Transition Talks
2023 - 24
Workshop Series

November:
Student-Centered IEPs:
A Pathway to Stronger Transition Outcomes
Workshop Learning Objectives

Promoting the development of **self-advocacy skills** through the IEP process teaches the critical skills students will need when moving from the entitlement-driven education system to eligibility-driven adult services.

**This workshop will provide tips and tools on how to:**

- Help your child and student become navigators in their IEP process.
- Teaching self-determination skills that enable students to have better transition outcomes.
The IEP can be the “roadmap” towards the student and family’s vision for a future adult life

- The **vision statement** is the foundation for the student’s hopes, dreams, strengths and interests with a focus on short and long term goals.

- The transition requirements of the IDEA focus on **measurable postsecondary goals** based on the vision statements.

- The transition planning process begins with **good assessments** that are incorporated into the IEP and transition programs.

- The transition process continues by building a specific plan to **build skills** related to the student’s transition goals.
What is Self-Determination?

Self-determination is learning to effectively solve problems, and take control and responsibility for one's life. Learning and practicing self-determination skills leads to better transition outcomes.
Self-Determination Impact

- Dignity of Risk
- Social Inclusivity
- Expanded Environmental Experiences
IEP Considerations related to Self-Determination

Teach the skills and knowledge students need to become self-determined in their IEP meetings

- Teach how to identify, evaluate and select options with an action plan
- Explain how the IEP guides their future
- Participate in decisions that impact the quality of their lives
- Strengthen advocacy skills in the IEP meeting

Source: https://www.imdetermined.org/tool/elements-of-im-determined/
Transition Planning in the IEP

Students actively consider a vision for their future through the student led IEP process

Teacher directed instructional strategies to explore and develop:

- Vision statement
- Strengths and interests
- Courses or training they wish to explore
- Agencies, services and resources needed for their future
Student-led IEP Participation Suggestions

- Send invites
- Introduce self and or team members the student knows
- Read their vision statement
- Review the positives student wishes to share about their education and or program
- Close the meeting, thanking all who attended
Pre-Paving a Student-led IEP

- Review / remind the student what an IEP is - details depend on their age and previous experience with their IEP.
- Explain the process with all members of the team including student, teachers, family and agencies.
- Determine who will work with the student to prepare and support during the meeting.
- Give the student time to practice the areas they will lead.
- Promote family support and involvement.
Examples of Student-Driven Transition Goals

“With my TVI, I will research and identify the agencies that will support my transition.”

“With my counselor, I will participate in my intake meeting with DDS (or other state agencies identified through the 688 process).”

“I will work on improving my typing skills from 15 words per minute to 20 words per minute.”

“I will attend classes without my paraprofessional 50% less of the time by June 2024.”
IEP-Participation Curriculum

Helpful links:

Student Led IEP
www.imdetermined.org

Whose Future is it Anyway
www.transitionalliancesc.org
“John likes to do everything”

(Video can be viewed on the bottom of this page)
A student’s participation in their IEP ensures the greatest success in their transition outcomes.

– NCSER* study

*The National Center for Special Education Research’s National Longitudinal Transition Study-2 study collected data on a nationally represented sample of students with disabilities. Only 2% ages 17-18, did not attend their IEP meetings. The study further reveals active participation vs passive impacts how students view themselves (Lehmann, Bassett and Sands, 1999). Direct instruction is important for students to have positive and impactful experiences in their IEP meetings.
Student-Centered IEP Resources

- Perkins Transition Resource Center
- Perkins IEP Guide
- Perkins Transition Glossary
- Self-Determination: Setting IEP Goals
Thanks for coming!
Questions?

Save the date for our upcoming January 9th workshop:
Navigating Housing - Exploring Options
“Few things help an individual more than to place responsibility upon him, and to let him know that you trust him.”

-BOOKER T. WASHINGTON
Perkins Transition Team

Alex LaVoie:  Alexandra.LaVoie@Perkins.org
Leslie Thatcher:  Leslie.Thatcher@Perkins.org
Stacey Leibowitz:  Stacey.Leibowitz@Perkins.org
Ann Phelan:  Ann.Phelan@Perkins.org
Jeanine Brennan:  Jeanine.Brennan@Perkins.org