The Center on Secondary Education
for Students with Autism

Student Involvement
In The
IEP Meeting
(Module 3)

Table of Contents

Overview of the Transition and Families Modules

The Center on Secondary Education for Students with Autism Spectrum Disorders' (CSESA) Transition and Families (T & F) component is a critical component of the full CSESA model. Student-centered planning for a youth's future beyond high school that is built on input from the student, family, and various professionals familiar with the student is important to a young person with Autism Spectrum Disorder's (ASD) success in college (postsecondary learning), careers, and other adult living beyond high school. The T & F component includes five modules divided into the major topical areas (1) Community and School Mapping, (2) Transition Planning, (3) Student Involvement in the Individualized Education Program (IEP) planning and meeting, and (4) Work Based Learning Experiences (WBLE). The fifth module, Transitioning Together for families and leaders of family groups, is another critical segment of the CSESA program and is located in a separate document. Within each module there is an overview of the expectations and process, followed by appendices of lesson plans, forms, and other instructional resources. At the end of each module there is a section including guidance for recording students' progress through use of a Student Portfolio System. Additionally, there is a glossary of terms that may be used as a resource located in a separate document. The process for the CSESA Model on page 8 provides a context for how the various pieces of this T & F component fit within CSESA as a whole. The modules were developed as a blueprint for the teacher, case manager, and/or other school level professional implementing the curriculum. However, its forms and tips may be useful for any of the stakeholders engaged with youth with ASD.

Each of the modules includes: (a) an overview; (b) list of tasks to complete (page 9); (c) templates and forms for various activities, such as Community Mapping or Setting Up a School-Based Enterprise; and (d) guidance on permanent products to include in the Student Portfolio. The modules are provided electronically, to allow teachers and other users to explore websites which may provide additional resources; however, the intent is not to send users of this curriculum searching for more information; but to provide the resources a teacher or team will

need to complete the curriculum. The additional links and resources are for teachers or schools wanting to expand their transition program.

The Student Portfolio section in each module provides a list of products, by topical area, that may be selected to reflect a student's progress. There should be enough products included to get a sense of students' strengths, interests, and accomplishments; but not so many that it becomes cumbersome. While students may need assistance in selecting "the best" or "most representative" samples from their work in this curriculum, student input and preference in selection should be valued. There are four possible methods for compiling the portfolio (a) an online portfolio system, (b) a school or district based "shared" drive, (c) a USB drive, or (d) a paper binder version. A task analysis is provided for each of the choices, which would be selected based on school and student factors. Other permanent products from the academic and behavioral interventions in CSESA might also be documented in the Student Portfolio. The Portfolio may serve to not only track student progress in the CSESA Program, but as valuable transition planning information and contribute to the student's Summary of Performance documentation upon exit from high school.

As noted, the Transitioning Together module is overviewed in a separate document along with the glossary. The guidance, scripts, forms, and tips for the family are contained in the fifth module. It is important, however, for professionals who are working with students through the T & F component of CSESA to be aware of the overall content, schedule, and structure of the Transitioning Together series. Transitioning Together is a critical module of the T & F component, as family empowerment and engagement in transition planning are critical to successful outcomes for youth.

How does this all fit together? The T & F component overlaps in time throughout implementation and informs the completion of each of the other components. For example, the Transition Services or Annual Goals in the IEP may relate to the completion of specific WBLE

components, which may then inform future transition planning, based on a student's likes, dislikes, and accomplishments in that experience. Similarly, information gathered during the Transitioning Together classes may inform aspects of the Transition Planning process, as well.

A checklist for completing the transition component of the CSESA curriculum is included on page 9 of this module. The Glossary may be useful as multiple stakeholders engage with this program.

Embedding Activities for Transition Skills in Standards–Based Instruction

Post-school outcomes are the most important aspect of successful transitioning from high school to college and career fields. Because of poor post-school outcomes for students with ASD, there is a necessary requirement to engage students in activities that will expose them to college and career activities (i.e. Career Explorations, Job Shadowing, Work Sampling, Service Learning, Internships, Paid Employment, Apprenticeship, and/or Mentoring) and to provide opportunities for lessons in IEP participation and career research. Experiences should be selected that will support a student's postsecondary goals regarding college and careers. For some students, they will participate in experiences that are more focused on employment, while others will participate in experiences directly related to college preparation. Participation in the activities should inform the transition assessment process and increase students' skills in preparation for their postsecondary goals.

For students who have a postsecondary goal of attending a two- or four-year college, identifying time in the school day to complete a transition-related curriculum and/or work-based learning experiences in high school (e.g. developing career awareness skills, participating in work experiences) and possibly completing a transition curriculum, such as "Self-Directed IEP," may lead to greater success in postsecondary education (Test, Mazzotti, et al., 2009). IEP teams ,teams that receive input from family members, school counselors, career technical

educators, and of course, the student, may need to be creative in identifying ways to develop these important skills.

Some high schools use "advisory" time or homeroom/home base as a period of time available each day, or at least one time each week, for all students to engage in some of the activities noted above. Participating in after-school clubs, establishing relationships with community mentors in the school, and helping families complete certain activities outside of school hours (possibly through the support of other families, agencies, or the school counselor) are other methods for the student to gain additional knowledge about a variety of careers. Some schools may have classes such as learning labs or study halls where short lessons on IEP participation or self-advocacy could occur. "Working lunch" meetings with the school counselor may be another option in which time can be dedicated to transition lessons.

Several of the activities in career exploration might easily be incorporated into a student's existing schedule. Students may engage in writing, research, and presentations within the English Language Arts standards or as a research project in a computer lab class. Finally, exploring and even experiencing careers associated with significant events in history (e.g. inventors, doctors, religious leaders, politicians, and teachers) or within the S.T.E.M. fields might serve as project-based learning in social studies, science, or mathematics courses.

Introduction to Student Involvement In The IEP Meeting: Module 3

Student Involvement in the IEP, module 3 of Transition and Families, includes an overview of three different evidence-based curricula a teacher may select from to increase student engagement in their educational programs' planning, preparation, and meeting. There are checklists and lesson plans, as well as suggested modifications. This section ends with a list of possible products, including presentations developed by the student, to be included in the Student Portfolio.

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CSESA Process
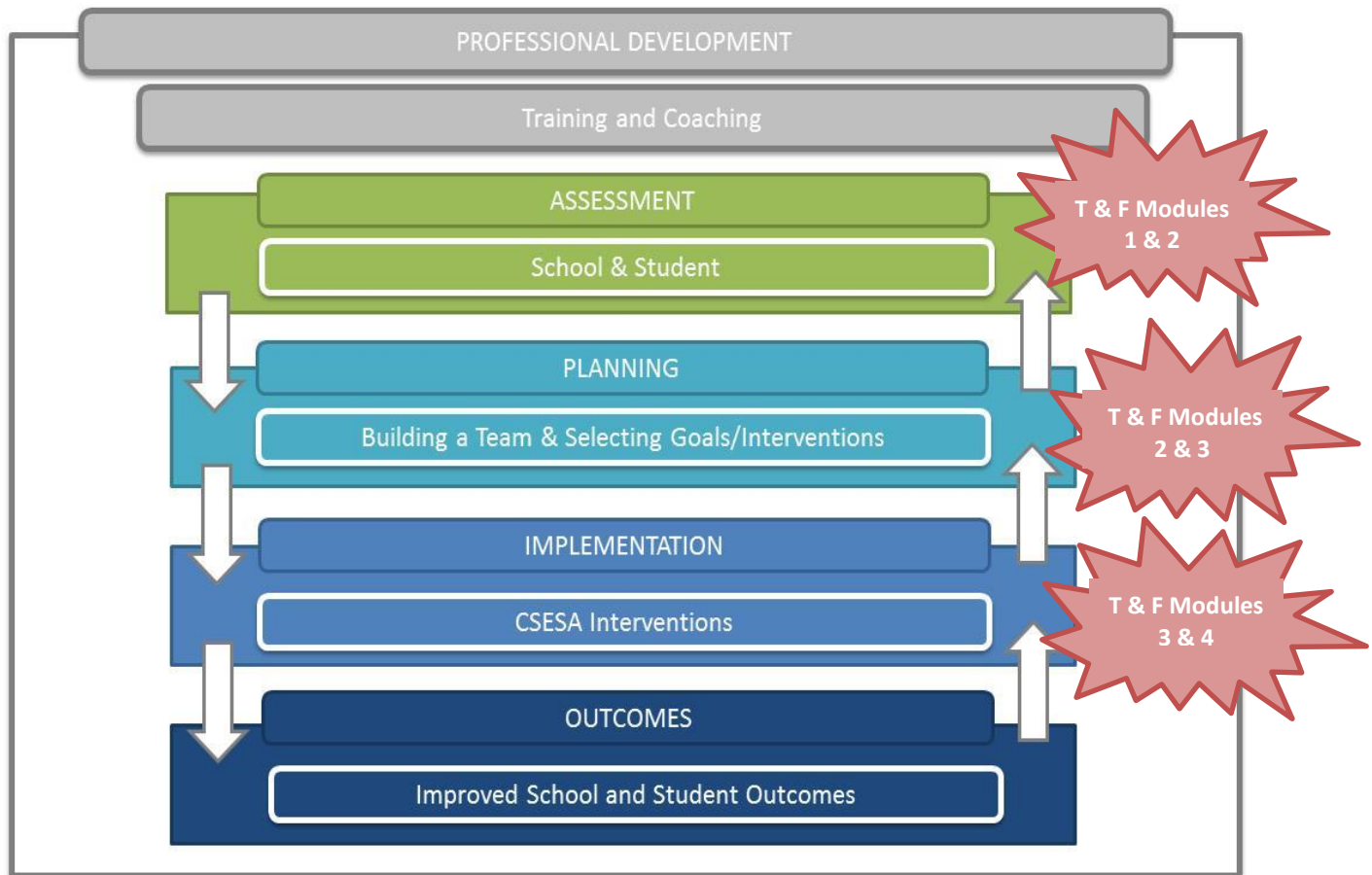
This module (Module 3—Student Involvement in the IEP) is part of the planning process which allows school personnel to teach students ways in which they can become more active in the development of their IEPs. Additionally, this module is applicable to the implementation phase because the student and teacher implement the identified areas addressed in the IEP.

The interventions for the CSESA model for each student are determined through individualized transition planning. Implementation of each component is supported through coaching of staff to implement interventions and transition planning, and interventions are supported through a strong family education component. Student achievements and reflections on their progress can be documented through the Student Portfolio, which is intended to assist students as they transition into life beyond high school.

Transition Component Checklist

Component	Who Will Implement	Student(s)	Status	Date Completed
Community Mapping				
Completed Community Map				
School Mapping				
Completed School Map				
Transition Planning				
IEP (I-13 compliant using Checklist)				
Completed steps of Transition Planning task analysis				
Student Involvement in IEP				
Self-Advocacy Strategy				
Self-Directed IEP				
Whose Future is it Anyway?				
Task analyses for data collection on student performance				
Work-based Learning Experiences				
Career Exploration				
Career-Ready				
College-Ready				

Job-Shadowing				
Career-Ready				
College-Ready				
Service Learning				
Career-Ready				
College-Ready				
Work Sampling				
Career-Ready				
College-Ready				
Internships				
Career-Ready				
College-Ready				
Paid Employment				
Career-Ready				
College-Ready				
Apprenticeship				
Career-Ready				
College-Ready				
Mentoring				
Career-Ready				
College-Ready				
Task analyses on each experience for data collection				
Student Portfolio				
Uploaded/saved work product from IEP				
Uploaded/saved work product from WBLE 1				
Uploaded/saved work product from WBLE 2				

Student Involvement In The IEP Meeting

Lessons in this section should be embedded within the process of developing a compliant IEP for transition-age students.

Introduction

Encouraging students to become advocates for their own educational matriculation is an important 21st century skill to practice throughout high school. Allowing students to improve their comfort and confidence during whole group experience and with adults is useful to encourage growth and for the transition into adulthood. Students should have the opportunity to think and speak about what concerns them the most and what assistance they need to be successful. In this module, think about ideas and practices that can be given to students in order to encourage skills such as communication, self-advocacy, problem solving, and negotiation, which encompass their development in leading or participating in their IEP meetings. Review the information below about each option (there are three) for teaching students to be participants in their IEP meeting. Select an approach and use this module and the published curriculum's guidance to implement the lessons. Instructions are provided for the development of a permanent product (e.g., PowerPoint, Voki) to (a) assist the student in participating in their IEP meeting and (b) contribute to their portfolio (summary of performance) in the CSESA Transition and Families Component.

It is important for practitioners and family members to develop the expectation that ALL students can contribute to the development of their IEP. These contributions will vary based on individual student strengths. Some students may need limited information about the meeting and its structure to confidently contribute meaningful information to the team about their goals, their current performance, academic goals they feel should be included, and accommodations that they need to be successful. Other students may require slightly more guidance regarding what information they can and should share in a meeting. Still other students may contribute information through augmentative communication devices or other assistive technology and may contribute information regarding their dreams or strengths, but not participate in more detailed discussions of how the IEP team plans to get them ready to reach their goals. The following curricular overviews and subsequent suggested adaptations and examples will help practitioners and families envision participation for all CSESA model participants.

Evidence-based curricula for teaching student involvement in the IEP process:

1. Self-Advocacy Strategy
VanReusen, A. K., Bos, C., & Schumaker, J. B. (1994) Self-Advocacy Strategy for education and transition planning. Lawrence, KS: Edge Enterprises.

The *Self-Advocacy Strategy* (SAS) is a motivation and self-determination strategy designed to prepare students to participate in education or transition planning conferences. The strategy consists of 5 steps, which are taught over a series of seven acquisition and generalization stages. The five steps are presented using the mnemonic "I PLAN" to help cue students to remember the steps for the strategy.

I PLAN represents:

- I - Inventory: completed by students listing their strengths, weaknesses, learning needs, goals, and choices to prepare them for their upcoming IEP conference
- P - Provide your inventory: involves identifying appropriate time for individual to share information during the conference, speaking clearly and completely, and referring to inventory as needed
- L - Listen & Respond: addresses being an active listener and responding to statements made by others in a positive manner
- A - Ask questions: focuses on asking appropriate questions to gather needed information
- N - Name your goals: to communicate goals and ideas on actions to be taken

The *Self-Advocacy Strategy* should be implemented according to instructions in the manual available through Edge Enterprises publishing. Adaptations, to be used as needed, are suggested in the modified lesson plans below.

For the evidence base behind this curriculum see:
http://www.nsttac.org/sites/default/files/assets/pdf/SAS%28moderate%29.final.pdf

The *Self-Advocacy Strategy* curriculum may be ordered through Edge Enterprises.
http://www.edgeenterprisesinc.com/product_detail.php?product_id=87

Additional adaptations to those lessons are below.

Adapted lesson plans are available as Appendix A-1.

Possible Student Portfolio Products

Stage 1
Stage 3B: Lesson 1: Transition Inventory
Stage 6: Optional PowerPoint or Voki
Stage 7: Generalization Part II – Management Chart
Stage 7: Part III – updated Transition Inventory

2. *Self-Directed IEP*

Martin, J. E., Marshall, L. H., Maxson, L. M., & Jerman, P. L. (1996). *The self-directed IEP*.Longmont, CO: Sopris West.

The *Self-Directed IEP* contains 11 sequential lessons that typically take six-to-ten 45 minute sessions to teach. The *Self-Directed IEP* (*SD IEP*) lesson package is divided into four instructional units, including students leading meeting, reporting interests, reporting skills, and reporting options. It is a multimedia package designed to teach students the skills needed to manage their own IEP meetings. It includes a teacher manual, a student workbook, and two videos that present 11 steps necessary for students to lead their own IEP meetings:

a. begin meeting by stating purpose
b. introduce everyone
c. review past goals and performance
d. ask for others' feedback
e. state your school & transition goals
f. ask questions
g. deal with differences of opinion
h. state the support you'll need
i. summarize your goals
j. close meeting
k. work on IEP goals all year

Instruction follows a model-lead-test format.

For the evidence base behind this curriculum see:
http://www.nsttac.org/sites/default/files/Using%20SD%20IEP.final.1011docx.pdf

The *Self-Directed IEP* should be implemented according to instructions in the manual available through Sopris West publishing. Adaptations, to use as needed, are suggested in the modified lesson plans below.

Materials may be ordered here:
http://store.cambiumlearning.com/choicemaker-self-determination-series/

Adapted lesson plans for this curriculum are included as Appendix A-2.

Possible Student Portfolio Products

Step 5 – from Student Workbook

3. *Whose Future is it Anyway?*
Wehmeyer, M., Lawrence, M., Garner, N., Soukup, N., & Palmer, S. (2004). Whose Future is it *Anyway*? A student-directed transition planning process.

Whose Future is it Anyway? (WFA) is a student-directed transition planning curriculum designed to help students learn to be more involved in the IEP process. The curriculum is comprised of six sections and 36 sessions related to:
- Having self-awareness and disability awareness
- Decision making about transition-related outcomes
- Identifying and securing community resources to support transition services
- Writing and evaluating goals and objectives
- Communicating effectively in small groups
- Developing skills to become and effective team member, leader, and self-advocate

For the evidence base behind this curriculum see:
http://www.nsttac.org/sites/default/files/Whose%20Future-transition%20planning_moderate_.final.1011docx_0.pdf

Whose Future Is it Anyway? should be implemented according to instructions in the manual available through the Zarrow Center and The Arc. Adaptations, to use as needed, are suggested in the modified lesson plans below.

To access the materials go to:

See Appendix B-2 for adapted lesson plans from the curriculum.

Possible Student Portfolio Products

In addition to the final presentation for the IEP meeting, students may select some of the following from the IEP curriculum used for their portfolio. (If a paper product, scan and save electronically.)

Chapter 2 – Activity 2: Fill Out Your Planning Team Pie Chart; Activity 4: Who Should Come to Your Next IEP Meeting
Chapter 3 – Activity 6: After You Graduate; Activity 7: Abilities and Interests
Chapter 5 – Activity 10: Things I Can Change and Things I Cannot Change
Chapter 6 – Activity 13: Get Support or Not?
Chapter 7 – Activity 15: Outcomes of Where to Live; Activity 17: Goals for Your Next IEP
Chapter 8 – Activity 21: Resources for Employment Outcomes
Chapter 9 – Activity 22: Post-Secondary Education Outcomes; Activity 24: Resources for Post-secondary Education Outcomes; Activity 27: Resources for Independent Living Outcomes
Chapter 10 – Activity 28: Things You Like to Do for Fun; Activity 31: Resources for Recreational and Leisure Outcomes
Chapter 11 – Activity 33: Writing Your Own Goal; Activity 34: A Goal for Work
Chapter 12 – Activity 35: More Practice Writing Goals; Activity 36: A Goal for More School; Activity 37: A Goal for Where to Live
Chapter 13 – Activity 38: A Goal for Fun
Chapter 15 – Activity 44: Be Prepared!

Student Involvement in the IEP Meeting Appendices

A-1. Lesson plan adaptations for *Self-Advocacy Strategy (page 15)*
A-2. Lesson plan adaptations for *Self-Directed IEP (page 39)*
B-1. Lesson plan adaptations from *Whose Future Is It Anyway?*
B-2. Student Participation in the IEP Report Form

Appendix A1.

Lesson plan adaptations for *Self-Advocacy Strategy*

Lesson: Self-Advocacy Strategy: Stage 1 – Orient and Make Commitments	
Common Core Standards:	
Warm Up:	**Vocabulary:**
• Give Advance Organizer of the lesson • "We're going to talk about a strategy that you have the opportunity to learn. It will help you gain more power and control of what you learn in school and help you make good decisions about planning for your career and adult life."	Control Power
Differentiation:	Self- Advocacy
Lesson:	Success
• Student looks up "control" and "power" in dictionary; Write "control" and "power" down • "Today we will discuss how you can guide or manage your education and career through a position of strength. We will talk about how you can take more control over what you learn and do in and out of school" • Write "self-advocacy" on board: "One way to gain power and take control is to advocate for yourself. Do you know what it means to advocate?"	Effort
Differentiation: Picture prompts of definition choices and the dictionary	
Guided Practice:	
• Provide examples of how students often react to teacher or adult decisions about learning • "Think of a class you've had where you thought the teacher made all the decisions about what you had to learn or do. It should be a class where you had very little chance to talk about or help decide what was important to learn. How did that make you feel?"; Write responses on board • "One way to get teachers and students together so they can talk about concerns or solve problems is to have a conference." • Look up "conference" in the dictionary • Ask student "What kinds of ideas would you discuss with our teacher in a conference?	
Differentiation: Picture prompts and choices	

	Teacher Materials/ Technology:
Independent Practice: • Introduce the 'SUCCESS' formula • Write 'Success' on the far right-side of the paper • Ask for examples of success • "I know that this, the Self-Advocacy Strategy, can be helpful in achieving success for students. Another thing that students need to be successful is:" • Write 'Effort' in between the two words • Write Self-Advocacy Strategy + Effort = Success	Smart board/ White board Dictionary
Differentiation: Definition cards of 'Effort' and 'Success'	
Assessment: • "You will have a conference coming up where you'll be talking about what you are going to be learning in school and what you plan to do after you finish school. Think about whether you want to learn a strategy that will enable you to prepare for the conference and then share your ideas and goals at the conference. This strategy is called the Self-Advocacy Strategy. It will allow you to advocate for yourself and have more power and control over the decisions that are made about your future." • Write: "I want to learn a strategy for planning goals and sharing my ideas at a conference." • Student will write a goal of their own (Write other examples for the student. The student can choose one) and write down	Desktop/ Laptop Computer Manage-ment Chart (p. 205)
Differentiation: Model writing a goal, photo/picture/word prompts of choices	
Summary/Closure/Ticket Out the Door: • Written goal statement or verbal commitment to learn Self-Advocacy Strategy *Student can place into his/her portfolio (online and/or print)	
Differentiation:	

Homework:	Self-Evaluation:

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Lesson: Self-Advocacy Strategy – Stage 2: Describe	
Common Core Standards:	

Warm Up:	**Vocabulary:**

• Give an Advance Organizer
 	
• Review previous lesson:
  ○ "Last time we met, you wrote goals for learning a new strategy."
 	
• State the purpose of the lesson
  ○ "Today we're going to begin a unit on that strategy. The SAS is a simple but effective strategy you can use to prepare for and participate in a planning conference."
 	
• Review self-advocacy
  ○ "Remember that we talked about what self-advocacy meant? What does it mean to advocate for yourself?"
 	
• Define strategy
	Self-Advocacy
	
	Strategy
	
	Transition
	
	Transition Planning Conference
	
	Eye contact
	
	Inventory

Differentiation:	

Lesson:
• Define 'transition" and describe the general characteristic of a Transition Planning Conference
  ○ "If 'transition' means moving from school to adult life with a job or career, what do you think is meant by a 'transition planning conference'?
 	
• Discuss activities at Transition Planning Conferences
  ○ "Revolves around discussing your progress, your goals, and how to help you meet those goals. The difference between the two types of conferences is that Education Planning Conferences focus on helping you complete the education program you're enrolled in, while Transition Planning Conferences focus on preparing you for the time after you finish school. Sometimes, they are combined."	

Differentiation: Student writes down definition in notebook or on note cards; underline	

Guided Practice:
• "The behaviors that can help you during any conference or meeting to be an effective communicator are the 'SHARE' behaviors"
  ○ Uncover Cue Cards
    ▪ Sit up straight
    ▪ Have a pleasant tone of voice
    ▪ Activate your thinking
    ▪ Relax
    ▪ Engage in eye communication	

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	Teacher Materials/ Technology:
• "This strategy can help you get ready with five steps" Write 'I PLAN Strategy' down 　○ "These letters help you remember the five steps of the strategy. 　　▪ Step 1: Inventory your strengths, areas to improve or learn goals, and choices for learning. 　　▪ Step 2: Provide your inventory information 　　▪ Step 3: Listen and respond 　　▪ Step 4: Ask questions 　　▪ Step 5: Name your goals	
Differentiation: Student writes in notebook or on note cards; Mnemonic device	
Independent Practice: • Review the mnemonic device	Smart board/ White board Dictionary Desktop/ Laptop Computer Cue Cards #1-7 (p.135-141) Blank Inventory Sheets (p. 170-173) Progress Charts (p. 203) Manage-ment Chart (p. 205)
Differentiation:	
Assessment: • "What will the phrase 'I PLAN and SHARE' help you remember?"	
Differentiation: Provide multiple-choice answers	
Summary/Closure/Ticket Out the Door: • "Today we've begun to learn about the SAS. It consists of five action steps and five 'SHARE' behaviors that we can remember by using the phrase 'I PLAN' and 'SHARE' • "The next lesson we will work on your inventory."	
Differentiation:	

Homework:	Self-Evaluation

Lesson: Self-Advocacy Strategy – Stage 3B: Model and Prepare for Transition Planning Conferences (Lesson 1)	
Common Core Standards:	

Warm Up:	**Vocabulary:**
• Give an Advance Organizer	
• Review previous lesson:	Age of Majority
o "Last time we met, we discussed the 'I PLAN' Steps and the 'SHARE' Behaviors."	
• State the purpose of the lesson	Age of Majority Responsibil-ities
o "Today we're going to get ready to take part in a conference by using the first step of the Self-Advocacy Strategy."	
• Review the definition of "inventory"	Legal Emancipa-tion
o "Do you remember what 'make an inventory' means?	
o "To make an inventory of yourself, you make a list of the skills you have and the skills you want to learn. What should we inventory when we are preparing for a Transition Planning Conference?"	
▪ Possible answers: strengths, goals, and areas to improve or learn	
o "We inventory strengths, goals, and areas to improve or learn. In addition, we inventory special accommodations and resources that can help us."	
• Review the purpose of the Transition Planning Conference	

Differentiation: Vocabulary written on board, write definition	

Lesson:	
• Introduce the Inventory	
o Distribute a copy of the Inventory to each student	
o Describe the five areas of the Inventory	
▪ "The Inventory is planned around five areas: strengths, goals, further education or training, accommodations, and potential resources. When you have filled in your information in these areas, you will have a game plan for you conference."	

Differentiation: Sections of the Inventory bolded and underlined	

Guided Practice:	
• Introduce the Strengths Section	
• Direct completion of the Strengths Section	
• Model identifying and listing independent living skill strengths	
o "Let's work on filling out the first section of the Inventory related to independent	

living. To help us do this, let's look at the Independent Living Skills List."
   o Have the student list his/her independent living skills
 • Model identifying and listing career and employment skills strengths
   o Have student identify his/her career and employment skills strengths
 • Introduce the Goals Section
   o Model completing the Goals Column; Have student complete the Goals column on his/her Inventory
   o Model completing the Skills needed for Success Column; Have student complete the Skills Needed for Success Column
   o Model completing the Skills to Improve or Learn Column
   o Direct completion of the Further Education or Training Section
   o Direct completion of the Accommodations Section
   o Direct completion of the Potential Resources Section
   o Direct completion of the Age-of-Majority-Rights Section
    ▪ Define "age of majority"
    ▪ Define and list age-of-majority rights
    ▪ Define and list "age-of-majority responsibilities"
    ▪ Define "legal emancipation"	

Differentiation: Check list of sections to complete; underline and define key words	
Independent Practice: • Review the mnemonic device	**Teacher Materials/ Technology:** Smart board/ White board Desktop/ Laptop Computer Cue Card #15,16, 17 (p. 149-151)
Differentiation: Student writes down mnemonic device in notebook, foldable, or note cards	
Assessment: • "At what age do you attain your age-of-majority rights in our state?; What are some examples of age-of-majority rights?; What are some examples of age-of-majority responsibilities?; What is meant by legal emancipation?; and What are the differences in the age-of-majority rights between a person who is 18 years old and someone who is 21"	
Differentiation: Definition; graphics	
Summary/Closure/Ticket Out the Door: • Prompt student to set goals related to age-of-majority rights and responsibilities • Give the post-organizer *Transition Inventory can be placed into student's portfolio (online and/or print)	

Differentiation: Checklist		Transition Inventory (p. 170-173) Transition Skills Lists (p. 174-181) Leisure & Recreation Activities List (p. 182) Accommo-dations List (p. 183) Potential Resources List (p. 184) Transition Conference Model Cards (p. 185-186) Completed Transition Inventory Manage-ment Chart
Homework:	**Self-Evaluation**	

Lesson: Self-Advocacy Strategy – Stage 3B: Model and Prepare for Transition Planning Conferences (Lesson 2) Conference	
Common Core Standards:	

Warm Up:
 • Agenda for lesson
 • Review the purpose of the previous lesson:
  o "Last time we met, you began to prepare for your conferences by filling out your inventory."
 • State the purpose of the lesson
  o "Today I will show you how to do the 'PLAN' Steps of the strategy. That way, you'll know what to do during a conference."
	Vocabulary:
	
	 SHARE Behaviors
	
	 I PLAN Steps

Differentiation: Checklist	

Lesson:
 • Demonstrate using the 'PLAN' Steps and the 'SHARE' Behaviors
  o Demonstrate talking to yourself before the conference starts
  o Explain the signal for thoughts versus real statements
  o Explain what the students should look for when critiquing your performance	

Differentiation: Model	

Guided Practice:
 • Model the Strategy using Situations #1-6
  o Situation #1
  o Situation #2
  o Situation #3
  o Situation #4
  o Situation #5
  o Situation #6	

Differentiation: Model; break down each situation	
Independent Practice: • Continue Situations #1-6	**Teacher Materials/ Technology:**
Differentiation:	

Assessment: • In Situations #1-6, consider the 'SHARE' behaviors and 'I PLAN' steps utilized	Smart board/ White board
Differentiation: Behaviors and Steps utilized throughout each situation	
Summary/Closure/Ticket Out the Door: • Provide a post-organizer ○ "Today I've demonstrated how to use the 'PLAN' Steps and the 'SHARE' Behaviors. We've discussed how to make sure you use these behaviors to present your ideas at a conference in the best possible way. The next time we meet, we'll have another simulated conference where you'll take a turn being the student and I'll ask the questions."	Desktop/ Laptop Computer Cue Card #15,16, 17 (p. 149-151)
Differentiation: Checklist	Transition Inventory (p. 170-173) Transition Skills Lists (p. 174-181) Leisure & Recreation Activities List (p. 182) Accommodations List (p. 183) Potential Resources List (p. 184) Transition Conference Model

	Cards (p. 185-186) Completed Transition Inventory Manage-ment Chart
Homework:	**Self-Evaluation**

Lesson: Self-Advocacy Strategy – Stage 4: Verbal Practice	
Common Core Standards:	

Warm Up:
 	
 • Give Advance Organizer
 	
 • Review previous lesson:
     o "Last time we met, you completed your Inventory. You've learned about the steps of the Self-Advocacy Strategy, seen a demonstration of them, and are almost ready to practice using them."
 	
 • State the purpose of the lesson
     o "Before you begin practicing, you need to be able to name and explain the 'I PLAN' Steps and the 'SHARE' Behaviors
 	
 • Provide a rationale
     o "If you can easily name and explain the steps and the behaviors, you'll be able to tell yourself what to do and how to act when you participate in a planning conference."
 	
 • Conduct the Verbal Elaboration Exercise
     o "First, let's make sure you understand what you are to do for each step of the strategy and why you are to do it. I will ask you some questions, and I want you to answer them to show your understanding. "
        ▪ What does 'advocating for yourself' mean?
        ▪ What is the major purpose of the Self-Advocacy Strategy?
        ▪ In what kinds of situations might you use the Self-Advocacy Strategy?
        ▪ In your own words, tell me what you are doing as you use the SAS?
        ▪ Why do you suppose making a game plan by creating an Inventory is an important thing to do before a conference?
        ▪ What are some good times to provide your Inventory information?
        ▪ Why should you use complete statements when you provide information at a conference
        ▪ Why is listening to others at your conference important?
	Vocabulary:
	 Advocating
	
	 Eye communica-tion

Differentiation: Checklist	
Lesson: • Lead the exercise with the 'I PLAN' Steps on the board • Lead the exercise with the 'SHARE' Behaviors • Give instructions of individual review	
Differentiation: Student writes on note cards	

Guided Practice:
 	
 • "The behaviors that can help you during any conference or meeting to be an effective communicator are the 'SHARE' behaviors"
     o Uncover Cue Cards
        ▪ Sit up straight
        ▪ Have a pleasant tone of voice
        ▪ Activate your thinking
        ▪ Relax
        ▪ Engage in eye communication
 • "This strategy can help you get ready with five steps" Write 'I PLAN' Strategy' down
     o "These letters help you remember the five steps of the strategy."
        ▪ Step 1: Inventory your strengths, areas to improve or learn, goals, and choices for learning.
        ▪ Step 2: Provide your inventory information
        ▪ Step 3: Listen and respond
        ▪ Step 4: Ask questions
        ▪ Step 5: Name your goals	

Differentiation: Use note cards	
Independent Practice: • Review 'SHARE' Behaviors • Review 'I PLAN' Steps	**Teacher Materials/ Technology:** Smart board/ White board Desktop/ Laptop Computer
Differentiation: Review note cards	

Assessment:
 	
 • Oral Quiz
     o List the 'I PLAN' Steps
     o List the 'SHARE' Behaviors
     o Answer three questions about the steps of the strategy	

Differentiation: Written version	
Summary/Closure/Ticket Out the Door: • "Today we've begun to learn about the SAS. It consists of five action steps and five 'SHARE' behaviors that we can remember by using the phrase 'I PLAN' and 'SHARE'	The Self-Advocacy Strategy Verbal Practice Checklist
Differentiation: Checklist	

	(p. 187) Cue Carts #1-7 (p. 135-141) Manage-ment Chart
Homework:	**Self-Evaluation**

Lesson: Self-Advocacy Strategy – Stage 5: Group Practice and Feedback

Common Core Standards:

	Vocabulary:

Warm Up:
 	
• Give Advance Organizer
• Review previous lesson:
    o "You've now learned to name and explain the 'I PLAN' Steps and the 'SHARE' Behaviors. You should now be able to tell yourself what to do as you use the strategy."
• State the purpose of this lesson
    o "Today we will do two things. First, we will discuss the order of events that take place at a conference, so you'll know what to expect and what you should do at each point. Second, you will practice using the 'I PLAN' Steps and the 'SHARE' Behaviors to respond to statements I make or questions I ask."
	Feedback

Differentiation: Checklist

Lesson:
 	
• Explain what usually happens at a conference
    o Describe the beginning of the conference
        ▪ Discuss the Introductions Segment
        ▪ Discuss the Purpose and Legal Rights Segment
        ▪ Explain the basic rights listed on Cue Card #14 if appropriate for your students
        ▪ If appropriate, review age-of-majority information on Cue Cards #15, 16, and 17.
        ▪ Discuss what student should do
    o Describe the Transition Progress Portion
    o Discuss the Coursework and Performance Segment
    o Discuss what students should do
    o Discuss Strengths and Areas to Improve Segment
    o Discuss what students should do
    o Describe Goal-Setting Portion of the conference
        ▪ Discuss what the student should do
    o Describe the Services, Resources, and Accommodations Segment
        ▪ Discuss what the student should
    o Describe the conclusion of the conference
• Discuss what the student should do

Differentiation: Slideshow of steps of the conference	

Guided Practice:
• Introduce practice activity
  ○ "Now that you know what is going to happen at the conference, we'll practice. I'm going to make some statements and ask you some questions, just like the statements and questions you may hear at a conference. First, I'll say your name and tell you who is asking the statement or asking the question; for example your instructor or your parent. Then I'll make the statement or ask the question. For example, I might say, '_____, I'm your resource teacher.' Then I'll play the part of the teacher and say, '_____, in looking over your work, I note that you seem to be having difficulty writing reports (or balancing a checkbook). Do you know how to outline a report (or balance a checkbook)?'
• Explain the feedback process
  ○ Explain what to listen to and to watch
• Explain how to give feedback	

Differentiation: Model; written steps	
Independent Practice: • Conduct practice • Provide feedback	**Teacher Materials/ Technology:**
Differentiation: Practice with student	Smart board/ White board
Assessment: • Make sure student is consistently using the 'SHARE' Behaviors and the 'I PLAN' Steps when responding to questions or statements at the end of the simulated conference	Desktop/ Laptop Computer
Differentiation: Checklist of steps and behaviors	
Summary/Closure/Ticket Out the Door: • "Today we've begun to learn about the SAS. It consists of five action steps and five 'SHARE' behaviors that we can remember by using the phrase 'I PLAN' and 'SHARE' • "The next lesson we meet, we will work on your inventory."	Group Practice Score Sheet (p. 196)
Differentiation: Checklist	

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	Education Guidelines (p. 132-133) Manage-ment Chart Cue Cards #12-17 (p. 146-151) Simulated Transition Conference Guide (p. 192-195) Completed Transition Inventories
Homework:	**Self-Evaluation**

Lesson: Self-Advocacy Strategy – Stage 6: Individual Practice and Feedback	
Common Core Standards:	

Warm Up:
• Give Advance Organizer
• Review the purpose of the previous lesson:
  ○ "Today you and I will work together to get prepared for your individual conference. We're going to practice as before, but now you'll have to respond to every question and statement, just like you will in your own conference."
• Give rationale for the activity
  ○ "This activity will give you practice and confidence for your own conference."
	Vocabulary:

Differentiation: Checklist	
Lesson: • Conduct the simulated conference	
Differentiation: Make a PowerPoint/Voki with student	
Guided Practice: • Provide student with the 'SHARE' behaviors and 'I PLAN' suggestions	
Differentiation: Utilize in the steps of completing a PowerPoint/Voki	
Independent Practice: • Continue the simulated conference	**Teacher Materials/ Technology:**
Differentiation: Review PowerPoint/Voki slides	Smart board/ White board
Assessment: • Consider student's use of Self-Advocacy Strategy in his/her self-advocacy	
Differentiation:	
Summary/Closure/Ticket Out the Door: • Review the simulated conference with student • Provide feedback and suggestions for the future *Student can place optional PowerPoint/Voki in his/her portfolio (online or print)	Desktop/ Laptop Computer Transition

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Differentiation: Checklist	Conference Individual Mastery Checklist (p. 200-202) Evaluation Guidelines (p. 132-133) Cue Cards #1-7 (p. 135-141) Management Chart
Homework:	**Self-Evaluation**

Lesson: Self-Advocacy Strategy – Stage 7: Generalization Part I: Preparing for and Conducting the Planning Conference	
Common Core Standards:	

Warm Up:
 • Agenda for lesson
 • Review previous lesson:
     o "You've prepared your Inventory and practiced using the 'I PLAN' steps and 'SHARE' behaviors. You've done a wonderful job getting ready for your conference."
 • State the purpose of the lesson
     o "Today we're going to participate in that conference. Before it starts, let's review the 'I PLAN' Strategy and your Education/Transition Inventory. Finally I'll ask you a couple questions that you'll probably be asked in the conference, so you can get 'warmed up' for using the strategy'
 • Review the Self-Advocacy Strategy
 • Review inventory
	Vocabulary:
	
	 Inventory
	
	 Transition
	
	 Planning
	
	 Conference

Differentiation: Checklist	

Lesson:
 • Conduct a short warm-up session
     o Questions to add:
       ▪ What do you think are your strengths related to living independently as an adult?
       ▪ What further education or career training do you want to pursue?
       ▪ Are there any social and family skills you want to improve?
       ▪ If you're having difficulty finding a home or an apartment, where can you go for help?	

Differentiation: Written	
Guided Practice: • Conduct the Transition Planning Conference	
Differentiation: Review PowerPoint/Voki	
Independent Practice: • Review the mnemonic device	**Teacher Materials/**

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	Technology:
Differentiation: Read through note cards; Matching	Smart board/ White board
Assessment: • Did the student express their strengths, interests, and areas seeking to improve and use the mnemonics	Desktop/ Laptop Computer
Differentiation:	Student's Transition Inventory
Summary/Closure/Ticket Out the Door: • "As you can see, your transitional plan contains many goals that are specified. Why do you think this happened? You took control by using a strategy. You will find that you can use the skills in this strategy in many different kinds of situations. You will be in control if you continue to use this strategy. We'll talk about other uses of this strategy in a couple of days."	Transition Conference Question Guide (p, 214-216)
Differentiation: Checklist	Manage-ment Chart
Homework: **Self-Evaluation**	

Lesson: Self-Advocacy Strategy: Stage 7 – Generalization Part II: Preparing for Other Uses of the Strategy	
Common Core Standards:	
Warm Up: • Provide an advance organizer • Review the previous lessons	**Vocabulary:** 'SHARE' Behaviors 'I PLAN' Steps
Differentiation: Checklist	
Lesson: • Discuss the goal of the lesson: "You've made a big investment in learning this strategy and, so far, that investment has paid off for you. Is there any place where you can use this strategy besides Education/Transition Planning Conferences?" o "You can use this strategy in any kind of conference or meeting where you need to provide information about yourself, your ideas, or your needs and goals."	
Differentiation:	
Guided Practice: • Discuss conference situations or meetings in which the strategy can be used. "Let's make a list of conference or meeting situations in which you might use the 'I PLAN' Steps or a variation of them" o Ask students for examples o Write the suggestions on the board o (e.g., job interview, meeting with a teacher) • Discuss how to adapt the strategy to different types of conference or meeting situations o Ask students how they might change the strategy to be applicable to at least two or three of the conference or meeting situations you've listed. o Distribute Transition Inventories. Discuss different categories students might want to use on the Inventory for different kinds of conferences or meetings	
Differentiation: Graphics paired with choices	
Independent Practice: • Discuss how to adapt the 'I PLAN' Steps to other kinds of situations: "We've discussed how you might adapt the 'I PLAN' Steps to a variety of conferences or meetings. Are there times other than conferences where you will be able to use some of the steps in the strategy?" o Make another list on the board of situations where the 'SHARE' behaviors and the 'PLAN' steps are useful	**Teacher Materials/ Technology:** Smart board/ White

	board
(e.g., Class discussions, club meetings, with friends, working out a problem with someone) - Discuss how the 'PLAN' steps and 'SHARE' behaviors can be adapted and applied in all of these situations - Direct the students to use the strategy and to utilize you as a resource: "In the future, whenever you notice a situation where you should participate verbally or advocate for yourself, you should use the SAS. When you know that a conference is coming up, for example, a conference with your counselor, let me know, and I will help you get ready for it. I will also tell you when I think you should have a conference or meeting with someone, and I will help you prepare for it."	Desktop/ Laptop Computer Transition Inventory

Differentiation: Choice list

Assessment:

- Direct the student to initiate a meeting to resolve a personal problem or issue: "As you know, another way to use the Self-Advocacy Strategy is when you have a problem that needs to be resolved. Over the next week, I want each of you to initiate a meeting with a parent, a friend, a boss, or an instructor either to resolve a problem or discuss a particular situation that needs to be resolved. Then, I want you to report on the outcome of that meeting using this form."
  - Distribute the Report of Student-Initiated Strategy Use Form to each student. Review each section with students so they know how to complete it.

Differentiation: Model utilization

Summary/Closure/Ticket Out the Door:

- Provide a post-organizer: "Today we've discussed how you're going to make your investment in this strategy pay off for you. We've seen that you can use it in a variety of situations."
- Record completions dates on Management Chart

*Transition Inventory can be placed into student's portfolio (online and/or print)

Differentiation: Checklist

Homework:	Self-Evaluation

Lesson: Self-Advocacy Strategy - Stage 7: Generalization Part III: Preparing for Subsequent Conferences	
Common Core Standards:	
Warm Up: • Provide an advance organizer	**Vocabulary:** 'I PLAN' Steps
Differentiation: Checklist	
Lesson: • State the goal of the lesson: "We're meeting today to help you get ready for your upcoming conference. First, we'll review the purpose of this conference, the 'I PLAN' Steps, and the 'SHARE' Behaviors. Then you will update your Inventory and practice using the strategy" • Review the purpose of the Transition Planning Conference • Discuss rationales for student participation • Review 'I PLAN' Steps • Review the 'SHARE' Behaviors • Verbally practice the 'I PLAN' Steps and the 'SHARE' Behaviors	'SHARE' Behaviors Strengths Accommodations Age of Majority
Differentiation: Review note cards of steps and behaviors	
Guided Practice: • Update Transition Inventory o Update the strengths section, goals column, skills needed for success column, skills to improve or learn column, further education or training section, accommodations section, potential resources section, age-of-majority rights section	
Differentiation: Underline sections; utilize student's previous inventory	
Independent Practice: • Conduct a simulated Transition Planning Conference: "Now that you have updated your Inventory, let's practice the SAS in a simulated conference. What we'll do is pretend that we are all in a conference. I'll ask you a question or make a statement about you. When I call on you and ask you a question or make a statement, you need to use the 'PLAN' Steps and the 'SHARE' Behaviors. Remember to also use your Inventory to help you remember what you want to say." • Use Question Set B (for a Transition Planning Conference)	**Teacher Materials/ Technology:** Smart board/ White board Desktop/

	Laptop Computer
Differentiation: Write down question set 8; answer questions; choice list	
Assessment: • Student should have an updated Inventory that includes several new items under the 'Strengths', 'Goals', 'Skills Needed for Success', and 'Skills to Improve or Learn' headings • During the simulated conference, the student should have used the 'I PLAN' Steps and 'SHARE' Behaviors appropriately	Previously completed Transition Inventory Cue Cards #1,2, 8, 9 (p. 135, 136, 142, 143)
Differentiation:	Transition Skills Lists (p. 174 -181)
Summary/Closure/Ticket Out the Door: • Provide a post-organizer • File products *Student can place into his/her portfolio (online and/or print)	Education Worksheet (p. 167) Group Practice Score Sheet (p. 196)
Differentiation: Checklist	Transition Conference Question Guide (p. 214-216) Blank Transition
Homework:	**Self-Evaluation**

Appendix A-2.

Lesson plan adaptations for *Self-Directed IEP*

Lesson: Step 1 – Begin Meeting by Stating the Purpose	
Common Core Standards:	
Warm Up: • "In this class you are going to learn how to lead your own IEP staffing. IEP stands for Individual Education Plan. It is a plan that contains goals and how you are going to accomplish them. An IEP developed in a meeting is called a 'staffing'. We will watch a video in which a student runs his own staffing. As you watch, be sure to pay attention to the 11 Steps the student follows."	**Vocabulary:** Goals IEP Staffing
Differentiation: Show graphic of the Steps, Circle the step indicating the focus of the lesson	Self-Directed

Lesson:
 • Post-Video
    o "We are going to learn and practice the 11 steps demonstrated in the video"
    o Write Step 1, "By the end of the lesson you will be able to demonstrate beginning your staffing by stating the three purposes of a staffing."
    o Write vocabulary
	IEP Staffing

Differentiation: Show graphic of the Steps, Circle the first step indicating the focus of the lesson; Write down definitions, paired with graphics	

Guided Practice:
 • Ask students: "In the video, Zeke states the three purposes of the staffing. What were they?"
    o Write purposes; Answer: review goals, state progress towards goals, set new goals
 • "The workbook will help you practice each of the 11 steps so you can use them in your own IEP staffing. The activities are set up like a script so you can practice saying your responses."
 • Discuss the importance of the way a person speaking and making eye contact when presenting to a group can be impactful
 • Tone of voice
    o Define tone of voice. Discuss what an appropriate tone of voice is for a meeting. Model the appropriate tone. Have student differentiate between the two.
    o 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	

	Teacher Materials/ Technology:
Differentiation: Photos of examples of eye contact	
Independent Practice: • The student demonstrates the beginning of the meeting by stating the purpose of it	Smart board/ White board
Differentiation: Choices of answers	
Assessment: • Why are students learning the steps of an IEP staffing? • Discuss another situation in which students have had to learn the steps of a process	Desktop/ Laptop Computer
Differentiation: Photos of other situations, provide examples of reasons to learn the steps of an IEP meeting	Student Workbook
Summary/Closure/Ticket Out the Door: • "Today, we talked about the first step: begin the IEP staffing by stating the purpose. Keep practicing tone of voice and eye contact."	Self-Directed IEP Video DVD Player Step 1 illustration (p. 35)
Differentiation:	
Homework:	**Self-Evaluation**

Lesson: Self-Directed IEP – Step 2: Introduce Everyone	
Common Core Standards:	

Warm Up:
 	
• Review Step 1:
  ○ Practice beginning the meeting with stating these three purposes
    ▪ Review goals, state progress toward goals, and set new goals
  ○ Ask to give definitions for the four vocabulary words
  ○ Goals, IEP, staffing, self-directed IEP staffing
	Vocabulary:
	
	Transition goals
	
	Transition specialist
	
	Vocation
	
	Adult service providers

Differentiation: Show graphic of the Steps, Circle the step indicating the focus of the lesson	
Lesson: • Write Step 2: "Introduce Everyone" • "In this lesson, we'll discuss who comes to staffings. Today you will identify who you might invite to your staffing and practice how to introduce them at the staffing."	
Differentiation: Student writes down Step 2 from the board; Read aloud to student Step 2	

Guided Practice:
 	
• Teach vocabulary
  ○ Write words and definitions
    ▪ Ask students to write the definitions to their Workbooks on the "Vocabulary" page
      • Transition goals, transition specialist, vocation, adult service providers
• Discuss who attended Zeke's staffing
  ○ Certain people are required to come to staffings; others are invited
  ○ Each student may have different people attending his/her staffings
  ○ "Who was at Zeke's staffing? Why do you think they were invited?"
    ▪ Parents, counselor, English teacher, special education teacher, transition specialist, vocational rehabilitation specialist
• Ask student to write who may attend his/her staffing on Step 2 page in Workbook
• "Who will be required to come?"
• Answers: student, teachers, administrator, parent/guardian	

Differentiation: Read aloud vocabulary; student writes down vocabulary; list of choices	
Independent Practice: • Explain and demonstrate how to introduce people at the IEP staffing and how to explain	**Teacher Materials/**

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	Technology:

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 _____, my_____. I invited him/her because I'm in _____"
• Ask student to role-play one of the people on his/her list of people to attend
	Smart board/ White board

Differentiation: Model the step first; guide student along process	Desktop/ Laptop Computer
Assessment: • The student role-plays introducing the people he/she decided to invite to his/her staffing	Student Workbook
Differentiation: Model with student; Make a list of people to invite to the meeting; small group or pairs of students	Self-Directed IEP Video
Summary/Closure/Ticket Out the Door: • Review the vocabulary words and their definitions • Ask students to describe other occasions where they might introduce people	
Differentiation: Read aloud vocabulary; Graphics of examples of other situations	Step 2 (p. 43)

Homework:	Self-Evaluation

Lesson: Self-Directed IEP – Step 3: Review Past Goals and Performance	
Common Core Standards:	

Warm Up:
• Review
   ○ Practice beginning the IEP meeting
   ○ Ask student to give the definition for the four vocabulary words: goals, IEP, staffing, self-directed IEP, transition goals, transition specialist, vocation, adult service providers meeting
	Vocabulary:
	
	Objective

Differentiation: Show graphic of the Steps, Circle the step indicating the focus of the lesson	

Lesson:
• 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 gals and the actions you take to meet your goals
• Discuss Zeke's goals (Workbook)
   ○ Ask student what Zeke did in this part of the staffing
   ○ Ask student to read Zeke's goals in column A on the "Step 3" page in the workbook	

Differentiation: Student writes down vocabulary; Read aloud vocabulary; View part of video	

Guided Practice:
• Discuss Students' IEP Goals
   ○ 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
   ○ The objectives are steps that help you accomplish your goal
   ○ Give student his/her own goals from his/her current IEP
• Students copy current IEP goals (workbook)
   ○ Instruct student to pick three goals from his/her IEP and write them in the column A on the "Step 3" page in the Workbook
   ○ Explain to students that it is important to know what their goals are because the goals are written to help them
• Discuss Zeke's Actions to Meet Goals (Workbook)
   ○ Explain that the action someone takes to meet a goal is what they do to accomplish that goal	

o Read and discuss what actions Zeke took for his goals (column B on the "Step 3" page	
Differentiation: Highlight/Underline key sections of IEP; Model answering question	

Independent Practice:
• Write Actions for Sample Goals (Workbook)
  o 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; Instruct student to write examples in column B
  o Ask student to suggest actions for the second sample goal: Sample goal 2: Improve study skills; Instruct student to write answers in column B
• Write Actions for students' current IEP goals (workbook)
  o Discuss what actions students take to meet his/her goals
  o Instruct student to write the actions he/she are taking to meet each goal in column B and on the "Step 3" page
• Practice Saying Goals and Actions
  o 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 _____.
  o Ask student to practice saying his/her goals and actions
	Teacher Materials/ Technology:
	
	Smart board/ White board
	
	Desktop/ Laptop Computer
	
	Student's current IEP goals
	
	Student Workbook
	
	SD-IEP video
	
	Vocabulary Quiz 1 (p. 51)
	
	Vocabulary Quiz 1 Answer Key (p. 53)
	
	Step 3 Illustration (p. 55)

Differentiation: Model sample goals; Choice list; Writing goals	
Assessment: • Student states his/her goals and the actions he/she takes to meet those goals • Student completes Vocabulary Quiz 1, matching the definitions to the vocabulary word	
Differentiation: Model goals; Write goals; Vocabulary matching	
Summary/Closure/Ticket Out the Door: • Ask student to state goals he/she has in other areas of his/her life and the actions he/she takes to meet those goals	
Differentiation: Model goal statement	

Homework:	Self-Evaluation

Lesson: Self-Directed IEP – Step 4: Ask for Others' Feedback	
Common Core Standards:	

Warm Up:
 • Review previous steps:
     o Ask to practice beginning the meeting by stating the purpose
         ▪ Review goals, state progress toward goals, set new goals
     o Practice introducing the people they will invite to his/her staffing
     o Ask to state his/her current goals and the actions to take to meet his/her goals
	Vocabulary:
	
	 Feedback
	
	 Standard

Differentiation: Show graphic of the Steps, Circle the step indicating the focus of the lesson	

Lesson:
 • Write "Step 4: Ask for Other's Feedback"
     o "In this lesson, we'll discuss how you receive feedback on your goals."
     o "By the end of this lesson, you will state one of your goals, the action you take to accomplish that goal, and how you receive feedback."	

Differentiation:	

Guided Practice:
 • Teach vocabulary
 • Write words and definitions
     o Ask students to write the definitions in their Workbooks on the "Vocabulary" page
         ▪ 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
     o Feedback gives you the information you need to know how you are doing towards meeting the standard and accomplishing your goals
 • Instruct student 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
 o Why is their feedback important to Zeke?
     o Answer: they knew his goals, the standard he had to meet, and his actions
 • Why did he receive feedback from these people?
     o Finds him information about his actions so he knows how is doing towards reaching his goals
     o 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 ○ written, verbal, physical • Present examples and non-examples of feedback sources for the first sample goal from Lesson 3: earn a driver's license • Ask students to write examples in common to the step 4 page • Ask students to suggest feedback on the second sample goal: improve study skills ○ 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 • Discuss how students received feedback on each goal (who or what could provide information about their actions toward the goal, not just at the staffing but throughout the year) • Instruct students to write how they received feedback for each of their goals (workbook 'Step 4' page, Column C)	
Differentiation: Model for student	
Independent Practice: • 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.	**Teacher Materials/ Technology:** Smart board/ White board Desktop/ Laptop Computer Student Workbook Self-Directed IEP Video
Differentiation: Written	
Assessment: • Student states his/her goals, actions, and feedback	
Differentiation:	
Summary/Closure/Ticket Out the Door: • Ask students to discuss how they receive feedback in other parts of their lives ○ Examples:	

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▪ 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	
Differentiation: Written; graphic visual accompanying question	
Homework:	**Self-Evaluation**

Lesson: Self-Directed IEP – Step 5: State Your School and Transition Goals	
Common Core Standards:	

Warm Up:
• Review these vocabulary definitions:
  o Feedback: information you receive about your actions
  o Standard: how good your actions need to be to meet your goal
• Ask student to demonstrate beginning the meeting by stating the purpose
  o Answer: review goals, state progress towards goals, set new goals
• Ask to demonstrate introducing the people they may invite to his/her staffing
• Ask to state current goals, the actions they take towards goals, and how to receive feedback
	Vocabulary:
	
	Interests
	
	Skills
	
	Limits

Differentiation: Provide a choice list	

Lesson:
• Write Step 5: State your school and transition goals"
• Present the following:
  o "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
  o You will be able to identify the information you will need to write goals
  o 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.
  o The people at the staffing may need to help write some of the goals."	

Differentiation: Graphic visual	

Guided Practice:
• Write words and definitions
  o 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
• Discuss transition areas
• 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 student to read each of the areas on the "step 5" page in the workbook
  - Education: high school classes, sports, clubs, universities, trade schools, and community colleges
  - Employment: jobs and careers
  - Personal: hobbies, talents, recreation, relationships, and health and wellness
  - 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
  - What transition area is the first goal about?
    - Education
  - What transition area is the second goal about?
    - Employment
  - What transition area is the third goal about?
    - Personal
- 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 his/her 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 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
- Discuss Zeke's school skills and limits
  - Skills: good singer, earing 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	
Differentiation: Student writes down vocabulary in notebook or on note cards; read aloud with student	

Independent Practice:
• Ask student to write their interests intheir Workbooks on the "Step 5" continued" page
   ○ Think about your education interests
   ○ What would you like to do that has to do with education?
• Ask students to write their skills on the same page:
   ○ Think about your education skills
   ○ What do you do well at school?
• Ask students to write their limits on the same page:
   ○ Think about your education limits
   ○ What do you have trouble with at school?
	Teacher Materials/ Technology:
	
	Smart board/ White board
	
	Desktop/ Laptop Computer
	
	Student Workbook
	
	Self-Directed IEP video

Differentiation: Choice list	
Assessment: • The student role plays introducing the people he/she decided to invite to his/her staffing	
Differentiation: Model an invitation with the student; follow and break down script in Workbook	
Summary/Closure/Ticket Out the Door: • Review the importance of asking questions • Ask the student to describe other situations in which he/she might use this strategy ○ (i.e., in class, with their parents)	
Differentiation:	
Homework:	**Self-Evaluation**

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Lesson: Self-Directed IEP – Step 6: Ask Questions You Don't Understand	
Common Core Standards:	

Warm Up:	**Vocabulary:**

• Ask to give examples of activities for each of the transition areas
   ○ Education
   ○ Employment
   ○ Personal
   ○ Housing, daily living, and community participation
• Review these vocabulary definitions:
   ○ Interests: what you like
   ○ Skills: what you can do
   ○ Limits: what you have trouble doing
• Practice the following
   ○ Begin the meeting by stating the purpose
      ▪ Review goals, state progress towards goals, set new goals
   ○ Introduce everyone
   ○ State your current goals and actions, and ask for feedback
	Advocate
	
	Peer
	relations

Differentiation: Show graphic of the Steps, Circle the step indicating the focus of the lesson

Lesson:
- Write Step 6: "Ask questions if you don't understand"
- 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."

Differentiation: Read aloud with student

Guided Practice:
- Talk about what happened in Zeke's staffing and how he dealt with it
  - Answer: Zeke asked about what "peer relations" meant
- Practice Ways to Ask Questions
- 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 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 student choose one or two questions or statements to use
    o Possible: Excuse me, I don't understand. Could you please explain that to me?
• Practice asking questions if you don't understand
    o I will make statements you might hear at your staffing
    o After each statement, 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
    o You need to advocate for yourself; you need to improve your self-concept; what are your vocational interests?; what are your post-secondary plans?; You need to do an intake with an adult service provider	

Differentiation: Watch section of video; model questions to ask; student writes down example questions	
Independent Practice: • Ask students to write suggested questions or statements on the "Step 6" page in the Workbook • Point out the word "advocate" discussed in the sample statements • Write the definition o Advocate: stand up for yourself	**Teacher Materials/ Technology:** Smart board/ White board Desktop/ Laptop Computer Student Workbook Self-Directed IEP video Step 6 Illustration (p. 75)
Differentiation: Underline 'advocate'; student writes down advocate in notebook or on note cards	
Assessment: • The student demonstrates asking about something he/she doesn't understand, using a respectful tone of voice and good eye contact	
Differentiation: Model a question; student repeats question and writes it down	
Summary/Closure/Ticket Out the Door: • Review the importance of asking questions • Ask the student to describe other situations in which he/she might use this strategy o (i.e., in class, with their parents)	
Differentiation: Graphics of examples	
Homework:	**Self-Evaluation**

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Lesson: Self-Directed IEP – Step 7: Deal With Difference in Opinion	
Common Core Standards:	

	Vocabulary:

Warm Up:
• Ask student to demonstrate asking a questions about something they don't understand
• Ask student to give definitions of the following vocabulary words:
    o Interests: what you like
    o Skills: what you can do
    o Limits: what you can have trouble doing
    o Advocate: stand up for yourself
• Ask to demonstrate beginning the meeting by stating the purpose
    o Review goals, state progress towards goals, set new goals
• Ask to demonstrate introducing the people they may invite to his/her staffings
• Ask to state his/her current goals, the actions he/she takes toward his/her goals, and how he/she takes feedback
	Strategy
	
	Compromise

Differentiation: Show graphic of the Steps, Circle the step indicating the focus of the lesson	
Lesson: • Write Step 7: "Deal with differences in opinion" • Present the following information: o "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"	
Differentiation: Utilize Step 7 illustration; student writes LUCK	

Guided Practice:
• Teach vocabulary
    o Write words and definitions on the board
    o Ask student to write the definitions on the "Vocabulary" page of Workbook
        ▪ Strategy: method you use to do something
        ▪ Compromise: a way to settle a disagreement by having each person give in a little
• Discuss how Zeke handled a difference in an opinion
    o Ask the difference in opinion Zeke had with his mother	

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- Answer: the difference in opinion was about what class he would take
  - o Ask how Zeke dealt with the difference in opinion
    - Answers: Used respectful tone of voice; listened to what his mother thought; restated and responded to the concerns of his mother; had specific reasons why he wanted a different class
  - o Strongly state that these were optional classes, so Zeke could choose the one he wanted
  - o Ask student how Zeke and his mother felt after they dealt with their difference in opinion
    - Answer: they understood each other's points of view and felt fine about the decision
  - o Stress that you don't always get your way: you need to exchange ideas and come to understand other's points of view
- Teach the LUCK Strategy (Workbook)
  - o Present the following:
    - "You will learn a strategy to deal with differences in opinion."
    - The first letters of the steps in the strategy spell "LUCK"
    - Tell student he/she can remember the LUCK strategy because these steps and a little luck he/she will be able to deal with differences
  - o Read the strategy steps on the "Step 7" page of the Workbook
    - L – listen to and restate the other person's opinion
    - U – use a respectful tone of voice
    - C – compromise or change your opinion if necessary
    - K – k now and state the reasons for your opinion
  - o Discuss how Zeke and his mother did each of these
  - o Ask student to practice saying each LUCK step
- Ask students to read the sample situation in the "Step 7" page in in the Workbook
- Tell students that they will practice the parts of the LUCK strategy using this situation

Differentiation: Break down LUCK; student writes in notebook or on note cards

	Teacher Materials/ Technology:

Independent Practice:
- Role-play dealing with differences (Workbook)
  o Ask student what topic they think might cause differences in opinion
  o Ask student to read the topics listed on the "Step 7 continued" page of the Workbook
  o Ask student to pick a topic form the Workbook or choose one of his/her own
	Smart board/

o Ask student to practice using the LUCK strategy to role-play negotiating a difference of opinion on the topic	White board
Differentiation: Model role-playing; small groups or pairs	Desktop/ Laptop Computer
Assessment: • Given a scenario, each student demonstrates the strategy while the teacher or another student checks off each of the steps	Student Workbook
Differentiation: Model role-playing; small groups or pairs	Self-Directed IEP Video
Summary/Closure/Ticket Out the Door: • Review the steps of the LUCK strategy • Discuss other situations (school, home, or work) in which students may use the LUCK strategy	Step 7 Illustration (p. 85)
Differentiation: Graphics of situations; Written; Visuals	

Homework:	Self-Evaluation

Lesson: Self-Directed IEP – Step 8: State the Support You'll Need	
Common Core Standards:	

Warm Up:	**Vocabulary:**

- Review
  o Ask student to give the definitions for these vocabulary words: feedback, standard, interests, skills, limits, advocate
  o Ask the student to repeat the steps of the LUCK strategy
    ▪ Listen to and restate the other person's opinion
    ▪ Use a respectful tone of your voice
    ▪ Compromise or change your opinion if necessary
    ▪ Know and state the reasons for your opinion
  o Give scenarios and have him/her use the strategy
  o Ask student to demonstrate asking questions when he/she don't understand
  o Ask to demonstrate beginning the meeting by stating the purpose
    ▪ Review goals, state progress towards goals, set new goals
  o Ask to demonstrate introducing the people they may invite to their staffings
  o Ask to state current goals, the actions they take towards his/her goals, and how he/she receive feedback
	Support

Differentiation: Show graphic of the Steps, Circle the step indicating the focus of the lesson

Lesson:
- Write Step 8: "State the support you'll need"
- Present the following information:
  o "We'll talk about the help you might need to meet your goals
  o Today you will be able to state one of your current IEP goals, the action you take, how you receive feedback, and the support your need."

Differentiation: Step 8 illustration

Guided Practice:
- Teach vocabulary
  o Write "support" and its definition
  o Ask student to write the definition on the "Vocabulary" page of his/her Workbook
    ▪ Support: what help you need to reach your goal
- Discuss Support Needed for Goals (Workbook)
  o Instruct student 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 student 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
• Ask student to suggest support for the second sample goal: improve study skills
• Ask student to write the best suggestion learned from the discussion in column D
• Write Support Needed for Students'' Goals (Workbook)
    ○ Ask student to write the support that he/she use for each of the goals he/she listed on the "Step 3" page in the Workbook (from current IEPs)	

Differentiation: Student writes vocabulary in notebook or on note cards; list of examples; underline previous vocabulary	

Independent Practice:
• Practice saying goals, actions, feedback, and support
    ○ Demonstrate to students how he/she should state their current goals, actions to meet the goals, how they receive feedback, and the support he/she needs
        ▪ My goal is _____.
        ▪ The action I need to meet the goal is _____.
        ▪ I get feedback by _____.
        ▪ The support I need is_____.
    ○ Ask student to practice saying current goals, actions, feedback, and support
	Teacher Materials/ Technology:
	
	Smart board/ White board
	
	Desktop/ Laptop Computer
	
	Student Workbook
	
	Self-Directed IEP Video
	
	Step 8 Illustration (p. 93)

Differentiation: Model writing this section; Student practices each part of the question individually orally or written	
Assessment: • Each student states one 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	
Differentiation: Model the situation; oral or written answer; break components of question	
Summary/Closure/Ticket Out the Door: • Review what "support" means • Ask student in what other areas of his/her lives he/she can receive support	
Differentiation: Graphics of examples	
Homework:	**Self-Evaluation:**

Lesson: Self-Directed IEP – Step 9: Summarize Your Goals	
Common Core Standards:	

Warm Up:	**Vocabulary:**
• Review	
o Ask student to give the definitions for these vocabulary words:	Summarize
▪ Advocate: stand up for yourself	
▪ Support: what help you need to reach your goal	Advocate
o Ask student to repeat the steps of the LUCK strategy	
▪ Listen to and restate the other person's opinion	Support
▪ Use a respectful tone of voice	
▪ Compromise or change your opinion as necessary	
▪ Know and state the reasons for your opinion	
o Give scenarios and have him/her demonstrate the LUCK strategy	
o Ask student to demonstrate asking questions when you don't understand	
o Ask to demonstrate the beginning the meeting by stating the purpose	
▪ Review goals, state progress towards goals, set new goals	
o Ask to demonstrate introducing the people he/she may invite to staffings	
o Ask to give examples of activities for each of the transition areas:	
▪ Education, Employment, Personal, Housing, daily living, and community participation	

Differentiation: Show graphic of the Steps, Circle the step indicating the focus of the lesson

Lesson:
• Write Step 9: "Summarize your goals"
• "In this class you will summarize your current goals. In your next staffing you will summarize the new goals developed in the staffing"

Differentiation:

Guided Practice:
• Teach vocabulary (Workbook)
o Write "summarize" and its definition
o Ask student to write the definition on the "Vocabulary" page of his/her Workbook
▪ Summarize: to briefly describe the main points
• Discuss how to summarize goals (Workbook)
o 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
o Ask student to read the four steps for summarizing goals (Workbook "Step 9" page)
▪ To summarize your goal:

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- Say the goal in your own words - Tell the action you will take to meet your goal - Tell how you will receive feedback - Tell what support you will need to meet your goal ○ Ask to read Zeke's example - Summarize Goals (Workbook) ○ Explain that because the student may not be ready to write new goals they will practice summarizing goals using their current IEP goals ○ Ask student to write a summary for one of his/her current IEP goals (from Workbook "Step 3" page)	
Differentiation: Student writes down vocabulary; go through Zeke's example and examine his goals	
Independent Practice: - Practice summarizing goals ○ Ask to summarize the goals using the four steps - Give feedback on what is said, tone of voice, and eye contact	**Teacher Materials/ Technology:**
Differentiation: Choice list compiled from previous lessons	Smart board/ White board
Assessment: Summarize his/her current goals, action, feedback, and support	
Differentiation: Written; Model for student	
Summary/Closure/Ticket Out the Door: - Ask student to think of other times someone could use the summarizing steps ○ (i.e., at the end of a business meeting; after a group of people have made plans to do something, one person may summarize what each person needs to do to get ready)	Desktop/ Laptop Computer
Differentiation:	Student Workbook Self- Directed IEP Video
Homework:	**Self-Evaluation:**

Lesson: Self-Directed IEP – Step 10: Close Meeting by Thanking Everyone	
Common Core Standards:	

Warm Up:	**Vocabulary:**
- Review - Ask to summarize one of his/her current goals, the action he/she will take, how he/she receive feedback, and what support they need - Ask student to repeat the steps of the LUCK strategy - Listen to and restate the other person's opinion - Use a respectful tone of your voice - Compromise or change your opinion if necessary - Know and state the reasons for your opinion - Give student scenarios and have him/her demonstrate the LUCK strategy - Ask a student to demonstrate asking questions when you don't understand - Ask student to demonstrate beginning the meeting by stating the purpose - Review goals, state progress towards goals, set new goals - Ask student to demonstrate introducing people he/she may invite to his/her staffing	
Differentiation: Show graphic of the Steps, Circle the step indicating the focus of the lesson	
Lesson: - Write Step 10: "Close meeting by thanking everyone" - Tell student: "You will demonstrate how to close the meeting by thanking everyone"	
Differentiation:	
Guided Practice: - Ask student to read the instructions on the "Step 10" page in the Workbook - Answer: close the meeting by thanking all the people for attending. Talk about any special efforts people made - Ask student to read Zeke's example - Thanks for coming and thanks for all of 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 student to write a closing thanking everyone for attending his/her staffing	
Differentiation: Read aloud Step 10 in Workbook; model a closing	

	Teacher Materials/ Technology:

Independent Practice:
• Practice closing the meeting by thanking everyone
    o Ask student to say his/her closing statements
    o Give feedback
	Smart board/ White board

Differentiation: Student writes, reads, or verbally completes this section	
Assessment: • Student says his/her closing statements	Desktop/ Laptop Computer
Differentiation: Student writes, reads, or verbally completes this section	
Summary/Closure/Ticket Out the Door: • Student says his/her closing statements	Student Workbook
Differentiation: Student writes, reads, or verbally completes this section	

Homework:	Self-Evaluation

Lesson: Self-Directed IEP – Step 11: Work on IEP Goals All Year	
Common Core Standards:	

Warm Up:
 	
- Review
  - Ask student to say his/her closing statements
  - Ask student to repeat the steps of the LUCK strategy
    - Listen to and restate the other persons' opinion
    - Use a respectful tone of voice
    - Compromise or change your opinion if necessary
    - Know and state the reasons for your opinion
  - Give the student scenarios and have him/her demonstrate the LUCK strategy
  - Ask student to demonstrate asking questions when you don't understand
  - Ask several students to demonstrate beginning the meeting by stating the purpose
    - Review goals, state progress towards goals, set new goals
  - Ask student to demonstrate introducing the people he/she may invite to his/her staffings
  - Ask student to summarize one of his/her current goals, the actions he/she'll take, how he/she will receive feedback, and what support he/she need.
	Vocabulary:

Differentiation: Show graphic of the Steps, Circle the step indicating the focus of the lesson	

Lesson:
 	
- Write Step 11: "Work on IEP goals all year"
- Present the following:
  - "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."	

Differentiation: Watch video	

Guided Practice:
 	
- Keep Goals with You (Workbook)
  - Explain to students that he/she will be working on his/her 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 copies of the goal chart from Steps 3, 4, and 8 in the Workbook
- Student Staffing Script (Workbook)	

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○   Introduce the student staffing script (in the workbook after Step 10)
        ▪ Explain that the script is a tool for him/her to use when he/she go to his/her staffings
        ▪ Tell students he/she will fill parts of it out before going to his/her staffings. Other parts may be completed during the meetings	

Differentiation: Model answers; review script aloud	
Independent Practice: • Student completes Vocabulary Quiz 2, matching the definitions to the vocabulary words	**Teacher Materials/ Technology:**
Differentiation: Matching section printed and cut out to maneuver answers on desk; underline vocabulary and student notes	Smart board/ White board
Assessment: • Student role-plays leading his/her staffing, using the "Student Staffing Script"	Desktop/ Laptop Computer
Differentiation: Model script; read aloud script with student	Student Workbook
Summary/Closure/Ticket Out the Door: • After the role-play, ask the student what parts of the role-play were the easiest and most difficult for him/her	Self- Directed IEP Video
Differentiation: Choice list	Copy of the "Role-Play" Checklist Vocabulary Quiz 2
Homework:	**Self-Evaluation**

Appendix B-1.

Lesson plan adaptations from *Whose Future Is It Anyway?*

Lesson: Whose Future – Chapter 1: Getting Started	
Common Core Standards:	
Warm Up: • Read Chapter 1 Introduction (Student Reader: p. 5)	**Vocabulary:** Planning meeting Take charge Individual Transition
Differentiation: Underline key vocabulary and related words, break up paragraphs and sentences into turns	
Lesson: • Read Chapter 1 with student (Student Reader: p. 5 – p. 11)	
Differentiation: Reading aloud software from WF materials, underline vocabulary, break up paragraphs and sentences into turns	
Guided Practice: • Introduce Chapter 1 Vocabulary (Workbook: p. 6)	
Differentiation: Writes vocabulary in notebook/on note cards	
Independent Practice: • Student answers questions on Chapter 1 Vocabulary (Workbook: p. 7)	**Teacher Materials/ Technology:** Smart board/ White board Desktop/ Laptop Computer
Differentiation: Matching; go through each answer individually	
Assessment: • Activity 1: Getting Started worksheet (Workbook: p. 8)	
Differentiation: Current IEP with list of people who attended	
Summary/Closure/Ticket Out the Door: • Read Chapter 1 Review with student (Workbook: p. 9-10)	
Differentiation: Underline and break down key words	
Homework:	**Self-Evaluation**

Lesson: Whose Future – Chapter 2: Who Attends Your IEP?	
Common Core Standards:	
Warm Up: • Read Chapter 2 Introduction (Student Reader: p. 13)	**Vocabulary:** IEP Meeting
Differentiation: Underline key vocabulary and related words, break up paragraphs and sentences into turns	Indepen-dence
Lesson: • Read Chapter 2 (in full)	Pie Charts
Differentiation: Reading aloud software from WF materials	Form
Guided Practice: • Introduce Chapter 2 Vocabulary (Workbook: p. 12) • Student answers questions on Chapter 2 Vocabulary (Workbook: p. 13)	
Differentiation: Underline; Student writes down vocabulary in notebook and note cards	
Independent Practice: • Complete the Activity 2: My Planning Team Pie Chart (p. 14-15) • Student looks at their IEP and completes Activity 3: Who Came to Your Last IEP Meeting? (Workbook p. 16)	**Teacher Materials/ Technology:** Smart board/ White board
Differentiation: Make a list of possible people for each section; model filling in the pie chart; current IEP	
Assessment: • Student will complete Activity 4: Who Should Come to Your Next IEP Meeting (Workbook: p. 17)	Desktop/ Laptop Computer
Differentiation: Use pie chart to fill in this section	
Summary/Closure/Ticket Out the Door: • Read Chapter 2 Review with student (Workbook: p. 18)	

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*Student can file Activity 2 and Activity 4 in his/her portfolio (online or print)	
Differentiation: Underline and break down key words	
Homework:	**Self-Evaluation**

Lesson: Whose Future – Chapter 3: Preferences & Interests	
Common Core Standards:	
Warm Up: • Read Chapter 3 Introduction (Student Reader: p. 19)	**Vocabulary:** Preferences Interests Apartment Abilities
Differentiation: Underline key vocabulary and related words, break up paragraphs and sentences into turns	
Lesson: • Read Chapter 3 with student (Student Reader: p. 19-29)	
Differentiation: Reading aloud software from WF materials	
Guided Practice: • Review Chapter 3 Vocabulary (Workbook: p. 20) • Answer Multiple-Choice Questions on Vocabulary (Workbook: p. 21)	
Differentiation: Underline; Student writes down vocabulary in notebook and note cards	
Independent Practice: • Activity 5: All About You! (Workbook: p. 22) • Activity 6: After You Graduate (Workbook: p. 23)	**Teacher Materials/ Technology:** Smart board/ White board Desktop/ Laptop Computer
Differentiation: Choice list	
Assessment: • Activity 7: Abilities and Interests (Workbook: p. 24)	
Differentiation: Choice list; underline and define key words	
Summary/Closure/Ticket Out the Door: • Read Chapter 3 Review with student (Workbook: p. 25-26) * Student can file Activity 6 and Activity 7 in his/her portfolio (online or print)	
Differentiation: Underline and break down key words	
Homework:	**Self-Evaluation**

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Lesson: Whose Future – Chapter 4: Getting to Know You	
Common Core Standards:	

	Vocabulary:
Warm Up: • Read Chapter 4 Introduction (Student Reader: p. 31)	Unique
Differentiation: Underline key vocabulary and related words, break up paragraphs and sentences into turns	Disability Future
Lesson: • Read Chapter 4 with student (Student Reader: p. 31-45)	Services
Differentiation: Reading aloud software from WF materials	
Guided Practice: • Review Chapter 4 Vocabulary (Workbook: p. 28) • Answer Multiple-Choice Questions on Vocabulary (Workbook: p. 29)	
Differentiation: Underline; Student writes down vocabulary in notebook and note cards	
Independent Practice: • Activity 8: Stereotypes (Workbook: p. 30)	**Teacher Materials/ Technology:**
Differentiation: Choice list; graphics of example stereotypes	Smart board/ White board
Assessment: • Activity 9: Disability & What It Means to You (Workbook: p. 31)	
Differentiation: Use paragraphs from the reading to supplement	Desktop/ Laptop Computer
Summary/Closure/Ticket Out the Door: • Read Chapter 4 Review with student (Workbook: p. 33-34)	
Differentiation: Underline and break down key words	

Homework:	**Self-Evaluation**

Lesson: Whose Future – Chapter 5: Services for You	
Common Core Standards:	
Warm Up: • Read Chapter 5 Introduction (Student Reader: p. 47)	**Vocabulary:** Supports Learning needs Records Experience
Differentiation: Underline key vocabulary and related words, break up paragraphs and sentences into turns	
Lesson: • Read Chapter 5 with student (Student Reader: p. 47-53)	
Differentiation: Reading aloud software from WF materials	
Guided Practice: • Review Chapter 5 Vocabulary (Workbook: p. 36) • Answer Multiple-Choice Questions on Vocabulary (Workbook: p. 37)	
Differentiation: Underline; Student writes down vocabulary in notebook and note cards	
Independent Practice: • Activity 10: Things I Can Change and Things I Cannot Change (Workbook: p. 38)	**Teacher Materials/ Technology:** Smart board/ White board Desktop/ Laptop Computer
Differentiation: Choice list	
Assessment: • Activity 11: Outcomes from Your Last IEP (Workbook: p. 39) • Activity 12: Support Services From Your Last IEP (Workbook: p. 40)	
Differentiation: Current IEP	
Summary/Closure/Ticket Out the Door: • Read Chapter 5 Review with student (Workbook: p. 41-42) * Student can file Activity 10 in his/her portfolio (online or print)	
Differentiation: Underline and break down key words	
Homework:	**Self-Evaluation**

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Lesson: Whose Future Is It Anyways? – Chapter 6: Making Decisions	
Common Core Standards:	
Warm Up: • Read Chapter 6 Introduction (Student Reader: p. 55)	**Vocabulary:** Post-secondary Outcomes Leisure Activities Recreation
Differentiation: Underline key vocabulary and related words, break up paragraphs and sentences into turns	
Lesson: • Read Chapter 6 with student (Student Reader: p. 55-66)	
Differentiation: Reading aloud software from WF materials	
Guided Practice: • Review Chapter 6 Vocabulary (Workbook: p. 44) • Answer Multiple-Choice Questions on Vocabulary (Workbook: p. 45)	
Differentiation: Underline; Student writes down vocabulary in notebook and note cards	
Independent Practice: • Activity 13: Get Support or Not? (Workbook: p. 46)	**Teacher Materials/ Technology:** Smart board/ White board Desktop/ Laptop Computer
Differentiation: Choice list	
Assessment: • Activity 14: Outlining Options (Workbook: p. 47)	
Differentiation: Define key words	
Summary/Closure/Ticket Out the Door: • Read Chapter 6 Review with student (Workbook: p. 48-49) * Student can file Activity 13 in his/her portfolio (online or print)	
Differentiation: Underline and break down key words	
Homework:	**Self-Evaluation**

Lesson: Whose Future Is It Anyways? – Chapter 7: Decisions and Informed Consent	
Common Core Standards:	
Warm Up: • Read Chapter 7 Introduction (Student Reader: p. 67)	**Vocabulary:** Decision-making Good choices Informed consent Responsibility
Differentiation: Underline key vocabulary and related words, break up paragraphs and sentences into turns	
Lesson: • Read Chapter 7 with student (Student Reader: p. 67-86)	
Differentiation: Reading aloud software from WF materials	
Guided Practice: • Review Chapter 7 Vocabulary (Workbook: p.52) • Answer Multiple-Choice Questions on Vocabulary (Workbook: p.53)	
Differentiation: Underline; Student writes down vocabulary in notebook and note cards	
Independent Practice: • Activity 15: Outcomes of Where to Live (Workbook: p.54) • Activity 16: Informed Consent (Workbook: p. 55-56)	**Teacher Materials/ Technology:** Smart board/ White board Desktop/ Laptop Computer
Differentiation: Define key words; choice list; current IEP	
Assessment: • Activity 17: Goals for Your Next IEP (Workbook: p. 57)	
Differentiation: Current IEP; define key words; Choice list	
Summary/Closure/Ticket Out the Door: • Read Chapter 7 Review with student (Workbook: p. 58-59) * Student can file Activity 15 and Activity 17 in his/her portfolio (online or print)	
Differentiation: Underline and break down key words	
Homework:	**Self-Evaluation**

Lesson: Whose Future Is It Anyways? – Chapter 8: Community Resources and Work	
Common Core Standards:	
Warm Up: • Read Chapter 8 Introduction (Student Reader: p. 87) **Differentiation:** Underline key vocabulary and related words, break up paragraphs and sentences into turns	**Vocabulary:** Files Take action Community resources Agency
Lesson: • Read Chapter 8 with student (Student Reader: p. 87-99) **Differentiation:** Reading aloud software from WF materials	
Guided Practice: • Review Chapter 8 Vocabulary (Workbook: p.62) • Answer Multiple-Choice Questions on Vocabulary (Workbook: p. 63) **Differentiation:** Underline; Student writes down vocabulary in notebook and note cards	
Independent Practice: • Activity 18: Resources for What You Need (Workbook: p.64) • Activity 19: Employment Outcomes (Workbook: p.65) **Differentiation:** Choice list; Graphics; current IEP	**Teacher Materials/ Technology:** Smart board/ White board Desktop/ Laptop Computer
Assessment: • Activity 20: Community Resources for Employment (Workbook: p. 66) • Activity 21: Resources for Employment Outcomes (Workbook: p.67) **Differentiation:** Current IEP; choice list; graphics	
Summary/Closure/Ticket Out the Door: • Read Chapter 8 Review with student (Workbook: p. 68-69) * Student can file Activity 21 in his/her portfolio (online or print) **Differentiation:** Underline and break down key words	
Homework:	**Self-Evaluation**

Lesson: Whose Future Is It Anyways? – Chapter 9: Resources for School and Living	
Common Core Standards:	
Warm Up: • Read Chapter 9 Introduction (Student Reader: p. 101)	**Vocabulary:** Identify Residential Community college Campus Post-secondary Resource
Differentiation: Underline key vocabulary and related words, break up paragraphs and sentences into turns	
Lesson: • Read Chapter 9 with student (Student Reader: p. 101-118)	
Differentiation: Reading aloud software from WF materials	
Guided Practice: • Review Chapter 9 Vocabulary (Workbook: p. 72) • Answer Multiple-Choice Questions on Vocabulary (Workbook: p. 73)	
Differentiation: Underline; Student writes down vocabulary in notebook and note cards	
Independent Practice: • Activity 22: Post-Secondary Education Outcomes (Workbook: p. 74) • Activity 23: Resources for Post-Secondary Education (Workbook: p. 75) • Activity 24: Resources for Post-Secondary Education Outcomes (Workbook: p. 76) • Activity 25: Residential or Independent Living Outcomes (Workbook: p. 77)	**Teacher Materials/ Technology:** Smart board/ White board Desktop/ Laptop Computer
Differentiation: Current IEP; choice list; define key words	
Assessment: • Activity 26: Community Resources for Where to Live (Workbook: p. 78) • Activity 27: Resources for Independent Living Outcomes (Workbook: p. 79)	
Differentiation: Current IEP; choice list; graphics of choices	
Summary/Closure/Ticket Out the Door: • Read Chapter 9 Review with student (Workbook: p. 80-81)	

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* Student can file Activity 22, Activity 24, and Activity 27 in his/her portfolio (online or print)
Differentiation: Underline and break down key words

Homework:	Self-Evaluation

Lesson: Whose Future Is It Anyways? – Chapter 10: Resources for Fun and Your IEP	
Common Core Standards:	

	Vocabulary:
Warm Up: • Read Chapter 10 Introduction (Student Reader: p. 119)	Hobby
Differentiation: Underline key vocabulary and related words, break up paragraphs and sentences into turns	Family-Supported
Lesson: • Read Chapter 10 with student (Student Reader: p. 119-126)	Specialized recreation activities
Differentiation: Reading aloud software from WF materials	
Guided Practice: • Review Chapter 10 Vocabulary (Workbook: p. 84) • Answer Multiple-Choice Questions on Vocabulary (Workbook: p. 85)	ADA, Americans with Disabilities Act
Differentiation: Underline; Student writes down vocabulary in notebook and note cards	
Independent Practice: • Activity 28: Things you Like to Do for Fun (Workbook: p. 86) • Activity 29: Recreational and Leisure Outcomes (Workbook: p. 87)	**Teacher Materials/ Technology:**
Differentiation: Choice list; graphics paired with choice list	Smart board/ White board
Assessment: • Activity 30: Resources for Recreation and Leisure (Workbook: p. 88) • Activity 31: Resources for Recreational and Leisure Outcomes (Workbook: p. 89)	Desktop/ Laptop Computer
Differentiation: Current IEP for reference; choice list; paired with graphics	
Summary/Closure/Ticket Out the Door: • Read Chapter 10 Review with student (Workbook: p. 90-91) * Student can file Activity 28 and Activity 31 in his/her portfolio (online or print)	
Differentiation: Underline and break down key words	

Homework:	**Self-Evaluation**

Lesson: Whose Future – Chapter 11: Goals and Work	
Common Core Standards:	
Warm Up: • Read Chapter 11 Introduction (Student Reader: p. 127)	**Vocabulary:**
Differentiation: Underline key vocabulary and related words, break up paragraphs and sentences into turns	Goals Objectives
Lesson: • Read Chapter 11 with student (Student Reader: p. 127-138)	Vocation
Differentiation: Reading aloud software from WF materials	Achievement
Guided Practice: • Review Chapter 11 Vocabulary (Workbook: p. 94) • Answer Multiple-Choice Questions on Vocabulary (Workbook: p. 95)	
Differentiation: Underline; Student writes down vocabulary in notebook and note cards	
Independent Practice: • Activity 32: Your Last Goals & Objectives (Workbook: p. 96) • Activity 33: Writing Your Own Goal (Workbook: p. 97)	**Teacher Materials/ Technology:**
Differentiation: Choice list; graphics paired with choices	
Assessment: • Activity 34: A Goal for Work (Workbook: p. 98-99)	Smart board/ White board
Differentiation: Choice list; graphics paired with choices	Desktop/ Laptop Computer
Summary/Closure/Ticket Out the Door: • Read Chapter 11 Review with student (Workbook: p. 100-101) * Student can file Activity 33 in his/her portfolio (online or print)	
Differentiation: Underline and break down key words	
Homework:	**Self-Evaluation**

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Lesson: Whose Future – Chapter 12: Goals for School and Living	
Common Core Standards:	
Warm Up: • Read Chapter 12 Introduction (Student Reader: p. 139)	**Vocabulary:**
Differentiation: Underline key vocabulary and related words, break up paragraphs and sentences into turns	
Lesson: • Read Chapter 12 with student (Student Reader: p. 139-144)	Skills
Differentiation: Reading aloud software from WF materials	Checklist
	Process
Guided Practice: • Review Chapter 12 Vocabulary (Workbook: p. 104) • Answer Multiple-Choice Questions on Vocabulary (Workbook: p. 105)	Rules
Differentiation: Underline; Student writes down vocabulary in notebook and note cards	
Independent Practice: • Activity 35: More Practice Writing Goals (Workbook: p. 106) • Activity 36: A Goal for More School (Workbook: p. 107-108)	**Teacher Materials/ Technology:**
Differentiation: Choice list; Graphics paired with answers	
Assessment: • Activity 37: A Goal for Where to Live (Workbook: p. 109-110)	Smart board/ White board
Differentiation: Define key words; Choice list of examples; Graphics	
Summary/Closure/Ticket Out the Door: • Read Chapter 12 Review with student (Workbook: p. 111-112) * Student can file Activity 35, Activity 36, and Activity 37 in his/her portfolio (online or print)	Desktop/ Laptop Computer
Differentiation: Underline and break down key words	
Homework:	**Self-Evaluation**

Lesson: Whose Future – Chapter 13: Goals for Fun and Keeping Track	
Common Core Standards:	

	Vocabulary:
Warm Up: • Read Chapter 13 Introduction (Student Reader: p. 145)	
Differentiation: Underline key vocabulary and related words, break up paragraphs and sentences into turns	Keeping track
Lesson: • Read Chapter 13 with student (Student Reader: p. 145-155)	Recreation center
Differentiation: Reading aloud software from WF materials	
Guided Practice: • Review Chapter 13 Vocabulary (Workbook: p. 114) • Answer Multiple-Choice Questions on Vocabulary (Workbook: p. 115)	Semester Tracking goals
Differentiation: Underline; Student writes down vocabulary in notebook and note cards	
Independent Practice: • Activity 38: A Goal for Fun (Workbook: p. 116-117)	**Teacher Materials/ Technology:**
Differentiation: Underline and define key words; Choice list of possible answers	
Assessment: • Activity 39: Keeping Track – Check a Box (Workbook: p. 118-119) • Activity 40: Keeping Track – Check a Row (Workbook: p. 120-124)	Smart board/ White board
Differentiation: Choice list; model completing the task	
Summary/Closure/Ticket Out the Door: • Read Chapter 13 Review with student (Workbook: p. 125-126) * Student can file Activity 38 in his/her portfolio (online or print)	Desktop/ Laptop Computer
Differentiation: Underline and break down key words	
Homework:	**Self-Evaluation**

Lesson: Whose Future – Chapter 14: Small Groups and Body Language	
Common Core Standards:	
Warm Up: • Read Chapter 14 Introduction (Student Reader: p. 157)	**Vocabulary:** Communication
Differentiation: Underline key vocabulary and related words, break up paragraphs and sentences into turns	
Lesson: Read Chapter 14 with student (Student Reader: p. 157-170)	Being assertive
Differentiation: Reading aloud software from WF materials	Being aggressive
Guided Practice: • Review Chapter 14 Vocabulary (Workbook: p. 128) • Answer Multiple-Choice Questions on Vocabulary (Workbook: p. 129)	Body language
Differentiation: Underline; Student writes down vocabulary in notebook and note cards	
Independent Practice: • Activity 41: Body Language (Workbook: p. 130)	**Teacher Materials/ Technology:**
Differentiation: Model choices	
Assessment: • Activity 42: Aggressive or Assertive? (Workbook: p. 131)	Smart board/ White board
Differentiation: Model choices	
Summary/Closure/Ticket Out the Door: • Read Chapter 14 Review with student (Workbook: p. 132-133)	Desktop/ Laptop Computer
Differentiation: Underline and break down key words	

Homework:	**Self-Evaluation**

Lesson: Whose Future – Chapter 15: How and When to Say Things	
Common Core Standards:	
Warm Up: • Read Chapter 15 Introduction (Student Reader: p. 171)	**Vocabulary:** Making eye contact Small group settings Timing Advocacy
Differentiation: Underline key vocabulary and related words, break up paragraphs and sentences into turns	
Lesson: • Read Chapter 15 with student (Student Reader: p. 171-183)	
Differentiation: Reading aloud software from WF materials	
Guided Practice: • Review Chapter 15 Vocabulary (Workbook: p. 136) • Answer Multiple-Choice Questions on Vocabulary (Workbook: p. 137)	
Differentiation: Underline; Student writes down vocabulary in notebook and note cards	
Independent Practice: • Activity 43: Advocate for Yourself! (Workbook: p. 138)	**Teacher Materials/ Technology:** Smart board/ White board Desktop/ Laptop Computer
Differentiation: Define and underline key words; Graphics of choice list	
Assessment: • Activity 44: Be Prepared! (Workbook: p. 139)	
Differentiation: Choice list	
Summary/Closure/Ticket Out the Door: • Read Chapter 15 Review with student (Workbook: p. 140-141) * Student can file Activity 44 in his/her portfolio (online or print)	
Differentiation: Underline and break down key words	
Homework:	**Self-Evaluation**

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Lesson: Whose Future – Chapter 16: Meeting Participation	
Common Core Standards:	
Warm Up: • Read Chapter 16 Introduction (Student Reader: p. 185)	**Vocabulary:** To Participate Issue Negotiation Compromise
Differentiation: Underline key vocabulary and related words, break up paragraphs and sentences into turns	
Lesson: • Read Chapter 16 with student (Student Reader: p. 185-190)	
Differentiation: Reading aloud software from WF materials	
Guided Practice: • Review Chapter 16 Vocabulary (Workbook: p. 144)	
Differentiation: Underline; Student writes down vocabulary in notebook and note cards	
Independent Practice: • Answer Multiple-Choice Questions on Vocabulary (Workbook: p. 145)	**Teacher Materials/ Technology:** Smart board/ White board Desktop/ Laptop Computer
Differentiation: Underline	
Assessment: • Activity 45: Speak or Don't Speak? (Workbook: p. 146)	
Differentiation: Graphics of situation	
Summary/Closure/Ticket Out the Door: • Read Chapter 16 Review with student (Workbook: p. 147-148)	
Differentiation: Underline and break down key words	
Homework:	**Self-Evaluation**

Lesson: Whose Future – Chapter 17: Your Meeting, All Yours!	
Common Core Standards:	

	Vocabulary:
Warm Up: • Read Chapter 17 Introduction (Student Reader: p. 191)	Team spirit
Differentiation: Underline key vocabulary and related words, break up paragraphs and sentences into turns	Success
Lesson: • Read Chapter 17 with student (Student Reader: p. 191-213)	Team member
Differentiation: Reading aloud software from WF materials	Vision
Guided Practice: • Review Chapter 17 Vocabulary (Workbook: p. 150) • Answer Multiple-Choice Questions on Vocabulary (Workbook: p. 151)	
Differentiation: Underline; Student writes down vocabulary in notebook and note cards	
Independent Practice: • Activity 46: The Purpose of Your Planning Meeting (Workbook: p. 152) • Activity 47: Meeting Arrangements (Workbook: p. 153-154) • Activity 48: Specify the Planning Meting Outcome (Workbook: p. 155)	**Teacher Materials/ Technology:**
Differentiation: Choice list; graphics paired with choice list	Smart board/ White board
Assessment: • Activity 49: Practice Practice Practice! (Workbook: p. 156)	Desktop/ Laptop Computer
Differentiation: Model behaviors; role play; small groups	
Summary/Closure/Ticket Out the Door: • Read Chapter 17 Review with student (Workbook: p. 157-158)	
Differentiation: Underline and break down key words	

Homework:	**Self-Evaluation**

Appendix B-2.

Student Participation in the IEP
Observation Form

1	2	3	4*	5	6	7*	8*	9*
Student ID	Attended (Y/N)	Prepared to Participate (rate 0 – 3)	Introductions/ Purpose (rate 0 – 3)	Shared General Information (Y/N)	Shared Specific Information on PS Goals (rate 0 – 3)	Shared Specific Information on services, accommodations, or instruction (rate 0 – 3)	Managed Disagreement(s) (rate 0 – 3)	Closure of Meeting (rate 0 – 3)

Instructions

1. List or code student name
2. Did the student attend all or part of the IEP meeting to discuss transition services?
3. Was the student provided instruction (more than 15 minutes) on (a) the purpose and potential attendees for the meeting, (b) possible information that the student could report during the meeting, and (c) method(s) for reporting information during the meeting? Rate this item 0 - 3, depending on the number of components addressed in the pre-meeting instruction. Also (if known) note the frequency and duration of the instruction (e.g., 1 x / week for 20 minutes throughout 3rd quarter (9 lessons/ discussions with resource teacher); 4 days/ week, 30 minute lessons for two weeks prior to IEP; 1 meeting with case manager (45 minutes) 2 days prior to meeting)
4. At the meeting the student provided a general welcome to those in attendance and a brief introduction of the meeting's purpose. Rate this item 0 - 3.
    a. 0 = an adult managed this portion of the meeting and the student did not speak;

b. 1 = an adult primarily managed this portion and the student introduced himself/herself and thanked others for attending;

c. 2 = an adult initiated the meeting and the student briefly stated the purpose and/ or introduced members of the IEP team;

d. 3 = the student facilitated the beginning of the meeting including introductions of team members, stating the meeting's purpose (use of visual supports, such as a script, checklist, or picture cues does not diminish the rating)

5. At the meeting the student provided general information about him/ herself orally, through presentation of a PowerPoint or video, or some other medium. This information might include the student's strengths, needs, preferences, or interests in and/ or out of school. It might also include biographical information. Finally, the student may share his or her dreams for the future (e.g., I want to be successful; I want to be happy; I hope I'll have a lot of money one day). This item may also be scored "Y", if the student is not present, but provided information to be shared by another person at the meeting.

6. At the meeting, the student shared in person (or by proxy) specific information regarding postsecondary goals. Rate this item 0 - 3.
    a. 0 = the student did not provide input on his/ her post-school goals, beyond general information noted in #5 above
    b. 1 = the student stated a goal relevant to one postsecondary area (e.g., I want to work with animals; I want be a writer; I want to go to college; I want to live with my brother in an apartment)
    c. 2 = the student stated a goal relevant to two postsecondary areas
    d. 3 = the student stated a goal relevant to three postsecondary areas (postsecondary areas are [a] education/training, [b] employment, and [c] independent living; stating the goal in measurable terms is not a component of the rating of this item)

7. At the meeting, the student shared specific information to inform other components of the IEP such as information regarding accommodations that are beneficial, instructional environments and strategies that assist the student in learning, additional supports that might assist the student in high school and beyond, opportunities or experiences they feel they need to be successful in and beyond high school, specific instruction or courses they feel they need to prepare for graduation and life beyond high school. Rate this item 0 – 3.
    a. 0 = the student did not provide any information as described above
    b. 1 = the student responded to questions regarding preferences for accommodations, courses, or instructional strategies
    c. 2 = the student provided general information regarding accommodations he or she has used in the past; courses he or she has completed or wants to complete; work, volunteer, or other experiences the student has participated in or would like to participate in with relevance to previously identified postsecondary goals
    d. 3 = the student provided specific information regarding accommodations, supports, courses, transition services, and/ or specific instruction relevant to previously identified postsecondary goals

8. At the meeting, the student responded to disagreements in his or her plan appropriately. Rate this item 0 – 3.

a. 0 = there were disagreements on some aspect of the plan and the student did not acknowledge or became upset to a degree that was not productive

b. 1 = there were disagreements on some aspect of the plan and the student

c. 2 =

d. 3 = there were disagreements on some aspect of the plan and the student participated in negotiating a resolution to the disagreement

9. At the end of the meeting, the student terminated the meeting appropriately. Rate this item 0 – 3.

    a. 0 = the student left the meeting without acknowledging others

    b. 1 = the student was prompted to acknowledge the end of the meeting by an adult (e.g., thank you, goodbye, wave)

    c. 2 = an adult closed the meeting, but the student thanked or appropriate greeted team members as they departed (e.g., thank you, goodbye, wave)

    d. 3 = the student ended the meeting and thanked team members for participating (use of visual supports for this step does not diminish the rating)

* Student must be in attendance for this item to be rated. A rating of 0 should be provided for these items, if the student did not attend.

N/A is an appropriate rating for number 8.

Y/N ratings may be converted to 3 or 0 ratings for scoring purposes.

Student Portfolio

Introduction

All students must exit high school with a summary of their academic and functional performance, intended to assist them in the transition to the next phase of their life (IDEA, 2004). The Transition Component of the CSESA Curriculum prompts the teacher and student to regularly identify products completed that might be saved into an electronic portfolio system, so that the student has a permanent and mobile product which may inform his or her transition planning and post-school success. At a minimum, students should upload one product from each module to create a portfolio that can be used as part of the ongoing transition assessment process, monitor progress within the CSESA curriculum, as well as contribute to student assessment upon exiting high school.

Possible Student Portfolio Products:

From Student Involvement in the IEP

Whose Future is it Anyway?
Chapter 2 – Activity 2: Fill Out Your Planning Team Pie Chart; Activity 4: Who Should Come to Your Next IEP Meeting
Chapter 3 – Activity 6: After You Graduate; Activity 7: Abilities and Interests
Chapter 5 – Activity 10: Things I Can Change and Things I Cannot Change
Chapter 6 – Activity 13: Get Support or Not?
Chapter 7 – Activity 15: Outcomes of Where to Live; Activity 17: Goals for Your Next IEP
Chapter 8 – Activity 21: Resources for Employment Outcomes
Chapter 9 – Activity 22: Post-Secondary Education Outcomes; Activity 24: Resources for Post-secondary Education Outcomes; Activity 27: Resources for Independent Living Outcomes
Chapter 10 – Activity 28: Things You Like to Do for Fun; Activity 31: Resources for Recreational and Leisure Outcomes
Chapter 11 – Activity 33: Writing Your Own Goal; Activity 34: A Goal for Work
Chapter 12 – Activity 35: More Practice Writing Goals; Activity 36: A Goal for More School; Activity 37: A Goal for Where to Live
Chapter 13 – Activity 38: A Goal for Fun
Chapter 15 – Activity 44: Be Prepared!

Self-Directed IEP
Step 5 – from Student Workbook

Self-Advocacy Strategy
Stage 1
Stage 3B: Lesson 1: Transition Inventory

Stage 6: Optional PowerPoint or Voki
Stage 7: Generalization Part II – Management Chart
Stage 7: Part III – updated Transition Inventory

Instructions for creating a student portfolio are outlined below.

Task Analysis for Using Electronic Student Portfolio

Using Dropbox

1. Click the Internet Browser
2. Type www.dropbox.com into web link box
3. Press 'Enter' on keyboard
4. Watch the Dropbox home page appear on the screen
5. Click 'Sign In' on the upper right hand side of the screen
6. Type email address
7. Type password
8. Click 'Go'
9. Watch Dropbox files and folders appear
10. Click 'Upload' icon
11. Find project/file
12. Click 'Choose…'
13. Project/file will upload
14. Loading bar will fill
15. Project/file will appear in the list of files and folders

Using Your School's Shared Drive

1. Sign into computer
2. Click a folder
3. Click 'Computer'
4. Shared Drive is a folder in this section
5. Drag project/file into Shared Drive
6. Click Shared Drive
7. Right click
8. Choose 'New folder'
9. Name folder (Last Name _ First Name)
10. Drag project/file into Last Name _ First Name folder
11. Rename project/file (Last Name _ First Name _ Project Name)

Using a USB

1. Plug USB Drive into USB slot
2. Click 'Computer'

3. Watch USB Drive name appear
4. Find project/file
5. Drag project/file into USB Drive name on left side of the screen
6. Click USB Drive
7. Right click
8. Choose 'New folder'
9. Name folder (Last Name _ First Name)
10. Drag project/file into Last Name _ First Name folder
11. Rename project/file (Last Name _ First Name _ Project Name)

Using Learner Journey

1. Click the Internet Browser
2. Type www.learnerjourney.com into web link box
3. Press 'Enter' on keyboard
4. Watch the Learner Journey home page appear on the screen
5. Click 'Sign In' on the upper right hand side of the screen
6. Type email address
7. Type password
8. Click 'Go'
9. Watch Learner Journey files and folders appear
10. Click 'Upload' icon
11. Find project/file
12. Click 'Choose…'
13. Project/file will upload
14. Loading bar will fill

Project/file will appear in the list of files and folder