Self-Directed IEP

TEACHER'S MANUAL

BY

James E. Martin

Laura Huber Marshall

Laurie Maxson

Patty Jerman

ChoiceMaker Instructional Series

CHOOSING GOALS

EXPRESSING GOALS

TAKING ACTION

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Laura Huber Marshall	niversity of Oklahoma
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About the Authors

James E. Martin, Ph.D., is a professor of special education at the University of Colorado. Over the past 15 years, Professor Martin has participated in numerous research and demonstration projects designed to facilitate the development of self-determination in school and employment settings. Prior to his university appointment he worked as an educator teaching employment and independent living skills to youth and young adults with severe emotional and learning problems.

Laura Huber Marshall, M.A. in special education, is a research faculty member in the Special Education Program at the University of Colorado at Colorado Springs. She taught elementary and secondary students in general and special education for 7 years. She has been working with youth and adults with disabilities in vocational programs for more than 11 years.

Laurie Maxson, M.A. in special education, taught junior and senior high school special education and gifted and talented students for twelve years. She worked as the Colorado Springs Academy School District transition specialist for 4 years and is currently the district vocational director.

Patty Jerman, M.A. in special education, has taught special education at the junior and senior high school levels for 21 years. She worked as a consultant writing textbook adaptations for special-needs students. She also worked with the Colorado Department of Education, assisting in the development of the consultation model for special education used across the state.

Curriculum Consultant

Terry L. Miller, Ph.D., is an assistant professor of special education at the University of Colorado at Colorado Springs. Her research interests include teacher training and instructional techniques for students receiving special education services. She taught in elementary, middle school, and pre-vocational special education programs for eleven years before she received her Ph.D. from Utah State University.

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S E C T I O N O N E Overview

Introduction

Once school supports are gone, will your former students be successful? That is, will they secure the life they want after leaving school? This is the crucial question that educators must address. Individuals with disabilities should be encouraged to make their own choices, set their own goals, and self-manage their lives. Facilitating student empowerment and self-determination holds great promise for improving students' quality of life and their post-school success.

Successful people know what they want and persistently go after it (Hill, 1960; Hill & Stone, 1987). They decide upon major goals, set timelines, and develop specific plans to attain their goals. They determine the benefits that reaching the goals will bring and build coalitions with others who share similar goals. Successful people encourage and support each other in the pursuit of their goals.

The studies conducted by Hill are part of a body of research identifying success behaviors. Garfield (1986) interviewed more than 1,500 successful people from business, science, sports, and the arts. He found that successful people in any field excel at making decisions, self-managing their behavior, and adapting to changing circumstances. When Garfield's peak performers made decisions, they: (1) Chose a mission leading to action; (2) Envisioned and communicated a clear mission; and (3) Developed an action plan consisting of specific goals and benchmarks to evaluate the timing, quality, and quantity of their results.

Garfield reached two conclusions. First, regardless of age, education, or profession, the most successful people share the same basic set of skills. Second, individuals can learn these skills.

Self-Determination

The evolving self-determination definition includes many of the behaviors and skills from Hill's research. Self-determined individuals know how to choose; they know what they want and how to get it. From an awareness of personal needs, self-determined individuals choose goals and then persistently pursue them. This involves making their needs known, creating unique approaches for solving problems using self management and learning strategies, evaluating progress, and adjusting their performance (Field & Hoffman, 1994; Halpern, 1994; Martin & Huber Marshall, 1995; Martin, Huber Marshall, & Maxson, 1993; Mithaug, 1991, 1993; Schloss, Alper, & Jayne, 1993; Ward, 1988;

Wehmeyer, 1992, 1995). People who are self-determined choose and enact their choices in persistent pursuit of their best interests (Mithaug, 1993; Mithaug, Martin, Agran, & Rusch, 1987). Self-determined people are their own best advocates (Martin et al., 1993).

Individuals With Disabilities and Success

Do these same success and self-determination behaviors apply to people with disabilities? Yes, they do. In a unique study, Gerber, Ginsberg, and Reiff (1992) interviewed a group of adults with learning disabilities to determine why some were successful and others weren't. They found that successful individuals with learning disabilities had:

- Control of their lives and surroundings
- A desire to succeed
- Well-thought-out goals
- Persistence
- The ability to adapt to their environments
- A social support network that facilitated their success

After conducting the interviews, Gerber et al. realized that successful individuals decided, long before they became successful, that they would be successful. The authors concluded that successful adults with learning disabilities wanted to succeed, set achievable goals, and confronted their learning disabilities so that appropriate measures could be taken to increase the likelihood of success. One successful young man explained it in this way: "Successful people have a plan. You have to have a plan, goals, strategy; otherwise you are flying through the clouds and then you hit the mountain" (p. 480).

Transition From School to Adult Life

Unless we make changes in what we teach secondary students receiving special education services, they will "hit the mountain." Their future is clouded with increased probabilities for dropping out of school, unemployment or underemployment, low earnings, and dependent living situations. Student outcome data verify the extent of the problem (Roessler, Brolin, & Johnson, 1990; Sitlington & Frank, 1993; Sitlington, Frank, & Carson, 1993; Wagner et al., 1991; Walker & Bunsen, 1995; Ward & Halloran, 1989; Wehman, 1992). Parental reports identified the most important problems as poor self-confidence; ineffective problem solving; little self-direction; and a lack of awareness of their interests, needs, and abilities (Mithaug et al., 1987).

Students in general education are not faring much better. According to *A Nation at Risk,* three out of four students are "unprepared to meet the basic problem-solving demands

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of college or work" (cited in Mithaug, 1993, p. 6). The William T. Grant Foundation Commission report entitled *The Forgotten Half: Pathways to Success for America's Youth and Young Families—Final Report* (1988, p. 1) states:

Our two-year study of 16-24-year olds has convinced us that, as young Americans navigate the passage from youth to adulthood, far too many flounder and ultimately fail in their efforts. Although rich in material resources, our society seems unable to ensure that all our youth will mature into young men and women able to face their futures with a sense of confidence and security. This is especially true of the 20 million non-college bound young people we have termed The Forgotten Half.

Student Input Into the IEP Process

The Forgotten Half: Pathways to Success for America's Youth and Young Families—Final Report (William T. Grant Foundation, 1988) offers this suggestion to increase students' likelihood of success: "Young people become competent when adults encourage them to try, allow them to fail, and help them to try again; they become leaders when adults share . . . leadership opportunities with them" (p. 12).

Students experiencing learning and behavior problems need these opportunities as well (Halpern, 1994). This is affirmed by the fact that the Individuals with Disabilities Education Act (IDEA) (P.L. 101-476) requires students to be involved in their education and preparation for life after high school. Not only does IDEA mandate that a statement of needed transition services be included in the students' IEPs (Individual Education Plans), but for the first time in federal law, educational activities **must be based on students' needs, preferences, and interests**. IDEA also requires that students be invited to attend their IEP meetings when appropriate.

The purpose of *Self-Directed IEP* is to encourage student self-determination by teaching students to actively participate in and even lead their own IEP meetings. *Self-Directed IEP* is one of the lessons that make up the ChoiceMaker Self-Determination Curriculum. This curriculum and the lessons are described in the following section.

ChoiceMaker Self-Determination Curriculum

The ChoiceMaker Self-Determination Curriculum is designed to teach students the self-determination skills they need to be successful in adult life.

It consists of three strands: (1) "Choosing Goals," (2) "Expressing Goals," and (3) "Taking Action." Each strand addresses teaching objectives in four transition areas: (1) Education, (2) Employment, (3) Personal, and (4) Daily living, housing, and community participation. (See the Choice-Maker Self-Determination Curriculum Matrix in this *Teacher's Manual*.)

ChoiceMaker Lessons

ChoiceMaker lessons provide the methodology and materials to teach the goals and objectives of the ChoiceMaker Self-Determination Curriculum. The modules for each curriculum strand are displayed in the following table. The lessons are designed to be infused into existing school coursework and programs. Because the "Choosing Goals" and "Taking Action" modules can be used with a variety of content, they can be used in either general education or special education classrooms. *Self-Directed IEP* is designed for use with students receiving special education services.

Use of the Lesson Modules

The different ChoiceMaker lesson modules may be used together or separately in whatever order best matches your educational needs. Many educators choose to start with *Self-Directed IEP*, then continue with the other modules. For example, once the student begins to participate in the school staffings, the "Choosing Goals" modules provide content and assessment information for the student to use at future meetings. The "Taking Action" lessons are used to teach students a process to facilitate attainment of their IEPs as well as other educational, personal, employment, and community participation goals and objectives.

ChoiceMaker Self-Determination Curriculum Strands, Goals, and Modules

Strand	Teaching Goals	Modules				
1. "Choosing Goals"	A. Student Interests B. Student Skills & Limits C. Student Goals	Choosing Education Goals Choosing Employment Goals Choosing Personal Goals Choosing Daily Living, Housing, & Community Goals				
2. "Expressing Goals"	D. Student Leading Meeting E. Student Reporting	Self-Directed IEP				
3. "Taking Action"	F. Student Plan G. Student Action H. Student Evaluation I. Student Adjustment	Take Action				

"Choosing Goals" Strand

These lessons and materials will provide students with school- and community-based experiences to help them identify their interests, skills, and limits in each of the curriculum's four transition areas. A student video entitled *Choosing Goals to Plan Your Life* will introduce the concepts by showing high school students using the "Choosing Goals" process.

"Expressing Goals" Strand

Self-Directed IEP is the lesson package that addresses the "Expressing Goals" strand of the curriculum. *Self-Directed IEP* is a multimedia package that teaches students how to manage their own IEP meetings. It includes two videos, a *Teacher's Manual*, and a *Student Workbook*. The first video, entitled *Self-Directed IEP in Action*, introduces the *Self-Directed IEP* process to students, parents, teachers, and administrators. It shows students with different disabilities in classes working on the *Self-Directed IEP* lessons and describing their experiences using the steps. The second video, entitled *Self-Directed IEP*, introduces the eleven steps to leading an IEP meeting. Students see an experienced high school student explain to a hesitant friend how he led his own meeting. (The second video, *Self-Directed IEP*, is alternately available in an open-captioned format upon request.)

After watching the *Self-Directed IEP* video, students complete eleven lessons in the *Student Workbook* that match the steps explained in the video. In these lessons students learn to apply the steps to their own lives. In fact, a teacher in one class pointed out to students that these skills could help them conduct business meetings in the future.

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"Taking Action" Strand

This strand will have one module, entitled *Take Action*. The module will consist of a student video (also entitled *Take Action*), teacher lesson plans, and student worksheets. Lessons will teach students to plan how they will attain their goals by making decisions about performance standards, receiving feedback, motivation, strategies, needed supports, and schedules.

The ChoiceMaker Self-Determination Assessment

The ChoiceMaker Self-Determination Assessment is a curriculum-referenced assessment tool that matches the objectives in the ChoiceMaker Self-Determination Curriculum. That is, each Assessment item matches a corresponding teaching objective from the curriculum. Across each curriculum objective the teacher rates student skills and determines the opportunity at school to perform each skill. A graphic summary profile is prepared comparing "Student Skills" to "Opportunity at School" across the three curriculum strands. Self-determination is a function of student skill and the opportunities available to learn and practice those skills. The ChoiceMaker assessment tool recognizes this fact and may be used to document student and program gains across time. A copy of the assessment and instructions for its use are provided in this book.

Test-retest correlation scores from tests conducted with students in five states are all .8 or above. Test-retest means that after a two-week interval, the same teacher completed the assessment tool again for the same students and scored the items almost the same way the second time as the first time.

Organization of Student Materials

When teaching lessons from the ChoiceMaker Self-Determination Curriculum, we recommend keeping each student's completed materials together for easy reference. We suggest using one three-ring binder per student with dividers for each set of lessons, organized by the strands of the curriculum: (1) "Choosing Goals," (2) "Expressing Goals," and (3) "Taking Action." All the lessons are based on the same basic concepts, so information that students learn in one lesson relates to many of the other lessons. For example, students preparing for their staffings may refer to the *Self-Directed IEP* lessons for staffing information and to the *Choosing Employment Goals* lessons for help in summarizing their job interests, skills, and limits.

Social Validation

Several steps were taken to socially validate the ChoiceMaker Self-Determination Curriculum. First, we conducted an extensive literature review and developed a comprehensive list of self-determination concepts. (Please see the table which follows

for a more detailed list of these concepts and their component skills.) Second, we incorporated these concepts into the curriculum's teaching goals and objectives. Third, we sent 95 social validation surveys to university-based transition experts, teachers, adults with disabilities, and parents from across the country. The respondents validated the initial self-determination concepts and the curriculum goals and objectives. They did this by telling us whether the identified concept was a crucial self-determination component and whether the curriculum adequately reflected it. We included the concept as a part of our self-determination definition and curriculum if 85% or more of the respondents agreed on their importance. Finally, we consulted student, parent, and teacher focus groups and field-tested the lessons in five area school districts over three years to fine-tune the curriculum.

Self-Determination Concepts

Many skills and behaviors relate to self-determination. These can be grouped into seven areas:

- 1. **Self-Awareness** consists of:
 - Identifying needs
 - Identifying interests
 - Identifying and understanding strengths
 - Identifying and understanding limitations
 - Identifying one's own values
- 2. Self-Advocacy consists of:
 - Assertively stating wants and needs
 - Assertively stating rights
 - Determining needed support
 - Pursuing needed support
 - Obtaining and evaluating needed support
 - Conducting one's own affairs
- 3. **Self-Efficacy** (self-confidence) consists of:
 - Expecting to obtain one's goals
- 4. **Decision Making** consists of:
 - Assessing the demands of a situation
 - Setting goals (outcome expectations)
 - Setting standards
 - Identifying information needed to make decisions
 - Considering past solutions for new situations
 - Generating new, creative solutions
 - Considering options
 - Choosing the best option
 - Developing plans

- 5. **Independent Performance** consists of:
 - Initiating tasks on time
 - Completing tasks on time
 - Using self-management strategies
 - Performing tasks to standard
 - Following through on one's own plan
- 6. **Self-Evaluation** consists of:
 - Monitoring one's own task performance
 - Comparing one's performance to a standard
 - Evaluating the effectiveness of one's self-management strategies
 - Determining attainment of plan or goal
- 7. **Adjustment** consists of:
 - Changing goals
 - Changing standards
 - Changing plans
 - Changing strategies to improve performance
 - Changing support
 - Persistently adjusting
 - Using environmental feedback to aid adjustment

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ChoiceMaker Self-Determination Curriculum Matrix

Strands	Teaching Goals	Teaching Objectives									
	A. Student Interests	A1. Express education interests	A2. Express employment interests	A3. Express personal interests							
1. "Choosing Goals"	B. Student Skills & Limits	B1. Express education skills & limits	B2. Express employment skills & limits	B3. Express personal skills & limits							
1. "Ch	C. Student Goals	C1. Indicate options & choose education goals	C2. Indicate options & choose employment goals	C3. Indicate options & choose personal goals							
2. "Expressing Goals"	D. Student Leading Meeting	D1. Begin meeting by stating purpose	D2. Introduce participants	D3. Review past goals & perfor- mance	D4. Ask for feedback	D5. Ask questions if you don't understand	D6. Deal with differences in opinion	D7. State needed support	D8. Close meeting by sum- marizing decisions		
2. "Expres	E. Student Reporting	E1. Express interests (from A1-4)	E2. Express skills & limits (from B1-4)	E3. Express options & goals (from C1-4)							
	F. Student Plan	F1. Break general goals into specific goals that can be completed now	F2. Establish standards for specific goals	F3. Determine how to receive feedback from environment	F4. Determine motivation to complete specific goals	F5. Determine strategies for completing specific goals	F6. Determine support needed to complete specific goals	F7. Prioritize & schedule to complete specific goals	F8. Express belief that goals can be obtained		
3. "Taking Action"	G. Student Action	G1. Record or report performance	G2. Perform specific goals to standards	G3. Obtain feedback on performance	G4. Motivate self to complete specific goals	G5. Use strategies for completing specific goals	G6. Obtain support when needed	G7. Follow schedule			
3. "Tai	H. Student Evaluation	H1. Determine if goals are achieved	H2. Compare performance to standards	H3. Evaluate feedback	H4. Evaluate motivation	H5. Evaluate effectiveness of strategies	H6. Evaluate support used	H7. Evaluate schedule	H8. Evaluate belief		
	I. Student Adjustment	I1. Adjust goals if necessary	I2. Adjust or repeat goal standards	I3. Adjust or re- peat method for feedback	I4. Adjust or repeat motivation	I5. Adjust or repeat strategies	I6. Adjust or repeat support	I7. Adjust or repeat schedule	I8. Adjust or repeat belief that goals can be obtained		

ChoiceMaker Self-Determination Assessment

James E. Martin, Ph.D. and Laura Huber Marshall, M.A.

Student's Name	Date 1
Teacher's Name	Date 2

The ChoiceMaker Self-Determination Assessment is a curriculum-based assessment and planning tool. The Assessment questions directly match the ChoiceMaker Self-Determination Curriculum objectives. The Curriculum is designed to teach students the self-determination skills they need to be successful in adult life. Self-determination occurs when individuals define goals for themselves and take the initiative needed to achieve their goals. In the ChoiceMaker Self-Determination Curriculum, students learn self-determination skills by managing their own Individual Education Plans (IEPs).

The ChoiceMaker Self-Determination Assessment has three parts:

- Part I: The ChoiceMaker Assessment consists of three sections that rate the student's skills and proficiency in performing each of 51 self-determination skills, and the opportunity the school provides for the student to engage in these behaviors.
- Part II: The ChoiceMaker Assessment Profile is a monitoring tool for graphically displaying student progress and showing the opportunities students have at school to exhibit these self-determination behaviors.
- Part III: The ChoiceMaker Curriculum Matrix enables the teacher and other team members to observe at a glance those skills in which the student needs instruction. Each "Teaching Objective" relates to a lesson or set of lessons in the ChoiceMaker Self-Determination Curriculum.

Administration The ChoiceMaker Self-Determination Assessment is designed to be used with middle to high school students with emotional or behavior disabilities and mild to moderate learning problems. The Assessment may be adapted for use with older elementary students and with secondary students with severe learning problems. You may use it in a variety of ways. In order to establish a baseline, we suggest an initial administration prior to teaching the ChoiceMaker lessons. Subsequent administrations may take place at the completion of a set of lessons, at the end of a semester, at the end of the school year, or whenever deemed necessary. You may use the Curriculum objectives as IEP goals and use the Assessment to measure progress towards the goals. You may also use the information from the Assessment to make program changes where the "Opportunity at School" was low.

Reliability A multi-state test-retest reliability study found a .8 or higher significant correlation between the first and a second administration given two weeks later.

Instructions to Part I ChoiceMaker Assessment

Student Skills Rate the student from "0" to "4" indicating the skill level and fluency with which the student performs each of the 51 skills. In the "Student Skills" column a rating of "0" means that the student does not perform any part of the skill; a rating of "4" means that the student performs the skill in its entirety and whenever needed. If you have not observed the

student perform certain skills, you may "interview" the student in order to obtain the necessary information. However, it is important that you do not prompt the student with possible answers. You may consult other teachers or support staff for their observations as well. The purpose is to get as accurate an assessment of the student's skills as possible.

Opportunity at School Rate the degree to which the school provides a structured, planned time for the student to perform each of the skills. In the "Opportunity at School" column a rating of "0" indicates that there is no structured time for the student to perform the skill; a "4" shows that there is a regularly scheduled time or activity available when the student has the opportunity to demonstrate the skill.

Subtotal Subtotal the points at the end of each part for both the "Student Skills" and "Opportunity at School" categories and enter the totals in the blank spaces provided at the bottom of each page. Transfer each total to the space provided on Part II: ChoiceMaker Assessment Profile.

Instructions to Part II ChoiceMaker Assessment Profile

Initial Administration Transfer the point totals from the "Student Skills" and "Opportunity at School" categories of Part I to the "Date 1" spaces for each section. Shade in the bar graphs to the number of total points as indicated in the middle column. By looking at the "Student Skills" bars you can see the sections in which the student needs instruction. Likewise, scores on the "Opportunity at School" bars show the sections in which school programs need to be improved to allow opportunity to learn and practice the skills.

Follow-Up Administration Transfer the point totals from subsequent administrations of the assessment to the "Date 2" spaces on the profile. Shade in the bar graphs. Compare the follow-up scores to the initial levels.

Use of the Percent Scale The percent of self-determination points by section is automatically computed by looking at the 0–100 scale on the left side of the profile. The number on the scale that corresponds to the top of the shaded area will tell you the percentage of points for that section. This tells you what percentage of the time the student demonstrated the skills, and what percentage of structured time your school provides to perform them.

Instructions to Part III ChoiceMaker Curriculum Matrix

After completing Part I, circle each objective you marked "0," "1," or "2" on the "Student Skills" portion of Part I. These objectives and corresponding goals are the ones you or your team may want to consider as teaching priorities. There are Choice-Maker lessons for teaching each of the goals and objectives.

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Part I: ChoiceMaker Assessment

SEC	TIO	N 1: Choosing Goals	St (Does	t ude i the sti			is?)	Oppo (Does school	rtun prov	ity at ide str	t Sch ructui	rool red time?)
A.	Stu	dent Interests	(not at	all)			(100%)	(not at	_			(100%)
	A1.	Express education interests (e.g., classes, sports, clubs, community colleges, trade schools, universities)	0	1	2	3	4	0	1	2	3	4
	A2. A3.	Express employment interests (e.g., jobs, careers) Express personal interests (e.g., relationships, recreation, health)	0 0	1 1	2 2	3	4	0 0	1 1	2	3	4 4
				Su	btota	al _			Su	btota	al _	
В.	Stud	dent Skills and Limits										
	B1. B2. B3.	Express education skills and limits Express employment skills and limits Express personal skills and limits	0 0 0	1 1 1	2 2 2	3 3 3	4 4 4	0 0 0	1 1 1	2 2 2	3 3 3	$4\\4\\4$
				Su	btota	al _			Su	btota	al _	
C.	Stu	dent Goals										
	C1. C2. C3.	Indicate options and choose education goals Indicate options and choose employment goals Indicate options and choose personal goals	0 0 0	1 1 1	2 2 2	3 3 3	4 4 4	0 0 0	1 1 1	2 2 2	3 3 3	$4\\4\\4$
				Su	btota	al _			Su	btota	al _	
			TOTA	L (A⊣	+B+C	C) _		тота	L (A-	+B+C	C) _	

End of SECTION 1: Choosing Goals

Transfer each total to the appropriate blank on Part II: ChoiceMaker Assessment Profile

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Part I: ChoiceMaker Assessment (cont'd)

SECTION 2: Expressing Goals

D. Student Leading Meeting

- D1. Begin meeting by stating purpose
- D2. Introduce participants
- D3. Review past goals and performance
- D4. Ask for feedback
- D5. Ask questions if you don't understand
- D6. Deal with differences in opinion
- D7. State needed support
- D8. Close meeting by summarizing decisions

E. Student Reporting

- E1. Express interests (from A1-3)
- E2. Express skills and limits (from B1-3)
- E3. Express options and goals (from C1-3)

Student Skills (Does the student do this?)					Opportunity at School (Does school provide structured time?)						
(not at a	ıll)			(100%)	(not at	all)			(100%)		
0	1	2	3	4	0	1	2	3	4		
0	1	2	3	4	0	1	2	3	4		
0	1	2	3	4	0	1		3			
0	1	2		4	0	1	2	3			
0	1	2	3	4	0	1		3			
0	1	2	3	4	0	1		3	4		
0	1	2	3	4	0	1	2	3	4		
0	1	2	3	4	0	1	2	3	4		
0 0	1 1		3 3	4 4	0 0	1 1		3 3	4		
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End of SECTION 2: Expressing Goals

Transfer each total to the appropriate blank on Part II: ChoiceMaker Assessment Profile

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Part I: ChoiceMaker Assessment (cont'd)

TION	l 3: Taking Action	St (Does t		nt Sk udent		is?)	Oppo: (Does school				
F. St	tudent Plan	(not at a	all)			(100%)	(not at	_			(100%
F1	 Break general goals into specific goals that can be completed now 	0	1	2	3	4	0	1	2	3	4
F2	2. Establish standards for specific goals	0	1	2	3	4	0	1	2	3	4
F3	3. Determine how to receive feedback from environment	0	1	2	3	4	0	1	2	3	4
F4	4. Determine motivation to complete specific goals	0	1	2	3	4	0	1	2	3	4
F5	5. Determine strategies for completing specific goals	0	1	2	3	4	0	1	2	3	4
Fθ	6. Determine support needed to complete specific goals	0	1	2	3	4	0	1	2	3	4
F7	7. Prioritize and schedule to complete specific goals?	0	1	2	3	4	0	1	2	3	4
F8		0	1	2	3	4	0	1	2	3	4
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G. S	Student Action										
G	G1. Record or report performance	0	1	2	3	4	0	1	2	3	4
G	S2. Perform specific goals to standard	0	1	2	3	4	0	1	2	3	4
G	G3. Obtain feedback on performance	0	1	2	3	4	0	1	2	3	4
G	64. Motivate self to complete specific goals	0	1	2	3	4	0	1	2	3	4
G	G5. Use strategies for completing specific goals	0	1	2	3	4	0	1	2	3	4
C	G6. Obtain support when needed	0	1	2	3	4	0	1	2	3	4
C	G7. Follow schedule	0	1	2	3	4	0	1	2	3	4
H. S	Student Evaluation		Su	ıbtot	al _			Sul	ototal		
	II. Determine if goals are achieved	0	1	2	3	4	0	1	2	3	4
	I2. Compare performance to standards	0	1	2	3	4	0	1	2	3	4
	I3. Evaluate feedback	0	1	2	3	4	0	1	2	3	4
	I4. Evaluate motivation	0	1	2	3	4	0	1	2	3	4
	H5. Evaluate effectiveness of strategies	0	1	2	3	4	0	1	2	3	4
	I6. Evaluate support used	0	1	2	3	4	0	1	2	3	4
	I7. Evaluate schedule	0 0	1 1	2	3	$\frac{4}{4}$	0 0	1 1	2	3	4
П	I8. Evaluate belief					4					4
I. St	rudent Adjustment		Su	ıbtot	al _			Sul	ototal	_	
I1	Adjust goals if necessary	0	1	2	3	4	0	1	2	3	4
I2	2. Adjust or repeat goal standards	0	1	2	3	4	0	1	2	3	4
13	3. Adjust or repeat method for feedback	0	1	2	3	4	0	1	2	3	4
I4	4. Adjust or repeat motivation	0	1	2	3	4	0	1	2	3	4
15	5. Adjust or repeat strategies	0	1	2	3	4	0	1	2	3	4
I6		0	1	2	3	4	0	1	2	3	4
I7	7 **	0	1	2	3	4	0	1	2	3	4
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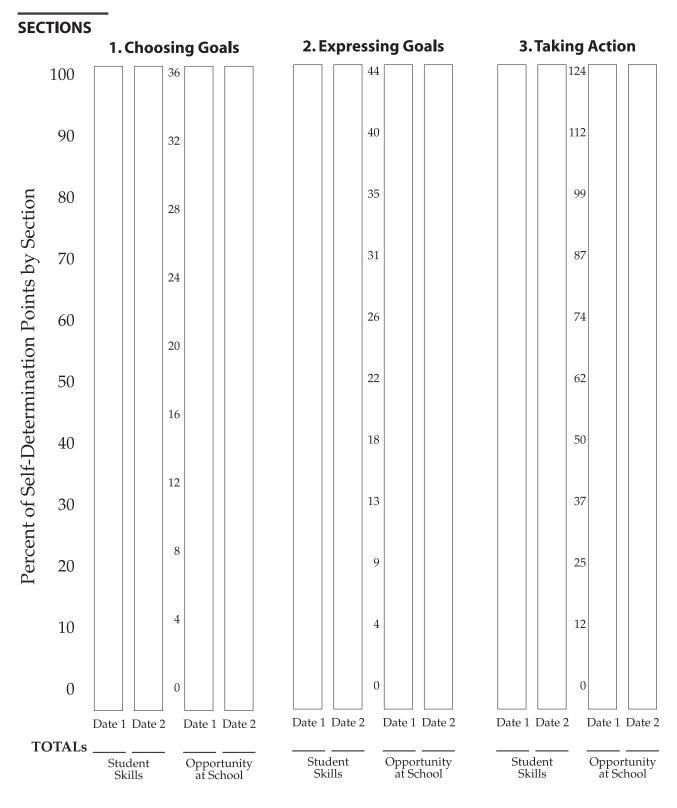
End of SECTION 3: Taking Action

Transfer each total to the appropriate blank on Part II: ChoiceMaker Assessment Profile

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Part II: ChoiceMaker Assessment Profile



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Part III: ChoiceMaker Curriculum Matrix

Instructions Circle each objective that you marked "0," "1," or "2" on the "Student Skills" portion of Part I. Consult the lesson for each objective circled.

Strands	Teaching Goals				Teaching (Objectives			
***	A. Student Interests	A1. Express education interests	A2. Express employment interests	A3. Express personal interests					
1. "Choosing Goals"	B. Student Skills & Limits	B1. Express education skills & limits	B2. Express employment skills & limits	B3. Express personal skills & limits					
1. "Cl	C. Student Goals	C1. Indicate options & choose education goals	C2. Indicate options & choose employment goals	C3. Indicate options & choose personal goals					
"Expressing Goals"	D. Student Leading Meeting	D1. Begin meeting by stating purpose	D2. Introduce participants	D3. Review past goals & perfor- mance	D4. Ask for feedback	D5. Ask ques- tions if you don't understand	D6. Deal with differences in opinion	D7. State needed support	D8. Close meeting by sum- marizing decisions
2. "Expres	E. Student Reporting	E1. Express interests (from A1-4)	E2. Express skills & limits (from B1-4)	E3. Express options & goals (from C1-4)					
	F. Student Plan	F1. Break general goals into specific goals that can be completed now	F2. Establish standards for specific goals	F3. Determine how to receive feedback from environment	F4. Determine motivation to complete specific goals	F5. Determine strategies for completing specific goals	F6. Determine support needed to complete specific goals	F7. Prioritize & schedule to complete specific goals	F8. Express belief that goals can be obtained
ing Action"	G. Student Action	G1. Record or report performance	G2. Perform specific goals to standards	G3. Obtain feedback on performance	G4. Motivate self to complete specific goals	G5. Use strategies for completing specific goals	G6. Obtain support when needed	G7. Follow schedule	
3. "Taking	H. Student Evaluation	H1. Determine if goals are achieved	H2. Compare performance to standards	H3. Evaluate feedback	H4. Evaluate motivation	H5. Evaluate effectiveness of strategies	H6. Evaluate support used	H7. Evaluate schedule	H8. Evaluate belief
	I. Student Adjustment	I1. Adjust goals if necessary	I2. Adjust or repeat goal standards	I3. Adjust or re- peat method for feedback	I4. Adjust or repeat motivation	I5. Adjust or repeat strategies	I6. Adjust or repeat support	I7. Adjust or repeat schedule	I8. Adjust or repeat belief that goals can be obtained

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Self-Directed IEP Lessons

Student self-determination is one of the keys to successful post-school transition. The Individual Education Plan (IEP) process provides an excellent opportunity to teach self-determination. Where else in a student's education could self-evaluation, planning, goal setting, and follow-through be so important? The Self-Directed IEP presents 11 steps necessary for students to lead their IEP meeting. The lesson materials include the following components:

- Self-Directed IEP in Action video (7 minutes) shows students with different disabilities using the Self-Directed IEP lessons in their classes and talking about their experiences using the steps. Use this to introduce the Self-Directed IEP process to students, parents, teachers, and administrators.
- Self-Directed IEP video (17 minutes) shows a student named Zeke using each of the 11 steps to lead his IEP meeting and describing the process to a younger, reluctant friend. Zeke's staffing provides a model for each of the 11 steps. After watching the video, students complete a lesson for each of the steps. (The staffing in the video is an ideal meeting; the purpose of the video is to focus on the 11 steps, not on the content of Zeke's meeting.)
- The *Teacher's Manual* provides background information, assessments, detailed lesson plans, and a teacher answer key for the *Student Workbook*. Lessons include a variety of activities to teach each step including learning strategies, role-playing, discussion, and brief reading and writing activities.
- *Student Workbook* activities give students an opportunity to apply each step to their own IEPs. A script summarizing all the steps is completed at the end of the lessons, for students to use at their IEP meetings.

Students and Prerequisite Skills

Self-Directed IEP may be used for students with different disabilities including learning disabilities, mild to moderate mental retardation, or emotional/behavioral problems. The lessons are designed primarily for students at the middle and high school levels although some teachers have adapted the materials to use at the upper elementary school level. The lessons involve some reading and writing activities. Adaptations may be made for students who cannot read or write; these adaptations are listed in the

selected lessons. Illustrations are provided to assist in this process (see "Adaptations" section following).

Time Involved, Instructional Grouping, and Setting

Self-Directed IEP contains 11 sequential lessons that can be taught in six to ten 45-minute sessions. The lessons apply the steps to each student's IEP. The lessons may be taught in a resource room, study skills class, or other classroom setting. To teach students who are fully included in general education classes may involve meeting with individuals or with a group during study halls or other convenient times. The lessons may also be taught in an elective class.

Lesson Features

For each lesson the following information is provided:

- ChoiceMaker Self-Determination Curriculum goal and objective (these directly correspond to the ones listed in the curriculum Matrix)
- Lesson location
- Estimated time
- Materials needed
- Lesson overview
- Lesson summary
- Detailed lesson plans
- Teacher answer key for *Student Workbook* (see SectionThree in this *Manual*)

Lesson Structure

Self-Directed IEP follows a model, lead, test approach to instruction. Lessons contain the following parts:

- Cumulative review of previous steps
- Lesson preview and vocabulary instruction
- Self-Directed IEP video section to introduce each step and provide a model
- Sample situation for guided practice of each step
- Workbook activity in which students apply the step to their own situations
- Teacher demonstration and student practice of each step as it would be used in their IEP meetings

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- Evaluation, in which students demonstrate the step
- Wrap-up providing opportunities for students to discuss and practice other situations in which the step may be used
- Suggested adaptations

Required Preparation

Teachers will need to read each lesson and learn the general steps before teaching the lessons. The *Student Workbook* is not designed to be used by itself; most of the lessons depend upon material in this *Teacher's Manual*. Many additional activities are provided in this book for each lesson.

Some additional preparation is required for each lesson, such as securing a VCR and monitor, obtaining a copy of each student's most recent IEP, securing an overhead projector, and making overhead transparencies.

Performance Evaluation

Performance evaluation occurs in the following ways:

- Evaluations for determining student mastery at the end of each lesson (see "Student Evaluation Recording Sheet" in this book)
- Cumulative vocabulary quizzes (after lessons 3 and 11 in this book)
- Role-play of the IEP meeting completed after the last lesson (see "Role-Play Checklist" after lesson 11)
- Completing the ChoiceMaker Self-Determination Assessment before instruction begins and at the end of the school year

Adaptations

For students who have limited reading, writing, or cognitive skills, modifications are suggested at the ends of Steps 1, 2, 3, 6, 7, and 8. These six steps represent the essential aspects of *Self-Directed IEP*. Illustrations are also provided for each of these selected steps to assist the student who needs help understanding the step. Teachers from our pilot sites report that when students look at an illustration, the picture prompts the actions needed to complete that step. To use these illustrations in class, make an overhead transparency and/or a copy of each one for the student to look at. The student using the illustrations may also wish to take copies of them to his/her IEP meeting to use as picture cues to prompt the actions associated with the steps. During the actual meeting, a teacher may want to give the student the illustrations one at a time, or the student could have them all together and simply look at one step, perform the actions needed, turn the page over, then repeat the process for each of the subsequent pictures.

Research and Field-Testing

Self-Directed IEP underwent extensive field-testing during its development. Students and teachers from four high schools across three Colorado districts provided detailed feedback about the effectiveness of the lessons. The participating students, who had a variety of disabilities such as learning disabilities, emotional and behavior problems, and mental retardation, all attended general education high school campuses.

Sweeney, Menchetti, and Chandler (1995) undertook a pre-post controlled group study to measure the impact of *Self-Directed IEP* upon the IEP activity of high school students with learning disabilities and mental retardation in northern Florida. In comparison to the students in the control group, who did not receive instruction with *Self-Directed IEP*, Sweeney et al. (1995) found that the students who completed the *Self-Directed IEP* lessons:

- Attended more of their own IEP staffings
- Had more of their parents attend IEP staffings
- Talked more at their staffings about their interests
- Shared more at their staffings about their dreams for the future
- Talked more at their staffings about the jobs they wanted
- Felt as if they were "the bosses" of their IEP meetings
- Felt more confident in reaching their IEP goals

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Self-Directed IEP Student Evaluation Recording Sheet

Purpose: To keep track of students' mastery of each of the *Self-Directed IEP* steps.

Instructions: In the left column, write the names of the students who are learning the *Self-Directed IEP* steps. When a student masters a step, write the date of mastery in the row with the student's name and in the column for that step. If the student does not master the step, reteach it or make adaptions.

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Soo Soo												
Step Closing												
Summary												
Step Support												
Step Different opinions												
Step IntroduceStep PastStep FeedbackStep StateStep QuestionStep Different 												
Step State Soals												
Step Feedback												
Step Past goals												
Step Introduce												
Step Begin meeting												
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Students' Names												
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S E C T I O N T W O The Steps



Strand

"Expressing Goals"

Goal

Student Leading Meeting

Objective

Begin Meeting by Stating Purpose

Location

Classroom

Estimated Time

40 Minutes

Begin Meeting by Stating the Purpose

Materials Needed

Attention: You will need a copy of each student's current IEP goals when you are ready to teach Step 3.

- Student Workbook
- Self-Directed IEP video
- VCR/monitor
- Chalkboard, or overhead projector and blank transparency
- Transparency and/or photocopy of the Step 1 illustration (optional)

(**Note**: Steps 1 and 2 are in the same video section.)

Lesson Overview

- Students watch the *Self-Directed IEP* (17-minute) video showing the 11 steps for leading a staffing.
- Students discuss the purpose of a staffing.
- Students write the three purposes for the IEP staffing and practice stating the purposes.

Lesson Summary

- A. Introduction and overview
- B. Show and discuss entire video
- C. Preview lesson
- D. *Workbook*: Teach vocabulary
- E. View first part of video (optional)
- F. Workbook: Write the purpose
- G. Practice beginning the meeting
- H. Evaluation
- I. Wrap-up
- J. Adaptation

Α.

Introduction and Overview

В.

Show and Discuss Entire Video

C.

Preview Lesson

- Present the following information:
 - In this class you are going to learn how to lead your own IEP staffing.
 - "IEP" stands for Individual Education Plan.
 - An IEP is a plan that contains goals and how you are going to accomplish them.
 - An IEP is developed in a meeting called a "staffing."
 - We'll watch a video in which a student runs his own staffing.
 - As you watch the video pay attention to how the student completes the 11 steps.
- Questions for a brief, general discussion:
 - Who led this staffing?
 - How did Zeke learn to run his staffing?
 - Why did Zeke want to attend his staffing?
 - How many of you have ever been to your staffings?
- Present the following information:
 - In this class you will learn and practice the 11 steps.
- Write Step 1 on the board or on a blank transparency: "Begin meeting by stating the purpose."
 - By the end of the lesson you will be able to demonstrate beginning your staffing by stating the three purposes of a staffing.

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D.

Teach Vocabulary (Workbook)

- Write words and definitions on the board or on a blank transparency.
- Ask students to write the definitions in their *Workbooks* in the "Vocabulary" section:
 - goals: what you want to accomplish
 - IEP: Individual Education Plan that contains your goals and how you are going to accomplish them
 - **staffing**: a meeting in which people write the IEP
 - self-directed IEP staffing: staffing in which students participate, make choices about their goals, and take action to accomplish them

E.

View First Part of Video (optional)

- Start video with the graphic "Begin meeting by stating purpose" and "Introduce everyone"; stop after staffing introductions.
- Ask students to listen for the three purposes of the staffing.

F.

Write the Purpose (Workbook)

• Ask students:

- In the video, Zeke states the three purposes of the staffing; what were they?
- Write the purposes on the board or on a blank transparency and ask students to write them in their *Workbooks* on the "Step 1" page.

ANSWERS

- 1. Review goals
- 2. State progress towards goals
- 3. Set new goals
- Tell students that these are the purposes for most of their IEP staffings.

G

Practice Beginning the Meeting

- Present the following information:
 - In this Workbook you will practice each of the 11 steps so you can use them in your own IEP staffing.
 - The activities in your Workbook are set up like a script so you can practice saying your responses as you would in your staffing.
- Discuss the importance of the way a person speaks and makes eye contact when presenting to a group. Demonstrate examples and nonexamples of each.

Tone of Voice

- Tone of voice is how your voice sounds when you are speaking.
- An appropriate tone of voice in a meeting is pleasant, loud enough for everyone to hear, and clear.
- Model an appropriate tone. Inappropriate tone of voice in a meeting could be too soft, mumbling, angry, or yelling.
- Demonstrate speaking with an appropriate and an inappropriate tone of voice.
- Ask students to identify which was appropriate and why.

Eye Contact

- It is important to look at the person or people to whom you are speaking.
- Demonstrate good eye contact and poor eye contact and have students identify each.
- Ask students to read the introductory phrase in the *Workbook* before the three purposes.
- Demonstrate beginning the meeting by stating the purpose.

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- Ask students to comment on whether you stated the purposes correctly, used appropriate tone of voice, and used good eye contact.
- Ask students to work in pairs to practice beginning the meeting and to give each other feedback.

H. Evaluation

• Each student demonstrates beginning the meeting by stating the purpose.

<u>I.</u> Wrap-up

• Review why students are learning the steps of an IEP staffing.

ANSWER

So they can participate in and lead their staffings.

• Discuss another situation in which students have had to learn the steps of a process.

EXAMPLES

CPR course • Learning to ski • Changing the oil in a car

__J._ Adaptation

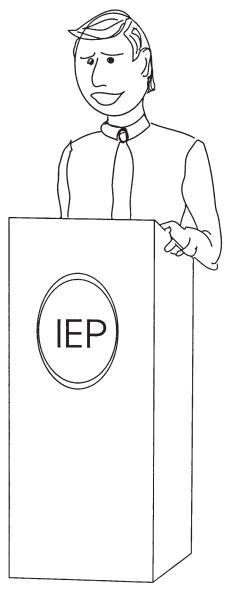
- For students who don't read and write, the lesson may be completed orally.
- An illustration representing this step is included (following) to help students understand the concept and remember the actions associated with Step 1.
- Beginning the meeting may be simplified to match the student's skills.

EXAMPLE

I'm Sally and this is my staffing.



Begin Meeting by Stating the Purpose



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Strand

"Expressing Goals"

Goal

Student Leading Meeting

Objective

Introduce Participants

Location

Classroom

Estimated Time

20 Minutes

Introduce Everyone

Materials Needed

Remember: You will need a copy of each student's current IEP goals when you are ready to teach Step 3.

- Student Workbook
- Self-Directed IEP video (optional)
- VCR/monitor (optional)
- Chalkboard, or overhead projector and blank transparency
- Transparency and/or photocopy of the Step 2 illustration (optional)

(**Note**: Steps 1 and 2 are in the same video section.)

Lesson Overview

- Students discuss who attended Zeke's staffing and why they attended.
- Students learn who is required to attend their IEP staffings.
- Students decide whom they will invite to their IEP staffings.
- Students practice introducing everyone.

Lesson Summary

- A. Review
- B. Preview lesson
- C. Workbook: Teach vocabulary
- D. View first part of video (optional)
- E. Discuss who attended Zeke's staffing
- F. *Workbook*: Write who may attend a student's staffing
- G. Practice introducing everyone
- H. Evaluation
- I. Wrap-up
- J. Adaptation

Α.

Review

• Ask several students to practice beginning the IEP meeting by stating the three purposes.

ANSWERS

- 1. Review goals
- 2. State progress towards goals
- 3. Set new goals
- Ask students to give the definitions for the four vocabulary words:
 - goals: what you want to accomplish
 - IEP: Individual Education Plan that contains your goals and how you are going to accomplish them
 - **staffing**: a meeting in which people write the IEP
 - self-directed IEP staffing: a staffing in which students participate, make choices about their goals, and take action to accomplish them

n

Preview Lesson

В.

- Write Step 2 on the board or on a blank transparency: "Introduce everyone."
- Present the following information:
 - In this lesson we'll discuss who comes to staffings.
 - Today you will identify whom you might invite to your staffing and practice how to introduce them at the staffing.

C.

Teach Vocabulary (Workbook)

- Write words and definitions on the board or on a blank transparency.
- Ask students to write the definitions in their *Workbooks* on the "Vocabulary" page:
 - transition goals: goals that help you get ready for what you will do in adult life such as work, education, and social activities

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D.

View First Part of Video (optional)

E.

Discuss Who Attended Zeke's Staffing

- transition specialist: teacher who helps you with your transition goals
- vocation: type of work a person does
- adult service providers: organizations that offer a variety of services and support to adults

(**Note**: Use examples that are relevant to your area.)

- Begin video with graphic "Begin meeting by stating purpose" and "Introduce everyone"; stop after staffing introductions.
- Ask students to identify who attended the staffing.
- Certain people are required to come to staffings; others are invited.
- Each student may have different people attending his/her staffings.
- Ask who was at Zeke's IEP staffing and why they were invited.

ANSWERS			
Who	Why		
Parents	To hear how Zeke is doing and help make decisions about his education		
Counselor	To help schedule classes; to help with plans for next year and after high school		
English teacher	To help with English		
Special education teacher	Teaches transition and vocational classes		



ANSWERS (continued)

Transition specialist To help with transition goals

Vocational Adult service provider who will rehabilitation help Zeke get a job and education

specialist after high school

F.

Write Who May Attend a Student's Staffing (Workbook) Discuss who is required to be at an IEP staffing.

ANSWERS

You, the student

General education and special education teachers as needed

Administrator

Parent or guardian

 Ask students who else they would like to invite to their staffings and why they might invite them in addition to those who are required to attend.

POSSIBLE ANSWERS

Friend who knows you well and can help you

Counselor because you have been discussing next year's schedule

Employer because he/she can talk about your job skills

- Have students write whom they may invite to their staffings in their *Workbooks* on the "Step 2" page.
- Instruct students to write why they would invite each person.
- Ask several students to tell whom they would invite and why.

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Practice Introducing Everyone

- Explain and demonstrate how to introduce people at the IEP staffing and how to explain why they are there:
 - Identify the person you are introducing by looking at and gesturing towards him/her.
 - Look at the rest of the group.
 - Say "This is Mr. Martin, my English teacher. I invited him because I'm in his English class."
- Point out that in the *Workbook* the activity is written as you might say it in the staffing.
- Ask several students to role-play introducing the people they are inviting to their staffing.
- Ask the rest of the class to give the role-players feedback on what they say, their tone of voice, and their eye contact.
- Ask students to practice introducing everyone in small groups or in pairs.
- Each student role-plays introducing the people
- he/she decided to invite to his/her staffing.
- Review the vocabulary words. Ask students to give the definition for each:
 - transition goals: goals that help you get ready for what you will do in adult life such as work, education, and social activities
 - transition specialist: teacher who helps you with your transition goals
 - vocation: type of work a person does
 - adult service providers: organizations that offer a variety of services and support to adults

Η. **Evaluation**

Wrap-Up

• Ask students to describe other occasions when they might introduce people.

EXAMPLES

Introduce friends to your family

Introduce friends to each other at a party

Adaptation

- For students who don't read and write, the lesson may be completed orally.
- An illustration representing this step is included (following) to help students understand the concept and remember the actions associated with Step 2.
- Introductions may be simplified, for example, "This is Mr. Jones, my job coach."

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Introduce Everyone



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Strand

"Expressing Goals"

Goal

Student Leading Meeting

Objective

Review Past Goals and Performance

Lesson Location

Classroom

Estimated time

45 Minutes

Review Past Goals and Performance

Materials Needed

- This is it! You now need a copy of each student's current IEP goals
- Student Workbook
- Self-Directed IEP video (optional)
- VCR monitor (optional)
- Chalkboard, or overhead projector and blank transparency
- Copy of Vocabulary Quiz 1 for each student (master and answer key are at the end of this lesson)
- Transparency and/or photocopy of the Step 3 illustration (optional)

(Note: Steps 3 and 4 are in the same video section.)

Lesson Overview

- Students review Zeke's goals and the actions he took to meet them.
- Students discuss actions they could take to accomplish two sample goals.
- Students review their own IEP goals.
- Students write actions they take towards each goal.
- Students practice saying their goals and the actions they take to meet their goals.

Lesson Summary

- A. Review
- B. Preview lesson
- C. View part of video (optional)
- D. Workbook: Discuss Zeke's goals
- E. Discuss students' IEP goals

- F. Workbook: Students copy current IEP goals
- G. Workbook: Discuss Zeke's actions to meet goals
- H. Workbook: Write actions for sample goals
- I. *Workbook*: Write actions for students' current IEP goals
- J. Practice saying goals and actions
- K. Evaluation
- L. Wrap-up
- M. Adaptation

A. Review

• Ask several students to practice beginning the meeting by stating the purpose.

ANSWERS

- 1. Review goals
- 2. State progress towards goals
- 3. Set new goals
- Ask students to work in pairs to practice introducing the people they will invite to their staffing.
- Review vocabulary words from Lessons 1 and 2.
 - goals: what you want to accomplish
 - IEP: Individual Education Plan that contains your goals and how you are going to accomplish them
 - **staffing**: a meeting in which people write the IEP
 - self-directed IEP staffing: a staffing in which students participate, make choices about their goals, and take action to accomplish them
 - transition goals: goals that help you get ready for what you will do in adult life such as work, education, and social activities

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В.

Preview Lesson

C.

View Part of Video (optional)

D.

Discuss Zeke's Goals
(Workbook)

E.

Discuss Students' IEP Goals

- transition specialist: teacher who helps you with your transition goals
- vocation: type of work a person does
- adult service providers: organizations that offer a variety of services and support to adults
- Write Step 3 on the board: "Review past goals and performance."
- Present the following information:
 - At the end of this lesson you will state your current IEP goals and the actions you take to meet your goals.
- Begin video with graphic "Review past goals and performance" and "Ask for others' feedback"; stop when Mom says Zeke goes to parties.
- Ask students what Zeke did in this part of the staffing.

ANSWERS

He stated his past goals.

He talked about how he did on each goal.

He asked others for feedback on his performance.

- Ask students to read Zeke's goals in column A on the "Step 3" page in the *Workbook*.
- Present the following information:
 - In a student's IEP, there are general goals, what you want to accomplish, and they are broken down into objectives.

F.

Students Copy Current IEP Goals (Workbook)

G.

Discuss Zeke's Actions to Meet Goals (Workbook)

Н.

Write Actions for Sample Goals (Workbook)

- The objectives are steps that help you accomplish your goal.
- Give each student his/her own goals from his/her current IEP.
- Instruct students to pick three goals from their IEPs and write them in column A on the "Step 3" page in the *Workbook* ("Goals from your current IEP" section).
- Explain to students that it is important to know what their goals are because the goals are written to help them.
- Explain that the action someone takes to meet a goal is what they do to accomplish that goal.
- Read and discuss what actions Zeke took for his goals (column B on the "Step 3" page).
- Present examples and nonexamples of actions you would take to meet the first sample goal on the "Step 3" page.
- Sample goal 1: Earn a driver's license

SAMPLE ANSWERS

Read the driver's manual (example)

Look at new cars (nonexample)

Practice driving with a licensed driver (example)

Enroll in driver's training program (example)

Watch friends drive (nonexample)

- Instruct students to write examples in column B.
- Ask students to suggest actions for the second sample goal.

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• Sample goal 2: Improve study skills

SAMPLE ANSWERS

Keep organized notebook for each class

Learn test taking skills

Take a study skills class

- Instruct students to write answers in column B.
- Discuss what actions students take to meet their own goals.
- Instruct students to write the actions they are taking to meet each goal in column B on the "Step 3" page.
- Demonstrate stating your goals and the actions you take to meet the goals:
 - My goal is _____.
 - The action I take to meet the goal is _____.
- Ask several students to practice saying their goals and actions.
 - Allow the class to give these students feedback on what they say, their tone of voice, and their eye contact.
- Ask students to work in pairs to practice.

(**Note**: Allow students to pick the goal they want to practice, because they may be uncomfortable sharing some of their goals with others.)

- Each student states his/her goals and the actions he/she takes to meet those goals.
- Each student completes Vocabulary Quiz 1, matching the definitions to the vocabulary words. (Master and answer key are at the end of this lesson.)

Ι.

Write Actions for Students' Current IEP Goals (Workbook)

J.

Practice Saying Goals and Actions

Κ.

Evaluation

L.

Wrap-Up

• Ask students to state goals they have in other areas of their lives and the actions they take to meet those goals.

EXAMPLE

Goal: Buy a CD player Action: Save money from job

M.
Adaptation

- For students who don't read and write, the lesson may be completed orally.
- An illustration representing the step is included (following) to help students understand the concept and remember the actions associated with Step 3.
- If reporting on their IEP goals would be difficult for the students, they may report how they are doing in their classes and talk about specific classwork.

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Vocabulary Quiz 1

Name	Date

Part 1

Directions: Fill in each blank with the correct word from the box.

	Vocation	IEP	Goals	Staffing
1		are what w	ou want to acco	mplish
2.		J		ole write the IEP.
3.				n Plan that contains you
	goals and how you ar			ý
4.		is the type	of work a perso	n does.

Part 2

Directions: Find the definition for each vocabulary word.

Vocabulary Words

1. transition goals

- 2. transition specialist
- _ 3. adult service providers
- ___ 4. self-directed IEP staffing

Definitions

- A. Teacher who helps you with your transition goals
- B. A staffing in which students participate, make choices about their goals, and take action to accomplish them
- C. Organizations that offer a variety of services and support to adults
- D. Goals that help you get ready for what you will be doing in adult life

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Vocabulary Quiz 1 (Answer Key)

Name	Date
------	------

Part 1

Directions: Fill in each blank with the correct word from the box.

		Vocation	IEP	Goals	Staffing	
_					1. 1	
1.	_Goals	5	_ are what y	ou want to acco	mplish.	
2.	<u>Staff</u>	ing	_ is a meetin	g in which peop	ole write the IEP.	
3.	_IEP goals a	and how you are			n Plan that contains	you
4.	<u>Vocat</u>	tion	_ is the type	of work a perso	n does.	

Part 2

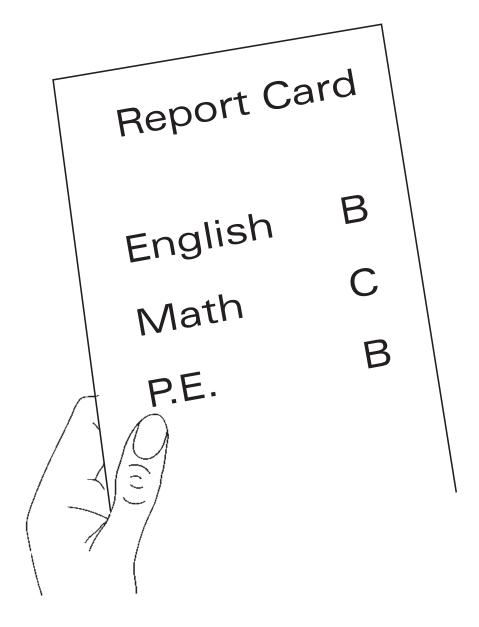
Directions: Find the definition for each vocabulary word.

D. Goals that help you get ready for

what you will be doing in adult life



Review Past Goals and Performance



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Strand

"Expressing Goals"

Goal

Student Leading Meeting

Objective

Ask for Feedback

Location

Classroom

Estimated time

25 Minutes

Ask for Others' Feedback

Materials Needed

- Student Workbook
- Self-Directed IEP video (optional)
- VCR monitor (optional)
- Chalkboard, or overhead projector and blank transparency

(**Note**: Steps 3 and 4 are in the same video section.) (**Note**: This lesson introduces the importance of receiving feedback and how students may receive feedback. In the ChoiceMaker *Take Action* module, students learn to use feedback to change their actions to accomplish their goals.)

Lesson Overview

- Students discuss how Zeke receives feedback on his goals.
- Students discuss feedback that they could receive on two sample goals.
- Students decide how they receive feedback on each of their IEP goals.
- Students practice saying their goals, the actions they take to meet their goals, and how they receive feedback.

Lesson Summary

- A. Review
- B. Preview lesson
- C. Workbook: Teach vocabulary
- D. View part of video (optional)
- E. *Workbook*: Discuss how Zeke received feedback for his goals

F.	Workbook: Write how to receive feedback for
	sample goals

- G. *Workbook*: Write how students receive feedback for their goals
- H. Practice saying goals, actions, and feedback
- I. Evaluation
- J. Wrap-up

Α.

Review

• Ask several students to practice beginning the meeting by stating the purpose.

ANSWERS

- 1. Review goals
- 2. State progress towards goals
- 3. Set new goals
- Ask students to work in pairs to practice introducing the people they will invite to their staffings.
- Ask several students to state their current goals and the actions they take to meet their goals.

_<u>B.</u> Preview Lesson

- Write step 4 on the board or on a blank transparency: "Ask for others' feedback."
- Present the following information:
 - We'll discuss how you receive feedback on your goals.
 - By the end of the lesson you will state one of your current goals, the action you take to accomplish that goal, and how you receive feedback.

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C.

Teach Vocabulary (Workbook)

- Write words and definitions on the board or on a blank transparency.
- Ask students to write the definitions in their *Workhooks*:
 - feedback: information you receive about your actions
 - standard: how good your actions need to be to meet your goal
- Discuss the importance of feedback provided by yourself, parents, teachers, and other sources in helping you accomplish your goals.
 - Feedback gives you the information you need to know how you are doing towards meeting the standard and accomplishing your goals.

• Begin video with graphic "Review past goals and performance" and "Ask for others' feedback"; stop when Mom says Zeke goes to parties.

- Instruct students to fold or cut along the dotted line on the "Step 3" page so that column B lines up with column C.
- Ask students to read and discuss how Zeke received feedback for each of his goals.
 - 1. Why is their feedback important to Zeke?
 - 2. Why did he receive feedback from these people?

D.

View Part Of Video (optional)

E.

Discuss How Zeke Received Feedback for His Goals (Workbook)

ANSWERS

- 1. They knew his goals, the standard he had to meet, and his actions.
- 2. Gives him information about his actions so he knows how he is doing towards reaching his goals.

F.

Write How to Receive Feedback for Sample Goals (Workbook)

- Explain that Zeke received some feedback from these people at the staffing but that he also received feedback from them throughout the year.
- Present the following information:
 - There are many types of feedback.

EXAMPLES

Written: a test score

Verbal: someone tells you how you did

Physical: frown or smile

• Present examples and nonexamples of feedback sources for the first sample goal from Lesson 3: Earn a driver's license.

ANSWERS

Score on the written test (example)

A friend (nonexample) because he/she may not know the standard a person has to meet to earn a license

Driver's education teacher (example)

- Ask students to write the examples in column C on the "Step 4" page.
- Ask students to suggest how to receive feedback on the second sample goal: Improve study skills.

SAMPLE ANSWERS

Teacher tells you how you are doing—teacher feedback

Passing grades

Test scores

• Instruct students to write in a few of the suggestions in column C.

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G.

Write How Students Receive Feedback for Their Goals (Workbook)

Η.

Practice Saying Goals, Actions, and Feedback

> <u>I.</u> Evaluation

- Discuss how students receive feedback on each goal (who or what could provide information about their actions towards the goal, not just at the staffing but throughout the year).
- Instruct students to write how they receive feedback for each of their goals (*Workbook* "Step 4" page, column C).
- Demonstrate stating your goals and your actions to meet the goals, and how you receive feedback:
 - My goal is _____.
 - The action I take to meet the goal is _____.
 - I receive feedback by ______.
- Ask several students to practice saying their goals, actions, and feedback:
 - Ask the class to give these students feedback on what they say, their tone of voice, and their eye contact.
- Ask students to work in pairs to practice.

(**Note**: Allow students to pick the goal they want to practice because they may be uncomfortable sharing some of their goals with others.)

• Each student states one of his/her goals, actions, and feedback.

<u>J.</u> Wrap-Up

• Ask students to discuss how they receive feedback in other parts of their lives.

EXAMPLES

When buying new clothes you might get feedback from a friend.

When doing a new task at work you might get feedback from your supervisor.

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State Your School and Transition Goals

Strand

"Expressing Goals"

Goal

Student Reporting

Objectives

Express Interests
Express Skills & Limits
Express Options & Goals
(All from "Choosing
Goals" strand)

Lesson Location

Classroom

Estimated time

45 Minutes

Materials Needed

- Student Workbook
- *Self-Directed IEP* video (optional)
- VCR/monitor (optional)
- Chalkboard, or overhead projector and blank transparency

(Note: Steps 5 and 6 are in the same video section.) (Note: The "Choosing Goals" strand of the ChoiceMaker Curriculum contains more in-depth lessons to help students learn their interests, skills, and limits in order to write appropriate goals.)

Lesson Overview

- Students discuss the four transition areas.
- Students discuss Zeke's interests, skills, and limits and how he used them to choose goals.
- Students write their education interests, skills, and limits and how these may impact their goals.

Lesson Summary

- A. Review
- B. Preview lesson
- C. Workbook: Teach vocabulary
- D. View part of video (optional)
- E. Workbook: Discuss transition areas
- F. Workbook: Zeke's interests, skills, and limits
- G. *Workbook*: Students' education interests, skills, and limits

Α.

Review

H. Evaluation

- I. Wrap-up
- Review these vocabulary definitions:
 - feedback: information you receive about your actions
 - standard: how good your actions need to be to meet your goal
- Ask several students to demonstrate beginning the meeting by stating the purpose.

ANSWERS

- 1. Review goals
- 2. State progress towards goals
- 3. Set new goals
- Ask several students to demonstrate introducing the people they may invite to their staffings.
- Ask several students to state their current goals, the actions they take towards their goals, and how they receive feedback.

В.

Preview Lesson

- Write Step 5 on the board or on a blank transparency: "State your school and transition goals."
- Present the following information:
 - At the end of the lesson you will be able to give examples of activities in different transition areas for which you will have goals.
 - You will be able to identify the information you will need to write goals.
 - We will begin to think about your new goals today, but you may need more information about yourself and the community to be able to write appropriate goals for yourself.

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C.

Teach Vocabulary (Workbook)

D.

View Part of Video (optional)

E.

Discuss Transition Areas (Workbook)

- The people at the staffing may need to help write some of the goals.
- Write words and definitions on the board or on a blank transparency.
- Ask students to write the definitions in their *Workbooks* on the "Vocabulary" page:

- interests: what you like

- **skills**: what you can do

- limits: what you have trouble doing

- Begin video with graphic "State your school and transition goals" and "Ask questions if you don't understand"; stop after Ms. Lane explains "peer relations."
- Explain that in this part of the staffing, a student's new goals for next year will be discussed.
- Explain that when thinking about school and transition goals there are four transition areas you need to consider. These areas represent important parts of your life.
- Ask students to read, and give specific examples for, each of the areas on the "Step 5" page in the Workbook.

TRANSITION	AREA EXAMPLES		
1. Education	high school classes, sports, clubs universities, trade schools, and community colleges		
2. Employment	jobs and careers		
3. Personal	hobbies, talents, recreation, relationships, and health and wellness		
4. Housing, daily living, and community participation	home setting, daily living skills, transportation, and adult service organizations		

- Ask students to look at Zeke's goals on the "Step 3" page of the Workbook.
 - 1. What transition area is the first goal about?
 - 2. What transition area is the second goal about?
 - 3. What transition area is the third goal about?

	ANSWERS	
1. Education	2. Employment	3. Personal

F.

Zeke's Interests, Skills, and Limits (Workbook)

- Explain that to choose appropriate goals for yourself you need to consider your interests, skills, and limits in each transition area.
- Explain to students that their interests, skills, and limits will be discussed at their IEP staffings.
 - If you don't know your interests, skills, and limits your goal may be to find out what they are.
 - You will probably do this in class or through community experiences.
- Review the definition of "interests."
- Read and discuss Zeke's employment interests.
 - Hospital work
- Review the definitions of "skills" and "limits."
- Discuss how Zeke doesn't know his employment skills and limits
 - That's why one of his new goals is to do job shadowing and job try-outs at the hospital.
- Read and discuss Zeke's education interests.
 - Raise grades in all classes to a B

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- Discuss Zeke's school skills and limits.
 - Skills: Good singer; earning better grades in most classes
 - Limits: Not turning in assignments on time; that's why one of his new goals is to improve grades by getting his assignments in on time.
- Stress that Zeke may not know what his interests, skills, and limits are in a particular transition area.
- Stress also that he learned his interests, skills, and limits through school and community experience.
- Ask students to write their interests in their *Workbooks* on the "Step 5 continued" page:
 - Think about your education interests.
 - What would you like to do that has to do with education?

EXAMPLES

Classes you like or want to take in high school
Clubs you're involved with or would like to join
Education or training you want to earn after high school

Sports activities you like

- Ask students to write their skills on the same page:
 - Think about your education skills.
 - What do you do well at school?

EXAMPLES		
Good attendance	Good at a certain subject	
Good at taking tests	Good in sports	

- Ask students to write their limits on the same page:
 - Think about your education limits.
 - What do you have trouble with at school?

G.

Students' Education Interests, Skills, and Limits (Workbook)

EXAMPLES

Hard time with math

Trouble paying attention in class

Trouble taking notes

- Explain to students that they will think about their interests, skills, and limits in the other transition areas when they write goals for those areas.
- Remind students that they may not know their interests, skills, and limits.
 - You may need more experiences to find out what they are.
 - Finding out what they are could be one of your goals.
- Each student gives an example of an activity in each transition area.
- Each student identifies the three things about himself/herself to consider when writing goals.

ANSWERS			
1. Interests	2. Skills	3. Limits	

__<u>I.</u> Wrap-Up

Η.

Evaluation

- Stress the importance of learning about yourself and the community before writing goals.
- Describe a time when you started a project or activity without considering your interests, skills, and limits and it caused you a problem.

EXAMPLE

Took something apart on your car and lost interest in working on it or couldn't get it back together.

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Ask Questions if You Don't Understand

Strand

"Expressing Goals"

Goal

Student Leading Meeting

Objective

Ask Questions if You Don't Understand

Location

Classroom

Estimated time

25 Minutes

Materials Needed

- Student Workbook
- Self-Directed IEP video (optional)
- VCR/monitor (optional)
- Chalkboard, or overhead projector and blank transparency
- Transparency and/or photocopy of the Step 6 illustration (optional)

(**Note**: Steps 5 and 6 are in the same video section.)

Lesson Overview

- Students discuss how Zeke asked a question about something he didn't understand in his IEP meeting.
- Students practice ways to ask questions in an IEP meeting when they don't understand something.

Lesson Summary

- A. Review
- B. Preview lesson
- C. View part of video (optional)
- D. Discuss how Zeke asked questions
- E. Practice ways to ask questions
- F. Workbook: Write ways to ask questions
- G. Workbook: Teach vocabulary
- H. Evaluation
- I. Wrap-up
- J. Adaptation

<u>A.</u>

Review

• Ask students to give examples of activities for each of the transition areas:

TRANSITION	AREA EXAMPLES	
1. Education	high school classes, sports, clubs universities, trade schools, and community colleges	
2. Employment	jobs and careers	
3. Personal	hobbies, talents, recreation, relationships, and health and wellness	
4. Housing, daily living, and community participation	home setting, daily living skills, transportation, and adult service organizations	

• Review these vocabulary definitions:

- interests: what you like

- skills: what you can do

limits: what you have trouble doing

• Students may work in pairs to practice each of the following steps:

- Begin the meeting by stating the purpose.

ANSWERS

- 1. Review goals
- 2. State progress towards goals
- 3. Set new goals
- Introduce everyone.
- State your current goals and actions, and ask for feedback.

B.

Preview Lesson

• Write Step 6 on the board or on a blank transparency: "Ask questions if you don't understand."

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C.

View Part of Video (optional)

D.

Discuss How Zeke Asked Questions

E.

Practice Ways to Ask Questions

- Present the following information:
 - We'll talk about a skill you need when you are involved in your staffing: asking questions if you don't understand.
 - Today you will demonstrate asking a question about something you don't understand.
- Begin video with the graphic "State your school and transition goals" and "Ask questions if you don't understand"; stop after Ms. Lane explains "peer relations."
- Talk about what happened in Zeke's staffing and how he dealt with it.

ANSWER

Zeke asked what "peer relations" meant.

- Present the following information:
 - Stress how important it is for students to understand everything said at their staffings.
 - If they don't understand, they need to ask.
- Ask students what they could say if they didn't understand something said in a conversation.
- Discuss ways you can ask questions if you don't understand.

Have the class choose one or two questions or statements to use.

POSSIBLE QUESTIONS OR STATEMENTS

Excuse me, I don't understand.

Could you please explain that to me?

- Practice asking questions if you don't understand.
 Tell the class:
 - I will make statements you might hear at your staffing.
 - After each statement one of you will ask a question to find out what the statement meant.
- Stress the importance of using a polite and respectful tone of voice, and good eye contact.

SAMPLE STATEMENTS

- 1. You need to advocate for yourself.
- 2. You need to improve your self-concept.
- 3. What are your vocational interests?
- 4. What are your post-secondary plans?
- 5. You need to do an intake with an adult service provider.
- Ask students to write suggested questions or statements on the "Step 6" page in the *Student Workbook*.
- Point out that the word "advocate" was discussed in the sample statements.
- Write the definition on the board or on a blank transparency and ask students to copy it on the "Vocabulary" page in their Workbooks.
 - advocate: stand up for yourself
- Each student demonstrates asking about something he/she doesn't understand, using a respectful tone of voice and good eye contact.
- Review the importance of asking questions.

F.

Write Ways to Ask Questions (Workbook)

G.

Teach Vocabulary (Workbook)

<u>H.</u>

Evaluation

Wrap-Up

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• Ask students to describe other situations in which they might use this strategy.

EXAMPLES

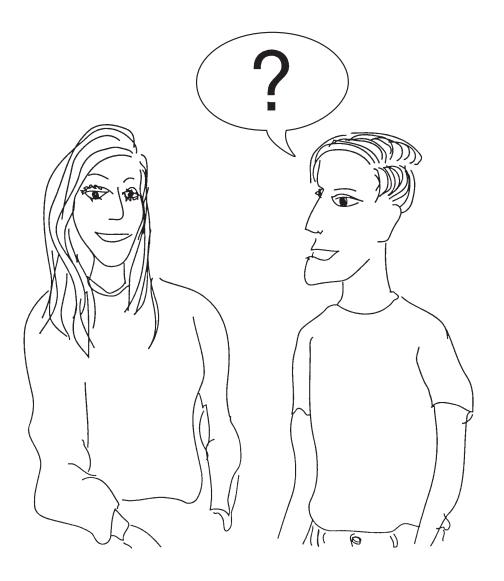
In class • With their parents

_____ Adaptation

- For students who don't read and write, the lesson may be completed orally.
- An illustration representing the step is included (following) to help students understand the concept and remember the actions associated with Step 6.



Ask Questions if You Don't Understand



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Deal With Differences in Opinion

Strand

"Expressing Goals"

Goal

Student Leading Meeting

Objective

Deal with Differences in Opinion

Location

Classroom

Estimated time

45 Minutes

Materials Needed

- Student Workbook
- Self-Directed IEP video (optional)
- VCR/monitor (optional)
- Chalkboard, or overhead projector and blank transparency
- Transparency and/or photocopy of the Step 7 illustration (optional)

(Note: Step 7 is in a video section alone.)

Lesson Overview

- Students discuss how Zeke used the LUCK strategy to deal with a difference in opinion.
- Students learn and practice the LUCK strategy to deal with a difference in opinion.

Lesson Summary

- A. Review
- B. Preview lesson
- C. Workbook: Teach vocabulary
- D. View part of video (optional)
- E. Discuss how Zeke handled a difference in opinion
- F. Workbook: Teach the LUCK strategy
- G. Workbook: Use the LUCK strategy in a sample situation
- H. Workbook: Role-play dealing with differences
- I. Evaluation
- J. Wrap-up
- K. Adaptation

Α.

Review

- Ask students to demonstrate asking a question about something they don't understand.
- Ask students to give the definitions of the following vocabulary words:

- interests: what you like

- skills: what you can do

- limits: what you have trouble doing

- advocate: stand up for yourself

• Ask several students to demonstrate beginning the meeting by stating the purpose.

ANSWERS

- 1. Review goals
- 2. State progress towards goals
- 3. Set new goals
- Ask several students to demonstrate introducing the people they may invite to their staffings.
- Ask several students to state their current goals, the actions they take towards their goals, and how they receive feedback.

_B. Preview Lesson

- Write Step 7 on the board or on a blank transparency: "Deal with differences in opinion."
- Present the following information:
 - Now we'll talk about how to deal with differences in opinion.
 - Today you will demonstrate using the LUCK strategy to deal with differences in opinion.

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C.

Teach Vocabulary (Workbook)

D.

View Part of Video (optional)

E.

Discuss how Zeke Handled a Difference in Opinion

- Write words and definitions on the board or on a blank transparency and discuss them.
- Ask students to write the definitions on the "Vocabulary" page of their *Workbooks*.
 - strategy: method you use to do something
 - compromise: a way to settle a disagreement by having each person give in a little
- Begin video with graphic "Deal with differences in opinion"; stop after Zeke and his mother discuss his classes.
- Ask students what difference in opinion Zeke had with his mother.

ANSWER

The difference in opinion was about what class he would take.

• Ask students how he dealt with the difference in opinion.

ANSWERS

He used a respectful tone of voice.

He listened to what his mother thought.

He restated and responded to the concerns of his mother.

He had specific reasons why he wanted a different class.

- Strongly state that these were optional classes, so Zeke could choose the one he wanted.
- Ask students how Zeke and his mother felt after they dealt with their difference in opinion.

ANSWER

They understood each other's point of view and felt fine about the decision.

F.

Teach the LUCK Strategy (Workbook)

- Stress that you don't always get your way: you need to exchange ideas and come to understand others' points of view.
- Present the following information:
 - You will learn a strategy to deal with differences in opinion.
 - The first letters of the steps in the strategy spell "LUCK."
 - Tell students they can remember the LUCK strategy because with these steps and a little luck they will be able to deal with differences.
- Read the strategy steps on the "Step 7" page of the *Workbook*.

L isten to and restate the other person's opinion.

U se a respectful tone of voice.

C ompromise or change your opinion if necessary.

K now and state the reasons for your opinion.

• Discuss how Zeke and his mother did each of these.

ANSWERS

- L Zeke listened and restated his mother's point that he had done well in eighth grade choir.
- U Zeke used a respectful tone of voice.
- C Zeke's mother changed her opinion and realized that it was important for Zeke to take art.
- K Zeke explained his reasons for not wanting to be in choir: He didn't like the performances and he wanted to take art to work with clay.
- Ask students to practice saying each LUCK step.

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G.

Use LUCK Strategy in a Sample Situation (Workbook)

- Ask students to read the sample situation on the "Step 7" page in the *Workbook*.
- Tell students that they will practice the parts of the LUCK strategy using this situation.
 - L isten and restate the other person's opinion.

Ask students to offer ideas for how to do the first part of the strategy:

POSSIBLE ANSWER

I understand that you don't want me to get my license until I earn all A's.

Write the best choice on the board or on a blank transparency.

Ask students to write the response in their *Workbooks*.

- **U** se a respectful tone of voice.

Ask students to practice using different tones of voice.

Ask students to describe how people react when different tones of voice are used.

ANSWER

People tend to listen better when addressed respectfully.

Ask students to practice using a respectful tone of voice.

 C ompromise or change your opinion if necessary.

Ask students for ideas for compromises this student could suggest.

POSSIBLE ANSWER

I'm earning C's now. How about if I raise my grades up to B's?

Write the best choice on the board or on a blank transparency.

Ask students to write the response in their *Workbooks*.

- **K** now and state the reasons for your opinion.

Ask students for reasons this student might give.

POSSIBLE ANSWER

I'm doing 30 minutes of schoolwork each night and I'm still making C's. I will try doing 45 minutes of work each night and I think I can bring my grades up to B's. I don't think I can make A's yet.

If I get my license I will still do my homework at night.

Write the best choice on the board or on a blank transparency.

Ask students to write the response in their *Workbooks*.

- Ask students what topics they think might cause differences of opinion.
- Ask students to read the topics listed on the "Step 7 continued" page of the *Workbook*.
- Ask students to work in groups; each group should pick a topic from the *Workbook* or choose one of their own.
- Ask the groups to practice using the LUCK strategy to role-play negotiating a difference of opinion on the topic.
- Ask at least one group to present a role-play to the class.
- Given a scenario, each student demonstrates the strategy while the teacher or another student checks off each of the steps.

H.
Role-Play Dealing
With Differences
(Workbook)

_<u>l.</u> Evaluation

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J.

Wrap-Up

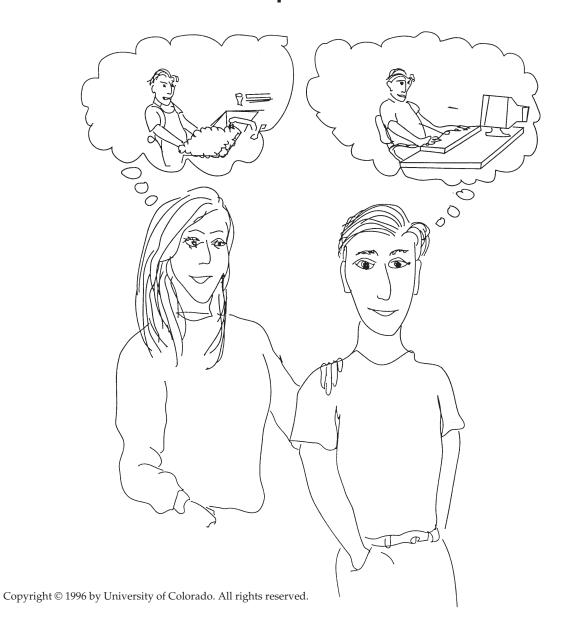
K.

Adaptation

- Review the steps of the LUCK strategy.
- Discuss other situations (school, home, or work) in which students may use the LUCK strategy.
- For students who don't read and write, the lesson may be completed orally.
- An illustration representing the step is included (following) to help students understand the concept and remember the actions associated with Step 7.



Deal With Differences in Opinion





State the Support You'll Need

Strand

"Expressing Goals"

Goal

Student Leading Meeting

Objective

State Needed Support

Location

Classroom

Estimated Time

40 Minutes

Materials Needed

- Student Workbook
- Self-Directed IEP video (optional)
- VCR/monitor (optional)
- Chalkboard, or overhead projector and blank transparency
- Transparency and/or photocopy of the Step 8 illustration (optional)

(Note: Steps 8 and 9 are in the same video section.)

Lesson Overview

- Students discuss the support Zeke will use to reach his new goals.
- Students discuss the support they could use to accomplish two sample goals.
- Students decide what support they need for each of their own goals.
- Students practice stating their new goals, actions, feedback, and support.

Lesson Summary

- A. Review
- B. Preview lesson
- C. Workbook: Teach vocabulary
- D. View part of video (optional)
- E. Workbook: Discuss support needed for goals
- F. *Workbook*: Write support needed for students' goals
- G. Practice saying goals, actions, feedback, and support
- H. Evaluation
- I. Wrap-up

Α.

Review

- J. Preparation for Step 11
- K. Adaptation
- Ask students to give the definitions for these vocabulary words:
 - feedback: information you receive about your actions
 - standard: how good your actions need to be to meet your goal
 - interests: what you like
 - **skills**: what you can do
 - limits: what you have trouble doing
 - advocate: stand up for yourself
- Ask students to repeat the steps of the LUCK strategy.

L isten to and restate the other person's opinion.

U se a respectful tone of voice.

C ompromise or change your opinion if necessary.

K now and state the reasons for your opinion.

- Give several students scenarios and have them demonstrate the LUCK strategy.
- Ask a student to demonstrate asking questions when you don't understand.
- Ask several students to demonstrate beginning the meeting by stating the purpose.

ANSWERS

- 1. Review goals
- 2. State progress towards goals
- 3. Set new goals
- Ask several students to demonstrate introducing the people they may invite to their staffings.

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В.

Preview Lesson

C.

Teach Vocabulary (Workbook)

D.

View Part of Video (optional)

E.

Discuss Support Needed for Goals (Workbook)

- Ask several students to state their current goals, the actions they take towards their goals, and how they receive feedback.
- Write Step 8 on the board or on a blank transparency: "State the support you'll need."
- Present the following information:
 - We'll talk about the help you might need to meet your goals.
 - Today you will be able to state one of your current IEP goals, the action you take, how you receive feedback, and the support you need.
- Write "support" and its definition on the board or on a blank transparency.
- Ask students to write the definition on the "Vocabulary" page of their *Workbooks*.
 - **support**: what help you need to reach your goal
- Begin video with graphic "State the support you'll need" and "Summarize goals"; stop after Ms. Lane says she can help Zeke learn to make new friends.
- Instruct students to fold or cut along the dotted line on the *Workbook* "Step 4" page, so that column C lines up with column D.
- Ask students to review Zeke's goals on the "Step 3" page in the *Workbook*.
- Ask students to read and discuss the support Zeke needs for each goal.

•	Present examples and nonexamples of support you
	would need to meet the first sample goal: Earn a
	driver's license.

ANSWERS

Someone helps you read the driver's manual. (example)

Someone who didn't pass the test gives you study hints. (nonexample)

Friend who just took the test tells you what to study. (example)

Ask that the driver's test be read to you. (example)

• Ask students to suggest support for the second sample goal: Improve study skills.

POSSIBLE ANSWERS

Study guide provided by teacher.

Homework help line

Peer tutor

- Ask students to write the best suggestion learned from the discussion in column D.
- Ask students to write the support that they use for each of the goals they listed on the "Step 3" page in the *Workbook* (from their current IEPs).

(Workbook)

Practice Saying Goals, Actions, Feedback, and Support

G.

F.

Write Support

Needed for

Students' Goals

•	Demonstrate to students how they should state
	their current goals, actions to meet the goals, how
	they receive feedback, and the support they need.

	1 / 1			
_	My goal	- 18		

_	The action I	take to	meet the go:	al ic	
_	THE action I	iane io	mieet mie god	11 15	

- I get feedback by _____.
- The support I need is _____.

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- Ask several students to practice saying their current goals, actions, feedback, and support.
 - Ask the class to give these students feedback on what they say, their tone of voice, and their eye contact.
- Ask students to work in pairs to practice.

(**Note**: Allow students to pick the goal they want to practice because they may be uncomfortable sharing some of their goals with others.)

- Each student states one of his/her current goals, the action taken to meet the goal, how he/she receives feedback, and what support is needed to accomplish the goal.
- Review what "support" means.
- Ask several students in what other areas of their lives they use support.
- Photocopy each student's completed chart from the folded *Workbook* pages (Steps 3, 4, and 8; columns A, B, C, and D). This will be used in Step 11.
- For students who don't read and write, the lesson may be completed orally.
- An illustration representing the step is included (following) to help students understand the concept and remember the actions associated with Step 8.

- <u>H.</u> Evaluation
- __<u>I.__</u> Wrap-Up
- _<u>J.</u> Preparation for Step 11

<u>K.</u> Adaptation



State the Support You'll Need





Summarize Your Goals

Strand

"Expressing Goals"

Goal

Student Leading Meeting

Objective

Close Meeting by Summarizing Decisions

Location

Classroom

Estimated Time

20 Minutes

Materials Needed

- Student Workbook
- Self-Directed IEP video (optional)
- VCR/monitor (optional)
- Chalkboard, or overhead projector and blank transparency

(Note: Steps 8 and 9 are in the same video section.)

Lesson Overview

- Students discuss the two parts to a summary and discuss Zeke's example.
- Students summarize their current goals, the actions they take, how they receive feedback, and the support they need to accomplish the goals.

Lesson Summary

- A. Review
- B. Preview lesson
- C. Workbook: Teach vocabulary
- D. View part of video (optional)
- E. Workbook: Discuss how to summarize goals
- F. Workbook: Summarize goals
- G. Practice summarizing goals
- H. Evaluation
- I. Wrap-Up

A. Review

- Ask students to the give the definitions for these vocabulary words:
 - advocate: stand up for yourself
 - **support**: what help you need to reach your goal
- Ask students to repeat the steps of the LUCK strategy.

L isten to and restate the other person's opinion.

U se a respectful tone of voice.

C ompromise or change your opinion if necessary.

K now and state the reasons for your opinion.

- Give several students scenarios and have them demonstrate the LUCK strategy.
- Ask a student to demonstrate asking questions when you don't understand.
- Ask several students to demonstrate beginning the meeting by stating the purpose.

ANSWERS

- 1. Review goals
- 2. State progress towards goals
- 3. Set new goals
- Ask several students to demonstrate introducing the people they may invite to their staffings.
- Ask students to give examples of activities for each of the transition areas:

TRANSITION	AREA EXAMPLES		
1. Education	high school classes, sports, clubs, universities, trade schools, and community colleges		
2. Employment	jobs and careers		
3. Personal	hobbies, talents, recreation, relationships, and health and wellness		

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В.

Preview Lesson

C.

Teach Vocabulary (Workbook)

D.

View Part of Video (optional)

E.

Discuss How To Summarize Goals (Workbook) 4. Housing, daily living, and community participation

home setting, daily living skills, transportation, and adult service organizations

- Write Step 9 on the board or on a blank transparency: "Summarize your goals."
- Tell students: "In this class you will summarize your current goals."
- In your next staffing you will summarize the new goals developed in the staffing.
- Write "summarize" and its definition on the board or on a blank transparency.
- Ask students to write the definition on the "Vocabulary" page of their *Workbooks*.
 - **summarize**: to briefly describe the main points
- Begin video with graphic "State the support you'll need" and "Summarize goals"; stop after Ms. Lane says she can help Zeke learn to make new friends.
- Explain that towards the end of the staffing you need to summarize your new goals so that everyone is clear about what you will be working on during the next year.
- Ask students to read the four steps for summarizing goals (*Workbook* "Step 9" page).

To summarize your 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.

F.

Summarize Goals (Workbook)

G.

Practice Summarizing Goals

<u>H.</u>

Evaluation

Ι.

Wrap-Up

- 4. Tell what support you will need to meet your goal.
- Ask students to read Zeke's example.
- Explain that because the students may not be ready to write new goals they will practice summarizing goals using their current IEP goals.

(**Note**: ChoiceMaker "Choosing Goals" lessons may be used to teach a more detailed process for goal setting.)

- Ask students to write a summary for one of their current IEP goals (from *Workbook* "Step 3" page).
- Ask several students to summarize their goals using the four steps.
- Ask students to work in pairs to practice summarizing their goals.
- Ask the class to give these students feedback on what they say, their tone of voice, and their eye contact.
- Each student summarizes his/her current goals, action, feedback, and support.
- Ask students to think of other times someone could use the summarizing steps.

EXAMPLES

At the end of a business meeting.

After a group of people have made plans to do something (e.g., go camping), one person may summarize what each person needs to do to get ready.

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Close Meeting by Thanking Everyone

Strand

"Expressing Goals"

Goal

Student Leading Meeting

Objective

Close Meeting by Summarizing Decisions

Location

Classroom

Estimated Time

15 Minutes

Materials Needed

- Student Workbook
- Self-Directed IEP video (optional)
- VCR/monitor (optional)
- Chalkboard, or overhead projector and blank transparency

(**Note**: Steps 10 and 11 are in the same video section.)

Lesson Overview

- Students read and discuss Zeke's example for closing the meeting by thanking everyone.
- Students write a closing for their staffings, thanking everyone for participating in the IEP meeting.

Lesson Summary

- A. Review
- B. Preview lesson
- C. View part of video (optional)
- D. Workbook: Write closing for own staffing
- E. Practice closing the meeting by thanking everyone
- F. Evaluation
- G. Wrap-Up

Α.

Review

- Ask several students to summarize one of their current goals, the action they will take, how they receive feedback, and what support they need.
- Ask students to repeat the steps of the LUCK strategy.

L isten to and restate the other person's opinion.

U se a respectful tone of voice.

C ompromise or change your opinion if necessary.

K now and state the reasons for your opinion.

- Give several students scenarios and have them demonstrate the LUCK strategy.
- Ask a student to demonstrate asking questions when you don't understand.
- Ask several students to demonstrate beginning the meeting by stating the purpose.

ANSWERS

- 1. Review goals
- 2. State progress towards goals
- 3. Set new goals
- Ask several students to demonstrate introducing the people they may invite to their staffings.

_B. Preview Lesson

- Write Step 10 on the board or on a blank transparency: "Close meeting by thanking everyone."
- Tell the class: "You will demonstrate how to close the meeting by thanking everyone."

C.

View Part of Video (Optional)

Begin video with graphic "Close meeting by thanking everyone" and "Work on IEP goals all year"; end after Maija and Zeke talk after the end of the staffing.

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D.

Write Closing for Own Staffing (Workbook)

• Ask students to read the instructions on the "Step 10" page in the *Workbook*.

ANSWERS

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

• Ask students to read Zeke's example.

ANSWERS

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.

- Ask students to write a closing thanking everyone for attending their staffings.
- Ask several students to say their closing statements.
- Ask students to practice saying their closing statements to a partner.
- Ask students to give each other feedback.
- Each student says his/her closing statements.
- Ask students for other situations in their lives in which they may thank an individual or a group.

EXAMPLES

You receive an award

Teacher stays after school to help you

Someone writes a job reference for you

Ε.

Practice Closing the Meeting by Thanking Everyone

F._

Evaluation

G.

Wrap-Up



Work on IEP Goals All Year

Strand

"Expressing Goals"

Goal

Student Leading Meeting

Objective

Close Meeting by Summarizing Decisions

Location

Classroom

Estimated Time

45 Minutes

Materials Needed

- A copy of each student's goal chart from his/her *Workbook*
- Student Workbook
- Self-Directed IEP video (optional)
- VCR/monitor (optional)
- Chalkboard, or overhead projector and blank transparency
- A copy of the "Role-Play Checklist" for each student and teacher (master can be found at the end of this lesson)
- A copy of Vocabulary Quiz 2 for each student (master and answer key can be found at the end of this lesson)

(**Note**: Steps 10 and 11 are in the same video section.)

Lesson Overview

- Students complete the "Student Staffing Script" to prepare for their staffings.
- Students practice all the steps by role-playing their own staffings.

Lesson Summary

- A. Review
- B. Preview lesson
- C. View part of video (optional)
- D. Workbook: Keep goals with you
- E. Workbook: Student Staffing Script
- F. Evaluation

Α.

Review

- Ask several students to say their closing statements.
- Ask students to repeat the steps of the LUCK strategy.

L isten to and restate the other person's opinion.

U se a respectful tone of voice.

C ompromise or change your opinion if necessary.

K now and state the reasons for your opinion.

- Give several students scenarios and have them demonstrate the LUCK strategy.
- Ask students to demonstrate asking questions when you don't understand.
- Ask several students to demonstrate beginning the meeting by stating the purpose.

ANSWERS

- 1. Review goals
- 2. State progress towards goals
- 3. Set new goals
- Ask several students to demonstrate introducing the people they may invite to their staffings.
- Ask several students to summarize one of their current goals, the actions they will take, how they receive feedback, and what support they need.

_B. Preview Lesson

- Write Step 11 on the board: "Work on IEP goals all year."
- Present the following information:
 - We'll talk about how to work on your goals all year.
 - You will role-play your IEP staffing using the steps you've learned, and evaluate your performance.

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C.

View Part of Video (Optional)

D.

Keep Goals With You
(Workbook)

E.

"Student Staffing Script" (Workbook)

- Begin video with graphic "Close meeting by thanking everyone" and "Work on IEP goals all year"; end after Maija and Zeke talk after the end of the staffing.
- Explain to students that they will be working on their IEP goals all year long:
 - In these lessons we've talked about how to get started.
 - Knowing your goals and keeping them with you is a starting place for working on your goals all year long.
- Hand out the copies of the goal chart from Steps 3, 4, and 8 in the *Workbook*.
- Instruct students to tape the chart onto the back covers of their *Workbooks* or notebooks where they will see the chart daily. This will help students remember to take the actions and to receive the feedback and support to accomplish their goals.

(**Note:** In the ChoiceMaker *Take Action* lessons, students learn a process for reaching their goals.)

- Introduce the "Student Staffing Script" (in the *Workbook* after Step 10):
 - Explain to students that the script is a tool for them to use when they go to their staffings.
 - Tell students they will fill parts of it out before going to their staffings. Other parts may be completed during the meetings.

F.

Evaluation

- Each student completes Vocabulary Quiz 2, matching the definitions to the vocabulary words. (Master and answer key are at the end of this lesson.)
- Each student role-plays leading his/her staffing, using the "Student Staffing Script."
 - Assign other students in the class to play the roles of the people attending the staffing (see whom the student listed in Lesson 2).
 - Assign one person in the role-play to talk about something the student will need to question for understanding.
 - Assign one person to bring up something the student will disagree with so they can use the LUCK strategy.
 - Use the checklist that appears after this lesson to record each student's performance on each step.
 - Ask students who are not participating in the role-play to evaluate the student's performance using the checklist.
 - After the role-play, ask the student who role-played to evaluate his/her own performance using the checklist.
 - Collect the checklists to review with the students and save for documentation that the student learned the steps.
- After the role-play, ask the student what parts of the role-play were the easiest and most difficult for him/her.

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Vocabulary Quiz 2

Name	Date

Part 1

Directions: Fill in each blank with the correct word from the box.

Inte	rests	Support	Skills	Feedback	Strategy
1		is a 1	method you us	e to do something.	
2		are v	what you can d	0.	
3		is w	hat help you no	eed to reach your go	al.
4		are v	what you like.		
5		is in	formation you	receive about your a	actions.

Part 2

Directions: Find the definition for each vocabulary word.

Vocabulary Words	Definitions		
1. summarize	A. Stand up for yourself		
2. standard	B. What you have trouble doing		
3. limits 4. compromise	C. How good your actions need to be to meet your goal		
5. advocate	D. To briefly describe the main points		
	E. A way to settle a disagreement by having each person give in a little		



Vocabulary Quiz 2 (Answer Key)

Name	Date	

Part 1

Directions: Fill in each blank with the correct word from the box.

I	nterests	Support	Skills	Feedback	Strategy
1.	Strategy	is a r	method you us	e to do something.	
2.	Skills	are v	what you can d	О.	
3.	Support	is w	hat help you ne	eed to reach your go	oal.
4.	Interests	are v	what you like.		
5.	Feedback	is in	formation you	receive about your	actions.

Part 2

Directions: Find the definition for each vocabulary word.

Vocabulary Words		Definitions	
D1	. summarize	A.	Stand up for yourself
<u> </u>	. standard	B.	What you have trouble doing
_B3	. limits	C.	How good your actions need to be
_E 4	. compromise		to meet your goal
A 5	. advocate	D.	To briefly describe the main points
		Ε.	A way to settle a disagreement by having each person give in a little

Role-Play Checklist

Name of Student Doing Role Play		Date
Person Evaluating: Self Class	ssmate	_ Teacher
Directions:		
 Put a "+" in the "Completed Step" box necessary information for each step. 	next to each	step if the student says the
 Write any comments you have about h "Comments" box next to each step. 	ow the stude	nt completed each step in the
• Calculate the percent of steps complete	ed.	
Self-Directed IEP Steps	Completed Step	Comments
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 what support you'll need		
9. Summarize your goals		
10. Close meeting by thanking everyone		
Total number of "+" marks		
Percent of Steps Completed		

Eye Contact and Tone of Voice

Circle the item that best describes what the student did during the role-play:

Made eye contact with other people

Tone of voice

• Most of the time

Good

• Some of the time

• OK

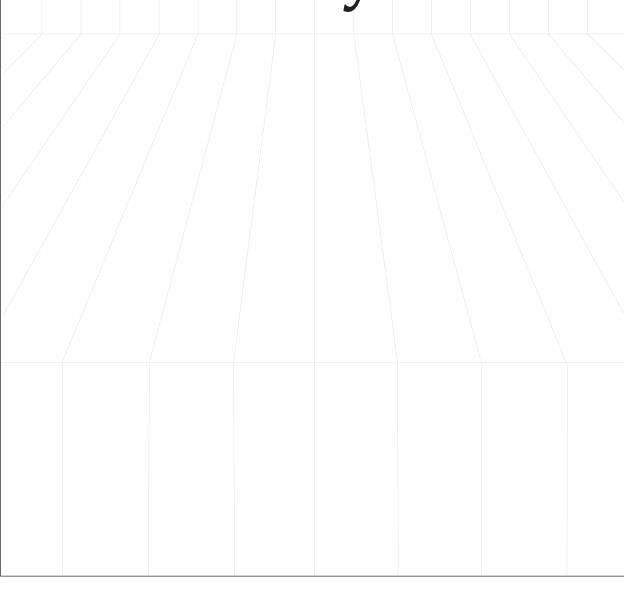
• Not very much of the time

• Needs improvement

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S E C T I O N T H R E E

Teacher Answer Key



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.

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
 - $\it 8.$ 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 | what you want to accomplish |
| IEP | Individual Education Plan that contains your goals and how you are going to accomplish them |
| staffing | a meeting in which people write the IEP |
| self-directed staffing | a staffing in which students participate, make choices about their goals, and take action to accomplish them |
| Step 2 | |
| transition goals | goals that help you get ready for what you will do in adult life |
| | such as work, education, and social activities |
| transition specialist | teacher who helps you with your transition goals |
| vocation | type of work a person does |
| adult service providers _ | organizations that offer a variety of services and support to |
| Step 4 | |
| feedback | information you receive about your actions |
| | |

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– Student Workbook Page 5 –

(Vocabulary continued)

| standard | how good your actions need to be to meet your goal |
|-----------|--|
| Step 5 | |
| interests | what you like |
| skills | what you can do |
| | what you have trouble doing |
| Step 6 | |
| advocate | stand up for yourself |
| Step 7 | |
| strategy | method you use to do something |
| - | a way to settle a disagreement by having each person give in |
| Step 8 | |
| support | what help you need to reach your goal |
| Step 9 | |
| summarize | to briefly describe the main points |
| | |

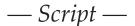


Begin Meeting by Stating the Purpose



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







The purpose for this staffing today is to

1. Review goals



2. State progress towards goals



3. Set new goals

N 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.

| This is | (Administrator's Name) | , my _ | |
|-----------|--------------------------------|--------|----------------|
| | (Administrator's Name) | | (Position or T |
| I invited | him/her because | | |
| This is | | , my | |
| | (Parent or Guardian's Name) | , , | (Position or T |
| | him/her because | | |
| | (Teacher's Name) | | |
| | him/her because | | |
| | | | |
| | (Other's Name) him/her because | | |
| | Illimiter because | | |
| | (Other's Name) | mv | |



Step 3Review Past Goals and Performance

| Zeke's Example Goals | |
|--|--|
| A. Goals | B. Action |
| Zeke's goals | Action Zeke took |
| Improve responsible behavior | Kept track of assignments handed in |
| 2. Increase career awareness | Did job shadowing |
| 3. Get to know more people and do different activities | Went to movies with a friend |
| Sample Goals | |
| | |
| A. Goals | B. Action |
| A. Goals Sample goals | B. Action
Write action for
each goal |
| | Write action for |

| Goals From Your Current IE | P |
|----------------------------|---|
| A. Goals | B. Action |
| Your goals | To meet goal |
| Write three of your goals. | Write the action you take to meet your goals. |
| 1. | |
| | |
| | |
| 2. | |
| | |
| | |
| 3. | |
| | |
| | |

For Step 4 activities **cut** or **fold** along dotted line.



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.

Step 4

Ask for Others' Feedback

Zeke's Example Goals

C. Feedback

How Zeke received feedback

Teacher gave him a grade for the assignments

Teacher and employer at job site

Zeke and his parents

Sample Goals

C. Feedback

Write how you could receive feedback

Score on written test Driver's education teacher

Teacher feedback Passing grades Test scores

Goals From Your Current IEP

C. Feedback

Who gives you feedback?

Write how you will receive feedback on your goals.



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

Zeke's Example Goals

D. Support

What support Zeke used

English teacher helped with assignment sheet

Teacher helped set up job sites

Counselor helped with ways to meet people

Sample Goals

D. Support

Write what could be used

Someone helps read driver's manual Friend just took test and tells you what to study

Study guide given by teacher Homework helpline Peer tutor

Goals From Your Current IEP

D. Support

What support you will use

Write what support you need.

D

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.

S H E F

| Transition Areas | Examples |
|---|--|
| 1. Education | high school classes, sports, clubs, universities, trade schools, and community colleges |
| 2. Employment | jobs and careers |
| 3. Personal | hobbies, talents, recreation, relationships, and health and wellness |
| 4. Housing, daily living, and community participation | home setting, daily living skills,
transportation, and adult
service organizations |

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*

shadowing and job try-outs at

the hospital.

Transition Area: Education

Zeke's Interests Earn a better grade in English class
 Zeke's Skills Earning better grades in most classes
 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.

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(Step 5 continued)

Write your education interests, skills, and limits in this chart.

Transition Area: *Education*

| 1. Your Interests | |
|-------------------|--|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| 2. Your Skills | |
| 2. 10th 5km5 | |
| | |
| | |
| | |
| | |
| | |
| | |
| 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.



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Deal With Differences in Opinion



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

L isten to and restate the other person's opinion.

U se a respectful tone of voice.

C ompromise or change your opinion if necessary.

K now and state the reasons for your opinion.



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 get your driver's license until you earn all A's."

S

Ш

1. L isten to and restate the other person's opinion.

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

Lunderstand that you don't want me to get my license until Learn all A's.

2. **U** se 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.

(Step 7 continued)

| 3. | C ompromise or change your opinion if necessary. |
|----|---|
| | Write what the daughter could say to compromise. |
| | I'm earning C's now. How about if I raise my grades up to B's? |
| | |
| | |
| | |
| 4. | K now and state the reasons for your opinion. |
| | Write what reasons the daughter might have for her opinion. |
| | I'm doing 30 minutes of schoolwork each night and I'm still making C's. I'l |
| | try doing 45 minutes of work each night and I think I can bring my grade: |
| | up to B's. I don't think I can make A's yet. |
| | If I get my license I will still do my homework at night. |

— 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

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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 will need to meet your goal.



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.

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Student Staffing Script

| Take these pages with y | ou to your staffing, in ca | ase you need to refer to them. |
|-----------------------------|----------------------------|-------------------------------------|
| Name | | Date Completed |
| Staffing Date | Time | Location |
| (Note : The section | ns that have a * should b | pe completed before your staffing.) |
| Begin Meeting b | y Stating the Pu | ırpose* |
| The purpose of this | staffing is to | |
| 1 | | |
| 2 | | |
| | | |
| Introduce Everyo | one* | |
| This is | , m | y |
| I invited him/h | er because | . |
| This is | , m: | y |
| | | ·
- |
| This is | , m | у |
| | | ,
 |
| This is | m | XV |
| | | y |
| | | |
| This is | , m | у |
| I invited him/h | er because | |

(Student Staffing Script continued)

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 |
| | |

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(Student Staffing Script continued)

| 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 | |
| , II —————————————————————————————————— | |
| | |
| 2. My new goal is | |
| | |
| The action I will take is | |
| | |
| I will receive feedback by | |
| 1 Will receive recubick by | |
| My support will be | |
| wiy support will be | |

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(Student Staffing Script continued)

| My | new goal is | | |
|------|---------------------------------|--|--|
| The | e action I will take is | | |
| I w | rill receive feedback by | | |
| My | support will be | | |
| se 1 | the Meeting by Thank | | |
| | | | |
| | | | |

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Student Staffing Reminders

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

| sk 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 them. | you can ask abou |
| | |
| | |
| | |
| | |
| There is a Difference of Opinion Use the LUC L isten to and restate the other person's opinion. | K Strategy |
| U se a respectful tone of voice. | |
| C ompromise or change your opinion if necessary. | |
| K now and state the reasons for your opinion. | |
| Use this space to make a note of differences in opinion so you can | n deal with them. |
| | |
| | |
| | |
| | |

Other Publications in the ChoiceMaker Self-Determination Curriculum

Choosing Employment Goals

These lessons will provide students with school- and community-based experiences to help them identify their interests, skills, and limits in the transition area of employment. A student video will introduce the concepts by showing high school students using the "Choosing Goals" process.

Self-Directed IEP

Self-Directed IEP is a multimedia package that teaches students how to manage their own IEP meetings. It includes two videos, a Teacher's Manual, and a Student Workbook. The eleven lessons in the Student Workbook match the steps explained in the video. In these lessons students learn to apply the steps to their own lives. The instructional 17-minute video, Self-Directed IEP, is alternately available in open-captioned format upon request.

Take Action

These lessons will help students plan how to attain their goals by making decisions about performance standards, receiving feedback, motivations, needed supports, strategies, and schedules.