

I'm Determined!

Understanding and Preparing for My IEP

Name: _____



What is My IEP?

- My Individualized Education Program (IEP) is a roadmap to help me reach my goals.
- Being a part of my IEP allows me to have a voice in decisions affecting my education.



All IEPs for students 16 years and older include the following parts:

1. Present Level of Performance
2. Accommodations
3. Annual Goals
4. Services
5. Postsecondary Goals
6. Diploma Status
7. Participation in Statewide Testing
8. Transition Services
9. Interagency Linkages
10. Age of Majority

Understanding the Parts of My IEP!

Present Level of Performance:

This part lists my preferences, interests, strengths and needs and may include a variety of academic and age appropriate transition assessment scores and explanations, observations, comments from me, teachers, parents/guardians, and others.

Accommodations:

How schools and my teachers adapt, adjust, or change the physical environment, instruction, or services for me so that my disability does not affect my learning. These accommodations are based upon my special needs.

Annual Goals:

What I intend to accomplish in one year.

Services:

Special supports I will need to benefit from school and reach my goals.

Postsecondary Goals:

These are goals that I have set for myself after I graduate/exit school. These goals are in the area of employment, education/training, and independent living/community participation.

Diploma Status:

The type of diploma I am working to achieve. Diploma types include: advanced studies, standard, GED, certificate of program completion, modified standard, or special.

Participation in Statewide Testing:

How I will be included in Virginia's statewide testing. This section of my IEP will include the accommodations that I will use during the testing.

Transition Services/Linkages:

This section of my IEP will address the services that I may need to meet my postsecondary goals. Identification of agency responsibilities and linkages are also included in this section.

Age of Majority:

The legal age of majority in Virginia is 18 years of age.



Understanding and Participating in My IEP!



Present Level of Performance:

Read the Present Level of Performance section in your current IEP with your teacher or parent/guardian and answer the following questions:

1. What questions do I have concerning my current Present Level of Performance?

2. Does the Present Level of Performance section describe:

My strengths?

Yes or

No

My interests/preferences?

Yes or

No

My weaknesses or needs?

Yes or

No

How my disability affects me in the classroom? Yes or No



Please answer the following questions so this information can be included in the Present Level of Performance in your new IEP:

1. What are my academic strengths?

2. What subjects are difficult for me? What frustrates me about school?

Present Level of Performance: *(Continued)*

3. How do I learn the best?

4. How do I feel about school?

5. In the past year, how were my grades, attendance, and behavior?

6. What are some of my interests and hobbies? What do I enjoy doing on the weekends?

7. What do I want others to know about me?

8. What types of responsibilities do I have at home?

9. Where have I worked (paid or volunteer positions)? What were my responsibilities at these jobs?

10. What type of work do I enjoy and think I would be successful doing?

Accommodations:

Read the Accommodations section in your current IEP with your teacher or parent/guardian and answer the following questions:

1. What accommodations are most helpful to me in the classroom?

2. Are there any accommodations listed that I think I may not need?

Yes or No (If Yes, please list them below.)

3. Are there any accommodations that I think need to be added?

Yes or No (If Yes, please list them below.)

4. What accommodations do I think I will need after completing school (on a job site or in college)? Are these reasonable under the Americans with Disabilities Act?

5. Do I understand how to access these accommodations after I complete school?

Yes or No (If Yes, please describe below.)



Annual Goals:

Read the Annual Goals section in your current IEP with your teacher or parent/guardian and answer the following questions:

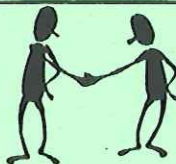
-
1. Do I know the annual goals that are included in my IEP? Yes or No
 2. Do I feel that I am getting close to meeting these goals? Yes or No
 3. Do I understand how my goals will help me reach my postsecondary goals?
 Yes or No
 4. What goals do I want to be included in my next IEP?



Services:

Read the Services section of your current IEP with your teacher or parent/guardian and answer the following questions:

-
1. What special education services do I receive?
 2. Who helps support me at school?
 3. What natural supports do I use in school or in a job setting?



Postsecondary Goals:

Read the Postsecondary goals section of your current IEP with your teacher or parent/guardian and answer the following questions:

1. Have I identified my postsecondary goal(s) in the area of Employment?

Yes:

___ I want to include this goal in my new IEP.

___ I want to change my employment goal. My new goal for my future employment is:

No:

I should think about my strengths, preferences, vocational evaluations, and areas of needs when envisioning my future. I need to ask myself, five to ten years after graduating/exiting from school what do I want as my career, what type of job would I like to have, and where do I want to be working? Other questions to consider include:

- What do I like about the career/job/job location that I have identified?
- Do I want to work full-time or part-time?
- Do I plan to work in competitive employment or supported employment?
- Do I understand how to obtain a job in this area?
- Am I willing and prepared to meet the requirements for this job?
- Is my course of study helping me reach my postsecondary employment goal?
- Will I need supports to achieve my goals in this area?

Here are my thoughts:

Postsecondary Goals: (Continued)

2. Have I identified my postsecondary goals in the area of Education/Training?

Yes:

___ I want to include this goal in my new IEP.

___ I want to change my education/training goal. My new goal for my education/training after high school is:

No:

I need to think about what type of education/training I will need in order to reach my future employment goals. Possible options include: four year colleges/universities, community colleges, technical schools, apprenticeships, state supported programs (Woodrow Wilson Rehabilitation Center), and the military. Other questions to consider include:

- What I would like/need to study at this placement?
- What are the requirements that I will need to meet to be accepted at the placement of my choice?
- If I don't get accepted into my first choice of placements, do I have alternative choices?
- Do I know how I will finance my education/training after high school?
- Is my course of study helping me to reach my postsecondary education/training goals?
- Will I need supports to achieve my goals in this area?

Here are my thoughts:

Postsecondary Goals: (Continued)

3. Have I identified my postsecondary goal in the area of Community Participation/Independent Living?

Yes:

___ I want to include this goal in my new IEP.

___ I want to change my community participation/independent living goal. My new goal for after high school is:

No:

I need to think about where I would like to live and how I would like to participate in my community. Some questions I need to ask myself include:

- As an adult, do I want to live:
 - in my own home/apartment by myself or with my family.
 - in my own home/apartment with others.
 - in a group home/supported living arrangement.
 - in my parents'/guardians' home.
- I plan to access transportation in the community by:
 - obtaining my driver's license and buying my own car.
 - learning how to use public transportation.
 - I need specialized transportation.
- Do I know the clubs/groups/organizations/resources that are available in the community?
- Are there ways that I can volunteer or contribute to others in my community?
- How can I develop friendships in my community?
- Are there skills that I need to learn that will help me reach my community participation/independent living goals?
- Is my course of study helping me to reach my community participation/independent living goals?
- Will I need supports to achieve my goals in this area?

Here are my thoughts:

Diploma Status:

Read the Diploma Status section of your current IEP with your teacher or parent/guardian and answer the following questions:

1. Have I identified the type of diploma that I am working to earn? (**Do not answer this question if you have not yet completed the eighth grade) Yes or No
▪ Type of diploma _____
2. Do I understand the requirements I will need to meet to earn this diploma?
 Yes or No
3. Will the type of diploma I am working to earn meet the requirements of my postsecondary goals? Yes or No
4. I plan to graduate during the _____ school year.

Participation in Statewide Testing:

Read the Participation in Statewide Testing section of your current IEP with your teacher or parent/guardian and answer the following questions:

1. Do I understand how I will be included in Statewide Testing? Yes or No
2. Do I know the accommodations that I will use to participate? Yes or No
3. Do I know the testing requirements of the type of diploma that I am working to earn?
 Yes or No

Transition Services/Linkages:

Read the Transition Services/Linkages section of your current IEP with your teacher or parent/guardian and answer the following questions:

1. Are there any specialized services that are not included in my IEP that I believe need to be added? Yes or No (If Yes, please list them below.)

2. Do I know how to contact the agencies/organizations/individuals that have been identified as transition linkages in my IEP? Yes or No

Transition Services/Linkages: (Continued)

3. Do I know the services these agencies/organizations/individuals can provide?

Yes or No

4. Do I understand the difference between entitlement and eligibility? Yes or No

Age of Majority:

1. I understand that the legal age of majority in the State of Virginia is 18 years of age.

Yes or No

Learning More

Read these two brochures with your teacher or parent/guardian:

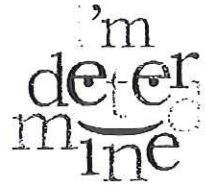
- ➔ *Suggestions for Your Participation in the IEP Process*
- ➔ *What are My Rights as a Student with a Disability?*

Here is a list of questions that I have about my IEP.

Here is a list of suggestions for how I can participate in my IEP Meeting.



Student Rubric for IEP Participation



Student Name: _____

Date: _____

Area	Level I	Level II	Level III	Level IV
<i>IEP Awareness</i>	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.
<i>IEP Participation</i>	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.
<i>Knowledge of IEP Content</i>	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.

Needs Assessment Self-Determination



Use the following scale to respond to the statements below:

- 0 = We have few or no practices in place for any students with disabilities.
- 1 = We have some practices in place for some students with disabilities.
- 2 = We have many practices in place for some students with disabilities.
- 3 = We have many practices in place for all students with disabilities.

<i>Rating</i>				<i>Area.</i>	<i>Evidence</i>
0	1	2	3	We educate students about their rights as students with disabilities.	
0	1	2	3	We expect students to attend their IEP meetings.	
0	1	2	3	We expect students to know their IEP goals.	
0	1	2	3	We expect students to know the accommodations included in their IEP.	
0	1	2	3	We support students in attending their IEP Meetings.	
0	1	2	3	We teach students how to identify their own accommodations.	
0	1	2	3	We teach students how to develop their IEP goals.	
0	1	2	3	We teach students how to assist in writing their own Present Level of Performance.	
0	1	2	3	We support students in participating in the development of their transition plans.	
0	1	2	3	We encourage students to lead their IEP Meetings.	

Self-Determination Checklist

Elementary Student Self-Assessment



Student Name: _____

Date: _____

Self-Determination skills help you to know

- yourself*
- your goals*
- supports you need to reach your goals*

Use the following scale to rate the statements below:

3 = almost always/most of the time

2 = sometimes

1 = rarely or never

Rating			
3	2	1	I attend my IEP Meetings.
3	2	1	At school, my teachers listen to me when I talk about what I want or need.
3	2	1	At home, my parents listen to me when I talk about what I want or need.
3	2	1	I ask for help when I need it.
3	2	1	I know what I need, what I like and what I enjoy doing.
3	2	1	I tell others what I need, what I like and what I enjoy doing.
3	2	1	I take care of my things (pets, clothes, toys)
3	2	1	I make friends with others my age.
3	2	1	I make good choices.
3	2	1	I believe that working hard at school will help me to get good grades.

- How can people around you (teachers, family, friends, etc.) help you to know yourself, know what you want and know what kind of help you need to reach your goals?

Self-Determination Checklist Elementary Parent Assessment



Student Name: _____

Date: _____

Self-Determination skills help you to know

- yourself*
- your goals*
- supports you need to reach your goals*

Use the following scale to rate the statements below:

3 = almost always/most of the time

1 = rarely or never

2 = sometimes

0 = not observed

Rating			
3	2	1	My child attends his/her IEP Meetings.
3	2	1	At school, teachers listen to my child when he/she talks about what he/she wants or needs.
3	2	1	At home, I listen to my child when he/she talks about his/her wants or needs.
3	2	1	My child asks for help when he/she needs it.
3	2	1	My child knows what he/she needs, likes and enjoys doing.
3	2	1	My child tells others what he/she needs, likes and enjoys doing.
3	2	1	My child takes care of his/her things (pets, clothes, toys).
3	2	1	My child makes friends with others his/her age.
3	2	1	My child makes good choices.
3	2	1	My child believes that working hard at school will help him/her to get good grades.

- How can people around you (teachers, family, friends, etc.) help you to know yourself, know what you want and know what kind of help you need to reach your goals?

Self-Determination Checklist Elementary Educator Assessment



Student Name: _____

Date: _____

Self-Determination skills help you to know

- yourself*
- your goals*
- supports you need to reach your goals*

Use the following scale to rate the statements below:

3 = almost always/most of the time

1 = rarely or never

2 = sometimes

0 = not observed

Rating			
3	2	1	My student attends his/her IEP Meetings.
3	2	1	At school, teachers listen to my student when he/she talks about what he/she wants or needs.
3	2	1	At home, my student's parents listen when he/she talks about his/her wants and needs.
3	2	1	My student asks for help when he/she needs it.
3	2	1	My student knows what he/she needs and likes and enjoys doing.
3	2	1	My student tells others what he/she needs, likes and enjoys doing.
3	2	1	My student takes care of his/her things (pets, clothes, toys).
3	2	1	My student makes friends with others his/her age.
3	2	1	My student makes good choices.
3	2	1	My student believes that working hard at school will help him/her to get good grades.

- How can people around your student (teachers, family, friends, etc.) help him/her to know himself/herself, know what he/she wants and know what kind of help he/she needs to reach goals?

Self-Determination Checklist

Student Self-Assessment



Student Name: _____

Date: _____

Self-Determination skills help you to know

- yourself*
- your goals*
- supports you need to reach your goals*

Use the following scale to rate the statements below:

3 = almost always/most of the time

2 = sometimes

1 = rarely or never

Rating			
3	2	1	I set goals to get what I want or need.
3	2	1	I make plans for reaching my goals.
3	2	1	I check my progress on how I am doing toward my goals.
3	2	1	I attend my IEP Meetings.
3	2	1	I participate in my IEP Meetings.
3	2	1	I know the goals listed in my IEP.
3	2	1	At school, educators listen to me when I talk about what I want or need.
3	2	1	At home, my parents listen to me when I talk about what I want or need.
3	2	1	I have others in my life who help me to accomplish my goals.
3	2	1	I ask for help when I need it.
3	2	1	I know what I need, what I like and what I enjoy doing.
3	2	1	I tell others what I need, what I like and what I enjoy doing.
3	2	1	I help to make choices about the supports (educational services) and accommodations that I need in school.
3	2	1	I can describe my learning difficulties to others.
3	2	1	I believe I have control to direct my life.
3	2	1	I take care of my personal needs (clothes, chores, meals, grooming).
3	2	1	I make friends with others my age.
3	2	1	I make good choices.
3	2	1	I believe that working hard in school will help me to get a good job.

Self-Determination Checklist Parent Assessment



Student Name: _____

Date: _____

Self-Determination skills help you to know

- yourself*
- your goals*
- supports you need to reach your goals*

Use the following scale to rate the statements below:

3 = almost always/most of the time

1 = rarely or never

2 = sometimes

0 = not observed

Rating			
3	2	1	My child sets goals to get what he/she wants or needs.
3	2	1	My child makes plans for reaching his/her goals.
3	2	1	My child checks his/her progress when working toward his/her goals.
3	2	1	My child attends his/her IEP Meetings.
3	2	1	My child participates in his/her IEP Meetings.
3	2	1	My child knows the goals listed in his/her IEP.
3	2	1	At school, educators listen to my child when he/she talks about what he/she wants or needs.
3	2	1	At home, I listen when my child talks about what he/she wants or needs.
3	2	1	My child has others in his/her life who help him/her to accomplish goals.
3	2	1	My child asks for help when he/she needs it.
3	2	1	My child knows what he/she needs, what he/she likes and what he/she enjoys doing.
3	2	1	My child tells others what he/she needs, what he/she likes and what he/she enjoys doing.
3	2	1	My child helps to make choices about the supports (educational services) and accommodations that he/she needs in school.
3	2	1	My child can describe his/her learning difficulties to others.
3	2	1	My child believes he/she has control to direct his/her life.
3	2	1	My child takes care of his/her personal needs (clothes, chores, meals, grooming).
3	2	1	My child makes friends with others his/her age.
3	2	1	My child can make good choices.
3	2	1	My child believes that working hard in school will help him/her to get a good job.

Self-Determination Checklist Educator Assessment



Student Name: _____

Date: _____

Self-Determination skills help you to know

- yourself*
- your goals*
- supports you need to reach your goals*

Use the following scale to rate the statements below:

3 = almost always/most of the time

1 = rarely or never

2 = sometimes

0 = not observed

Rating			
3	2	1	My student sets goals to get what he/she wants or need.
3	2	1	My student makes plans for reaching his/her goals.
3	2	1	My student checks his/her progress when working toward his/her goals.
3	2	1	My student attends his/her IEP Meetings.
3	2	1	My student participates in his/her IEP Meetings.
3	2	1	My student knows the goals listed in his/her IEP.
3	2	1	At school, educators listen to my student when he/she talks about what he/she wants or needs.
3	2	1	At home, my student's parents listen when he/she talks about what he/she wants or needs.
3	2	1	My student has others in his/her life who help him/her to accomplish goals.
3	2	1	My student asks for help when he/she needs it.
3	2	1	My student knows what he/she needs, what he/she likes and what he/she enjoys doing.
3	2	1	My student tells others what he/she needs, what he/she likes and what he/she enjoys doing.
3	2	1	My student helps to make choices about the supports (educational services) and accommodations that he/she needs in school.
3	2	1	My student can describe his/her learning difficulties to others.
3	2	1	My student believes he/she has control to direct his/her life.
3	2	1	My student takes care of his/her personal needs (clothes, chores, meals, grooming).
3	2	1	My student makes friends with others his/her age.
3	2	1	My student can make good choices.
3	2	1	My student believes that working hard in school will help him/her to get a good job.