Teaching Active Student Involvement in Educational Planning Process and Providing Opportunities for Students To Do So

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Agenda

- TAGG Needs and Teaching Materials Matrix
- Increasing Involvement In Educational Planning Meetings
- Teaching Students Essential Transition Planning Content
- Teaching Disability Awareness
- Choosing Employment, Education, and Personal Goals
- Teaching Goal Attainment Skills

TAGG Constructs	Zarrow Center Lesson Packages
Student Involvement in IEP Meetings	• Self-Directed IEP, Me!, SDTP
Goal Setting and Attainment	• Take Action, SDTP Lessons • Choosing Goal Lesson Packages
Strengths and Limitations	• Me!, Self-Directed IEP • Self-Directed Employment, SDTP • Choosing Goals Lessons
Disability Awareness	• Me!, Self-Directed IEP • SDTP Lessons
Persistence	• Take Action
Interacting with Others	• Choosing Personal Goals, SDTP
Using Support Community	• Take Action, SDTP Lessons
Employment	• Choosing Employment Goals, SDTP Lessons

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Teaching and Creating Opportunities for Students To Become Involved In Education Planning Process and Meetings

This Is What We Will Be Talking About

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What is the Purpose of Special Education?

The Purpose of SPED

. . . a free appropriate public education that emphasizes special education and related services designed to meet students' unique needs

**and to prepare them for further education, employment, and independent living.**

Let's Look at Opportunities

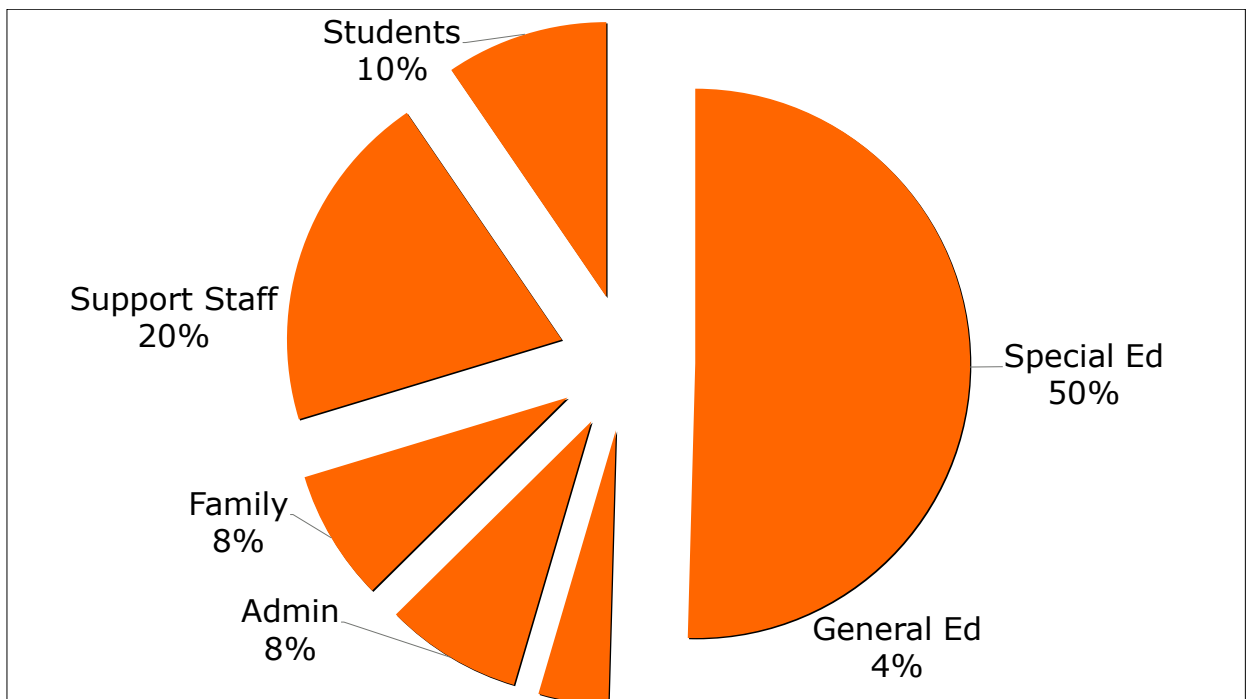## Teacher-Directed IEP Meetings: What Percent Did These People Talk?

Role	% of Time Talked
Special Ed Teacher	
General Ed Teacher	
Administrator	
Family Members	
Support Staff	
Student	
No Conversation	
Multiple Conversations	

Who Talked at IEP Meetings?

Who Talked At IEP Meetings

Multiple Conv 5%
Student 4%
No Conv 2%
Support 6%
Administrators 9%
Gen Ed 9%
Family 15%
SPED 50%
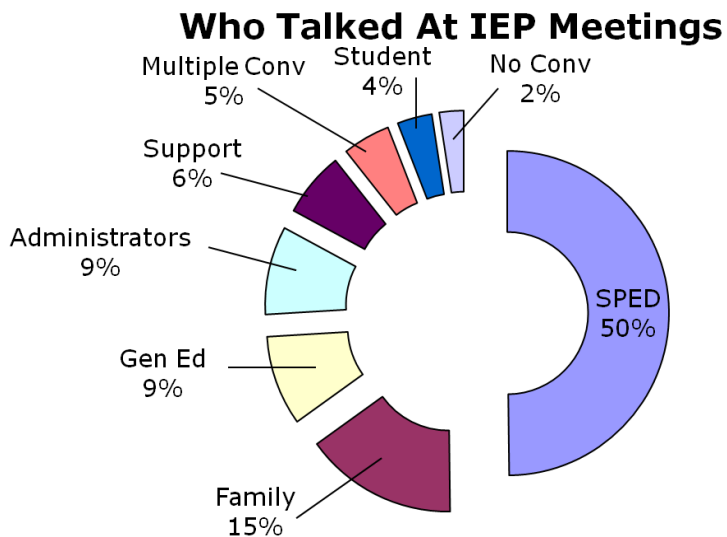
What Percent Did These People Discuss Transition?

Role	% of Time Talked
Special Ed Teacher	
General Ed Teacher	
Administrator	
Family Members	
Support Staff	
Student	
No Conversation	
Multiple Conversations	

Reason for the IEP Meeting

- What two people did not typically know the reason for the secondary IEP meeting?
- Students, followed by general education teachers

Knows What to Do

- Who knows what to do at the educator-directed IEP meeting <u>less than anyone else</u>?
- Students, parents, then general ed teacher

True or False?

- When students actively participate during their IEP meetings they are more likely to be employed and/or enrolled in higher education after graduation.

- True

True or False?

- When high school students actively participate during their IEP meetings, their schools are generally more compliant in the transition sections of the IEP.

True

References for IEP Meeting Questions
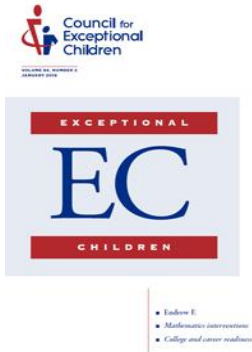
Martin, J. E., Huber Marshall, L., & Sale, P. (2004). A 3-year study of middle, junior high, and high school IEP meetings. *Exceptional Children, 70,* 285-297.

Martin, J. E., Van Dycke, J. L., Christensen, W. R., Greene, B. A., Gardner, J. E., & Lovett, D. L. (2006) Increasing student participation in IEP meetings: Establishing the Self-Directed IEP as an evidenced-based practice. *Exceptional Children, 72,* 299-316.

What picture do these data paint?

Why is this cake on fire?

https://www.youtube.com/watch?v=UL0ocQwhC-M
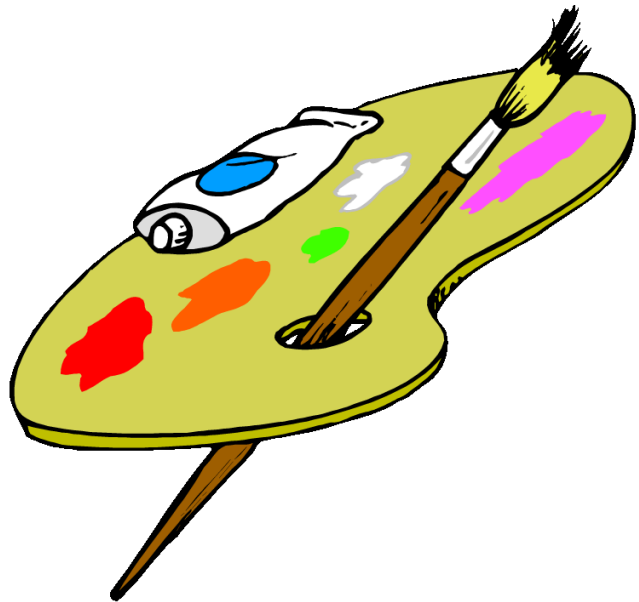
Spirit of IDEA

- When students are transition age, they need to be invited to attend IEP meeting
- Implies students know the language, their role, what to do, and are prepared to become actively involved
- Present Situation
  - Many students are CLUELESS
  - Many feel bad after the meeting

It's Not Easy

- To prepare students for success in high school and beyond
  - Must teach generalizable behaviors to enhance any postsecondary goal
- What happens when one or more of the generalizable behaviors are not taught?
- It's Not Easy

Now, What do we do????

Must Begin Now

But How?

Importance of Student Involvement

- Districts with higher levels of student involvement in IEP meetings have
  - Better post-school employment
  - Greater enrollment in further education rates

Student Involvement in IEP

- Increases Self-Determination Skills Skills, which
  - Increases academic performance
  - Increases post-school outcomes

UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES

September 3, 2013

W. Kelly Dude
Anderson, Dude & Lebel, P.C.
Attorneys at Law
Plaza of the Rockies North
111 South Tejon, Suite 400
Colorado Springs, Colorado 80902

Dear Mr. Dude:

Decisions related to the specific content of postsecondary goals and transition services are the responsibility of the IEP Team, the required members of which are identified in 34 CFR §300.321(a) and (b). The parent and the student are required IEP Team members at IEP Team meetings where transition services and postsecondary goals are discussed. The IEP Team must consider the student's needs, taking into account the student's strengths, preferences and interests. 34 CFR §§300.320(b)(2) and 300.43(a)(2). The IEP Team is required by 34 CFR §300.324(a)(ii) to consider "the concerns of the parent for enhancing the education of their child;" however, the IEP Team is not required to include a particular transition service or services in a student's IEP based solely on a parent's or student's request.

Page 3, 2nd Paragraph of Mr. Dude Letter

Implications

- Need to teach students:
  - IEP language
  - Their role
  - What to do at the IEP meeting
- Need to expect students to participate as they can
- Need a system-wide approach
- Typically begins with one educator

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

Elementary Years

- In 2nd Grade
  - Observe and present information about self
- In 3rd grade
  - Present "Present Levels"
  - Begin attaining goals

Middle School Years

- Begin to lead meeting
- Present present levels
- Discuss goals
- Discuss accommodations
- Work on attaining goals each week

High School Years

- Lead IEP meetings
- Present present levels
- Discuss selected goals
- Discuss accommodations
- Attain annual IEP and transition goals

Teaching Materials

ChoiceMaker Lessons

- ChoiceMaker SD Assessment
- Choosing Employment Goals
- Choosing Education Goals
- Choosing Personal Goals
- Self-Directed IEP
- Take Action – Teaching Goal Attainment

Available Free at the OU Zarrow Center Website

Self-Directed IEP

- NTACT Evidence Based Practice

Increasing Student Participation in IEP Meetings: Establishing the Self-Directed IEP as an Evidenced-Based Practice

JAMES E. MARTIN
University of Oklahoma

JAMIE L. VAN DYCKE
Northeastern Oklahoma State University

W. ROBERT CHRISTENSEN
Eastern Kentucky University

BARBARA A. GREENE
University of Oklahoma

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DAVID L. LOVETT
University of Oklahoma

Effects of the Self-Directed Individualized Education Program on Self-Determination and Transition of Adolescents With Disabilities

Youjin Seong, MA[1], Michael L. Wehmeyer, PhD[1], Susan B. Palmer, PhD[1], and Todd D. Little, PhD[2]

Abstract
The 1990 Individuals with Disabilities Education Act (IDEA) reauthorization introduced transition mandates that included a "student involvement in transition planning" requirement, creating an emphasis on promoting such involvement so as to enhance the self-determination of students with disabilities and positive transition-related outcomes. This study used a randomized-trial control group design to study the impact of one widely used program to promote student involvement, the *Self-Directed Individualized Education Program* (IEP), on the self-determination and transition empowerment of youth with disabilities. A repeated-measures MANCOVA was conducted to determine the differences between an intervention group and the placebo-control group. Results showed that instruction using the *Self-Directed IEP* was significant on students' level of self-determination, and positive differences were found in transition knowledge when compared with a placebo-control group.

Routledge
Taylor & Francis Group

The Difference a Year Makes: An Exploratory *Self-Directed IEP* Case Study

Lee L. Woods
Boise State University

James E. Martin
University of Oklahoma

Michael J. Humphrey
Boise State University
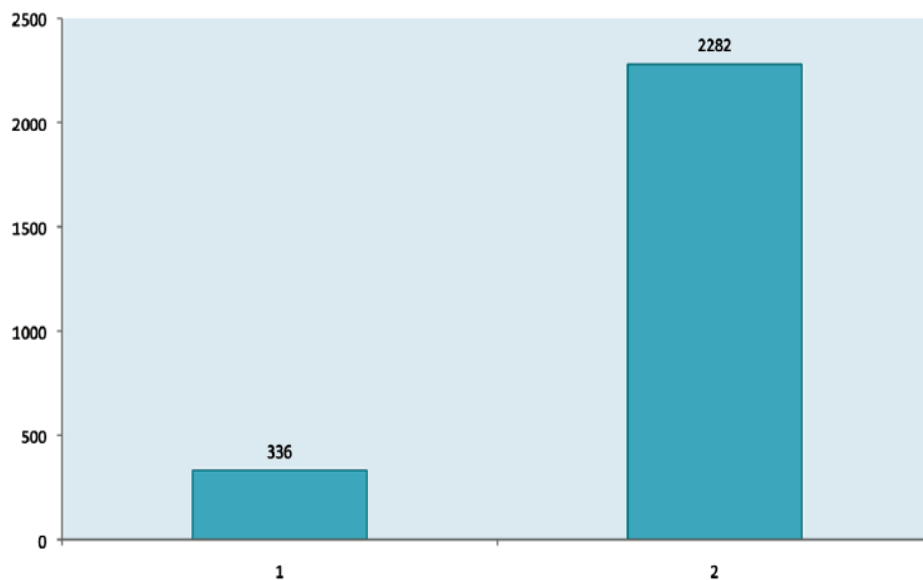
FIGURE 1   Julia's word count during her IEP meeting years one and two (color figure available online).

Student Voices Study

- Audio tapes of 9 Transition-Age IEP Meetings
- Five intervention and four control meetings
- Transcript analysis and word count

Word Count

	Name	Word Count	Average
Intervention	Claire	932	
	Noah	310	
	Stacy	1053	566.60
	Jasmine	295	
	David	243	
Control			
	Phillip	95	
	Rick	99	104.50
	Sally	187	
	Roxanna	37	

Self-Directed IEP

STUDENT WORKBOOK

BY

James E. Martin

Laura Huber Marshall

Laurie Maxson

Patty Jerman

ChoiceMaker Instructional Series

CHOOSING GOALS

EXPRESSING GOALS

TAKING ACTION

Self-Directed IEP Lessons

- State Purpose of Meeting
- Introduce Team
- Review Past Goals
- Ask for Feedback
- State School and Transition Goals
- Ask Question If Don't Understand

- Deal with Differences in Opinion
- State Support Needs
- Summarize Goals
- Close Meeting
- Work on Goals All Year

Lesson Structure

- Cumulative Review
- Lesson Preview
- Vocabulary Instruction
- Video / Example
- Sample Situations
- Workbook / Written Notes
- Evaluation
- Relate to Personal Experience

I'm Determined Video

Elementary Student Presenting IEP Information

Using Poster

Secondary-Aged Student Actively Involved at IEP Meeting – Presenting PLAAFP Section

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Student Rubric for IEP Participation

Student Name:_____   Date:_____

Area	Level I	Level II	Level III	Level IV
IEP Awareness	I don't know what IEP stands for.	I know what IEP stands for.	I know what IEP stands for and the purpose of an IEP Meeting.	I know what IEP stands for, the purpose of an IEP Meeting and I can tell others about these meetings.
IEP Participation	I don't participate or attend my IEP Meeting.	I attend a pre-conference IEP Meeting and/or my IEP Meeting, but I don't participate in the meeting.	I attend and contribute information about myself for my IEP in a Pre-Conference or at the actual IEP Meeting.	I lead parts or my entire IEP Meeting.
Knowledge of IEP Content	I don't know what is in my IEP.	I know that I have accommodations and goals in my IEP, but I don't	I can name the accommodations and goals in my IEP, but I don't have a voice in	I can name the accommodations and goals in my IEP, and I have a voice in

Link to Rubric

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IEP Script

Take these pages with you to your IEP meeting.
Meeting Date: _____ Time: _____ Location: _____

Begin the Meeting

Are we ready to begin the meeting?

Thank you everyone for coming to my meeting. We are meeting today to talk about how I am doing in school, what I would like to do after high school, and what I am going to work on this year.

Introduce Everyone

This is my family member, _____

He/She is here because _____
_____

This is my Special Education Teacher, _____

He/She is here because _____
_____

This is my _____ teacher, _____

He/She is here because _____
_____

This is my _____ teacher, _____

He/She is here because _____
_____

[Complete IEP Script]

IEP Team Training At Start of ARD Meeting

- Develop PowerPoint presentation to show at start of IEP meeting
- Describe what student has learned and will do
- Describe role of each participant and how that role will facilitate students' participation
- Watch: [Your Role At This Transition IEP Meeting]

Percent of Time Students Who are Blind or Visually Impaired Talked at Their IEP Meeting (Self-Directed IEP Control)
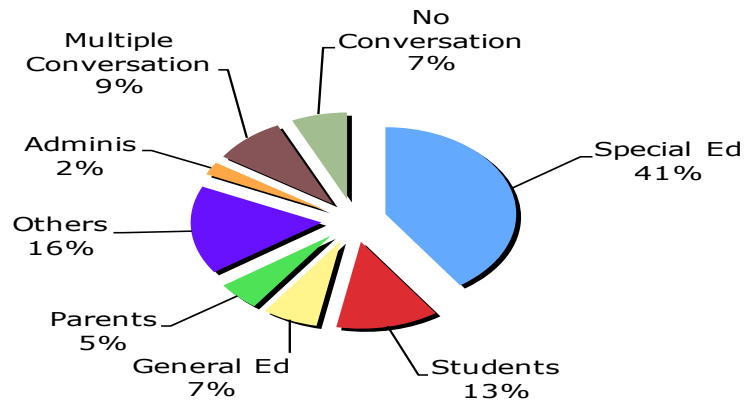
Percent of Time Students Who are Blind or Visually Impaired Talked at Their IEP Meeting (Intervention Group)
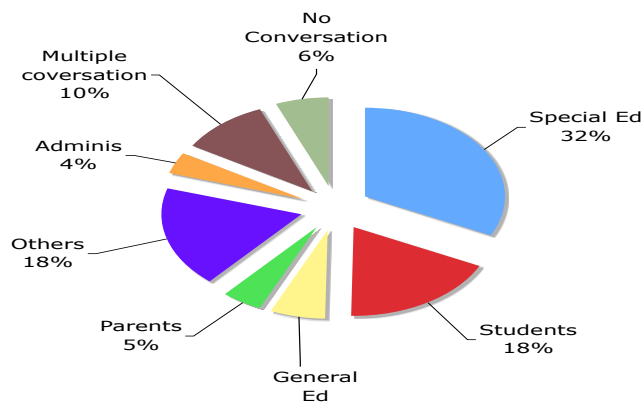
Other Instructional Materials

- Self-Advocacy Strategy
  - An NSTTAC Effective Practice
- Whose Future Is It Anyway?
  - Available free at OU Zarrow Center

More Lesson Materials

EXPAND TO GENERAL EDUCATION!

- Student-Led Student-Parent Teacher Conferences
  http://www.scholastic.com/teachers/classroom_solutions/2010/11/student-led-parent-teacher-conferences

Even More Lesson Materials

Student-Directed Transition Planning (STDP)

- Teach Students Transition Planning Content

SDTP

- Purpose: Teach students information needed to have a voice in the transition planning discussions
- Key feature is process to obtain input from student, family, and educators
- Effectiveness research published
- Free lesson package
- Download http://education.ou.edu/zarrow/

Student-Directed Transition Planning: Increasing Student Knowledge and Self-Efficacy in the Transition Planning Process

Lee L. Woods[1], Lorraine Sylvester[2], and James E. Martin[2]

Abstract

This study examined the effectiveness of a new school to adult life transition planning lesson package titled *Student-Directed Transition Planning*. The *Student-Directed Transition Planning* lessons teach transition terms and concepts to provide a means to increase self-determination skills and student participation in transition IEP (Individualized Education Program) meeting discussions. An experimental pre–post design utilizing random assignment of secondary-aged students with IEPs determined differences between intervention and control groups in knowledge of transition terms and concepts, and self-efficacy perceptions of the transition planning process. Study results indicated that students receiving *Student-Directed Transition Planning* instruction experienced a statistically significant knowledge gain, and an increase in perceived self-efficacy in 7 out of 10 transition planning process indicators.
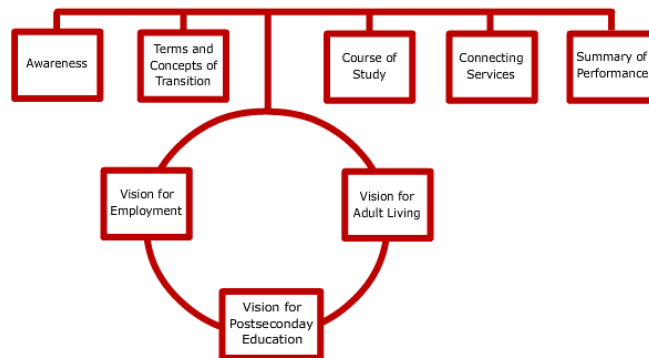
Transition Planning

The 1st SD-TP Lesson
Awareness of Self, Family,
Community, and Disability

Self-Awareness Survey

- Be very honest with yourself!
- Get feedback from others!
- You will be adding more information as we move through the lessons.

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What's Important to Me?
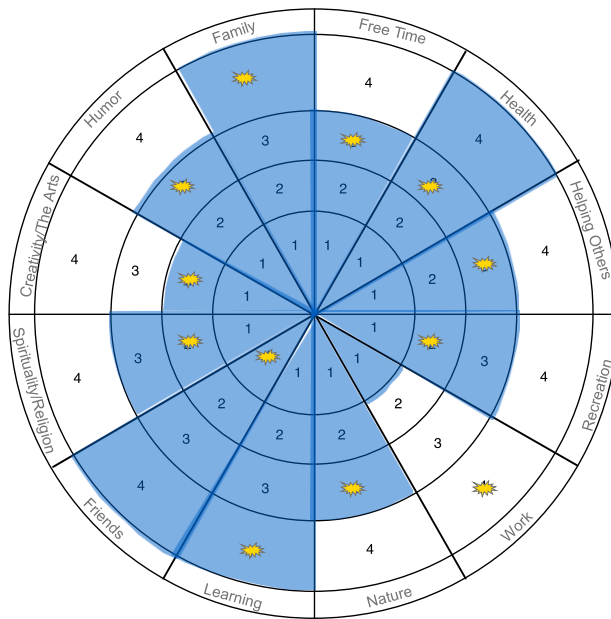
Disability is Natural

- Apples are natural.
- Having a disability is a natural part of the human experience
- *The sun shines equally on all the apples in the bowl!*
  - Snow, 2005

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Successful People

This man struggled in school and had a learning disability called dyslexia (a reading disability). He went on to become a successful movie producer, director, screen writer, animator, and theme park developer. He founded one of the largest media and entertainment corporations in the world.

Walt Disney

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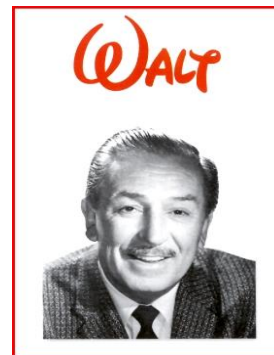
Student-Directed Transition Planning

Successful People

Steve Jobs struggled in school due to his dyslexia. He even dropped out of school because of his frustration and hard time learning. Jobs was able to create Apple, one of the world's most successful technology empire despite his disability.

Reflect & Adjust
Manage Plan
Set Goals
Develop Plan

Steve Jobs

Disability Awareness

Student Input
Family Input
Summary
Teacher Input
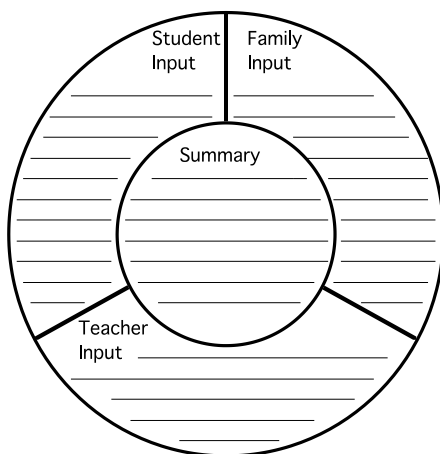
- Provide different perspectives on the impact of disability in a student's life.

Concepts and Terms for Transition Planning

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Transition Journey

- Concepts and Vocabulary
- Visions
- Planning

4

Transition Visions. Your dreams for employment, further education and where you will live as an adult.

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Transition Terminology Review
Getting to Know the IEP

Now that we have reviewed the transition concepts and vocabulary, let's locate them on the transition pages of the IEP.

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What do you need from your family?

What does your family need from you?

Student-Directed Transition Planning

Reflect & Adjust | **Set Goals** | **Develop Plan** | **Manage Plan**
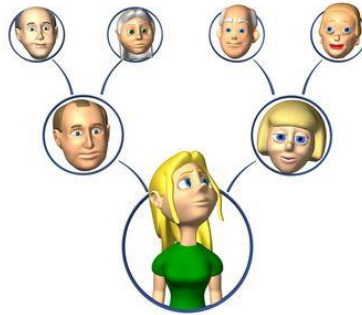
Writing Your Script

Living	My adult living strengths are
	My adult living needs are
	My goal is
	To reach this goal I will
	Accommodations I need are

Section 1
My Goals for Life After Graduation
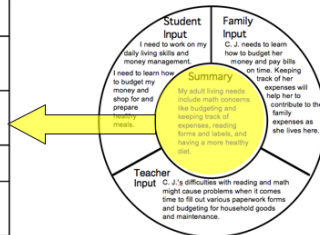
The information that goes into the needs sections comes from the summary circles in the input circles

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Section 1

Course-of-Study Definitions and Purpose

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How does the Course-of-Study Help Me Meet My Transition Visions?

Jake wants to be a welder.

Lets look at an example of a course of study that will help Jake become a welder.

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Connecting with Adult Supports and Services
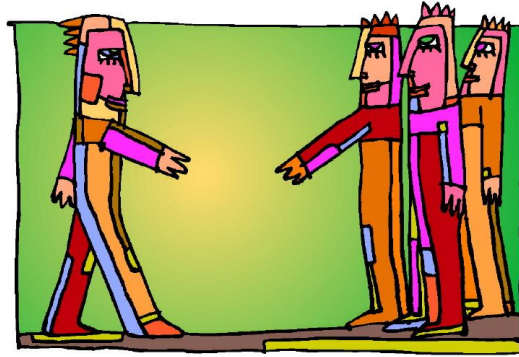
Putting it All Together

The Summary of Performance

Summary of Performance

- Exit document
- Tells information about you and your disability
- Lists assessments and accommodations
- States your transition goals

New Concept

Rather than just give SOP when student's leave:

- Use Student-Directed SOP to frame transition plan and place for transition assessment information
- Incorporates all transition assessment
  - Academic, vocational, social, living
- Teach students to develop and present own SOP
  - Provides framework for exit meeting
  - Information flows into planning document and process

Two SD-TP Studies Completed

- Experimental design (random assignment) found that SD-TP significantly increased students' knowledge of transition terms and concepts.
- SD-TP significantly increase student's self-perception of their involvement in the transition planning process.
- SD-TP and SD-IEP more effective than either alone in increasing students' conversations at IEP meetings.

Me!

**Lessons for Teaching
Self-Awareness & Self-Advocacy**

Obtain From

http://www.ou.edu/content/education/centers-and-partnerships/zarrow/trasition-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy.html

Purpose

- Facilitate the teaching and learning of critical transition skills

- Teach self-awareness and self-advocacy

- Achieve the long term goal of developing self-aware adults who advocate for their needs in education and employment

Why ME!

- Disability-Awareness and Self-Advocacy are associated with predict high school and post-school success
  - Education
  - Employment
  - Quality of life

ME! Components

- ME! Book
- KWL Chart — *what we **K**now, what we **W**ant to know & what we **L**earned*
- Self-Awareness Research Project
- Self-Advocacy Task
- ME! Bell Ringer Activities to Use at Start of Class
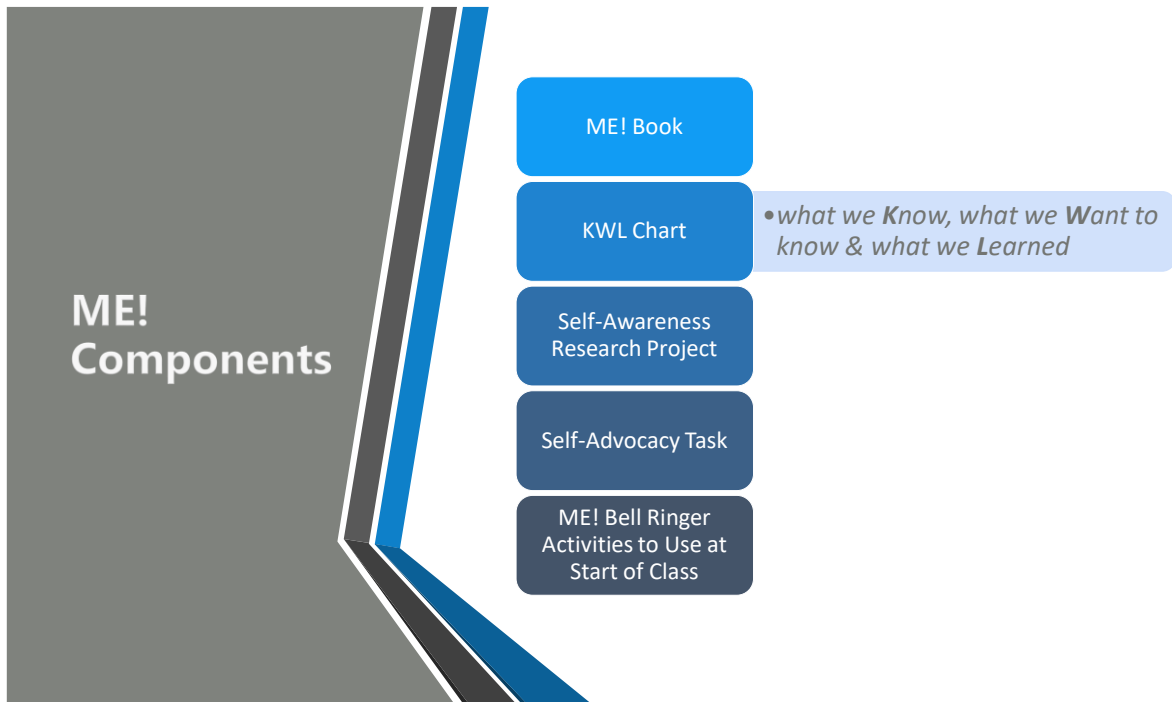
Units

- **Getting Started**
  - Understanding Self-awareness & Self-advocacy
  - Understanding What It's all About

- **Learning About Special Education**
  - Learning About the History of Disability
  - Learning About Special Education: How & why did I get here?
  - Creating My History

- **Understanding My Individualized Education Program**
  - Getting to Know My IEP
  - Still Getting to Know My IEP

- **Understanding My Rights and Responsibilities**
  - Learning About My Rights & Responsibilities in High School
  - Learning About My Rights & Responsibilities After High School
  - Where do I go from Here?

- **Improving My Communication Skills**
  - Learning How to Communicate Effectively
  - Knowing What to Share and Who to Share It With

More Units

- **Increasing My Self-Awareness**
  - Starting My Self-Awareness Project
  - Completing My Self-Awareness Project
  - Presenting My Self-Awareness Project

- **Advocating For My Needs in High School**
  - Planning How to Advocate
  - Learning From Experience

Even More Units

- **Advocating For My Needs After High School**
  - Using My New Skills on the Job
  - Using My New Skills at Postsecondary School
  - Reporting My Findings

- **Developing My Resources**
  - Completing My Summary of Performance and Goals

- **Assessing My Progress & Portfolio**
  - Assessing My Progress
  - Assessing My Portfolio

Details

- Time to Teach
  - Approximately 20 hours
  - 23 sessions taking 45-60 minutes each
- Where to Teach
  - Resource English, Social Studies, Transition class or Study Skills class
- Cost
  - FREE – download at **http://education.ou.edu/zarrow/**

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Transition Bell Ringers

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Bell-Ringer Details

- Time to Teach
  - 5-10 minutes once a week at the beginning of the class
  - Skills
  - self-awareness
  - disability awareness
  - goal setting
  - knowledge to lead an IEP
  - financial literacy
- Ready-Made PowerPoints
  - 150 Transition Bell Ringers Total
    - 50 Elementary Transition
    - 50 Secondary Transition
    - 50 Secondary Financial Literacy
- Cost
  - FREE – download at **http://zarrowcenter.ou.edu/**

Research on ME!

- Three studies completed to date
- Students increased knowledge of the Me! content
- Students increased understanding of their disability and how it impacts school performance

Transition in Practice

HAMMILL INSTITUTE ON DISABILITIES

Teaching Transition Self-Determination Knowledge and Skills Using the ME! Bell Ringers

Career Development and Transition for Exceptional Individuals
1–5
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sagepub.com/journalsPermissions.nav
DOI: 10.1177/2165143417753582
cdtei.sagepub.com

SAGE

Mindy E. Lingo, MEd[1], Kendra L. Williams-Diehm, PhD[1],
James E. Martin, PhD[1], and Amber E. McConnell, PhD[1]

Abstract
Special education teachers report lack of time and a shortage of appropriate curricula as reasons impeding implementation of transition education in their classrooms. However, research indicates school and postschool outcomes of students with disabilities improve significantly with transition instruction. The ME! Lessons for Teaching Self-Awareness and Self-Advocacy materials and activities were developed to teach students to understand their disability and abilities, rights and responsibilities, and self-advocacy skills, which are all critical self-determination components. This article details a time-efficient means to teach the essence of the ME! Lessons using ME! Bell Ringers, which include instruction in self-advocacy, student involvement in individualized education program (IEP), and disability awareness, using 10-min lessons that can be taught at the beginning of class in a daily or weekly format.

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ChoiceMaker Self-Determination Lesson Materials

Choosing Education Goals

Choosing Employment Goals

Choosing Personal Goals

Take Action - Attaining IEP Goals

Self-Directed IEP

Choosing General Goals Worksheet—

Name _____

Transition Area _____

Goals

1. Do I know my interests?
   YES Write interests
   Interests

   NO Find out interests

2. Do I know what is required to do this?
   YES Write requirements
   Requirements

   NO Find out requirements

3. Do I know my skills?
   YES Write skills
   Skills

   NO Find out skills

4. Do I have the skills to meet the requirements?
   YES → Go to #5 and consider your limits.
   NO → Can I learn the skills?
   YES → Learn skills
   Re-evaluate interest
   NO

5. Do I know my limits?
   YES Write limits
   Limits

   NO Find out limits

6. Do my limits interfere with the requirements?
   YES
   NO Pursue interest

   Can I do something to change this limit?
   YES → Learn skills
   Re-evaluate interest
   NO

Choosing General Goals Process

Choosing Education Goals

- Lesson 1: Introduction and Subjects I Like
- Lesson 2: Educational Performance
- Lesson 3: Study Habits
- Lesson 4: Study Habits Log and Post-Secondary Education
- Options
- Lesson 5: Post-Secondary Education Options
- Lesson 6: Choosing General Goals
- Lesson 7: Choosing Education Goals
- Lesson 8: Graduation Course Planner

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Choosing General Goals

Name: Christina   Transition Area: Education

G O A L S

1. Do I know my interests? YES → Interests: College degree in photography | NO → Find out interests

2. Do I know what is required to do this? YES → Requirements: Good photography skills, Go to college, Good grades | NO → Find out requirements

3. Do I know my skills? YES → Skills: Good at photography, Grades OK | NO → Find out skills

4. Do I have the skills to meet the requirements? YES → Go to #5 and consider your limits. NO → Can I learn the skills? YES → Learn skills: Take study skills classes in high school. NO → Reevaluate interest

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Study Habit Self-Evaluation

Study Habits Log

Name: _____Jim_____   Class: _____   Week of: _____

Directions: Choose three study habits that you feel would help you do better in a particular class. Write the name of the class on the line above. Highlight the three habits you chose. Every day, for five days, mark whether or not you used the habit that day.

	Day 1		Day 2		Day 3		Day 4		Day 5	
	Y	N	Y	N	Y	N	Y	N	Y	N
1. Attend class regularly	X		X			X		X		X
2. Arrive to class on time										
3. Bring needed materials										
4. Ready when class begins										
5. Turn in completed homework										
6. Do readings before class										
7. Sit where I can learn best										

Conclusion

- Students take Choosing Ed Goals information and develop their own Course of Study for their IEP
- A student-directed course of study represents a step toward becoming a self-advocate for their own education.

Choosing Employment Goals

- Lesson 1: Introduction to Choosing Employment Goals
- Lesson 2: Practice in Choosing Employment Goals
- Lesson 3: Choosing Your Own Employment Goals
- Lesson 4: Summarizing the Employment Lessons
- Lesson 5: Choosing General Goals in Other Transition Areas
- Lesson 6: Job Duties I Like
- Lesson 7: Job Characteristics I Like
- Lesson 8: Job Characteristics I Like Graph
- Lesson 9: Job Characteristics I Like Summary
- Lesson 10: Job Duties—How I Did
- 19 More Lessons

	What I Like	What Is Here	Matches	
1.	work alone lots of people around	work alone lots of people around	YES	NO
2.	quiet workplace noisy workplace	quiet workplace noisy workplace	YES	NO
3.	weekdays only weekends too	weekdays only weekends too	YES	NO
4.	easy job challenging job	easy job challenging job	YES	NO
5.	dress up for work do not dress up wear uniform	dress up for work do not dress up wear uniform	YES	NO
6.	standing up sitting down moving around	standing up sitting down moving around	YES	NO
7.	work mornings work afternoons work nights	work mornings work afternoons work nights	YES	NO
8.	co-workers my age co-workers not my age	co-workers my age co-workers not my age	YES	NO
9.	thinking work physical work	thinking work physical work	YES	NO
10.	detail important detail not important	detail important detail not important	YES	NO
11.	job same every day job different every day	job same every day job different every day	YES	NO
12.	work with people work with things	work with people work with things	YES	NO
13.	important to work fast not important to work fast	important to work fast not important to work fast	YES	NO
14.	little supervision a lot of supervision	little supervision a lot of supervision	YES	NO
15.	work outside work inside	work outside work inside	YES	NO

Key: Determine Match Between What I Like and What's At This Site

Characteristics	Times I Chose Each Characteristic
1. work alone lots of people around	
2. quiet workplace noisy workplace	
3. weekdays only weekends too	
4. easy job challenging job	
5. dress up for work do not dress up wear uniform	
6. standing up sitting down moving around	

Each time student chooses a characteristic one more cell on the graph is marked

Dream Job Research Worksheet—Sample

Name		Date	
Name of Job Cluster	Administrative Support Occupations—Including Clerical		
Job Title	Stock Clerk		

NATURE OF WORK   Write general information about the job and a description of job duties.

Some of the things stock clerks do are check deliveries to the store, unpack merchandise, price and organize merchandise, put items on shelves, and help keep track of the number of items sold for recording. Stock clerks may fill orders and pack things for shipping. In small businesses, stock clerks may do a variety of things. In a large company, a stock clerk may have just one task.

WORKING CONDITIONS   What type of environment would you work in? What are the job characteristics and hours worked?

Stock clerks usually work inside in a clean environment. Conditions vary depending on the merchandise the store handles. For example, in a lumber store the clerk could work outside. The job involves physical work such as lifting, bending, carrying, walking, reaching. Overtime may be required when large shipments are delivered.

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JOB OUTLOOK   Will this job be available in the future**?**

Job prospects are good because the occupation is very large and many job openings occur each year.

EARNINGS   What is the starting wage? How much could you earn?

Stock clerks start with minimum wage and can earn up to $10 an hour. Earnings vary by type of company and the location.

RELATED OCCUPATIONS   What other jobs are there with similar characteristics?

Related occupations can include shipping and receiving clerks, distributing clerks, routing clerks, cargo checkers, stock supervisors.

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Choosing Personal Goals

- Lesson 1: Introduction and How I Am With Others
- Lesson 2: Introduce Groups
- Lesson 3: Personal Activities
- Lesson 4: What's Important to Me and Project Presentations
- Lesson 5: What I Do Summary
- Lesson 6: What I Want to Change
- Lesson 7: Ways to Change
- Lesson 8: School and Community Resources
- Lesson 9: Getting Information
- Lesson 10: Choosing Goals

Importance of Personal Goals

Halpern indicated that a crucial and often overlooked aspect of transition is inclusion of goals for each person's personal life that impacts successful community adjustment

Community Adjustment

Residential Environment

Social & Interpersonal

Employment
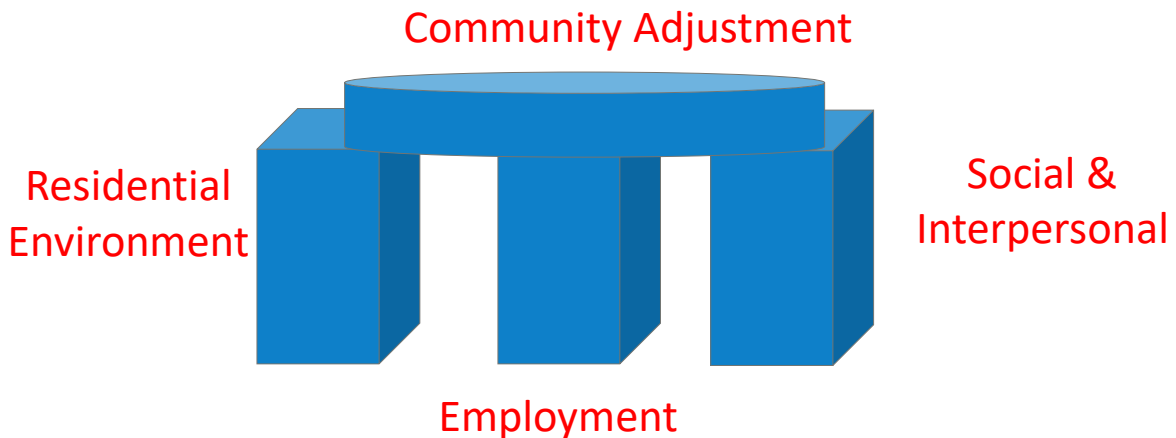
Family
A sense of belonging, feeling like someone is there for me, acceptance

Pets & Animals
Caring for animals, companionship, or appreciation for wildlife

Friends & Relationships
Companionship, connections to people, or socializing

Religion
Spirituality, belief in higher power, or belonging to religious groups

Caring/Helping Others
A sense of responsibility to other people or doing things that benefit others

Learning
Learning new things, improving my skills, or being challenged

Creativity & the Arts
Participating in creative activities like art, music, or drama, or doing things in new and unique ways

Recreation
Physical activity or participating in sports

Name Alicia   Transition Area Personal Relationships

Goals

1. Do I know my interests?
   (YES) Write interests
   Interests
   Relationships with family and girlfriends
   NO Find out interests

2. Do I know what is required to do this?
   YES Write requirements
   Requirements
   (NO) Find out requirements
   Find out what it takes to have relationships with girls and my family

3. Do I know my skills?
   (YES) Write skills
   Skills
   Outgoing
   Friendly
   Communicate openly
   NO Find out skills

4. Do I have the skills to meet the requirements?
   (YES) Go to #5 and consider your limits.
   NO Can I learn the skills?
   Learn skills
   YES→
   Reevaluate interest
   NO→

5. Do I know my limits?
   (YES) Write limits
   Limits
   Hard time trusting girls
   NO Find out limits

6. Do my limits interfere with the requirements?
   (YES)
   NO Pursue interest
   Can I do something to change this limit?
   (YES)→
   Learn skills
   Continue in therapy
   Reevaluate interest
   NO→

Developing Personal Goals Process

Take Action: Making Goals Happen

Goal Attainment Is <u>The</u> Most Important Self-Determination Component

(Wehmeyer, 1994).

Self-Determined Learning Model of Instruction

- Set a Goal
- Take Action
- Adjust Goal or Plan

- Each section is driven by a set of questions

Take Action Major Steps: Plan

- Establish standards
- Determine how to get feedback
- Identify motivation to attain goal
- Select strategies, support and schedule

Long-Term Goal _Get my driver's license_

Short-Term Goal _Learn to drive_

Part 1: Student Plan					
STANDARD What will I be satisfied with?	**MOTIVATION** Why do I want to do this?	**STRATEGY** What methods should I use?	**SCHEDULE** When will I do this?	**SUPPORT** What help do I need?	**FEEDBACK** How will I get information on my performance?
Get her drivers license by the time school starts	To be able to drive herself places not not be picked up by her mother and brothers	Practice driving	4:00-5:00 Wednesday and Thursday	A friend who can drive	What her passenger says about her driving

Take Action Major Steps: Action
Check each plan part for action

Part 1: Student Plan					
STANDARD What will I be satisfied with?	**MOTIVATION** Why do I want to do this?	**STRATEGY** What methods should I use?	**SCHEDULE** When will I do this?	**SUPPORT** What help do I need?	**FEEDBACK** How will I get information on my performance?
Get her drivers license by the time school starts	To be able to drive herself places not not be picked up by her mother and brothers	Practice driving	4:00-5:00 Wednesday and Thursday	A friend who can drive	What her passenger says about her driving

Did I meet my short-term goal?   YES   (NO)

Part 2: Action					
STANDARD Did I meet the standard?	**MOTIVATION** Was I motivated?	**STRATEGY** Did I use the strategy?	**SCHEDULE** Did I follow the schedule?	**SUPPORT** Did I use support?	**FEEDBACK** Did I get feedback?
yes (no)	(yes) no	(yes) no	yes (no)	(yes) no	yes (no)

Take Action Major Steps: Evaluate

Understand why action was or was not taken

Did I meet my short-term goal? YES (NO)

Part 2: Action					
STANDARD	**MOTIVATION**	**STRATEGY**	**SCHEDULE**	**SUPPORT**	**FEEDBACK**
Did I meet the standard? yes (no)	Was I motivated? (yes) no	Did I use the strategy? (yes) no	Did I follow the schedule? (yes) no	Did I use support? (yes) no	Did I get feedback? yes (no)

Part 3: Evaluate					
STANDARD	**MOTIVATION**	**STRATEGY**	**SCHEDULE**	**SUPPORT**	**FEEDBACK**
Was it the right standard? (yes) no Why or why not?	Did it work? (yes) no Why or why not?	Did it work? (yes) no Why or why not?	Did it work? yes (no) Why or why not?	Did it work? yes (no) Why or why not?	Was the feedback helpful? yes (no) Why or why not?
I really want my driver's license before school starts.		I really need to practice!	I had to wait until my friend was ready.	She didn't say anything and made me laugh.	My friend didn't t give me any!

Take Action Major Steps: Adjust

Propose changes to actions that did not work

Did I meet my short-term goal? YES (NO)

Part 2: Action					
STANDARD	**MOTIVATION**	**STRATEGY**	**SCHEDULE**	**SUPPORT**	**FEEDBACK**
Did I meet the standard? yes (no)	Was I motivated? (yes) no	Did I use the strategy? (yes) no	Did I follow the schedule? (yes) no	Did I use support? (yes) no	Did I get feedback? yes (no)

Part 3: Evaluate					
STANDARD	**MOTIVATION**	**STRATEGY**	**SCHEDULE**	**SUPPORT**	**FEEDBACK**
Was it the right standard? (yes) no Why or why not?	Did it work? (yes) no Why or why not?	Did it work? (yes) no Why or why not?	Did it work? yes (no) Why or why not?	Did it work? yes (no) Why or why not?	Was the feedback helpful? yes (no) Why or why not?
I really want my driver's license before school starts.		I really need to practice!	I had to wait until my friend was ready.	She didn't say anything and made me laugh.	My friend didn't give me any!

Part 4: Adjust					
Short-term Goal? OK or change? If change, new short-term goal					
STANDARD	**MOTIVATION**	**STRATEGY**	**SCHEDULE**	**SUPPORT**	**FEEDBACK**
If standard wasn't right, what will I change?	If I wasn't motivated, what will I change?	If my strategy didn't work, what will I change?	If I didn't follow my schedule, what will I change?	If my support didn't work, what will I change?	If feedback wasn't helpful, what will I change?
Keep	**Keep**	**Keep**	When my mom is off work.	Only go with my mom!	My mom knows what she is talking about.

Take Action Major Steps: Adjust

Adopt suggested plan adjustments

	Part 4: Adjust				
Short-term Goal?	**OK or change? If change, new short-term goal** _____				
STANDARD If standard wasn't right, what will I change?	**MOTIVATION** If I wasn't motivated, what will I change?	**STRATEGY** If my strategy didn't work, what will I change?	**SCHEDULE** If I didn't follow my schedule, what will I change?	**SUPPORT** If my support didn't work, what will I change?	**FEEDBACK** If feedback wasn't helpful, what will I change?
Keep	Keep	Keep	When my mom is off work.	Only go with my mom!	My mom knows what she is talking about.

STANDARD What will I be satisfied with?	**MOTIVATION** Why do I want to do this?	**STRATEGY** What methods should I use?	**SCHEDULE** When will I do this?	**SUPPORT** What help do I need?	**FEEDBACK** How will I get information on my performance?
Get her drivers license by the time school starts	**To be able to drive herself places not not be picked up by her mother and brothers**	**Practice driving**	**Mom's day off, Saturday @ 4:00**	**Mom and only mom!**	**What mom tells me.**

Revisions to Take Action

Addition of Reminder

My Short-Term Goal: _____

✳Plan✳

Standard What will I be happy with?			
Strategy How am I going to do it?	**Schedule** When am I going to do it?	**Support** What help do I need from people?	**Feedback** How will I know how I did?
	Reminder How will I remember?	**What things will help me?**	

Promoting Self-Determination:
Using *Take Action* to Teach Goal Attainment

SUE LYN GERMAN, JAMES E. MARTIN, LAURA HUBER
MARSHALL AND R. PAUL SALE
University of Colorado at Colorado Springs
Center for Self-Determination

Abstract: Transition programs that teach self-determination skills must provide students the opportunity to practice these skills. Teaching students goal attainment skills and providing them the opportunity to achieve their own IEP goals is one example of a self-determination oriented transition program. *Take Action* teaches students the skills needed to attain their goals. In this study, we taught *Take Action* to 6 adolescents with mild to moderate mental retardation to attain their daily IEP goals. Results show that all students learned to attain their own daily goals and maintained these skills following withdrawal of teacher instruction.

Article

Teaching Students to Attain Annual Transition Goals Using the Take Action Goal Attainment Lessons

Jodie D. Martin, MEd[1], James E. Martin, PhD[1], and Kimberly J. Osmani, MEd[2]

Abstract

This study used the Take Action goal attainment lesson package and assistive technology to teach nine high school students with mild to moderate disabilities to attain annual transition goals. The Take Action lessons increased students' goal attainment knowledge, and this knowledge generalized to improved Plan Organizers, and slightly increased students attaining transition goals. Added weekly teacher check-ins improved adjusting plan components that did not work and goal attainment increased. Students who took action on four or five Plan Organizer components attained the most goals, and on average, students used four weekly Plan Organizers to attain a goal. Stronger interventions need to be developed to enable more students to increase the action taken on Plan Organizer components.

Staging the Environment

Considerations

1. Teach skills
2. Expect students to use skills in various settings
3. Create opportunities for students to use skills

Return to Opportunity Section of the ChoiceMaker Assessment

PowerPoint for Students

To introduce the Self-Directed IEP

Goal

Today, you will learn how to involve your students in their ARD.

This presentation is created to be used with your students. Please adjust the file as needed.

Agenda

ARD Information and Quiz

I'm Determined Video
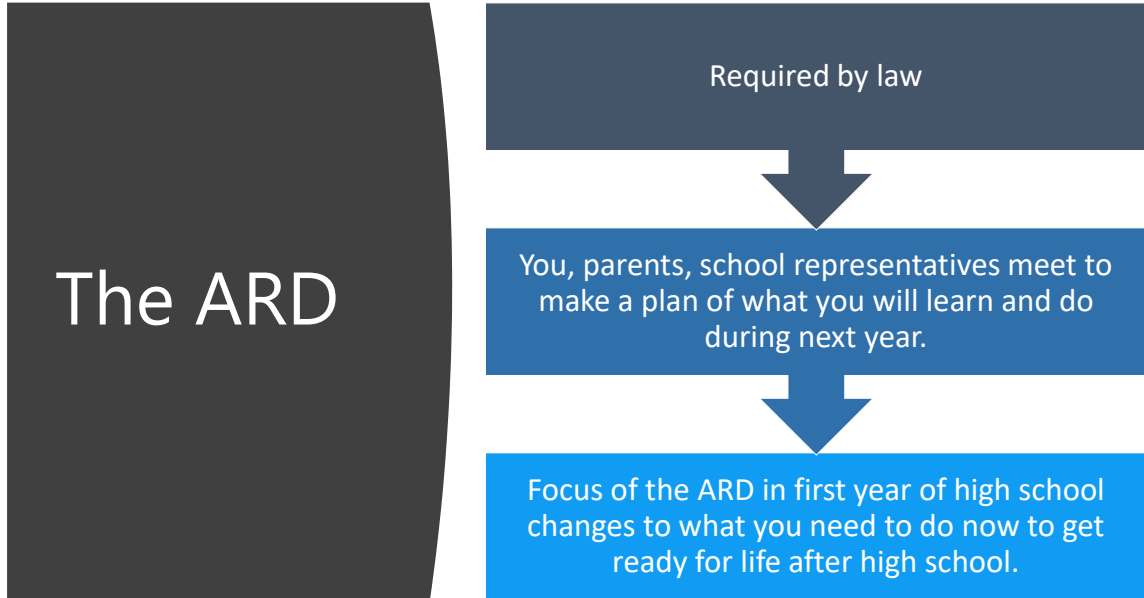
ARD script

Choose ARD roles

Watch "Student's ARD" video

Role Play ARD meeting

Your ARD Meeting
Information and Quiz

The ARD

Required by law

↓

You, parents, school representatives meet to make a plan of what you will learn and do during next year.

↓

Focus of the ARD in first year of high school changes to what you need to do now to get ready for life after high school.

Transition Focus

- To make plans for life after high school you need to answer 3 questions:
  - Where will I live?
  - Where will I work?
  - Where will I learn?
- Answers become postsecondary goals

The ARD Meeting and Plan is About YOU!!!

You need to attend

You need to tell Mom, Dad, and teachers

- The results of transition assessments
- What you are good at doing
- What you need help doing
- Where you want to live, learn, and work after high school

You to become involved in the ARD meeting

Who Began ARD Meeting

Who started your last ARD meeting?

A. Special Education Teacher
B. Family Member
C. Coach
D. You
E. Principal

Introductions

Who Introduced Everyone at the ARD Meeting?

A. Special Education Teacher
B. Family Member
C. Coach
D. You
E. Principal

Strengths and Needs

Who First Talked About Your Strengths and Needs?

A. Special Education Teacher
B. Family Member
C. Coach
D. You
E. Principal

Transition Assessments

Who Presented Transition Assessment Results?

A. Special Education Teacher
B. Family Member
C. Coach
D. You
E. Principal

Postsecondary Goals

Who presented the postsecondary goals?

A. Special Education Teacher
B. Family Member
C. Coach
D. You
E. Principal

Annual Transition Goals

Who presented the Annual Transition Goals?

A. Special Education Teacher
B. Family Member
C. Coach
D. You
E. Principal

Closing the Meeting

Who ended the meeting?

A. Special Education Teacher
B. Family Member
C. Coach
D. You
E. Principal

This Is Your Meeting. YOU Can and Should Do All of These, so DO IT!!!!

I'm Determined Video

Quick Link to Student Involvement Resources

https://www.imdetermined.org/quick-links/student-involvement/

Student Rubric for IEP Participation

i'm
deter
m1ne

Student Name:_____ Date:_____

Area	Level I	Level II	Level III	Level IV
IEP Awareness	I don't know what IEP stands for.	I know what IEP stands for.	I know what IEP stands for and the purpose of an IEP Meeting.	I know what IEP stands for, the purpose of an IEP Meeting and I can tell others about these meetings.
IEP Participation	I don't participate or attend my IEP Meeting.	I attend a pre-conference IEP Meeting and/or my IEP Meeting, but I don't participate in the meeting.	I attend and contribute information about myself for my IEP in a Pre-Conference or at the actual IEP Meeting.	I lead parts or my entire IEP Meeting.
Knowledge of IEP Content	I don't know what is in my IEP.	I know that I have accommodations and goals in my IEP, but I don't know what they are nor do I have a voice in developing them.	I can name the accommodations and goals in my IEP, but I don't have a voice in developing them.	I can name the accommodations and goals in my IEP, and I have a voice in developing them.

There are many ways to be involved in your ARD

PowerPoint Presentation
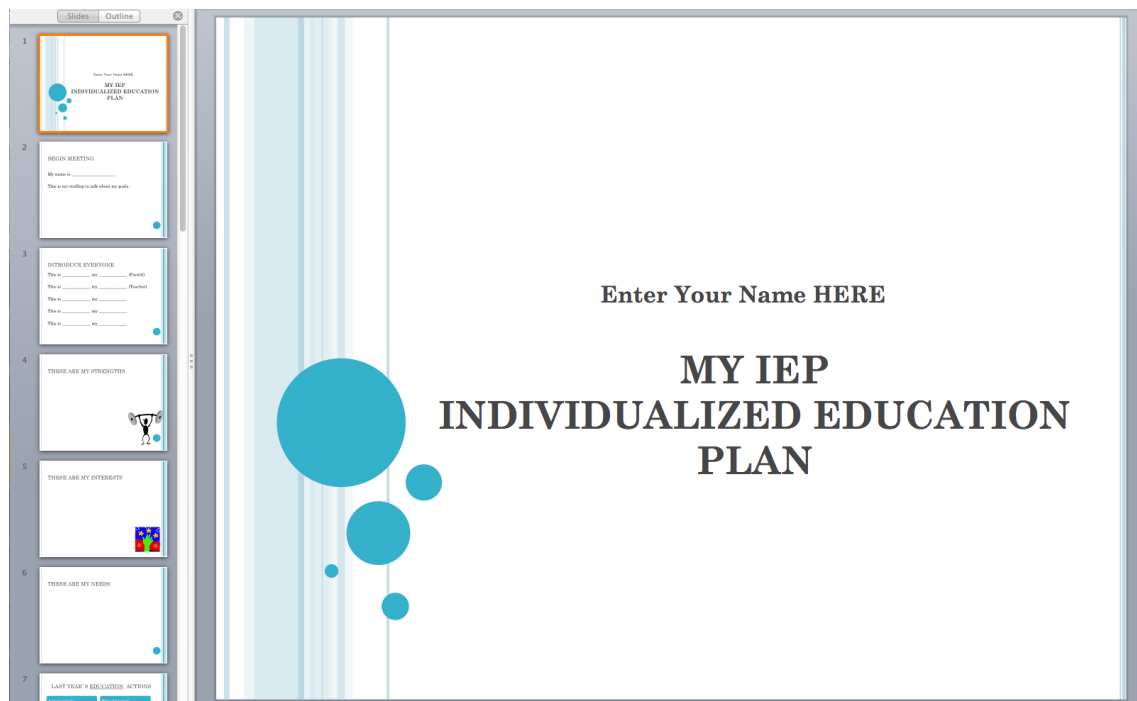
Script

IEP Script

Take these pages with you to your IEP meeting.
Meeting Date: _____ Time: _____Location: _____

Begin the Meeting

Are we ready to begin the meeting?

Thank you everyone for coming to my meeting. We are meeting today to talk about how I am doing in school, what I would like to do after high school, and what I am going to work on this year.

Introduce Everyone

This is my family member, _____

He/She is here because _____

_____

This is my Special Education Teacher, _____

He/She is here because _____

This is my _____teacher, _____

He/She is here because _____

This is my _____teacher, _____

He/She is here because _____

One Pager

Name: Justin George
Address:
DOB:

i'm determine

Date:

My Strengths

- Advocacy/public speaking
- Enjoy listening to peer advocates
- History
- Reading/computer skills
- Working towards independence
- Passion for what I do at Im Determined and YLF
- Keep trying

My Interests

- Amateur Radio and emergency communications groups.
- Weather/skywarn
- Being outside
- Computers
- Social Media
- Kings Dominion/Busch Gardens
- Beach/ pool
- Spending time with family

My Preferences

- Study with someone
- Write down notes
- Have clear expectations of me
- Allegories
- Minimal distractions.

My Needs

- Notes
- Extra time on tests
- Hands on and visual (IE, watching the teachers do an example)

Before the meeting

- Learn the purpose of the meeting
- Suggest people to invite
- Send invitations to attendees (or call)
- Make a list of your strengths, challenges, likes, dislikes, and interests
- Make a PowerPoint about you
- Role play participating in the ARD

During the Meeting

- Attend the meeting
- Introduce attendees
- Share samples of your work
- Tell others what works best for you
- Make recommendations

After the meeting

- Thank everyone for coming
- Deliver highlights of the meeting to your teachers
- Discuss your disability, ARD, and accommodations with teachers and others

Steps to lead an ARD

1. Begin the meeting by stating the purpose
2. Introduce everyone
3. Present levels of performance
4. Accommodations
5. Annual Goals
6. Postsecondary transition goals
7. Annual transition goals
8. Transition services
9. Questions
10. Close by thanking everyone for coming

Complete ARD Script Handout

ARD Decorum

Decorum – Correct or proper behavior that shows respect and good manners
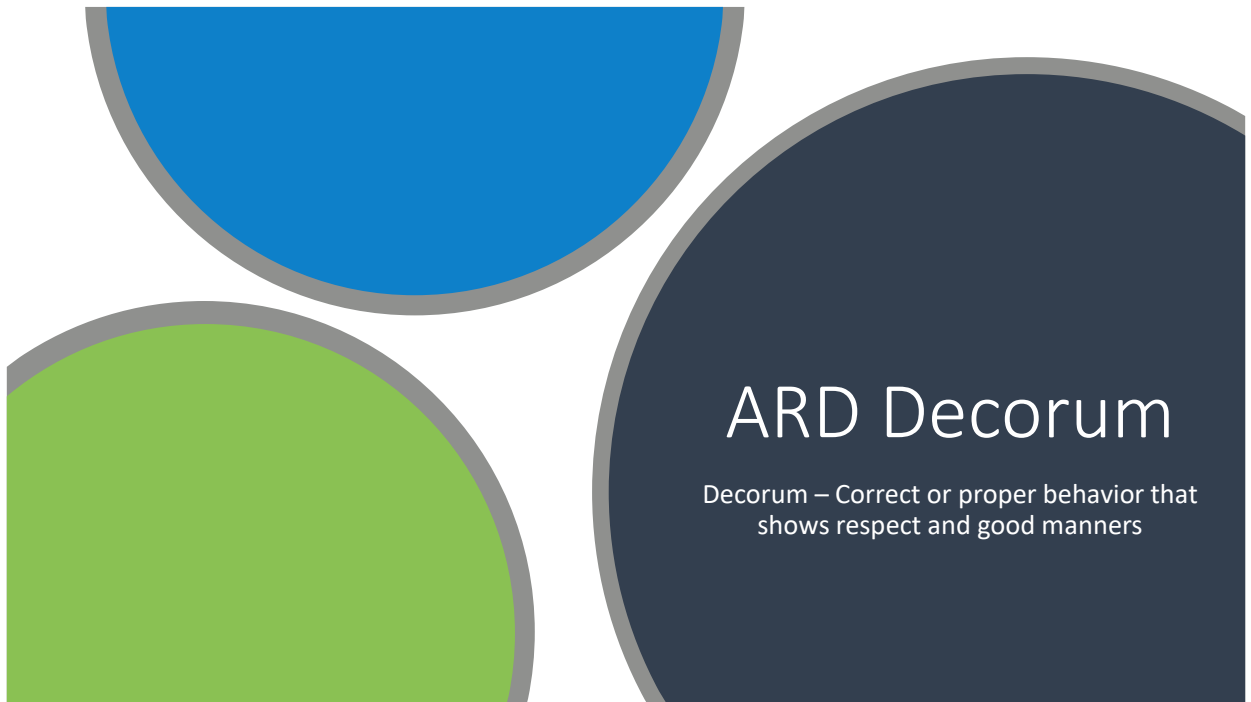
Displaying good manners while participating in an ARD meeting means I will

A) Ask another person to speak for me
B) Be kind and respectful
C) Treat others as I would want to be treated
D) Argue loudly if the meeting doesn't go my way
E) Both B and C

Relaxing during an ARD meeting means I will

A) Take a few deep breaths before the meeting begins and believe everyone is there to help me
B) Slouch and chew gum
C) Ask my parent to speak for me
D) Play on my phone during the meeting

I should take all of the following steps when making introductions except

A) Smile and say hello to everyone
B) Wait until it is time for a person to speak before introducing them
C) Introduce everyone at the beginning of the meeting

To be a good listener during an ARD meeting, I will

A) Focus on what is being said – not let my mind wander

B) Not look at the speaker unless I like what is being said

C) Yell when things are not going my way

Choose your role

- Student
- Family Member
- Special Education Teacher
- General Education Teacher
- Counselor
- Vocational Rehabilitation Counselor

[It's the student's ARD meeting video](#)

What will you do at your next ARD meeting?

Questions

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Contact Information