Teresa Grossi, PhD
Director, Center on Community Living and Careers
Indiana Institute on Disability and Community
Indiana University
Bloomington, IN

Students Leading Their Transition Planning Process

April 25, 2014
Doubletree Suites, Mt. Laurel, NJ

The attached handouts are provided as part of The Boggs Center’s continuing education and dissemination activities. Please note that these items are reprinted by permission from the author. If you desire to reproduce them, please obtain permission from the originator.
Students Leading and Actively Participating in Their Transition Planning Process

Teresa Grossi, Ph.D., Director
Center on Community Living and Careers
Indiana Institute on Disability and Community
Indiana University
Bloomington, IN
tgrossi@indiana.edu
www.instrc.indiana.edu/cclc

Self-Determination Defined

- A combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior.
- An understanding of one's strengths and limitations together with a belief in oneself as capable and effective are essential to self-determination.
- When acting on the basis of these skills and attitudes, individuals have greater ability to take control of their lives and assume the role of successful adults in our society.

(From, Martin, Miller, Ward, & Wehmeyer, 1998).

Components of SD

- **Choice Making**: Appropriately choosing between a number of choices.
- **Problem-Solving**: Weigh pros and cons of potential actions to identify barriers to success.
- **Decision Making**: Involves choosing between unlimited options.
- **Goal Setting and Attainment**: Ability to set appropriate goals for self and achieve the goals with actions.

- **Self-regulation**: Self-monitoring, self-evaluation, self-management (controlling one's own behavior by being aware of one's actions and providing feedback).
- **Self-awareness**: Awareness of one's individuality, strengths, and areas of improvement.
- **Self-efficacy**: Understanding that one's own actions have an impact - you are a causal agency in your life.
- **Self-advocacy**: Have knowledge of self, knowledge of rights, communication skills, and leadership ability.

Why the Emphasis on SD?

- Research indicates having SD skills is a predictor of positive post-school outcomes.
- Individuals who score higher on measures of SD have more positive adult outcomes (e.g., better employment, better living situations).
Two General Approaches to Promoting SD

1. Integrating SD concepts and skills into the general curriculum
2. Using the student-driven IEP and/or transition planning process

Skills Taught through Involvement in Transition IEP Planning Process

- Describing one’s disability, strengths, needs, present level of performance
- Communicating one’s interests and preferences
- Engaging in goal setting and goal attainment activities
- Participating in discussions regarding school & post-school plans and needs
- Choosing & negotiating one’s accommodation needs
- Accepting responsibility for where improvement is needed
- Evaluating one’s progress

Four Stages of IEP Participation

1. Planning
2. Drafting
3. Meeting
4. Implementing

1. PLANNING

- Preparing parents
- Self-awareness
  - Identification of strengths, needs, interests, goals
  - Disability awareness (it’s very empowering for individuals to know what “it” is)
  - Provide community-based experiences (vocational, residential, leisure/recreation, educational) – give students context for choices and decisions

Students Actively Participate in IEP Planning Process

- Teach students to become active participants in own meeting
  - Learn terms and process
  - Write student script of what to say and when
  - Practice
  - Inform parents and team members
Examples and Non-Examples

- Teachers and parents telling team student’s interests & strengths
- Teachers and parents telling team about student’s limits
- Teachers and parents deciding who will attend IEP meeting
- Educators being responsible for attainment of goals
- Student telling team about her own interests & strengths
- Student telling team about her own limits
- Student inviting those who have to be there and those of her choice to the meeting.
- Student attaining goals

Students should be included in their IEP meetings by ??? grade?

Invitation Does Not Equal Participation

IDEA 2004 requires students be invited to their IEP meetings when transition services will be discussed, so…

- How is invitation documented?
- What does invitation look like?
- What does participation look like?

Study of Educator-Directed IEP Meetings

- 3-year study of IEP meetings
- Almost 1,700 IEP team members across 393 IEP meetings over three years


Student Findings

- Students talked less than everyone & SPED teachers talked the most
- Students felt uncomfortable in saying what they thought more than anyone else.
- Students reported they helped make decisions less than anyone else.
- Students understood less than anyone else about what was said.
- Students reported feeling less good about the meeting than anyone else.

Direct Observations of IEP Meetings

2. DRAFTING THE PLAN (Meeting Preparation)

- Teach students to develop Power Point slides or Web 2.0 tools to use at (Note: writing in first person makes it their plan)
  - Self-advocacy, self-efficacy, self regulation, & self-awareness
  - Students read and understand a variety of materials
  - Students write and speak for a variety of purposes and audiences

2. DRAFTING THE PLAN (Meeting Preparation)

- Use an IEP Template (Test & Konrad, 2004)
  - Template includes vision statement; present level of performance; goals and objectives; measurement criteria and procedures; and services and accommodations
  - Research skills, writing for a variety of purposes, sentence writing
  - Write in first-person

2. DRAFTING THE PLAN AND 3. IEP MEETING

- Published curricula
  - Self-Directed IEP
  - The Self-Advocacy Strategy
  - Whose Future is It?

Let's look at the SD IEP And Others!

Teaches students to become active participants of their IEP team!

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.

Student-Directed Meetings: What Percent of IEP Leadership Steps Did Students Complete?

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Leadership Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student introduced self</td>
</tr>
<tr>
<td></td>
<td>Student introduced IEP team members</td>
</tr>
<tr>
<td></td>
<td>Student stated purpose of the meeting</td>
</tr>
<tr>
<td></td>
<td>Student reviewed past goals and progress</td>
</tr>
<tr>
<td></td>
<td>Student asked for feedback</td>
</tr>
<tr>
<td></td>
<td>Student asked questions if didn't understand</td>
</tr>
<tr>
<td></td>
<td>Student dealt with differences in opinion</td>
</tr>
<tr>
<td></td>
<td>Student stated needed support</td>
</tr>
<tr>
<td></td>
<td>Student expressed interests</td>
</tr>
<tr>
<td></td>
<td>Student expressed skills and limits</td>
</tr>
<tr>
<td></td>
<td>Student expressed options and goals</td>
</tr>
<tr>
<td></td>
<td>Student closed meeting by thanking everyone</td>
</tr>
</tbody>
</table>

www.education.ou.edu/zarrow
Student-Directed Meetings: Percent of IEP Leadership Steps Students Completed

<table>
<thead>
<tr>
<th>Percent Yes</th>
<th>Leadership Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>70</td>
<td>Student introduced self</td>
</tr>
<tr>
<td>77</td>
<td>Student introduced IEP team members</td>
</tr>
<tr>
<td>70</td>
<td>Student stated purpose of the meeting</td>
</tr>
<tr>
<td>53</td>
<td>Student reviewed past goals and progress</td>
</tr>
<tr>
<td>22</td>
<td>Student asked for feedback</td>
</tr>
<tr>
<td>35</td>
<td>Student asked questions if didn’t understand</td>
</tr>
<tr>
<td>17</td>
<td>Student dealt with differences in opinion</td>
</tr>
<tr>
<td>25</td>
<td>Student stated needed support</td>
</tr>
<tr>
<td>72</td>
<td>Student expressed interests</td>
</tr>
<tr>
<td>43</td>
<td>Student expressed skills and limits</td>
</tr>
<tr>
<td>53</td>
<td>Student expressed options and goals</td>
</tr>
<tr>
<td>14</td>
<td>Student closed meeting by thanking everyone</td>
</tr>
</tbody>
</table>

The Self-Advocacy Strategy

- A seven phase set of instructions of a five step mnemonic strategy
- 54 page teacher’s manual
- CD of student activities
- CSESA manual includes lesson plans

The Self-Advocacy Strategy

Mnemonics

- **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

Whose Future Is It?

- 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

How can I do this?

- My students don’t read/write/speak well
Adapting and Extending

- Overview of modified SD IEP
- Picture prompted steps
- Overview of modified with Vokis
- Sample lesson plan

Sample Lesson for Step 5

1. “All people have interests and interests are not wrong, they may be the same or very different from our friends or family.”
2. Define interests - things we like to do, watch, or learn
3. Present worksheet Exploring My Interests
4. “I want you to think about things that interest you - at school and a possible future job”
5. Ask student to tell you something he/she likes to do.
6. Have student begin writing or drawing one interest on their worksheet.
7. Encourage use of the term interests as student explains their drawing or list. (If student draws a picture, have them label, using correct punctuation and grammar for 1 complete sentence.)
8. Student should complete the additional writing or drawing of interests on the worksheet without assistance.
9. Review “All people have interests. Knowing what really interests you can help you make decisions, because it helps you know what’s important to you.”

Sample Lesson for Step 5

1. “We’re going to talk about things that you are good at and things that you need some extra help with today. When we finish our lesson, you should be able to tell me two things you do well and two things you wish you did better.
2. Define skills – something you do well, compared to other things you do. Distinguish from interests (“not just things you like to do, watch, or learn but that you do well”) - Example for yourself (e.g., I love music, but can’t play an instrument)
3. Define limits - something that you feel you should be able to do better. Give personal examples of each (relevant to school and life outside of school: be more organized about lesson planning, want to be better at playing tennis)
4. “Select some cards (using these pictures or you can write your own words) that reflect things that you do well (are strengths) and that you want to do better(needs). Make two piles of two lists.
5. Lesson can be adapted and use magazine or line drawn pictures, rather than written cards.

3. IEP MEETING

- Possible student roles: student makes introductions, student presents some content, student leads the meeting
- Consider using assistive technology or Web-based 2.0 tools to enhance meeting and participation

4. Implementation

- Lesson can be adapted and use magazine or line drawn pictures, rather than written cards.
Questions
## Deficits or Assets

<table>
<thead>
<tr>
<th>DEFICIT</th>
<th>ASSET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short attention span</td>
<td>Many interests</td>
</tr>
<tr>
<td>Irresponsible</td>
<td>Perceptive</td>
</tr>
<tr>
<td>Distractible</td>
<td></td>
</tr>
<tr>
<td>Hyperactive</td>
<td></td>
</tr>
<tr>
<td>Unpredictable</td>
<td></td>
</tr>
<tr>
<td>Impulsive</td>
<td></td>
</tr>
<tr>
<td>Loud</td>
<td>Enthusiastic</td>
</tr>
<tr>
<td>Stubborn</td>
<td></td>
</tr>
<tr>
<td>Poor Planner</td>
<td></td>
</tr>
<tr>
<td>Disorganized</td>
<td></td>
</tr>
<tr>
<td>Willful</td>
<td></td>
</tr>
<tr>
<td>Bossy</td>
<td></td>
</tr>
<tr>
<td>Argumentative</td>
<td></td>
</tr>
<tr>
<td>Tests limits</td>
<td></td>
</tr>
<tr>
<td>Manipulative</td>
<td></td>
</tr>
<tr>
<td>Anxious</td>
<td></td>
</tr>
<tr>
<td>Impatient</td>
<td></td>
</tr>
<tr>
<td>Explosive</td>
<td></td>
</tr>
<tr>
<td>Disobedient</td>
<td></td>
</tr>
<tr>
<td>Defiant</td>
<td></td>
</tr>
<tr>
<td>Angry</td>
<td></td>
</tr>
<tr>
<td>Obnoxious</td>
<td></td>
</tr>
<tr>
<td>Lazy</td>
<td>Laid-back</td>
</tr>
<tr>
<td>Erratic</td>
<td></td>
</tr>
<tr>
<td>Spacey</td>
<td></td>
</tr>
<tr>
<td>Obsessive</td>
<td></td>
</tr>
<tr>
<td>Aggressive</td>
<td></td>
</tr>
</tbody>
</table>
SELF-DETERMINATION CURRICULA FOR NORTHEAST CADRE IN INDIANA

1. **ChoiceMaker Self-Determination Transition Curriculum Components**

   ChoiceMaker is a self-determination transition curriculum comprised of five components designed to teach middle and high school students transition skills that will prepare them to be successful while in school and throughout adulthood. Components of the curriculum may be purchased separately.

   **The Self-Directed IEP**


   - Teaches student to be an active participant in their educational planning meetings
   - Consists of 11 sequential lessons and may take six to ten 45 minute lessons to teach.
   - May be taught in a variety of settings including (a) resource, (b) self-contained, or (c) study skills classes.
   - Materials included are (a) video, (b) teachers’ manual, and (c) student workbook
   - **Cost:** > $100
   - This is an evidence-based practice identified by NSTTAC using the following references:


     Snyder, E. P., & Shapiro, E. S. (1997). Teaching students with emotional/behavioral disorders the skills to participate in the development of their own IEPs. *Behavioral Disorders*, 22, 246-259.

2. **The Self-Advocacy Strategy**


   - A motivation and self-determination strategy designed to prepare students to participate in education or transition planning conferences.
- Consists of 5 steps which are taught over a series of seven acquisition and generalization stages. The five steps are presented using the mnemonic “I PLAN” to help cue students to remember the steps for the strategy. I PLAN represents:
  o I - Inventory completed by students listing their strengths, weaknesses, learning needs, goals, and choices to prepare them for their upcoming IEP conference
  o P - Provide your inventory involves identifying appropriate time for individual to share information during the conference, speaking clearly and completely, and referring to inventory as needed
  o L - Listen & Respond addresses being an active listener and responding to statements made by others in a positive manner
  o A - Ask questions focuses on asking appropriate questions to gather needed information
  o N - Name your goals to communicate goals and ideas on actions to be taken
- Instruction is provided in seven stages:
  o Stage 1: Orient and Make Commitments
  o Stage 2: Describe
  o Stage 3: Model and Prepare
  o Stage 4: Verbal Practice
  o Stage 5: Group Practice and Feedback
  o Stage 6: Individual Practice and Feedback
  o Stage 7: Generalization
- Materials include an instructional manual which contains lesson plans, evaluation guidelines, and instructional materials.
- The current manual was revised in 2007; a CD-ROM version of the strategy may be purchased
  - **Cost of manual:** < $50
  - **Cost manual and CD:** < $50
  - **Cost of CD:** < $50
- This is an evidence-based practice identified by NSTTAC using the following references:

Wehmeyer, M., Lawrence, M., Garner, N., Soukup, J., & Palmer, S. (2004). *Whose Future is it Anyway?* Beach Center on Disability, KUCDD, University of Kansas, Lawrence, KS.

- Provides a student-directed transition planning process that emphasizes identifying preferences, interests, and needs of students.
- Comprised of six sections and 36 lessons, designed to provide students with disabilities the opportunity to become self-aware and develop essential components of self-determination such as decision-making, problem-solving, and goal-setting.
- Amount of self-directedness varies according to students’ strengths and needs.
- Materials may be accessed from the Zarrow Center’s website at [http://www.ou.edu/content/dam/Education/documents/wfc-guide-final.pdf](http://www.ou.edu/content/dam/Education/documents/wfc-guide-final.pdf) and are free.
- This is an evidence-based practice identified by NSTTAC using the following reference:
