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(Note: The first edition of this project was partially funded by U.S. Department of
Education, Office of Special Education and Rehabilitative Services Grant
#H158K10040.)

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Introduction

The *Self-Directed IEP* lessons will help you learn about your Individual Education Plan (IEP) and what happens at your IEP meeting. You will learn how to be an active participant in your IEP meeting, how to become more involved in your education, and how to plan for your future.
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Eleven Steps
to the Self-Directed IEP

1. Begin Meeting by Stating the Purpose

2. Introduce Everyone

3. Review Past Goals and Performance

4. Ask for Others’ Feedback

5. State Your School and Transition Goals

6. Ask Questions if You Don’t Understand

7. Deal With Differences in Opinion

8. State the Support You’ll Need

9. Summarize Your Goals

10. Close Meeting by Thanking Everyone

11. Work on IEP Goals All Year
Vocabulary

These vocabulary words are used in the video. Your teacher will say the definitions as you talk about each step. Write the definitions next to the words.

Step 1
- goals
- IEP
- staffing
- self-directed staffing

Step 2
- transition goals
- transition specialist
- vocation
- adult service providers

Step 4
- feedback
(Vocabulary continued)

standard

Step 5
interests

skills

limits

Step 6
advocate

Step 7
strategy

compromise

Step 8
support

Step 9
summarize

Self-Directed IEP
Begin Meeting by Stating the Purpose

Write the three purposes for a staffing in the script here. Zeke says them in the video.

— *Script* —

The purpose for this staffing today is to

1. ________________________________

2. ________________________________

3. ________________________________
Introduce Everyone

In the blanks on this page, list the people you would like at your next staffing. Write why you would invite each person.

— Script —

This is ____________________________, my ____________________________.
(Administrator’s Name) (Position or Title)

I invited him/her because ____________________________

This is ____________________________, my ____________________________.
(Parent or Guardian’s Name) (Position or Title)

I invited him/her because ____________________________

This is ____________________________, my ____________________________.
(Teacher’s Name) (Position or Title)

I invited him/her because ____________________________

This is ____________________________, my ____________________________.
(Other’s Name) (Position or Title)

I invited him/her because ____________________________

This is ____________________________, my ____________________________.
(Other’s Name) (Position or Title)

I invited him/her because ____________________________
Page 8 was intentionally left blank.
### Step 3
Review Past Goals and Performance

#### Zeke's Example Goals

<table>
<thead>
<tr>
<th>A. Goals</th>
<th>B. Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zeke's goals</td>
<td>Action Zeke took</td>
</tr>
<tr>
<td>1. Improve responsible behavior</td>
<td>Kept track of assignments handed in</td>
</tr>
<tr>
<td>2. Increase career awareness</td>
<td>Did job shadowing</td>
</tr>
<tr>
<td>3. Get to know more people and do different activities</td>
<td>Went to movies with a friend</td>
</tr>
</tbody>
</table>

#### Sample Goals

<table>
<thead>
<tr>
<th>A. Goals</th>
<th>B. Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample goals</td>
<td>Write action for each goal</td>
</tr>
<tr>
<td>1. Earn a driver's license</td>
<td></td>
</tr>
<tr>
<td>2. Improve study skills</td>
<td></td>
</tr>
</tbody>
</table>

#### Goals From Your Current IEP

<table>
<thead>
<tr>
<th>A. Goals</th>
<th>B. Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your goals</td>
<td>To meet goal</td>
</tr>
<tr>
<td>Write three of your goals.</td>
<td>Write the action you take to meet your goals.</td>
</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
</tbody>
</table>

For Step 4 activities **cut** or **fold** along dotted line.
Page 10 was intentionally left blank.
**Step 4**

Ask for Others’ Feedback

<table>
<thead>
<tr>
<th>Zeke’s Example Goals</th>
<th>C. Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>How Zeke received feedback</td>
<td></td>
</tr>
<tr>
<td>Teacher gave him a grade for the assignments</td>
<td></td>
</tr>
<tr>
<td>Teacher and employer at job site</td>
<td></td>
</tr>
<tr>
<td>Zeke and his parents</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample Goals</th>
<th>C. Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write how you could receive feedback</td>
<td></td>
</tr>
</tbody>
</table>

**Goals From Your Current IEP**

<table>
<thead>
<tr>
<th>C. Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who gives you feedback?</td>
</tr>
<tr>
<td>Write how you will receive feedback on your goals.</td>
</tr>
</tbody>
</table>

For Step 4 activities **cut** or **fold** along dotted line on “Step 3” page so that columns A and B from Step 3 line up with column C.

For Step 8 activities **cut** or **fold** along dotted line.
For Step 8 activities cut or fold along dotted line on “Step 4” page so that columns A, B, and C from Steps 3 and 4 line up with column D.

### Step 8

State the Support You’ll Need

<table>
<thead>
<tr>
<th>Zeke’s Example Goals</th>
<th>D. Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>What support Zeke used</td>
<td></td>
</tr>
<tr>
<td>English teacher helped with assignment sheet</td>
<td></td>
</tr>
<tr>
<td>Teacher helped set up job sites</td>
<td></td>
</tr>
<tr>
<td>Counselor helped with ways to meet people</td>
<td></td>
</tr>
</tbody>
</table>

#### Sample Goals

<table>
<thead>
<tr>
<th>D. Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write what could be used</td>
</tr>
</tbody>
</table>

#### Goals From Your Current IEP

<table>
<thead>
<tr>
<th>D. Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>What support you will use</td>
</tr>
<tr>
<td>Write what support you need</td>
</tr>
</tbody>
</table>

**Self-Directed IEP**
Page 14 was intentionally left blank.
State Your School and Transition Goals

— Transition Areas —

There are four general areas in which you may have transition goals. These areas represent important parts of your life.

<table>
<thead>
<tr>
<th>Transition Areas</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Education</td>
<td>high school classes, sports, clubs, universities, trade schools, and community colleges</td>
</tr>
<tr>
<td>2. Employment</td>
<td>jobs and careers</td>
</tr>
<tr>
<td>3. Personal</td>
<td>hobbies, talents, recreation, relationships, and health and wellness</td>
</tr>
<tr>
<td>4. Housing, daily living, and community participation</td>
<td>home setting, daily living skills, transportation, and adult service organizations</td>
</tr>
</tbody>
</table>

To write school and transition goals there are many things you need to consider about yourself and the community. You need to think about your interests, skills, and limits in each transition area. To learn these, you may need experiences. You can have these experiences through class and in the community.
(Step 5 continued)

— Interests, Skills, and Limits —

The charts show Zeke’s employment and education interests, skills, and limits that he learned in class and through experiences in the community.

Transition Area: Employment

1. Zeke’s Interests . . . . . . . . . . Hospital work
2. Zeke’s Skills and Limits . . . . . . He doesn’t know his skills and limits; that’s why one of his new goals is to do job shadowing and job try-outs at the hospital.

Transition Area: Education

1. Zeke’s Interests . . . . . . . . . . Earn a better grade in English class
2. Zeke’s Skills . . . . . . . . . . . . Earning better grades in most classes
3. Zeke’s Limits . . . . . . . . . . . . Not turning in assignments on time

To decide what you want to do in each of the different transition areas you need to consider your interests, skills, and limits. You may not know your interests, skills, or limits in some of the areas. You may need experiences to find out what they are.
Write your education interests, skills, and limits in this chart.

**Transition Area: Education**

1. Your Interests
   
   2. Your Skills
   
   3. Your Limits

These are things you will need to consider when you are writing your education goals. You may not know your interests, skills, or limits in a transition area. Finding out your interests, skills, or limits may be one of your goals.
Ask Questions if You Don’t Understand

Listed here are examples of a statement you can make and a question you can ask when you don’t understand.

Excuse me, I don’t understand.

Could you please explain that to me?

Write the question or statement you will use when you don’t understand.
Deal With Differences in Opinion

LUCK is a strategy you can use to deal with differences of opinion.

1. Listen to and restate the other person's opinion.
2. Use a respectful tone of voice.
3. Compromise or change your opinion if necessary.
4. Know and state the reasons for your opinion.

— Sample Situation —

Practice using LUCK in this sample situation.

In a staffing, a mother says to her 16-year old daughter,

“I don’t want you to have your driver’s license until you earn all A’s.”

1. Listen to and restate the other person’s opinion.

   Write what the daughter could say to restate her mother’s opinion.

   ____________________________________________________________

   ____________________________________________________________

2. Use a respectful tone of voice.

   Practice using different tones of voice. Describe how a listener
   might react to each. Practice using a respectful tone of voice.
3. **Compromise or change your opinion if necessary.**
   Write what the daughter could say to compromise.

4. **Know and state the reasons for your opinion.**
   Write what reasons the daughter might have for her opinion.

---

**Additional Topics**

Pick one topic below or one of your choice and role-play a discussion in a staffing. Use the LUCK strategy to deal with differences in opinion.

- Classes you want to take
- Where to work
- Moving out of your house
Summarize Your Goals

To summarize your new goal:

1. Say the goal in your own words.
2. Tell the action you will take to meet your goal.
3. Tell how you will receive feedback.
4. Tell what support you need to meet your goal.

— Zeke’s Example —

Summary of Zeke’s goal from the video:

- “My goal is to explore vocational opportunities at the hospital.”
- “The action I will take is job shadowing and job try-outs at the hospital.”
- “I’ll get feedback by asking my supervisor how I did and by matching my interests and skills to the job.”
- “My transition teacher will help me with job shadowing and try-outs.”

Write a summary for one of the goals from your current IEP using the four steps listed.

My goal is ________________________________

The action I take is ________________________________

I receive feedback by ________________________________

My support is ________________________________
Close Meeting by Thanking Everyone

Close the meeting by thanking all the people for attending. Talk about any special efforts people made.

– Zeke’s Example –

Thanks for coming and thanks for all the help you’ve given me this year. I’m really glad you’ll be able to help me with my goals next year.

Write a sample “thank you” statement to close your IEP meeting.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Self-Directed IEP
Student Staffing Script

Take these pages with you to your staffing, in case you need to refer to them.

Name ________________________________

Staffing Date __________ Time ________ Location __________________

(Note: The sections that have an * should be completed before your staffing.)

**Begin Meeting by Stating the Purpose***

The purpose of this staffing is to

1. ________________________________________
2. ________________________________________
3. ________________________________________

**Introduce Everyone***

This is ____________________, my __________________________.

I invited him/her because ________________________________________.

This is ____________________, my __________________________.

I invited him/her because ________________________________________.

This is ____________________, my __________________________.

I invited him/her because ________________________________________.

This is ____________________, my __________________________.

I invited him/her because ________________________________________.

This is ____________________, my __________________________.

I invited him/her because ________________________________________.
Review Past Goals and Performance*

1. My goal was ____________________________________________________________

   The action I took was ____________________________________________________

   I received feedback by ____________________________________________________

   My support was __________________________________________________________

2. My goal was ____________________________________________________________

   The action I took was ____________________________________________________

   I received feedback by ____________________________________________________

   My support was __________________________________________________________

3. My goal was ____________________________________________________________

   The action I took was ____________________________________________________

   I received feedback by ____________________________________________________

   My support was __________________________________________________________
Ideas for School or Transition Goals for Next Year*

(Note: You need to consider your interests, skills, and limits. You may need to complete the Choosing Goals lessons or other goal setting activities first.)

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________

Summarize Your New Goals

(Note: This section may be completed during or after the staffing)

1. My new goal is ____________________________________________

   The action I will take is ____________________________________________

   I will receive feedback by ____________________________________________

   My support will be ____________________________________________

2. My new goal is ____________________________________________

   The action I will take is ____________________________________________

   I will receive feedback by ____________________________________________

   My support will be ____________________________________________
3. My new **goal** is ________________________________

________________________________

**The action** I will take is ________________________________

________________________________

I will receive **feedback** by ________________________________

________________________________

My **support** will be ________________________________

________________________________

**Close the Meeting by Thanking Everyone**

________________________________

________________________________

________________________________
Student Staffing Reminders

Keep this page in front of you at your IEP staffing, in case you need these strategies.

Ask Questions If I Don’t Understand

The question or statement I could use if I don’t understand:

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

Use this space to make a note of things you don’t understand so you can ask about them.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

If There is a Difference of Opinion Use the LUCK Strategy.

Listen to and restate the other person’s opinion.

Use a respectful tone of voice.

Compromise or change your opinion if necessary.

Know and state the reasons for your opinion.

Use this space to make a note of differences in opinion so you can deal with them.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________