

Transition & Families Component

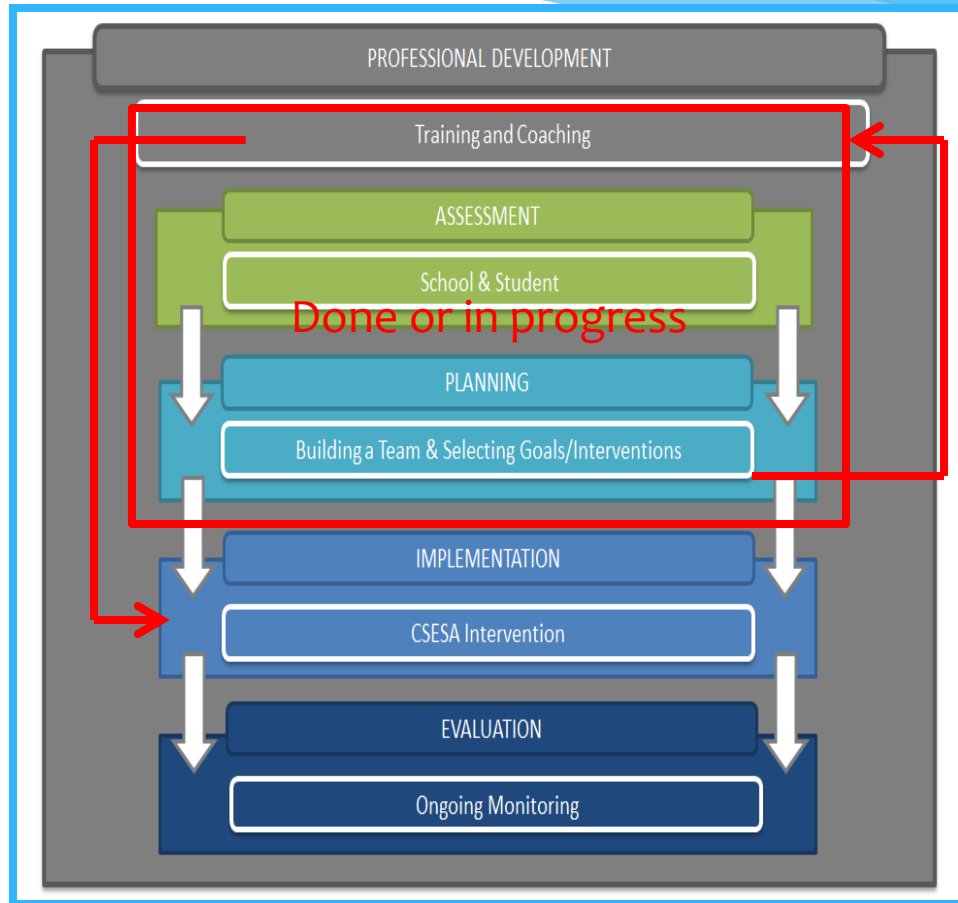
Student Involvement in the IEP



Thank you!

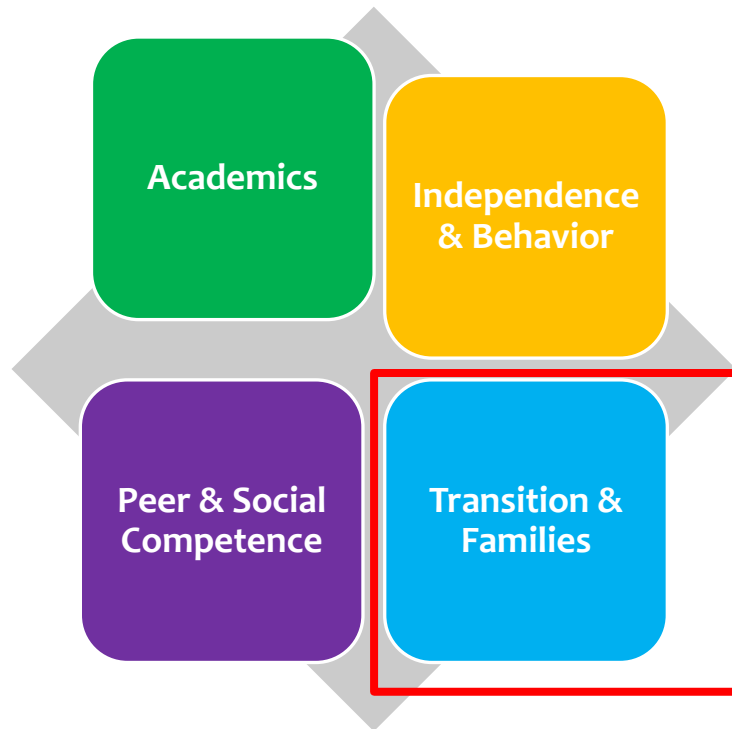
* Thank you for your time and support
of the CSESA project!

Reminder of the CSESA Process

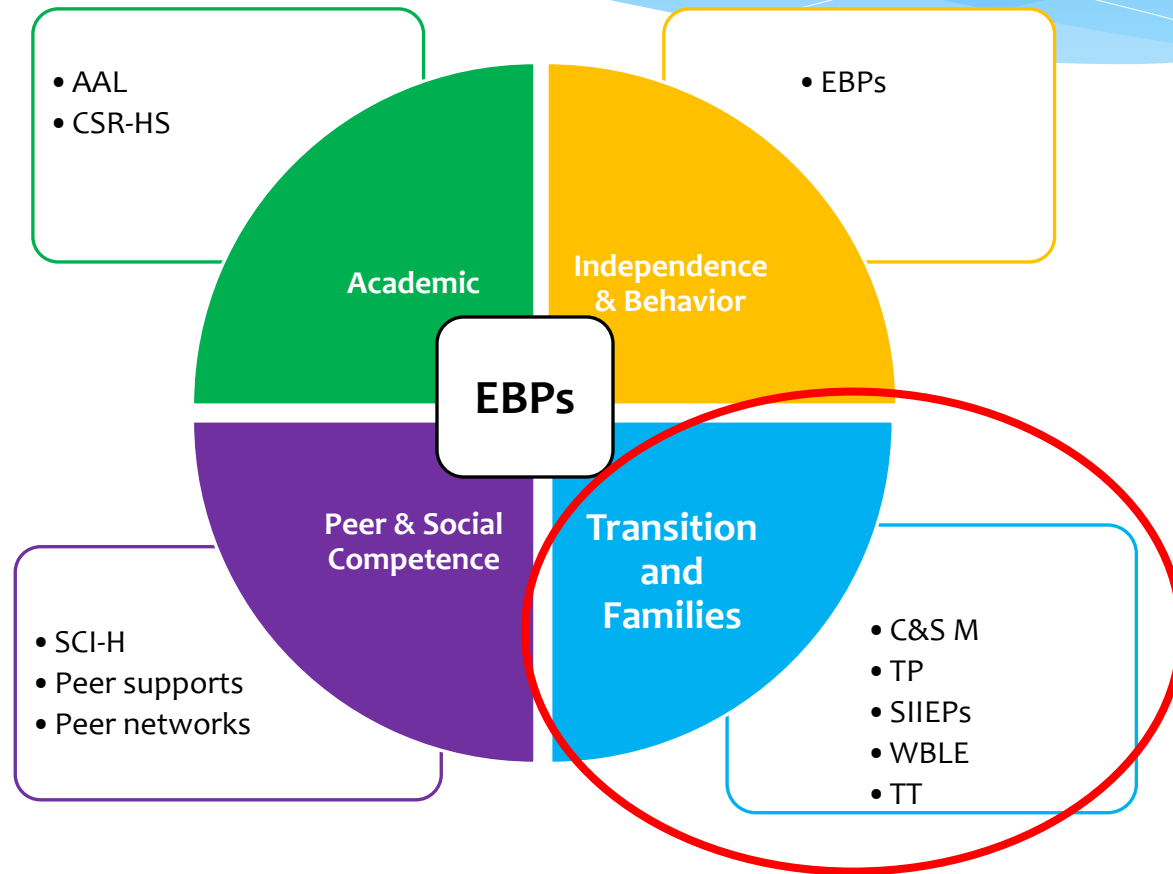


- * We've already assessed and started planning
- * Now, it's time for some training related to implementing interventions!

CSESA Domains



CSESA Interventions/Components



Transition & Families

- Community and School Resource Mapping
- Transition Planning
- **Student Involvement in the IEP**
- Work Based Learning Experiences
- Transitioning Together

Review of Mandate

- * ... There must be **evidence that the student was invited to the IEP Team meeting** where transition services are to be discussed and evidence that, if appropriate, **a representative of any participating agency was invited** to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

Why the emphasis on student centered planning?

- Engaging the student in the IEP process is a way to promote self-determination
- Individuals who score higher on measures of self-determination have more positive adult outcomes (e.g., better employment, better living situations)
- Research is emerging regarding the relationship between self determination and positive school experiences (e.g., higher grades, attendance, fewer behavior problems).



Student Involvement in the IEP Curricula

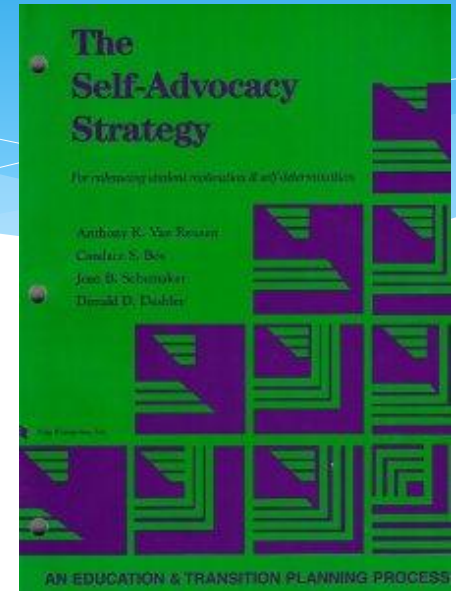
- 1. Self-Advocacy Strategy*
- 2. Self Directed IEP*
- 3. Whose Future is it Anyway?*



Lesson plans in CSESA Manual with Suggested Differentiation

The Self-Advocacy Strategy

- Materials
 - Teacher's manual
 - CD of student activities
- Content
 - A seven phase set of instructions of a five step mnemonic strategy



The Self-Advocacy Strategy

S.H.A.R.E.

Sit up Straight
Have a pleasant Voice
Activate Thinking
Relax
Eye Communication

I PLAN

Inventory
Provide Inventory
Listen and Respond
Activate Thinking
Name your Goals

Sample Lesson

Lesson: Self-Advocacy Strategy: Stage 1 – Orient and Make Commitments

Common Core Standards:

Warm Up:

- Give Advance Organizer of the lesson
- “We’re going to talk about a strategy that you have the opportunity to learn. Will help you gain more power and control of what you learn in school and help you make good decisions about planning for your career and adult life.”

Vocabulary:

Control

Power

Differentiation:

Self-
Advocacy

Lesson:

- Student looks up “control” and “power” in dictionary; Write “control” and “power” down|
- “Today we will discuss how you can guide or manage your education and career through a position of strength. We will talk about how you can take more control over what you learn and do in and out of school”
- Write “self-advocacy” on board: “One way to gain power and take control is to advocate for yourself. Do you know what it means to advocate?”

Success

Effort

Differentiation: Picture prompts of definition choices and the dictionary

Guided Practice:

- Provide examples of how students often react to teacher or adult decisions about learning
- “Think of a class you’ve had where you thought the teacher made all the decisions about what you had to learn or do. It should be a class where you had very little chance to talk

Self-Directed IEP

1. Students leading the meeting
2. Reporting their interests
3. Reporting skills
4. Reporting options



Self-Directed IEP - 11 Lessons

1. Begin meeting by stating purpose.
2. Introduce everyone.
3. Review past goals and performance.
4. Ask for others' feedback.
5. State your school and transition goals.
6. Ask questions if you do not understand.
7. Deal with differences in opinion.
8. State what support you will need.
9. Summarize your goals.
10. Close meeting by thanking everyone.
11. Work on IEP goals all year.

Sample Lesson

Lesson: Step 1 – Begin Meeting by Stating the Purpose

Common Core Standards:

Warm Up:

- “In this class you are going to learn how to lead your own IEP staffing. IEP stands for Individual Education Plan. It is a plan that contains goals and how you are going to accomplish them. An IEP developed in a meeting is called a ‘staffing’. We will watch a video in which a student runs his own staffing. As you watch, be sure to pay attention to the 11 Steps the student follows.”

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

Lesson:

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

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

Guided Practice:

Vocabulary:

Goals

IEP

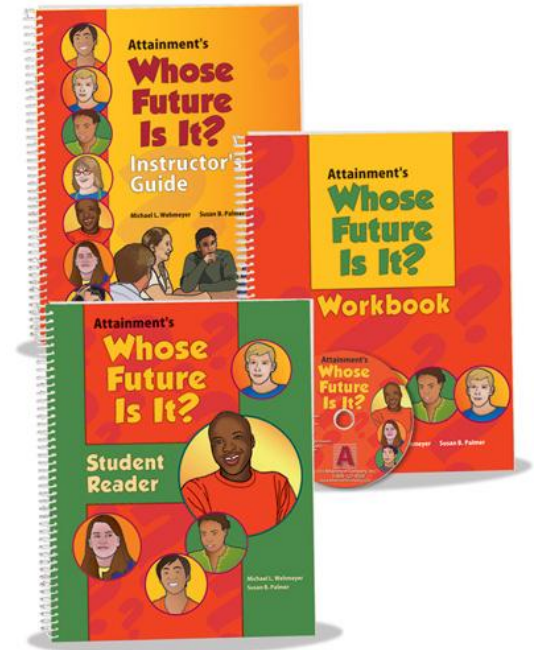
Staffing

Self-Directed

IEP Staffing

Whose Future Is It?

- Materials
 - Student Reader
 - Student Workbook
 - Instructor's Guide
- Lessons
 - 15 – 30 min per lesson
- Content:
 - Section 1: Getting to know you
 - Section 2: Making Decisions
 - Section 3: How to Get What You Need
 - Section 4: Goals, Objectives and the Future
 - Section 5: Communicating
 - Section 6: Thank You, Honorable Chairperson

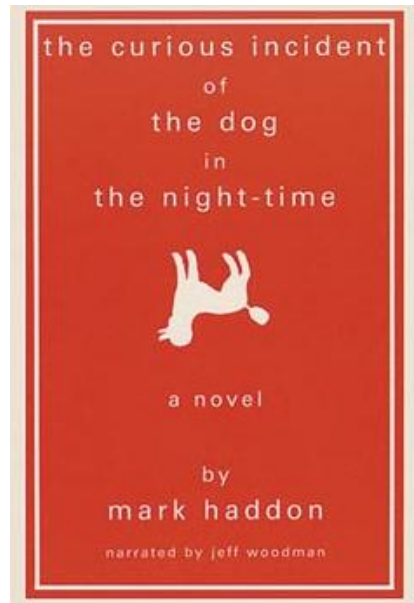
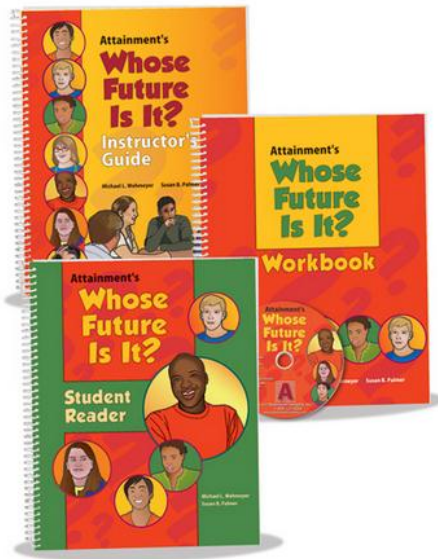


Sample Lesson

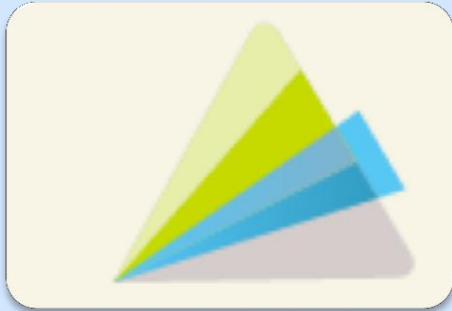
Lesson: Whose Future – Chapter 1: Getting Started	
Common Core Standards:	
Warm Up:	Vocabulary: Planning meeting Take charge Individual Transition
<ul style="list-style-type: none"> Read Chapter 1 Introduction (Student Reader: p. 5) 	
Differentiation: Underline key vocabulary and related words, break up paragraphs and sentences into turns	
Lesson:	
<ul style="list-style-type: none"> Read Chapter 1 with student (Student Reader: p. 5 – p. 11) 	
Differentiation: Reading aloud software from WF materials, underline vocabulary, break up paragraphs and sentences into turns	Teacher
Guided Practice:	
<ul style="list-style-type: none"> Introduce Chapter 1 Vocabulary (Workbook: p. 6) 	
Differentiation: Writes vocabulary in notebook/on note cards	Teacher
Independent Practice:	

Curriculum to Involve Students in Their Own IEP

* AAL/Whose Future Is It?



Using Web 2.0 Tools to Facilitate Preparation and Participation



Animoto

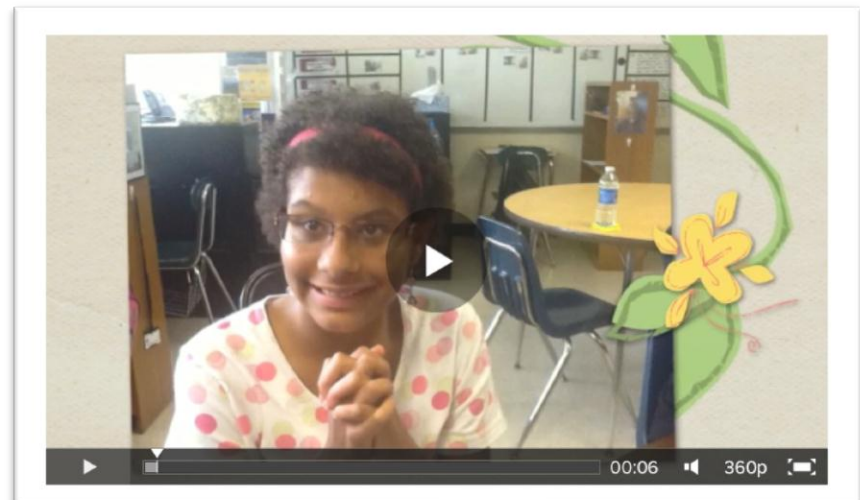
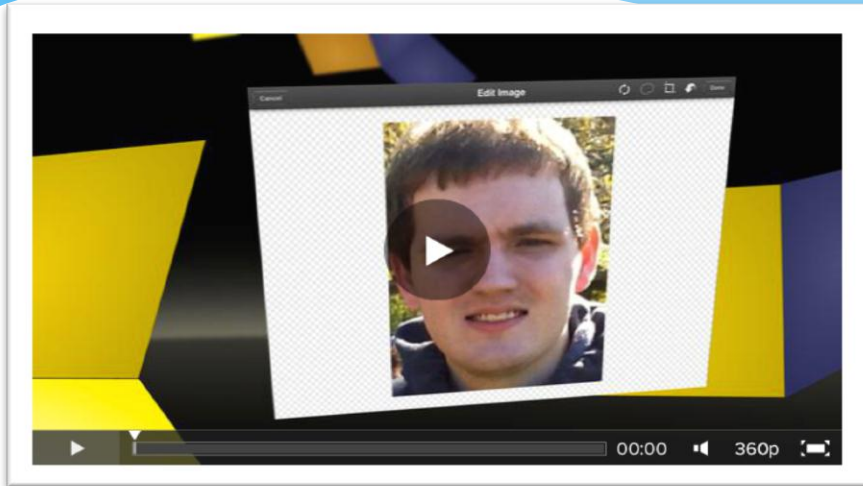


Voki



Power
Point

Animoto



Voki



Powerpoint

Microsoft PowerPoint interface showing a presentation titled "Powerpoint.pptx". The ribbon includes tabs for Home, Themes, Tables, Charts, SmartArt, Transitions, Animations, Slide Show, and Review. The main slide area displays a slide titled "WHAT YOU'RE GOOD AT" with a list of activities and an image of a Ghost Rider character.

Slide Content:

- WHAT YOU'RE GOOD AT
- Art
- Games
- Six guns (phone) game
- PE

The slide features a large orange and red geometric graphic at the bottom. The left sidebar shows a preview of the slide sequence, including slides 3, 4, 5, and 6. The bottom status bar indicates "Click to add notes".

Student Involvement in the IEP: Discussion



Areas for
Overlap?

Plans &
Timeline

Revisions &
Materials

Self Advocacy Strategy, Appendix A-1, p. ?

Self-Directed IEP, Appendix A-2, p.?

Whose Future Is It Anyway?, Appendix B-1, p.?