



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## Questions and Thank You!

<b>Lisa Friedman-Chavez</b>	<p>Thank you for your attendance and participation!</p>   <small>Updated 3-21-25</small>
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