

Self-Directed IEP

STUDENT WORKBOOK

BY

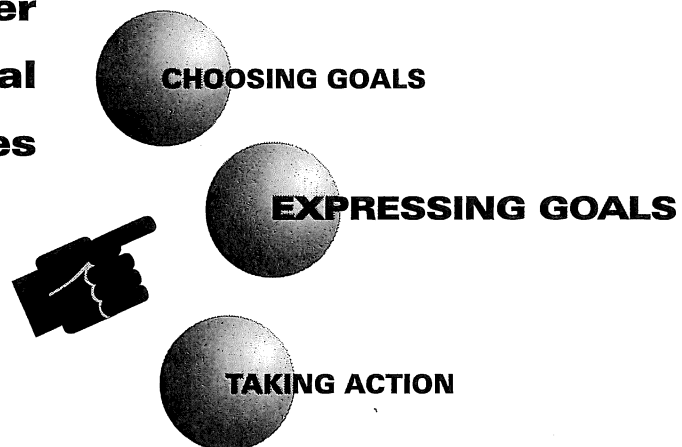
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**ChoiceMaker
Instructional
Series**



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

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Introduction

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

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Eleven Steps to the Self-Directed IEP

1. Begin Meeting by Stating the Purpose
2. Introduce Everyone
3. Review Past Goals and Performance
4. Ask for Others' Feedback
5. State Your School and Transition Goals
6. Ask Questions if You Don't Understand
7. Deal With Differences in Opinion
8. State the Support You'll Need
9. Summarize Your Goals
10. Close Meeting by Thanking Everyone
11. Work on IEP Goals All Year

Vocabulary

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

Step 1

goals _____

IEP _____

staffing _____

self-directed staffing _____

Step 2

transition goals _____

transition specialist _____

vocation _____

adult service providers _____

Step 4

feedback _____

(Vocabulary continued)

standard _____

Step 5

interests _____

skills _____

limits _____

Step 6

advocate _____

Step 7

strategy _____

compromise _____

Step 8

support _____

Step 9

summarize _____

1



Begin Meeting by Stating the Purpose

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

– *Script* –

The purpose for this staffing today is to

1. _____

2. _____

3. _____

STEP

2



P
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S

Introduce Everyone

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

– Script –

This is _____, my _____.
(Administrator's Name) (Position or Title)

I invited him/her because _____

This is _____, my _____.
(Parent or Guardian's Name) (Position or Title)

I invited him/her because _____

This is _____, my _____.
(Teacher's Name) (Position or Title)

I invited him/her because _____

This is _____, my _____.
(Other's Name) (Position or Title)

I invited him/her because _____

This is _____, my _____.
(Other's Name) (Position or Title)

I invited him/her because _____

Page 8 was intentionally left blank.



Step 3

Review Past Goals and Performance

Zeke's Example Goals	
A. Goals	B. Action
Zeke's goals	Action Zeke took
1. 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
Sample goals	Write action for each goal
1. Earn a driver's license	
2. Improve study skills	

Goals From Your Current IEP	
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.

Page 10 was intentionally left blank.



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

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.

Page 12 was intentionally left blank.



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

Goals From Your Current IEP

D. Support

What support you will use

Write what support you need.

Page 14 was intentionally left blank.

5



P

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T

S

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.

<u>Transition Areas</u>	<u>Examples</u>
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

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

Transition Area: Education

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

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

(Step 5 continued)

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

Transition Area: Education

1. Your Interests	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
2. Your Skills	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
3. Your Limits	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

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.

6

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.

P

Excuse me, I don't understand.

E

Could you please explain that to me?

T

Write the question or statement you will use when you don't understand.

S

7



P

E

T

S

Deal With Differences in Opinion

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

Listen to and restate the other person's opinion.

Use a respectful tone of voice.

Compromise or change your opinion if necessary.

Know and state the reasons for your opinion.

– Sample Situation –

Practice using LUCK in this sample situation.

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

"I don't want you to have your driver's license until you earn all A's."

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

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

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.

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

Write what reasons the daughter might have for her opinion.

— Additional Topics —

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

Classes you want to take

Where to work

Moving out of your house

9



P

E

T

S

Summarize Your Goals

To summarize your new goal:

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

– Zeke's Example –

Summary of Zeke's goal from the video:

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

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

My goal is _____

The action I take is _____

I receive feedback by _____

My support is _____

10



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.

Student Staffing Script

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

Name _____

Staffing Date _____ Time _____ Location _____

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

Begin Meeting by Stating the Purpose*

The purpose of this staffing is to

1. _____.
2. _____.
3. _____.

Introduce Everyone*

This is _____, my _____.

I invited him/her because _____.

This is _____, my _____.

I invited him/her because _____.

This is _____, my _____.

I invited him/her because _____.

This is _____, my _____.

I invited him/her because _____.

This is _____, my _____.

I invited him/her because _____.

Review Past Goals and Performance*

1. My **goal** was _____

The **action** I took was _____

I received **feedback** by _____

My **support** was _____

2. My **goal** was _____

The **action** I took was _____

I received **feedback** by _____

My **support** was _____

3. My **goal** was _____

The **action** I took was _____

I received **feedback** by _____

My **support** was _____

Ideas for School or Transition Goals for Next Year*

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

1. _____
2. _____
3. _____
4. _____

Summarize Your New Goals

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

1. My new **goal** is _____

The **action** I will take is _____

I will receive **feedback** by _____

My **support** will be _____

2. My new **goal** is _____

The **action** I will take is _____

I will receive **feedback** by _____

My **support** will be _____

(Student Staffing Script continued)

3. My new **goal** is _____

The **action** I will take is _____

I will receive **feedback** by _____

My **support** will be _____

Close the Meeting by Thanking Everyone*

Student Staffing Reminders

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

Ask Questions If I Don't **Understand**

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

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

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

Listen to and restate the other person's opinion.

Use a respectful tone of voice.

Compromise or change your opinion if necessary.

Know and state the reasons for your opinion.

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



ISBN 1-57035-107-4



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