

**IEP Meeting Participation: Using *ChoiceMaker Self-Directed IEP* (1)**

**Objective:** To teach students to participate in IEP meetings through the use of *Choicemaker Self-Directed IEP* multimedia package that was modified for non-readers.

**Setting/Materials:**

Setting: Self-contained high school classroom.

Materials: *Choicemaker Self-Directed IEP* Multimedia Package (Includes teacher's manual, student workbook, two videos). To obtain SD-IEP, call Sopris West Inc. at 1-800-547-6747.

Cost: \$120

**Content Taught****4 instructional units including:****Instructional Unit 1: Leading Meeting**

Step 1: Begin Meeting by Stating a Purpose

Step 2: Introduce Everyone

Step 3: Review Past Goals and Performance

Step 10: Close Meeting by Thanking Everyone

**Instructional Unit 2: Reporting Interests**

Step 5: State Your School and Transition Goals

**Instructional Unit 3: Reporting Skills**

Step 5: State Your School and Transition Goals

**Instructional Unit 4: Reporting Options**

Step 9: Summarize Your Goals

**Teaching Procedures**

1. Within each step a format is followed:
  - a) Review of prior steps, as needed.
  - b) Preview lesson content and instruction on new vocabulary used.
  - c) Videotape material provides model and sample situations used for guided practice.
  - d) Workbook activities (teacher reads aloud, writes on overhead, and leads class discussion in place of workbook activities when needed) used to practice each step.
  - e) Teacher demonstrates and students practice for real IEP meetings.
  - f) Brief student skill evaluation.
  - g) Ask students to relate skills to other situations, wrap up.
  - h) Picture prompts for steps 1, 2, & 3 for students with limited reading, writing and cognitive skills.

## Evaluation

1. **Five Mock IEP Meetings.** After each instrumental unit is completed, a mock IEP meeting is held using the following format:
  - a) **State the purpose of the meeting**  
Name of Student (NOS), why are we having this meeting today?
  - b) **Introduce everyone**  
NOS, who is attending this meeting? (May point to self and other members of the meeting and say, "Who is that? /I am"?)
  - c) **Review past performance and goals**  
NOS, do you think you have worked hard in school so far? What have you been working on?
  - d) **Student Interests**  
Great NOS. Before we look at new goals, let's talk about your interests. This discussion will help determine your new goals.
    - What do you want to learn about in school?
    - We have visited several job sites. What do you think you want to do after you graduate from high school?
    - What are some of your personal interests? What sports do you like to play or activities do you like to participate in? (Probe if necessary by providing examples of sports, activities, etc.)
    - If you were going to live on your own or with a roommate, what daily living skills would you be interested in learning about?
    - After you graduate from high school, where do you want to live?
    - What community activities would you like to participate in?
  - e) **Skills and Limits**  
Ask student what skills they are strong in for each area and what skills they lack
  - f) **Options and Goals**  
Ok, now we are going to write down several options for education (replace education with each of the areas). From these options we are going to write goals for each of the transition areas.
    - You have mentioned several school subjects that you are interested in. What other school subjects would you like to learn about? Repeat this format for all areas (use pictorial representations of the student's options if needed).
    - Now from your options we are going to determine goals for you to work on. Talk to student about reasonable goals.
  - g) **Closing the meeting**  
Now that we have finished determining your goals, it's time to end the meeting.  
Let's review.  
NOS what are your new goals? Great job!  
NOS, would you please bring our meeting to a close? (Cue for student to shake hands and say thank you.)

2. Student performance in Mock and Real IEP meetings is measured using

**Choicemaker Curriculum Checklist:**

**Instructional Units**

**Skills Measured**

**Leading Meeting**

1. Begins meeting by stating a purpose
2. Introduces participants
3. Reviews past goals and performance
4. Closes meeting by summarizing decisions

**Reporting Interests**

1. Expresses education interests (e.g., clubs, classes, sports, academics)
2. Expresses employment interests (e.g., jobs, careers)
3. Expresses personal interests (e.g., health, relationships, recreation)
4. Expresses daily living interests (e.g., cooking, transportation)
5. Expresses housing interests (e.g., group home, independent living, supervised apartments)
6. Expresses community participation interests (e.g., sports, clubs)

**Reporting Skills**

1. Expresses education skills
2. Expresses education limits
3. Expresses employment skills
4. Expresses employment limits
5. Expresses personal skills
6. Expresses personal limits
7. Expresses daily living skills
8. Expresses daily living limits
9. Expresses housing skills
10. Expresses housing limits
11. Expresses communication participation skills
12. Expresses communication participation limits

**Reporting Options**

1. Indicates education options
2. Chooses education goals
3. Indicates employment options
4. Chooses employment goals
5. Indicates personal options
6. Chooses personal goals
7. Indicates daily living options
8. Chooses daily living goals
9. Indicates housing options
10. Chooses housing options

- 11. Indicates community participation options
- 12. Chooses community participation goals

3. **Real IEP Meetings.** First real IEP meeting is before any instruction begins. Second IEP meeting is held after all instruction and mock IEP meetings are completed.
- a) \_\_\_\_\_, Do you know why we are here today? Please tell us.
  - b) \_\_\_\_\_, Please introduce the people attending your meeting.
  - c) Let's look at past goals and your progress towards them. (Cue for student to tell how well he did meeting past goals.)
  - d) Ok, before we get started, let's talk about your interests, \_\_\_\_\_. Is there anything you would like to learn about in school?
  - e) What do you want to do after you graduate?
  - f) What are some skills that you would need to have to learn, live, or work on your own?
  - g) What are some skills limits?
  - h) (Done before meeting) I see you have some options for each transition area. Please tell us a few.
  - i) Great. Now let's decide on a goal for you to work towards. (Cue for student to state goal in each transition area.)
  - j) Nice job. Let's finish signing all of the paperwork and then we will end this meeting. Now that we've finished signing the papers, \_\_\_\_\_,
  - k) What are some goals you are going to work towards? Thank you (Cue for student to say thanks and shake hands.)

**Lesson Plans based on:**

Allen, S., Smith, A., Test, D., Flowers, C., & Wood, W.(2002). The effects of .self-directed. IEP on student participation in IEP meetings. *Career Development for Exceptional Individuals*, 24, 107-120.