

Translating Evidence for Successful Transitions (TEST)



SUPPORTING STUDENT-LED TRANSITION PLANNING FOR STUDENTS WITH EMOTIONAL BEHAVIORAL DISTURBANCE

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Foreword

Young adults with mental health difficulties are capable of successfully engaging in school, training, and employment. The support these individuals receive as they progress through secondary education can help them realize their potential in life after high school. Many times teachers see different results for these students such as high school drop-out, lower rates of post-secondary education and employment, and even higher rates of involvement with law enforcement, poverty, and homelessness upon their exit from high school; however, with the right information, resources, and determination teachers can make a lasting impact on these students.

In order to help students with EBD experience post-secondary success, teachers need resources to assist them with planning and preparing for student transition from high school into education and training programs and employment in young adulthood. This practice guide will offer practical ways to plan for these students' successful transition from high school to post-secondary life, which can lead to the positive outcomes for students with EBD.

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About this Guide

What is it?

This is a guide on how to aid students with emotional or behavioral disturbances (EBD) to lead their Individualized Educational Program (IEP) meetings during high school. For the purposes of this manual, a student-led IEP is an IEP where a student with an EBD holds a leadership role during the IEP meeting, and actively participates in the writing, creation, and implementation of the IEP, including its transition component. This guide will outline steps and activities needed to support student-led IEP meetings for students with EBD.

Who is this for?

This guide is for a variety of educators who support and serve students with EBD such as special education teachers, transition planners, guidance or mental health counselors, as well as other related service providers who serve students with EBD. For this guide, “students with EBD” includes students formally identified as having an EBD who receive special education services, some students identified as having Other Health Impairment (OHI), or students with IEPs who have behavioral goals. Students with 504 plans for whom teachers are providing extra support would also benefit from the content and lesson plans included in this curriculum.

Why should we focus on students with EBD?

High school students with EBD who receive special education services are a vulnerable population that is often under recognized and underserved by existing school-based services. Students with EBD drop out of school more than any other group of students. This shortening of their education has been related to earning lower wages, lower employment rates, and poorer health (Pleis, Ward, & Lucas, 2010). Youth with EBD also participate in postsecondary education less frequently and have lower rates of post-school employment than many other categories of students with disabilities. Missed early employment and educational opportunities can result in individuals achieving little economic progress, a pathway that can be difficult to modify later in life.

How do students with EBD benefit from student-led IEPs?

Student-led IEPs are a practice that allows students to develop self-advocacy, self-determination and problem-solving skills. Student-led IEPs are correlated with improved in- and post school outcomes for youth and young adults with EBD. Consider this:

- Student-led IEPs are correlated to *increased graduation rates and decreases in inappropriate behaviors* (Wehmeyer & Palmer, 2003).
- Youth who took a leadership role in their own transition planning had significantly *higher rates of postsecondary education enrollment* (Wagner & Newman 2012; 2014).
- Students and teachers report that students who lead their own IEPs *know more about their disabilities, legal rights, and appropriate accommodations* than students who do not lead their IEPs (Mason, McGahee-Kovac, Johnson, & Stillerman, 2002).
- Students who incorporate self-determination goals into the transition component of their IEPs are more likely to *earn higher incomes* one year after graduation (Wehmeyer, 2004).
- Student-led IEPs lead to *increased participation from parents* during IEP meetings (Mason, McGahee-Kovac & Johnson, 2004).

And while the benefits of student-led IEPs are widely understood and supported by research evidence, **only 11% of students with EBD lead their own IEP meetings**; this low rate of student-led IEPs is found across disabilities (Wagner & Newman, 2012). This practice guide provides educators the tools to support their students with EBD to lead their own IEP meeting.

I. Understanding the Basics: What You Need To Know About Student-Led IEPs for Students with EBD

- **Social and relational benefits of student-led IEPs for students with EBDs**
- **Range of student involvement in student-led IEPs for students with EBD**
- **Assuring authentic student leadership and participation for students with EBD**
- **General and EBD-specific barriers and strategies to student-led IEPs**

I. Understanding the Basics: What You Need To Know About Student-Led IEPs for Students with EBD

Student-led IEPs provide the ideal opportunity for students to take ownership of their own education and transition goals, and to demonstrate that ownership at their annual IEP meeting. Supporting the goals of student-led IEPs involves creating the capacity to implement student-led IEPs within your school framework and collaborate with your transition planning partners. Transition planning will be part of the IEP process for all students aged 16 and older (per federal regulations), and perhaps earlier depending on the mandates of your particular state. The IEP and transition planning process can be adapted to the students' level of ability and comfort with participating in or leading the process.

Social and relational benefits of student-led IEPs for students with EBDs

In addition to the long-term benefits of student-led IEPs, there are a number of more immediate, experiential, social and relationship benefits that are particularly relevant for students with Emotional Behavioral Disturbance (EBD). Students with EBD often experience social isolation and diminished self-confidence; preparing for a student-led IEP provides many opportunities to create experiences and activities to address these exact challenges. Student-led IEPs can:

- *Promote connection for students.* Student-led IEPs can foster a connectedness between students and the adults they interact with in their lives (e.g., special education teacher or LEA, parents, employers). As students prepare for and actually lead their IEP, they will have conversations with these adults, which can enhance their connection to individuals as well as connection to school and the IEP and transition planning process. This is particularly important for students with EBD as they often feel disengaged, and students who are disengaged are more likely to drop out of high school. Keeping students engaged and connected is critical to helping student stay enrolled in school.
- *Instill a sense of control.* When students are in a position of planning for themselves, it helps them gain a sense of control over their lives-- fostering a sense of agency, or acting on their own behalf. Students who believe they have an ability to act on their own behalf and make things happen are less likely to feel as if they have no control over what is happening in their lives.
- *Engage families to be more involved in the IEP and transition planning process.* For students with EBD, especially at the secondary school level, parents often participate less in school activities. Having a student-led IEP can provide an opportunity for a parent to take part in a school-based activity, as well as an opportunity for parents to directly witness and experience their children's capabilities and progress, and to celebrate the accomplishment of leading an IEP.
- *Provide a forum for students to be successful.* School experiences for students with EBD are often deficit-based, with a focus on what isn't going well and what students need to improve. Students with EBD may be less encouraged to make their own decisions, and as such may experience fewer typical developmental experiences during teenage years (e.g., increased self-sufficiency and independence). Leading an IEP meeting can provide an opportunity and a safe space for students with EBD to have these experiences. The experience of successfully leading a team of educators, professionals and family members can promote self-confidence.

- *Help students practice social skills.* Students with EBD often need adaptive social skills, and may need support to interact with others using appropriate language, in new and more formal settings. Leading an IEP meeting is an opportunity to learn and practice important skills in a school setting. This is great practice and preparation to develop skills that could be generalized into other real-world settings (e.g., applying for a job).
- *Build a dream for the future.* A student-led IEP provides an opportunity for students to highlight their identified goals and progress and future plans. Students with EBD often may feel limited control about the direction of their lives and decisions being made. By leading the development of IEP and transition goals, students may be able to begin to envision a hopeful future.

Range of student involvement in student-led IEPs for students with EBD

Students' ability to lead their IEPs will depend on their skill set, their capacity (which includes the impact of their EBD) as well as their preparation for the meeting. Understanding these variables can help teachers identify benchmarks of students' current capacities, as well as benchmarks to work toward through the transition planning process. Generally speaking, there are three levels of student involvement in IEPs (informed by Mason et al., 2004):

- **Student-involved (Level 1):** A student explains his/her disability, shares information on their strengths and challenges.
- **Student-partnered (Level 2):** A student presents information about or reads from his/her transition component of the IEP and goals for transition planning. Includes activities from Level 1.
- **Student-led (Level 3):** A student is involved in a meaningful and authentic way. The student leads the IEP conference, including preparation (e.g., inviting team members), leading the actual meeting (e.g., doing introductions, leading meaningful discussions of the IEP), and closing (e.g., thanking people for attending). Includes activities from Levels 1 and 2.

The focus of this curriculum is to provide the tools and supports to facilitate student-led IEPs for students with EBD – Level 3. It is important to recognize that while some students may be ready to prepare for and lead their IEP, others will need to work towards this goal over time. Levels of student involvement exist on a continuum, and depending on each student, levels of participation may look different. Some students may be comfortable and ready to lead the entire meeting, while others may participate by introducing team members, and discussing their strengths and challenges. Teachers can work with students to determine their comfort with different levels of involvement, and set IEP transition goals that include having student-led IEPs as a way to foster student's self-advocacy and self-determination efforts.

Table 1 provides an overview of the types of activities that students of different ages can do to lead or work toward leading their IEP meetings over time, as well as describes actual IEP meeting involvement. The levels on the left denote the increasing capacities of students, and move from student-involved (level 1) to student-partnered (level 2) to student-led (level 3) engagement.

Table 1: Student IEP involvement over time

IEP Meeting – Levels of Student Engagement	
Level 1	<ul style="list-style-type: none"> • Introduce self and attendees at annual IEP meeting. • Share results of assessments and education and career exploration exercises with IEP team members. • Discuss academic progress, strengths and needs for growth (could come in the form of a multi-media presentation). • Begin building transition portfolio with special educator assistance through compiling all IEP meeting materials.
Level 2	<ul style="list-style-type: none"> • Create letters of invitation to community agencies relevant to transition goals • Introduce self and attendees at annual IEP meeting. • Discuss academic progress and strengths and needs for growth (could come in the form of a multi-media presentation). • Discuss experience with EBD and any challenges and/or needs it presents. • Share proposed transition and IEP goals. • Participate in conversation amongst attendees. • Write thank you notes/emails to attendees following the meeting. • Continue to build transition portfolio with special educator assistance as needed.
Level 3	<ul style="list-style-type: none"> • Create letters of invitation to community agencies relevant to transition goals. • Introduce self and attendees at annual IEP meeting. • Discuss academic progress as well as strengths and needs for growth (could come in the form of a multi-media presentation). • Discuss experience with EBD and any challenges and needs it presents. • Share proposed transition and IEP goals as well as planned data collection and assessment activities. • Facilitate/lead conversation amongst attendees. • Write thank you notes/email to attendees following the meeting. • Continue to build transition portfolio with minimal assistance.

Assuring authentic student leadership and participation for students with EBD

The 2004 Individuals with Disabilities Education Act (IDEA) requires that transition planning activities (1) include students in IEP meetings when transition services will be discussed, and (2) are based on student needs, taking into account their interests and preferences (34 C.F.R. 300.344 (b) (1) and 300.29). Inviting students to meetings, however, does not guarantee meaningful student involvement, the opportunity for equal participation or decision-making, or that transition activities will be based on students' needs, preferences or interests. Student-led IEPs provide an opportunity to prevent these potential pitfalls.

Supporting students with EBD to take a leadership role in their IEP meetings presents an opportunity to challenge the stigma that often accompanies living with mental health issues. Stigma is what sets mental health concerns apart from other types of disabilities, and can introduce an additional layer of challenge for students with EBD, their parents, teachers and administrators. For example, some students with EBD may exhibit behaviors that are perceived as challenging, difficult, or disruptive. Other students with EBD may have more “invisible” disabilities, which are not immediately obvious and may result in a student being perceived as uninterested and disengaged.

It is important that students with EBD, like any other students with IEPs, are approached based on their strengths and their interests, as opposed to being approached as students whose primary identity is their EBD. For some students, having an EBD can result in feeling marginalized. Presenting students with a leadership opportunity during their IEP meeting is one way to decrease this feeling, while at the same time facilitating students' skills and personal growth.

General and EBD-specific barriers and strategies to student-led IEPs

Implementing any change in procedures can be challenging, and it is no different for introducing student-led IEPs into your IEP and transition planning processes. It is important to be honest about what barriers may exist, and to keep focus on the *reasons* for implementing student-led IEPs, and the potential impact of student-led IEPs on students' current and future success. Understanding in advance what barriers you may encounter, as well as having concrete strategies about how to address them, is helpful as you prepare to initiate student-led IEPs. Table 2 presents barriers and strategies that are not EBD-specific, and could be applicable to any student-led IEP process (informed by Hawbaker, 2007).

Table 2 – General barriers and strategies to student-led IEPs

Barrier	Strategy
Will take too much time to prepare and implement	<ul style="list-style-type: none"> Review the student led practice guide lessons and think of them as resources. If it fits to use them as intact stand alone lessons, do it that way. If the structure of the lessons provides ideas and you can generate a list of things to do as you work with your students through the weeks you teach them in those “teach-able moments”, use the information in the lessons that way. These guides are meant to be helpful, and a resource, not another thing on your ever growing to-do list. A natural time to discuss students strengths and needs would be during the required progress reporting periods. As progress monitoring is being conducted every 4 and ½ weeks, the student and teacher can discuss student progress toward goals. These conversations will give the student opportunities to reflect on their progress, talk about strengths they have noticed they have as well as needs they may be aware of. It also keeps them on top of what they are doing and involved them in a natural way in their IEP process. Incorporate student-led IEP planning into required academic subject areas. For example, a student writing down their strengths can be incorporated into an English Language Arts lesson or a graphing of their academic progress on a scatter plot can become a part of a math lesson.
Loss of control over the IEP process	<ul style="list-style-type: none"> To ensure that all required elements are included in a student-led IEP, work in partnership with students to prepare and write their IEP plan. The student should have ownership of the process, but you can provide guidance along the way to ensure proper completion. You can schedule periodic check-ins to monitor the student’s progress.
Lack of administrative support	<ul style="list-style-type: none"> Meet with administrators at the beginning of the school year, clearly outlining how you plan to facilitate and lead student-led IEP efforts and how this will require few resources from the school. Explain this at a low-cost, high gain scenario. Also, presenting your plan up front can allow administrators to provide feedback at the onset, ensuring your work corresponds with what administrators would like to see within your school and thus, achieve “buy-in” from them. This conversation should be had with the building level principal as well as with the LEA.
Need to attend to required assessments and/or state standards and requirements assessments/state standards	<ul style="list-style-type: none"> Enhancing students’ self-determination skills through the work of planning and implementing a student-led IEP can help students enter testing more confidently, which can lead to improved performance. Use planning efforts for student-led IEPs as lessons to strengthen core academic areas for student (tracking academic progress through math lessons, completing written assignments about post-secondary goals, during English Language Arts lessons, etc. can make student-led IEPs compatible with demands to perform well on assessments and meet statewide standards.

<p>Lack of resources to support student-led IEP</p>	<ul style="list-style-type: none"> Utilize the practical tools which are included in this practice guide. Very few outside resources are needed to implement the lesson plans outlined in this practice guide in order to facilitate student-led IEP meetings. Review the student led practice guide lessons and think of them as resources. If it fits to use them as intact stand alone lessons, do it that way. If the structure of the lessons provides ideas and you can generate a list of things to do as you work with your students through the weeks you teach them in those “teach-able moments”, use the information in the lessons that way. These guides are meant to be helpful, and a resource, not another thing on your ever growing to-do list.
<p>Parents may still want additional time with you</p>	<ul style="list-style-type: none"> You can encourage parents to hold off on scheduling time with you until after the student-led IEP meeting has been conducted. You can mention that an IEP meeting itself is the most efficient platform for questions and discussions because all relevant individuals will be at the table. You can mention that the IEP meeting itself is the time when they will get the most satisfactory answers and input. You can communicate that if they still have items they would like to discuss following the IEP meeting, you would happily schedule time with them then.

Concerned about meeting all the state curriculum standards and incorporating these lessons?

One teacher’s solution: a Project Based Learning Activity!

The vision: utilizing these lessons, students will create an auto biography including information about themselves, their needs and strengths as a learner, the disability that qualifies them for special education services, as well as their goals for high school and beyond.

Products from this project could include:

- a five paragraph biographical essay
- a poem,
- a research paper about careers/career paths as well as
- a PowerPoint or other audiovisual presentation of the student’s work.

Approaching these lesson this way allows for the student to increase their disability awareness, self-advocacy, and goal setting while they complete academic work addressing writing, technology, research, and communication state curriculum standards.

Other barriers and strategies are more specific to students with EBD. While EBD is a broad label, which encompasses a range of diagnoses and challenges, Table 3 details some commonly encountered EBD-specific barriers as well as strategies to address them.

Table 3 – EBD specific barriers and strategies to student-led IEPs

Barrier	Strategy
<p>Symptoms or characteristics of student’s EBD (e.g., anxiety, depression) may effect their capacity to lead their IEP</p>	<ul style="list-style-type: none"> • Developing a trusting and respectful relationship with your student with EBD is critical to support them during the IEP process. Devote time to getting to know each other, beyond the focus on the IEP, to create a safe space to discuss how their specific symptoms/characteristics may impact their ability to lead their IEP. Talk with your student about their strengths and needs in different settings, and strategies to increase their comfort with leading their IEP. • For a student with an EBD linked to internalizing and isolating behaviors, such as depression or anxiety, some targeted strategies include: <ul style="list-style-type: none"> ▶ Practice and role-play the IEP meeting ahead of time so that the student is comfortable with the process (see lesson plan #4). ▶ Finding a peer who has led an IEP meeting and who can befriend the student may help to alleviate anxieties about he IEP meeting. ▶ Create opportunities for the student to practice doing things that are difficult for them regularly, in safe settings where they feel comfortable and not afraid of making a mistake. This will help build confidence in their ability to participate well.
<p>A student with EBD may have challenging or disruptive behaviors, and IEP team participants may be reluctant to work with the student</p>	<ul style="list-style-type: none"> • Devote extra effort and patience on your behalf to these students who can be difficult to engage. These students with challenging or disrupting behaviors often are isolated from other potential advocates and supports. Breaking through the emotional and interpersonal defenses a student may have built up over time can greatly benefit a student. This can lead to a large increase in a student’s sense of self confidence and interpersonal skills as they prepare to enter their post-secondary life. Validate their feelings. Acknowledge when things must be tough for them. Ask if there is anything you can do to help. • For these students some targeted strategies include: <ul style="list-style-type: none"> ▶ Practice appropriate ways to respond to adults and other staff members. ▶ Creating materials with students about aspects of the student’s life in which they are successfully engaged, outside school activities, to illustrate positive parts of the student’s life and to show another side of the student. ▶ Plan ahead for the possibility that the student might be triggered by some element of the conversation during the IEP meeting. Practice different scenarios including a plan for the student to take a time out if needed.

<p>Difficulty getting parents to attend IEP meetings</p>	<ul style="list-style-type: none"> • <i>Parent attendance:</i> Establishing a working relationship with parents early in the school year can help with getting parents involved. Early communication based on positive feedback, calls and notes home to celebrate successes (academic, behavioral, and social) can help strengthen the partnership between home and school and will likely increase parent participation in the IEP process. • Recognize that many families of students with EBD often have additional challenges and constraints (e.g., lack of transportation, inability to take time off from work) that impact their ability to meet. Be mindful of these potential realities and find ways to facilitate attendance by: <ul style="list-style-type: none"> ▶ Holding meetings at an alternate location nearer to the student’s home. ▶ Arranging transportation to bring parents to the meeting location. ▶ Arranging for meetings to accommodate the parent’s work schedules.
<p>Parents may be uncomfortable with their child with EBD in a decision making position</p>	<ul style="list-style-type: none"> • As noted earlier students with EBD may, for a variety of reasons, have less experience than their non-EBD peers with developmentally normative activities, which for teenage students include increased independence and leading decision making. As such, parents may hesitant to have their child leading their IEP process, and may have concerns about the resultant plan. Some concrete strategies to support parents include: <ul style="list-style-type: none"> ▶ Encourage students and work in partnership with them to communicate with their parents about their IEP plans prior to an IEP meeting. If parents go into the meeting knowing what to expect they are less likely to be surprised and upset about what is talked about at the IEP meeting. ▶ Remind the parents that they are members of the student’s IEP team, and have an equal voice in the IEP process until the student reaches the age of majority. ▶ Encourage parents to consider shared decision making an investment in creating a good working relationships with their child as they go forward into post-secondary life. ▶ Frame the student-led IEP process as one that will help their son or daughter learn skills they need to be independent and advocate for themselves upon exiting high school.

II. Preparing Your Students: Lesson Plans for Student-Led IEPs for Students with EBD

- **Lesson 1 – Understanding your IEP**
 - **IDEA Quick Guide**
- **Lesson 2 – Build self-determination**
 - **Self-Determination Student Self-Assessment worksheet**
 - **Goal Setting Practice worksheet**
 - **Statement of Strength, Interests, and Needs worksheet**
- **Lesson 3 – Create goals for your IEP**
 - **Creating SMART Goals worksheet**
 - **Practice Writing SMART Goal worksheet**
- **Lesson 4 – Preparing to lead your IEP**
 - **Preparing for my IEP worksheet**
- **Lesson 5 – Practice leading your IEP**
 - **Leading my IEP worksheet**

II. Preparing Your Students: Lesson Plans for Student-Led IEPs for Students with EBD

Generally, any student needs guidance and practice in how to lead a meeting, especially a meeting as important as an IEP. The IEP is particularly important as the outcome of this meeting – the transition component of the IEP - has real impact on the services students receive in school, and lays the groundwork for what life may look like after high school. Additionally, a meeting with adults who have had authority over a student may be especially daunting. Consequently, all students, and especially those with EBD, will need an opportunity to develop skills to prepare them to lead their IEP.

Below are five lesson plans that emphasize relevant skill development and will help prepare your student with an EBD to lead their IEP. These lesson plans are intended to be delivered in order, over the course of the school year. We suggest that you leave at least 3 months before the scheduled IEP to work through the lesson plans. They are designed to be implemented in a small group setting, but can also be delivered via one-on-one instruction. We anticipate that each of these lessons will take between 40-60 minutes to deliver. Depending on your time frame, schedule, and the capacities of the students you work with, you could also break lessons into smaller parts – 20-30 minutes – as needed. Worksheets to use with students are included in each lesson plan.


Lesson 1 – **Understand your IEP.** Review of IDEA and past goals and performance through the IEP

Lesson 2 – **Build self-determination.** Understand student's strengths, needed supports, preferences and goals

Lesson 3 – **Create goals for your IEP.** Identify IEP and transition planning goals and relevant community partners

Lesson 4 – **Prepare to participate in/lead your IEP.** Determine how student will participate in/lead their IEP

Lesson 5 – **Practice participating in/leading your IEP.** Role play the IEP meeting

Throughout each lesson plan you'll see the  icon. This highlights special consideration and/or strategies that are specific to working with students with EBD.

Before beginning these lessons it's important to explain to students what you'll be working on together over the next few months, and what they can expect. Some sample language you can use to explain the process includes:

Over the next few months we're going to work together to prepare for your IEP (Individualized Education Plan) meeting. In the past you may or may not have been very involved in developing your IEP. We want to ensure that you are as involved as possible in preparing for and possibly leading that meeting. **We want to help you be more involved in your IEP because we know that when students are more involved in their IEPs they are more successful in school and have an easier time transitioning from high school into school or work.**

As we work together to build the skills you need to lead your IEP, we'll be thinking and talking about how you can be more involved. We'll identify specific parts you can lead. For example, we could decide that you'll introduce everyone who attends your IEP meeting. We may also decide that you want to lead the entire meeting. There is no one "right" answer about how to be more involved in your IEP. Our work together is to think about what works for you, what you want to work on before the IEP meeting, and how I can best support you.

Critical to the work of each lesson plan are the following:

- *Take time to build the relationship.* A student is much more than their EBD. Take the time to get to know your students and about issues beyond their IEP and their EBD, so that they can feel safe and comfortable. Students have hobbies, dreams for the future, family, friends, and many other things that shape them. Getting the bigger picture of who your student truly is will be crucial to having an honest conversation. Also, a student must feel comfortable and have a rapport with you in order to be introspective and open up about how they feel about themselves and their abilities during this process. The relationship building you achieve up front will prove very useful as you work through the curriculum. And the simple act of doing the lesson plans in partnership with students will go a long way towards building these relationships.
- *Assess student's comfort level with the setting.* Some students with EBD may have reasons they are uncomfortable talking in group settings (e.g., social anxiety). Students with EBD may also have exposure to traumatic events, and may have an increased need to ensure that they can meet with trusted individuals in spaces that are considered safe. This may result in different levels of comfort specific to doing these lessons in a group setting versus one-on-one between a student and educator. Before beginning to work towards a student-led IEP with a student with an EBD, you may need to connect with students individually to see what setting they would prefer to meet in when completing these lessons.

Lesson 1 – Understanding your IEP

What will be learned: Basics of IDEA, IEP/transition planning components, individual IEP goals, and performance. This introduction to the IEP and its components will allow students to prepare for and be more knowledgeable about the IEP process, which will allow more active participation and/or leadership in their IEP meeting.

Capacities built: *Responsibility* of students to learn more about their IEP and realize their opportunity to participate in this process; *Self-evaluation* of one's existing goals and capacity to achieve them.

Time: 45 -60 minutes (this lesson may take more or less time depending on student's existing knowledge of their disability and their IEP. This lesson can be split into 2 sessions – activities 1-3 in one session, and activities 4-6 in a separate session).

Materials:

- Copies of the IDEA Quick Guide (included)
- IEP Components document
- Students' current IEP


Teacher activities:

1. *Introduce the lesson.* Say to students:

The goal of this lesson is for you to understand the federal IDEA (Individuals with Disabilities Education Improvement Act) and what is required for your IEP in high school. We will:

- Talk about your rights and what you are entitled to under the law
- Review the different parts of an IEP, as well as your existing IEP in particular, to make sure that you understand what goes into an IEP and how it's used
- Review your IEP/transition planning goals from last year, and think about how those goals worked for you in the past and how they work today.

2. *Distribute and review **IDEA Quick Guide*** (See Appendix). This provides an overview for the student about why IEPs are required, what services and supports they are entitled to, and their rights under Federal law.

 **Be mindful of the disability focus of IDEA language.** The official language of the IDEA is extremely disability focused. While students preparing for an IEP are those officially identified as having a “disability,” you may have students who are unaware that they are identified as having one of the 13 qualifying disabilities under IDEA. Further, this may not be – and should not be – the primary identity of the student. As you go through the lesson plans with students, it's an opportunity to stress that while this is how the legal language is written, that “disabled” is not their primary identifier. This is especially important for students with EBD, who all too often are struggling with negative self-images and lack of confidence.

Say to students:

Today we will be reviewing some important information about the plan for your education. A set of laws passed over the years assure that students who have difficulty in school get the support they need. The most recent law is called the Individuals with Disabilities Education

Act – usually called IDEA . Each of you has a plan created especially for you because of this law. You all have these plans because you qualify to have additional attention paid to how your education will happen. I wanted to take a minute to explain that in this case when the word disability is used it means that students have been recognized to have difficulty in school for one (or more) of thirteen reasons. There are actually descriptions of these thirteen ways that students might have difficulty in school. In the language IDEA uses, these different ways students struggle are described as special health conditions, other health impairments, Autism Spectrum Disorders (ASD), emotional disturbance, speech or language impairments, visual impairments including blindness, deafness, hearing impairments, deaf-blindness, and having multiple disabilities. When students have a hard time in school that matches one of these descriptions, they qualify for this attention to planning their educations which we call an Individual Education Program, or IEP for short. So, when we are talking about planning for your education and the word disability comes up, I want you to remember that the language is based on the IDEA definitions and serves as a measure for whether or not students qualify to receive support.

The goal of this lesson is for you to learn about the basics of the Individuals with Disabilities Education Act (IDEA), components of the Individual Education Program (IEP), and about planning components of your IEP and Transition plan. I also want you to know about the ways that you can and should participate in planning for your education and future.

i Be mindful of confidentiality. When working in a group setting remind students of confidentiality, and that they shouldn't discuss specifics of others' IEP with other students. Unlike other disabilities, EBD are often less visible or obvious, and may not be readily apparent to others. It is important that students respect the privacy of other students about issues like EBD that may be sensitive and personal.

3. *Distribute and review the **IEP Components** document.* Explain and describe the components of an IEP. For some students this may be the first time they have ever learned about an IEP. As you walk through each section, you should encourage students to ask questions, and prompt students to see if they understand the different IEP components. Components to describe are:

- Present levels of performance
- Measurable annual goals
- How progress will be assessed
- Special Education and related services and supplementary aides and services
- Extent of exclusion from general student population
- Individual assessment accommodations
- Dates (beginning to end) the current IEP will be in effect
- Transition plan developed beginning at age 16 (or earlier depending on state requirements)

i Take your time. For many students, including those with EBD, they may have had limited exposure to the contents of their IEP. All too often students are passive participants in the IEP process, and as such they may not be familiar with the ins and outs of their IEP. These may be new concepts and constructs that may take some time to digest, so be sure to allow the time necessary to properly review the IEP and encourage students to ask questions.

4. *Review key components of IEP in detail.* Give each student a copy of his or her IEP. Give students a chance to review it independently, and then walk through the general components of the IEP. For

some students, this may be the first time they've ever read their IEP so they may have lots of questions. You may ask a student to restate what is in the IEP in their own words, or ask them to offer new ideas or suggestions for specific components. Once the student is oriented to all components of the IEP, work with your students to do an in-depth review of two components of their IEP:

- Present levels of performance
- Measurable annual goals (both academic and behavioral)

A review of these components allows students to be able to describe where they are as a learner. This understanding can help a student formulate their goals for their upcoming IEP and the transition plan component.

5. *Discuss students' impressions of the IEP.* Students discuss their impressions of performance and goals with questions that could include:

- Is your level of performance what you thought it would be?
- Is there anything surprising?
- Are there other things you would (or would not) include if you were writing these goals?
 - **Acknowledge behavioral goals.** Students with EBD will often have a behavioral goal in their IEP, and sometimes a behavior intervention plan. Discuss with your student that behavior goals may be present in addition to other types of goals, and that behavior goals can be important to supporting the achievement of other goals.
 - **Present data** (as needed). It may be helpful to share evidence (work samples, data sheets, grades, transition assessment results) to help the student articulate their present levels and be able to contribute to the discussion about their annual goals.

6. *Briefly discuss the next lesson plan – Build self determination.* End the lesson by acknowledging that learning about all the components of and their legal rights regarding an IEP is a lot to do in one session. Over the next few sessions you'll be continually returning to these ideas, and practicing around what goes in an IEP, what's appropriate, and thinking together about how to make the most out of their IEP. You can also remind students that during their next meeting they will be thinking about their strengths and interests as a way to get ready for preparing their IEP goals.

Additional resources:

1. "Disclosure...What Is It and Why Is It So Important?" Worksheet
National Collaborative on Workforce and Disability

This worksheet defines disclosure, presents things to consider when deciding whether or not to disclose one's disability, and offers examples of situations in which a student may choose to disclose. This document also includes an activity for students in which they write down descriptions of their needs to help them be prepared to communicate these needs during disclosure conversations.

2. "Weighing the Advantages and Disadvantages of Disclosure" Worksheet
National Collaborative on Workforce and Disability

This worksheet offers lists detailing some of the advantages and disadvantages of a student disclosing their disability. The worksheet also includes an activity where students are presented with scenarios in which a student

may disclose and asked to think about the advantages and disadvantage of disclosure in these scenarios.

3. “Rights and Responsibilities under the Law” Worksheet
National Collaborative on Workforce and Disability

This worksheet describes the systems and protective laws available to guard students with disabilities against discrimination. It also outlines how these systems and protective laws change when a student leaves high school and enters the “real world”. It is emphasized that after high school, a young person must be able to advocate for themselves in order to continue receiving needed supports. Several activities are included to reinforce these concepts.

IEP Components

This document describes the different components of an IEP.

Present levels of performance. This is a statement of a student’s present levels of academic achievement and functional performance describing:

- How a student’s disability affects the involvement and progress in the general curriculum.
- A description of benchmarks or short term objectives (for students taking alternate assessments aligned to alternate assessment achievement standards).

Measurable annual goals. This is a statement of measurable goals, including academic and functional goals for:

- Meeting the needs of the student resulting from their disability to enable them to be involved in and make progress in the general curriculum.
- Meet each of a student’s other educational needs resulting from their disability.

How progress will be assessed. This is a description of how the student’s progress toward annual goals will be measured and when periodic reports about their progress will be provided.

Special Education and related services and supplementary aides and services. This details how services should:

- Be based on peer reviewed practices to the extent practicable.
- Include a statement of program modifications or supports for school personnel to be provided to the student.
- Ensure that the student has opportunity to advance appropriately toward reaching goals
- Be involved in and make progress in the general curriculum and participate in extra-curricular and other non-academic activities.
- Allow students with disabilities to be educated and participate with their peers with and without disabilities.

Extent of exclusion from general student population. This provides a description of the amount of time that student will spend separated from their peers for instruction in the general curriculum and non-academic activities.

Individual assessment accommodations. This describes:

- Any appropriate accommodations that are needed to measure the academic and functional performance of the student.
- If a student cannot participate in state or district wide assessments and the alternate assessment chosen for the student and why it is appropriate.

Dates (beginning to end) the current IEP will be in effect

- Describing the frequency location and duration of services and modifications.
- Including information for students who are 16 years of age and older about how the student's transition from school to adult life will be supported.

IDEA Quick Guide

What is IDEA???

The Individuals with Disabilities Education Improvement Act (IDEA) is a United States law which says:

- Students like you must have access to a free education which is appropriate for your needs.
- Your education must prepare you for the education, employment, and independent living goals you have for after high school.

What are my rights with IDEA

IDEA law promises you 6 things:

1. A free and appropriate public education (FAPE).
2. An invitation for you and your parents to participate in the planning of your education.
3. An Individualized Education Program (IEP) designed to help you achieve your goals.
4. A free evaluation to see if you have a disability that has a substantial impact on your learning or behavior, if your teacher thinks you might have a disability.
5. The right for your parents (or you if you are legally an adult) to challenge your current educational services.
6. As much time in a regular education classroom during school days as possible while still meeting your needs.

Things to know! Important IDEA details

- When you become an adult according to your state's laws (usually sometime between the ages 18 and 21), the right to challenge the educational services you are receiving can be moved from your parents to you. For this to happen, your IEP must say that you have been informed that these rights will be transferred to you at least one year before they are actually transferred.
- Your educational program must be linked to the general curriculum that all high school students complete. Your IEP must include a description of how you are involved in the high school curriculum.
- You are expected to complete all state- and district-wide testing. You can get modifications and/or

accommodations to these tests if you need it. Or, if you are unable to complete these tests, alternate tests will be created for you.

- You should be invited to all IEP meetings about your transition plans for after high school. If you do not go to one of these meetings, your preferences and interests should still be talked about in the meeting.
- Your IEP team must include at least 1 of your regular education teachers, and this teacher should participate in the development, review, and revision of your IEP.

Lesson 2 – Build self-determination

Building on Lesson Plan #1: Now that students have a better understanding of their IEP and their rights under IDEA they can begin preparing to take a more active role in leading their IEP meeting. The goal of this lesson is for students to consider and identify what they do well, things they like and don't like, and to begin thinking about how their strengths and interests can be part of their IEP/transition plan goals for the coming year. Students will complete worksheets that can help them think about their strengths as well as any challenges they might be concerned about.

What will be learned: Identification of what students do well and areas where they need support. Identification of strengths, interests, and needs. The skills that are part of self-determination are also those that are valuable in engaging in/leading their IEP meeting.

Capacities built: *Self-awareness* from identifying needs, interests, strengths, challenges, and values; *Shift of locus of control* by presenting opportunities for students to take beginning steps of more independence.

Time: 45 - 60 minutes

Materials:

- Copies of the Self Determination Student Self-Assessment worksheet
- Copies of the Goal Setting Practice worksheet
- Copies of the Statement of Strengths, Interests, and Needs worksheet
- A set of various colored highlighters, enough for 2 per student

Teacher activities:

1. *Introduce the lesson.* Say to students:

Last time we met we worked on understanding your IEP – with a focus on your performance and goals. We also talked about your rights under the IDEA law. (Students may have additional questions that you can briefly answer at this point regarding the last lesson.)

The goal of this lesson is for you to think about yourself, what you do well, things you like and don't like, and to start thinking about how your strengths and interests can be part of your IEP/transition plan goals for the coming year. We will complete a few worksheets that can help you think about yourself and your strengths as well as any challenges you might be concerned about.

2. *Ask students to complete the **Self Determination Student Self-assessment worksheet**. The purpose of this worksheet is for the student to be able to think about themselves: what they do well, their likes and needs, their understanding of the impact of their EBD, their sense of control in their life and decision making, and their understanding of how to set and achieve goals.*

i Remember that the impact of an EBD may be less visible. Simply knowing a student's EBD diagnosis or diagnoses is not enough to know what challenges they face. This is one way EBD is distinct from other disabilities (e.g., a mobility disability), where the impact may be more obvious

(e.g., inability to negotiate stairs). You may need to spend time learning from students about their experiences and challenges to best understand the impact of their EBD.

3. *Summarize findings from the Self-Determination Self-assessment worksheet.* Have students highlight or otherwise mark items they ranked as “doing always/most of the time” in one color and then have them highlight or otherwise mark the “rarely/never” items in another color or way. Have students circle two or three items from the “sometimes” or “rarely/never” items that represent areas where they would need support.

4. *Have students share what they learned about themselves.* Take turns sharing what students identify as “doing always/most of the time” as well as which items they “rarely/never” do. This is a great first step towards thinking about individual’s strengths as well as areas where they need support.

i **Help students identify their strengths.** It is not uncommon for students with EBD to have real challenges identifying their own strengths. This may be related to how a student’s EBD presents itself symptom-wise (e.g., pervasive negative self-talk) and/or may result from negative experiences with peers, family, or professionals. If a student has difficulty identifying their own strengths, you may suggest strengths you see in the student or ask other students to suggest strengths. It can help your student with an EBD to hear from others about their strengths. These strengths can be referenced throughout the lesson plans and the student-led IEP meeting.

5. *Ask students to complete the Goal Setting Practice worksheet to practice setting a goal.* The purpose of this worksheet is to start to think about what kind of goal a student might be interested in. Using the information from the Self-Determination Self-assessment, ask students to think about a goal they may like to set for the coming year. While this may or may not be a final goal on a student’s IEP, it’s an opportunity to practice thinking about goals in general, and the steps and supports one may need to help reach a goal. This worksheet will ask students to identify a goal, and discuss the strategies and supports existing and needed to achieve these. These are important skills as students prepare to lead their IEPs.

i **Emphasize developing independence.** Students with EBD often have much of the decision-making in their lives done by adults (parents, teachers, doctors, social workers, etc.). For many, behavior challenges that can come with EBD may discourage adults in their lives from promoting their independence. This beginning discussion of what students have learned about themselves, their areas of confidence and where development is needed can be a first step towards students understanding their capacities and their ability to perform decision-making. This will in turn increase their confidence and self-determination abilities as well as promote increased feelings of independence.

6. *Ask students to complete the Statement of Strengths, Interests, and Needs worksheet.* The purpose of this worksheet is for students to spend some time reflecting on their personal strengths, interests and needs. This information will serve as the foundation for thinking before and during a student’s IEP meeting with the team about IEP goals. Asking a student to reflect on these questions is also a way for the student to build competence, confidence and identify areas for growth.

i **Anticipate and counteract negative messaging.** Students receiving special education services for EBD often have experienced discrimination from adults and their peers both in and outside of the school setting. Many students with EBD have come to believe the negative messages they have received from others. Use this opportunity to remind students that they do not need to be defined

solely by their disability and diagnosis. Work with students to identify and practice strategies for resisting being labeled, being told and treated like they are not able to do things, or being given the message that people don't expect much from them.

Also, take the opportunity to talk about students in honest (respectful) ways about behavior they have goals about- often these behaviors are the things that others notice and that lead to some of the discriminatory actions. Help them identify more appropriate substitute behaviors for the ones that are causing them problems. If they have behavioral supports in the IEP, this conversation is justified and appropriate to have. Learning more pro-social behaviors is just as important as finding strategies to help with any academic difficulties they may experience.

7. *Have students share what they learned about themselves.* Take turns having students share what they learned about themselves through the Statement of Strengths, Interests, and Needs worksheet.

i Learn from others who have lived with EBD. Many youth with EBD may be overwhelmed and disoriented by not having a clear path for their future as they struggle with challenges that may impact their hopes and desires. Having young or mature adults who lived through high school with an EBD, and have found successful pathways, can provide motivation and encouragement for your students. Ask former students who are adults, or even older students who have not graduated yet, to come and speak to your students about how they have addressed their EBD in their lives and taken action to be successful despite challenges. Alternatively, there are videos available on YouTube where people talk about their experiences with EBD and strategies to make positive decisions in their lives moving forward.

Learning from others with lived experience may not be as challenging as it might seem- former students, students who are attending adult education to get their diplomas or GEDs may be willing to come in and talk about their difficulties.

8. *Briefly discuss the next lesson plan – Create goals for your IEP.* End the lesson by reminding students of the importance of being able to identify their strengths, interests and needs, and that this – thinking about strengths – can be a challenge for many students, not just those with IEPs. Foreshadow the next meeting and let students know that the next step is to take all this information and start thinking about concrete goals to include in their IEP. Ask students to be thinking about this between now and the next time you meet, and come to that meeting with some ideas about what would be achievable goals that meet their strengths, preferences and needs.

Additional resources:

1. [Goal Plan](#)

I'm Determined – Virginia Department of Education

A graphic to use with students to set goals and strategize about how their goals can be attained. This graphic can be used for postsecondary goals or for shorter term goals.

2. [My Good Day Plan: Implementation Guide](#)

I'm Determined – Virginia Department of Education

A guide for how a student can achieve a “good day.” A student can think about what usually happens during a “good day” and if those things are happening today. If those things are not happening, a student can identify what needs to be done to make today a “good day” and who can help them achieve a “good day.” This is a particularly helpful tool to assist students in achieving their behavior goals.

3. Kyle – My Good Day Plan, Sample I
I'm Determined – Virginia Department of Education

A sample 'My Good Day Plan' of a high school student.
4. Sarah – My Good Day Plan, Sample II
I'm Determined – Virginia Department of Education

A sample 'My Good Day Plan' of a high school student.

Self-Determination Student Self-Assessment

Student Name _____ Date _____

Self-Determination Skills help you to know

Yourself

Your goals

The supports you need to reach your goals

Use the following scale to rate the statements below

3 = almost always/most of the time 2 = sometimes 1 = rarely or never

Rating			
3	2	1	I set goals to get what I want or need.
3	2	1	I make plans for reaching my goal.
3	2	1	I check my progress on how I am doing toward reaching my goals.
3	2	1	I attend my IEP Meetings.
3	2	1	I know the goals listed in my IEP.
3	2	1	I participate in my IEP Meetings.
3	2	1	I know what my disability is and how it affects me.
3	2	1	At school, I am able to communicate with educators about what I want or need.
3	2	1	At school, educators listen to me when I talk about what I want or need.
3	2	1	At home, I am able to communicate about what I want or need.
3	2	1	At home, my parents listen to me when I talk about my wants or needs.
3	2	1	I have people in my life that I can ask for help with dealing with my disability.
3	2	1	I ask for help when I need it.
3	2	1	I know what I need, what I like, and what I enjoy doing.
3	2	1	I tell others what I need, what I want, and what I enjoy.
3	2	1	I help to make choices about the supports (social, emotional, behavioral, and educational) supports that I need in school and school related work environments.
3	2	1	I can describe the difficulties I have due to my disability.

3	2	1	I recognize the triggers that lead to difficulty with my disability.
3	2	1	I can make choices to keep from reacting to triggers that cause difficulties for me.
3	2	1	I believe I have control to direct my life.
3	2	1	I take care of my personal needs (clothes, chores, meals, grooming).
3	2	1	I make and maintain friendships with others my age.
3	2	1	I make good choices.
3	2	1	I believe that working hard in school will help me get a good job.

Adapted from 2008 Commonwealth of Virginia Department of Education
Training and Technical Assistance Centers - I'm Determined Project
Self-Determination Checklist ~ Student Self-Assessment

Goal Setting Practice

One goal that I have for myself is ...

--

Three things I can do to reach my goals are ...

1	2	3

Ways people around me (teachers, family, friends, etc.) can help support my self-determination. (Check all that apply)

- Help me to take responsibility with my disability
- Give me freedom to make some choices for myself
- Respect my decisions
- Help me learn from my mistakes
- Understand when I want to try new things
- Suggest different strategies I could use to succeed
- Remind me of my strengths and abilities
- Help me make decisions, know what my options are
- Help me solve problems
- Help me to set and work towards my own goals
- Other: _____

Adapted from 2008 Commonwealth of Virginia Department of Education
Training and Technical Assistance Centers - I'm Determined Project
Self-Determination Checklist ~ Student Self-Assessment

Statement of Strengths, Preferences and Needs Worksheet

Student Name: _____ Date: _____

Knowing your strengths, preferences, interests, and needs can help you make decisions in your life (what kind of job you would like to have, what you like to do for fun, what you want to study in school, etc.) By writing down your strengths, preferences, interests, and needs all on this page, it will help you with telling others in your support team about yourself quickly and clearly.

My statement of my strengths, my preferences, my interests and my needs	
My Strengths	My Preferences
What do I do well in school?	When I am trying to do work, do I like it quiet or with noise? Do I like to work alone or in a group?
What do I do well at home or in my community?	What activities or organizations do I enjoy participating in?
What do other people say are my strengths?	What works for me? What helps me be successful?

My statement of my strengths, my preferences, my interests and my needs	
<i>My Interests</i>	<i>My Needs</i>
What do I like to do when I am not at school?	What are accommodations that help me?
What activities or organizations do I enjoy participating in?	How can others help me?
What are my hobbies?	What things are difficult for me?

Lesson 3 – Create goals for your IEP

Building on Lesson Plan #2: Now that students have a better understanding themselves, what they do well, things they like and don't like, they can begin to think concretely developing goals for their IEP/ transition plans, as informed by their identified strengths, interests and needs.

What will be learned: Students will learn a strategy for creating and working towards their goals. These goals will be the foundation of the IEP meeting. Having students intimately involved in developing their own goals will support “buy in” of their goals, and will facilitate student’s involvement/leadership in their actual IEP meeting.

Capacities built: *Self-efficacy* and *self confidence* in the ability to set one’s own goals; *Decision making* in setting goals, considering options, and developing plans. *Self monitoring* to assess goals and progress over the course of time.

Time: 45 -60 minutes

Materials:

- Copy of student’s IEP to review previous IEP goals (including previous goals from the transition component of the IEP if available) from lesson plan #1
- Completed Strengths, Interests and Needs worksheet from lesson plan #2
- Copies of the Creating SMART Goals Worksheet (included)
- Copies of the Practice Writing SMART Goals worksheet (included)

Teacher Activities:

1. *Introduce the lesson.* Say to students:

Last time we met we worked on working to understand ourselves, including our strengths, interests and what supports we need. We completed some worksheets and practiced setting a goal for ourselves.

The goal of this lesson is to begin to create goals for your transition out of high school to share at your IEP meeting. We want to make sure these goals are related to your strengths and interests and that we have a plan you can follow to achieve them. It’s important that we make goals that fit into the areas your IEP must cover (that is education, employment, and independent living). We’ll also discuss how we can monitor your progress towards these goals.

2. *Review previous year’s IEP goals.* Briefly review student’s IEP from lesson plan 1. Ask the student:
 - Did you like these goals?
 - Do you feel like you achieved these goals?
 - Are these goals you’d like to continue to be a part of your IEP?
3. *Review the Strengths, Interests and Needs worksheet.* Briefly review the Strengths, Preferences and Needs worksheet from lesson plan 2. Begin discussion of how strengths and interests could be turned into goals. Discuss how these strengths, interests and needs may map onto career and education areas of interest to the student. (You can refer to the TEST companion curriculum, *Incorporating Career and Technical Education (CTE) for Students with Emotional Behavioral Disturbance*, to learn about the process and strategies to use to include Career and Technical Education in a students’ high school career).

- Use positive language. Much of the language and experiences of students with EBD can be deficits-based. Make sure that students are thinking about and working from a place of strength.

4. *Ask students to complete the **Creating SMART Goals worksheet** to practice designing a robust goal.* The goal of this worksheet is to help students identify goals that are reasonable and attainable. A detailed, well-designed goal has the best chance of being achieved. Using the **Creating SMART Goals worksheet**, walk through an exercise where you work together as a group to create a SMART goal. SMART goals are those that are:

- **Specific** – What am I going to do? (Who, What, When, Where, Why and How)
- **Measurable** – How will I know I have done it? (What will I measure? How much, how often, etc.)
- **Achievable** – What steps do I need to take to make this happen?
- **Relevant** – How does this relate to my plans and needs? (Is it realistic?)
- **Timely** – When will I have done it?

An example of a SMART goal would be, “Upon graduation, Peter will be able to manage needed medications by scheduling doctor appointments, requesting refills, ordering refills, picking up prescriptions from the pharmacy, and using the MediSafe app for tracking medications as prescribed.” This is a SMART goal because it is:

- **Specific** – focuses on Peter’s management of needed medications
- **Measurable** – identified outcomes i.e., were refills ordered? Were prescriptions picked up?
- **Achievable** – concrete steps i.e., using an app to manage medications
- **Relevant** – adhering to medication schedule is linked to capacity to achieve IEP/transition planning goals
- **Timely** – upon graduation

As part of the SMART goal exercise, be sure to brainstorm potential barriers and possible solutions to this example goal. This information should be used to complete the final version of the goal.

- **Be concrete.** Students with EBD are particularly in need of having expectations be clear and simple. A SMART goals framework is a strategy that is both concrete and manageable.

If you determine that students need more support in preparing their SMART goals, you can use the Practice Writing SMART Goals worksheet to practice setting a goal. The purpose of this worksheet is to start to think about what kind of goal a student might be interested in. While some students may be ready to use the Creating SMART Goals worksheet, others will not be ready and may require more preparatory work before setting actual goals. If this is the case, we suggest that you may want to add an additional meeting time with a student to complete the Practice Writing SMART Goals worksheet, before beginning to set the SMART goals that will become part of the IEP.

5. *Write one to three SMART goals that would be appropriate for a student’s IEP.* Once the example is completed as a small group, help students to each write one to three personal SMART goals on the their individual worksheet.

- **Build confidence.** Students with EBD often struggle with feeling confident in their abilities. Emphasize the importance of creating a shorter term, more easily achievable goal. This is a nice way to build confidence in students with EBD, by creating opportunities for success.

6. *Discuss the goals as a group.* Ask students to share their goals with the group.

- **Provide constructive feedback.** For students with EBD just as goals need to be simple and

concrete, so does feedback. Providing a laundry list of what doesn't work about a goal can be unhelpful and overwhelming, and can trigger emotions that discourage individuals from trying new things and working towards their goals. Model for and encourage students to be concrete and constructive in their feedback. For example, "I really like that you've prioritized wanting to get a job in the hospitality industry when you graduate. That sounds like a great and achievable goal. I noticed you haven't talked about how you might pay for that – is that something you should identify as a barrier? Should we talk about potential solutions to that problem?"

7. *Briefly discuss the next lesson plan – Preparing to lead your IEP.* End the lesson by acknowledging the huge accomplishment of identifying IEP goals, and remind students that their contributions and ideas will be the foundation of their upcoming IEP meeting. Suggest to students that they think about the goals they identified between now and the next time you meet, and that it's possible to change these goals before the IEP. Remind students that at the next meeting you'll be preparing to actively participate in and/or lead their IEP meeting.

Creating SMART Goals

Use this worksheet to practice writing a SMART goal, and to draft your own SMART goals for you IEP. Remember, SMART goals should be:

- **Specific** – What am I going to do?
- **Measurable** – How will I know I have done it?
- **Achievable** – What steps do I need to take to make this happen?
- **Relevant** – How does this relate to my plans and needs?
- **Timely** – When will I have done it?

GOAL EXAMPLE

Draft Goal Example:	
Specific - What I am going to do?	
Measurable - How will I know I have done it?	
Achievable - What steps do I need to take to make this happen?	
Relevant - How does this relate to my plans/ needs?	
Time bound - When will I have done it?	
Possible Obstacles:	Solutions
Revised/Final Goal Example:	

GOAL 1

Draft Goal 1:	
Specific - What I am going to do?	
Measurable - How will I know I have done it?	
Achievable - What steps do I need to take to make this happen?	
Relevant - How does this relate to my plans/ needs?	
Time bound - When will I have done it?	
Possible Obstacles:	Solutions
Revised/Final Goal #1:	

GOAL 2

Draft Goal 2:	
Specific - What I am going to do?	
Measurable - How will I know I have done it?	
Achievable - What steps do I need to take to make this happen?	
Relevant - How does this relate to my plans/ needs?	
Time bound - When will I have done it?	
Possible Obstacles:	Solutions
Revised/Final Goal #2:	

GOAL 3

Draft Goal 3:	
Specific - What I am going to do?	
Measurable - How will I know I have done it?	
Achievable - What steps do I need to take to make this happen?	
Relevant - How does this relate to my plans/ needs?	
Time bound - When will I have done it?	
Possible Obstacles:	Solutions
Revised/Final Goal #3:	

Practice Writing SMART Goals

Still having a hard time coming up with a goal for your IEP? Use one of these questions to “jump start” your thinking about a goal:

- What is something you want to accomplish in the near future (the next 3-6 months)?
- What goal from your IEP is something you think would be somewhat of a challenge, but great to accomplish?
- What is something you want to be able to accomplish by the time you graduate?
- What is something that you think would be really helpful to be able to know to do for a future job?
- What is something you are already good at, but really want to take it up a notch and do even better?
- What is something that you'd like to do to help grow in your ability to take responsibility for your own choices, decisions, or problem-solving?
- What learning or study strategy would you like to work on?

First, just write out your goal idea (or answer the question above), in your own words. Then start making your goal into a SMART goal by answering the following questions.

1. Write the general idea for your goal here, in your own words:

2. Now, turn your goal into a SMART goal by asking yourself:
 - a. Is my goal SPECIFIC? – Does it tell what I want to be able to do, see, hear, or accomplish in specific terms?
 - If your goal isn't specific, make it more specific by writing a definite statement about what actions you will take to do your goal.
 - b. Is my goal MEASURABLE? – How will anyone be able to know I have done my goal? What will I use to be able to keep track of what I am going to do?
 - If your goal isn't measurable, make it more measurable by putting some numbers to it (for example, once a day, every month, each week, etc.).
 - c. Is my goal ACHIEVABLE? – Is this something I will be able to do? Will I need help, supplies, or any other steps in order to do my goal?
 - If your goal isn't achievable, make it more achievable by making sure it is the next step that needs to happen to reach your goal. (HINT: If you need to do something else first, that's a good indication that other step should be your goal first!)

- d. Is my goal RELEVANT? – How does this relate to my IEP or overall plans for the near term or the short term?
 - If your goal isn't relevant, make it more relevant by making sure it is realistic and in line with what you need to accomplish.
- e. Is my goal TIMELY? – When will I expect to accomplish this goal?
 - If your goal isn't timely, make it more time bound by stating when or how often you expect to accomplish your goal (for example, by the time I graduate, my first summer after graduation, next fall, etc.).

Now gather each of the pieces of your goal and write it as a single sentence SMART goal here. You may need to write several versions of your goal sentence several times until you get it just right.

Lesson 4 – Preparing to lead your IEP

Building on Lesson Plan #3: Students will now have a draft list of IEP goals that they can bring to their IEP meeting. These goals will be Specific, Measurable, Achievable, Relevant and Timely (SMART). With this base, you can now begin working with students to prepare for their leadership/active participation in their upcoming IEP meeting.

What will be learned: Students will walk through the actual steps of the IEP, and think about how they want to participate in/lead the IEP meeting.

Capacities built: *Self Advocacy* to communicate wants and needs and conduct one’s own affairs; *Adjustment* to be able to moderate strategies to improve performance; *Independent Performance* to be able use self-management strategies and follow through on tasks; and *Decision-making* to consider options and develop plans.

Time: 45 -60 minutes

Materials:

- Preparing for My IEP worksheet

Teacher Activities:

1. *Introduce the lesson.* Say to students:

Last time we met we worked on our SMART goals. If you remember, SMART stands for Specific, Measurable, Achievable, Relevant and Timely. Goals that are SMART are goals that are more reasonable for you to do, and are more achievable. There is little use in setting goals that are impossible to meet – using SMART goals is one strategy to make sure we set goals that are right for you.

The goal of this lesson is to start preparing for the actual IEP meeting. For some of you, this may be your first IEP meeting. For others, you may have attended IEP meetings previously. Given the importance of this meeting, and knowing that it only happens once a year, it’s a good idea to prepare together for this meeting. We’ll also want to start thinking together about how you can participate and/or lead parts of the IEP meeting.

- i Be strengths-based.** As noted earlier, students can really internalize the identity of “being disabled.” This is particularly true for students with EBDs, where their challenges may be more hidden and their impact may be less apparent. Emphasize the IEP as an opportunity to really identify and plan for what’s important to the student, and remind students that their IEP team members are there to help.
2. *Walk through the steps of what happens before and during an IEP meeting.* The purpose here is to walk through the steps of what needs to happen to prepare for the meeting, as well as what happens during the actual meeting. By discussing this with your student ahead of time it will allow everyone to be on the same page in terms of knowing what to expect. Use the **Preparing for My IEP** worksheet and walk through each “Activity” to highlight each step of the process.

i Preparation is key. Students with EBD, like many students, do better when they know what to expect. Knowing what to expect from any situation – particularly a meeting as important as the IEP – can go a long way toward alleviating feelings of anxiety and anxiousness that may present for students with EBD.

3. *Review the ways students can participate/lead their IEP.* This is an opportune time to remind students, as you've likely been doing throughout these lesson plans, of the importance of student engagement and/or leadership during the IEP meeting itself. You can refer back to earlier parts of this curriculum that discuss the value of having students more involved/leading their IEPs, and the benefits to students in doing so, e.g., better rate of working and going to school, feelings of accomplishment, practice for other adult situations where you have to advocate for your own goals, etc. Use the **Preparing for My IEP** worksheet and walk through the "Person Responsible" column to review the range of options.
 - i** **Ask students to stretch themselves.** Students with EBD often have less choice and control of their life choices than their non-EBD identified peers. As such, they can become complacent and accustomed to others making decisions for them and taking the lead on activities pertaining to planning for their future. Getting concrete about how students are going to be engaged and/or lead their IEP is a wonderful opportunity to break that cycle of complacency, and get students re-engaged in planning for their future. You will know these students better than many, particularly their strengths and what they struggle with. When reading through the "Person Responsible" column, be mindful of what students are good at and could easily do, and what would be a small to medium stretch for them to accomplish. We encourage that each student have at least 1-2 stretch activities built on top of what they already do well, as an opportunity to practice new skills, and demonstrate their capacities.
4. *Identify how students will be engaged and/or leading their IEP.* Ask students to begin completing the **Preparing for My IEP** worksheet by starting with the "Person Responsible" column. You'll see there are some suggested options for completing these. Use these categories or create your own. The goal here is to a) create clarity about who will be doing what to prepare for and during the IEP meeting and b) to remind students that regardless of how much leadership they assume in planning and implementing the IEP meeting, that you continue to be engaged as an active support person.
 - i** **Be concrete about what students can do well.** Students with EBD often are not used to thinking about what they do well. A key part of your role is to remind them of their strengths, and to think concretely about which of the activities listed to prepare for your IEP would build on their strengths, as well as which would stretch a strength that they have, or begin to build a new one.
5. *Make a plan and timeline for the IEP preparation activities.* Now that you've identified what needs to happen for the IEP, and who is going to do what, it's time to begin to plan the actual IEP meeting. Practicing what happens during the IEP will happen in the next lesson, but there are other concrete activities (e.g., picking an IEP date, inviting participants) that can start at any time. Work with your student to complete the "Notes" column of the **Preparing for My IEP** worksheet to begin work on who to invite, a date, sending invitations, and preparing how to present the IEP (powerpoint, handouts, etc.), as well as what will happen during the actual IEP meeting. For the activities that happen during the IEP meeting you and your student may decide to create a powerpoint or use some other technology to identify the steps.
6. *Briefly discuss the next lesson plan – Practice participating in/leading your IEP.* Remind students that they're getting close to their actual IEP meeting. Congratulate them for all the work they've done up to this point, and for having done much of the preparation for the IEP – they're almost there! Now it is about practicing and preparing for the actual IEP, and that's what the remaining lesson will focus on.

Additional resources:

1. Self-Directed IEP Student Workbook, 3rd Edition
Martin, J.E., Marshall, L.H., Maxson, L. & Jerman, P. (2016).
Choicemaker Instructional Series

This workbook provides a step-by-step guide for actively engaging students in the development and implementation of their IEPs.

Preparing for my IEP

What needs to happen before the IEP meeting

Activity	Person responsible (student, teacher, both)	Notes
Select date for the IEP meeting		Date and time for the IEP Meeting:
Identify IEP meeting participants (e.g., parents, teachers, adult agency representatives, other supports)		Who should come to my IEP meeting?
Invite IEP meeting participants		How will participants be invited?
Secure room for IEP meeting		Where will the IEP be held? Is the room reserved for the date and time needed?
Prepare portfolio/materials for the meeting (e.g., powerpoints, handouts)		What materials are needed? How many copies?
Other not listed above		As I think about the IEP meeting is there anything I haven't thought about that I need in order to be prepared?

What happens during the IEP meeting (taken and modified from Self-Directed IEP)

Activity	Person responsible (student, teacher, both)	Notes
1. State the purpose of the meeting		The purpose of this meeting is to...
2. Introduce everyone		I would like to introduce everyone [OR I would like for everyone to introduce yourself and tell your role]...
3. Review past IEP goals and performance		First we will look at my IEP goals and performance. Please turn to page ____ or look at the screen...
4. Ask for feedback from others		Now I invite you to make any comments or suggestions about what we've reviewed...
5. State your proposed IEP and transition goals		Here is a goal that I propose for IEP and transition... Then share any other goals you have prepared.

What happens during the IEP meeting (taken and modified from Self-Directed IEP)

Activity	Person responsible (student, teacher, both)	Notes
6. State what support you'll need		Based on this goal/these goals, I believe I will need the following supports to help me reach them...
7. Ask for feedback from others		Now I invite you to make any comments or suggestions about what I've shared...
8. Summarize your goals and what was happened at the meeting		To summarize, we have discussed my goal(s) and made the following decisions...
9. Thank everyone for attending		Thank you for attending my IEP meeting!

Lesson 5 – Practice leading your IEP

Building on Lesson Plan #4: Now it's time to practice. Over the course of the previous 4 lessons students have learned about their IEP and their legal rights to supports and accommodations. They have completed exercises to work on their self-determination, and have identified their strengths, interests and need. They have learned how to set SMART goals, and started to think about how they want to be actively engaged during their IEP meeting. All of this work is the foundation for the actual IEP meeting. The skills learned in previous lessons, and the preparations leading up to the IEP, will all contribute to a more engaged and hopefully productive IEP meeting.

What will be learned: Students will practice the activities they identified during the previous lesson to facilitate their participation/leadership of the IEP meeting.

Capacities built: *Independent Performance* to be able perform tasks to standard and follow through on one's plans; and *Adjustment* to change strategies to improve performance.

Time: 45 -60 minutes

Materials:

- Any materials that will be used during the IEP meeting (e.g., powerpoint, handouts, talking points)
- Completed Preparing for my IEP worksheet (from lesson 4)
- Copies of the Leading My IEP worksheet (included)

Introducing the lesson: Now it's time to practice.

Teacher Activities:

1. *Introduce the lesson.* Say to students:

Last time we met we talked about how to prepare for the actual IEP meeting. We made some decisions about how we were going to work together to prepare for the meeting (e.g., who is sending out invitations, who is reserving the meeting room). We also made some decisions about who would lead each part of the actual IEP meeting.

The goal of this lesson is to practice and get ready for the actual IEP meeting. You have done all the hard work leading up to and preparing for the IEP, so now we're going to focus on practicing, and getting comfortable for the actual day.

2. *Give a pep talk!* Students may understandably be nervous about their IEP, but may not identify this feeling. Remind students that it is ok and natural to have these feelings, and remember that there are things you can do to create a supportive environment during the IEP. Part of this is about preparing for the meeting, which you've been doing together over the last few months. There are also things such as thinking about the physical environment (e.g., layout of the chairs) that you can address, all to help the student feel as comfortable and at ease as possible.

- i Identify triggers or stressors.** Oftentimes symptoms of a student's EBD can be exacerbated by triggers that can lead to heightened anxiety, agitation, or depressive symptoms. Triggers can include encountering something unexpected, or being put in a situation where a student feels unprepared or uncomfortable. This could include practicing and role playing the IEP meeting. Be mindful of what you know about a student, and try as much as possible to create an environment where the student has the best chance of succeeding.

3. *Role play for your students the steps of an IEP meeting.* It can often be helpful to watch someone else role play actively participating in/leading an IEP before trying to do it oneself. Role plays can happen with former students (see below) or other teachers.
 - i** **Model what leading an IEP looks like.** Find a current or former student, preferably one with an EBD themselves, who is willing to role play what leading the IEP process can look like, and talk with students about their experiences of this. These students can also provide strategies to your current students about what helped them to prepare for the IEP, including strategies that specifically helped them address issues and/or concerns specific to their EBD.
4. *Review the completed Preparing for my IEP worksheet.* Take time for a quick review of the worksheet to revisit what you decided during the previous lesson regarding which portions of the meeting the student is going to lead. Check in again with students to make sure this is still accurate, and then get to work.
5. *Complete the Leading My IEP Meeting worksheet.* You will need to decide with your student how you'd like to present information in your IEP. Some students prefer to use technology and create a powerpoint. Some may want to write notes and have an outline of the steps as well as what they'd like to say. Some may prefer to use note cards. What method you use is a choice for you and your student. We've included the **Leading My IEP Meeting** worksheet in this lesson plan as an option. It is a blank template your student can use as a roadmap for the IEP meeting, to remind them of who is doing what, how much time you have for each section, to keep notes, etc.
6. *Take turns practicing for the IEP meeting.* So now it's time to start. A few hints that can help.
 - ✓ It can help to have more confident students go first – ones who are more natural leaders. This can set a positive tone for the other students to emulate.
 - ✓ Provide positive verbal feedback, and encourage the same from other students. If there are constructive critiques, be mindful of how to relay these in ways that fit with that student's particular strengths and challenges.
 - ✓ Be aware of your non-verbal cues, including having "open" body language e.g., sitting upright and facing your student, not having your arms crossed.
 - ✓ You may want to videotape sessions, and review together as a group or one on one, as a way to celebrate what the student does well as well as see if there are areas for improvement.
7. *Personalize IEP preparation.* You'll need to work with your students to determine how much preparation is needed to support them in participating in/leading their IEP meeting.
 - i** **Some students will need more opportunities to practice.** Anxiety and sensitivity to stressors is very common among students with EBD. Anticipate that there are students who will need additional time to prepare, and this is ok. The goal is not how quickly you and your students can work through the lesson plans, but rather how comfortable and confident your students can be as they participate/lead their IEP.

Additional resources:

1. “Using Technology to Enhance Student Presentations” Webinar
Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students
(CIRCLES)

A short webinar (approximately 12 minutes) about web-based tools (e.g., www.animoto.com, www.toondoo.com) students can use when preparing presentations for their transition planning meetings. The utilization of these tools can help alleviate anxiety about speaking in front of a group, and make the transition planning meeting more exciting and engaging.

Leading My IEP Meeting

Activity #1	Person Responsible	Time Allotted
State the purpose of the meeting		

The purpose of the meeting is to ...

Activity #2	Person Responsible	Time Allotted
Introduce everyone		

I would like to introduce everyone [OR I would like for everyone to introduce yourself and tell your role] ...

Activity #3	Person Responsible	Time Allotted
Review past IEP goals and performance		

First we will look at my IEP goals and performance. Please turn to page ____ or look at the screen...

Activity #4	Person Responsible	Time Allotted
Ask for feedback from others		

Now I invite you to make any comments or suggestions about what we've reviewed...

Activity #5	Person Responsible	Time Allotted
State your proposed IEP and transition goals		

Here is a goal that I propose for IEP and transition... Then share any other goals you have prepared.

Activity #6	Person Responsible	Time Allotted
State what support you'll need		

Based on this goal/these goals, I believe I will need the following supports to help me reach them...

Activity #7	Person Responsible	Time Allotted
Ask for feedback from others		

Now I invite you to make any comments or suggestions about what I've shared...

Activity #8	Person Responsible	Time Allotted
Summarize your goals and what has happened at the meeting		

To summarize, we have discussed my goal(s) and made the following decisions...

Activity #9	Person Responsible	Time Allotted
Thank everyone for attending		

Thank you for attending my IEP meeting!

III. IMPLEMENTING THE STUDENT-LED IEP MEETING FOR STUDENTS WITH EBD

- **Considerations for your students the day of the IEP**
- **What happens during the meeting**
- **Measure outcomes/impact of student-led IEP**

III. IMPLEMENTING THE STUDENT-LED IEP MEETING FOR STUDENTS WITH EBD

Together, you and your student have worked hard to prepare them to actively participate in/lead an IEP meeting. The next step is putting that preparation into practice during the IEP meeting. Considerations for how to do this are described in this section.

Considerations for your student the day of the IEP

Listed below are some considerations for you to be mindful of the day of the IEP. These are particularly relevant for students with EBD, who may require additional effort to ensure that the meeting runs smoothly and as rehearsed.

- **Anticipate contextual factors that may derail the meeting.** Anticipate and attend to possible environmental or contextual factors that may cause the student to get “off track” and contribute to the meeting not going as planned.
- **Take it easy the day of.** Plan low-key activities and instruction before the meeting to be such that the student does not experience elevated stress due to new task demands.
- **Plan a day that is interesting to the student.** If possible, avoid engaging in low preference activities with the student before the meeting that may create conflict.
- **Get support from friends.** Enlist other students in the classroom (if self-contained) to encourage and support the student conducting the meeting that day.

What happens during the meeting

A student-led IEP meeting will follow the same pattern as any IEP meeting. With the preparation you and your student have done ahead of time to incorporate student involvement, it should be an uncomplicated process. Your student can facilitate the meeting to the extent to which you and your student have prepared – again, the level of facilitation will vary based on a student’s comfort level and abilities. A few strategies that can be helpful to consider during the actual student-led IEP include:

- **Be early.** Make sure you and your student arrive at the meeting at least 15 minutes early to be able to acclimate to the room, and arrange chairs and other equipment as desired. This will also give your student a moment to pause before the beginning of the meeting, and to prepare his/her thoughts.
- **Set expectations for student role in IEP meeting.** As part of the introductions, be sure that the student identifies for the group the leadership role he/she will be playing during the meeting. This will set the expectation and tone for the meeting, and will avoid any confusion if this meeting appears different from previous IEP meetings.
- **Model strengths-based communication.** It’s important to set a positive tone for the meeting, and to help participants focus on the student as an individual rather than as a “case or client.” Traditionally, language around disabilities including EBD has focused on what people are unable to do, or their barriers. In more recent years there is an emphasis on strengths-based communication, and focusing on individuals capacities and what they do well. We strongly encourage you to be mindful of being strengths-based during this meeting. This can be explicit in modeling language or how you frame issues. It can also be more subtle, for example ensuring that the voice of your student is always asked for and heard. As the educator who has worked most closely with your student on their IEP, you have a wonderful opportunity to model this strengths based communication approach, so that others can learn from your example.
- **Be an active partner with your student.** Once the meeting has started, you as an educator can act as a facilitator to keep the meeting going and work with the student to guide the meeting process as you and the student have previously discussed and practiced. You can judge when the student needs you to

jump in to assist, and when you can let your student lead the way. You can use your presence to help everyone stay focused on the IEP and transition plan goals.

- **Have an identified note taker.** It is a good idea to have the member of the team designated as the note taker. This helps to ensure that the meeting is staying on track, that everyone has the same understanding of the plans being made for activities, resources, and services and supports.
- **Document any changes to the IEP.** Any changes or modifications to the IEP must be added to the document for everyone to sign. If this cannot be done while all participants are still at the school the day of the meeting, the signatures will need to be collected before the IEP is in effect.
- **Summarize and celebrate.** Too often we don't take time to reflect on big accomplishments or to celebrate achievements. Completing an IEP, especially if a student has taken a more active and/or leadership role, is one of those times. Acknowledge this work and congratulate and thank everyone for their participation, especially your student. This positive messaging is particularly important for students with EBD, as they may receive few positive messages about their accomplishments and achievements.

Measure outcomes/impact of student-led IEP

Once the student led IEP is complete, you can measure your student's satisfaction with the IEP itself, as well as the process of leading their IEP. Your student can complete the **Student-Led IEP Experience and Satisfaction** worksheet after the IEP meeting. Make sure when you next meet with your student you take time to discuss how the IEP meeting went. Together, you can review the completed **Student-Led IEP Experience and Satisfaction** worksheet, and talk about what worked well during the IEP, and areas where there could be improvement. These findings can both a) help as you prepare other students to lead their IEPs and b) help your work with this particular student, if they have additional IEP meetings in the coming years.

Student-Led IEP Experience and Satisfaction

When preparing for my IEP on _____, I had an active role in:

Activity	Yes/No	Notes
Selecting date for the IEP meeting	Yes/No	
Identifying IEP meeting participants (e.g., parents, teachers, adult agency representatives, other supports)	Yes/No	
Inviting IEP meeting participants	Yes/No	
Securing the room for IEP meeting	Yes/No	
Preparing a portfolio of relevant materials for IEP	Yes/No	
Preparing materials for meeting (e.g., power-points, handouts)	Yes/No	
Other not listed above	Yes/No	

During my IEP meeting I had an active role in:

Activity	Yes/No	Notes
Stating the purpose of the meeting	Yes/No	
Introducing everyone	Yes/No	
Reviewing past IEP goals and performance	Yes/No	
Asking for feedback from others	Yes/No	
Stating my proposed IEP and transition goals	Yes/No	
Stating what support I needed	Yes/No	
Asking for feedback from others	Yes/No	
Summarizing my goals and what happened at the meeting	Yes/No	
Thanking everyone for attending	Yes/No	

During my IEP meeting:

Activity	Yes/No	Notes
I was comfortable leading/actively participating in my IEP	Yes/No	
I felt like my concerns were addressed at my IEP	Yes/No	
I felt like I participated in selecting my goals	Yes/No	
I felt like the accommodations chosen are appropriate for my needs	Yes/No	

Future IEP meetings:

Activity	Yes/No	Notes
I would like to see some parts of my IEP meeting changed or done differently for next year	Yes/No	

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