



New York State Education Department  
Office of Special Education  
**Educational Partnership**





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# Student Involvement in the Individualized Education Program (IEP) for Professionals

## Meeting Two

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Produced by the Technical Assistance Partnership (TAP) for Transition at Cornell University.

*Last updated on July 25, 2023.*



# Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.



# Introductions

- Name
- Educational Organization (EO)
- Position

# Blueprint for Improved Results for Students with Disabilities



## Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



## Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



## Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



## Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



## Multi-Tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



## Inclusive Activities

Schools provide high-quality inclusive programs and activities.



## Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

# Meeting Norms

- Take care of your needs (water, food, restroom, etc.)
- Speak your truth—Use “I” statements
- Ask what you need to understand and contribute
- Listen with respect
- Push your growing edge
- Participate and struggle together
- Expect a lack of closure
- Respect each others’ needs

# Goals of the Meetings

## Meeting One

- Define self-determination.
- Apply considerations for culturally and linguistically diverse (CLD) students and families.
- Identify research and resources supporting self-determination assessments and instruction.

## Meeting Two



- Recognize how to apply self-determination assessment results in the IEP.
- Identify resources available to create student presentations.
- Utilize qualitative data from previous participants to support the team throughout the process.

## Meeting Three

- Receive/provide peer support and resources related to self-determination instruction and student involvement in the IEP process.
- Documentation to measure the impact of the work.

## Meeting Four

- Share successes and lessons learned from the experience.
- Share student progress and achievement.

# Training Objectives

## Participants will:

- Review self-determination and the need to increase student involvement in the IEP process.
- Describe examples of student involvement in the IEP process for: pre-meeting, during the meeting, and post-meeting.
- Recognize how self-determination assessment results may be utilized in different components within an IEP.
- Identify materials and resources to aid in the various types of presentations of student involvement in the IEP.
- Utilize qualitative data from previous participants to support the team throughout the process.

# Self- Determination Revisited



# Activity Slide



1. Choose a year from the list:  
1990, 2000, or 2010.
2. Where were you in your self-determination journey during the year you chose?
3. Group share out.

# “What’s Good is Good”



Handout



Activity

- Read the article from I’m Determined, *What’s Good is Good*.
- In your experience, how does the special education process hinder self-determination in students?
- What do you do to encourage self-determination in your EO?



## Good Day Plan

Use this as a facilitation guide to complete the Good Day Plan tool, or to help someone else complete it. The questions below can be used as prompts to help you arrive at answers. Focusing on one column at a time may also help. We encourage you to share your finished Good Day Plan with others!

<b>Good Day</b> What happens on a good day?	<b>Now</b> Does it happen now?	<b>Action</b> What needs to happen to make it a good day?	<b>Support</b> Who can help me?
<ul style="list-style-type: none"><li>• What things are always present on good days?</li><li>• What do I do on a good day?</li><li>• What makes me happy?</li></ul>	<ul style="list-style-type: none"><li>• Am I getting what I need during the day?</li><li>• If yes, GREAT! Keep it up.</li><li>• If not, move to next column to think of options and other choices.</li></ul>	<ul style="list-style-type: none"><li>• What do I need to make this happen?</li><li>• What things or plans can I use to help me?</li><li>• What goals should I set for myself?</li><li>• What do others do to make this happen that I could try?</li><li>• Is there a reasonable other choice?</li></ul>	<ul style="list-style-type: none"><li>• What people can help me have a good day?</li><li>• What people do I need in order to increase the chance of good things happening?</li><li>• Who supports me?</li><li>• Can I be the support person for this?</li></ul>

# Suggestions for Increased Student Participation with Teacher Support: Pre-Meeting

- Assessments
- Logistics
- Invitations
- Plan
- Practice

- Collect information you need for the meeting about how the student is doing now and what they want to do in the coming years.
- Plan for the meeting (Who? What? Where? When? Why?).
- Practice for the meeting and organize the supports needed to have a successful meeting.

# Suggestions for Increased Student Participation with Teacher Support: During the Meeting

Introduce

1. Share
2. Advocate
3. Participate
4. Thank

Have students:

- Introduce the purpose of the meeting.
- Participate in the meeting.
- Share thoughts about their academic and transition goals.
- Share what works/doesn't work for supports, adaptation, and accommodations.

# Suggestions for Increased Student Participation with Teacher Support: Post-Meeting

1. Advocate
2. Implement
3. Assess progress
4. Try new things
5. Prepare next steps

Have students:

- Share the goals they want to work on with their teachers so they can get where they want to be!
- Send thank-you notes.
- Advocate for the supports and adaptations needed in their classes.
- Learn to collect data on their goals to determine if they are making progress.

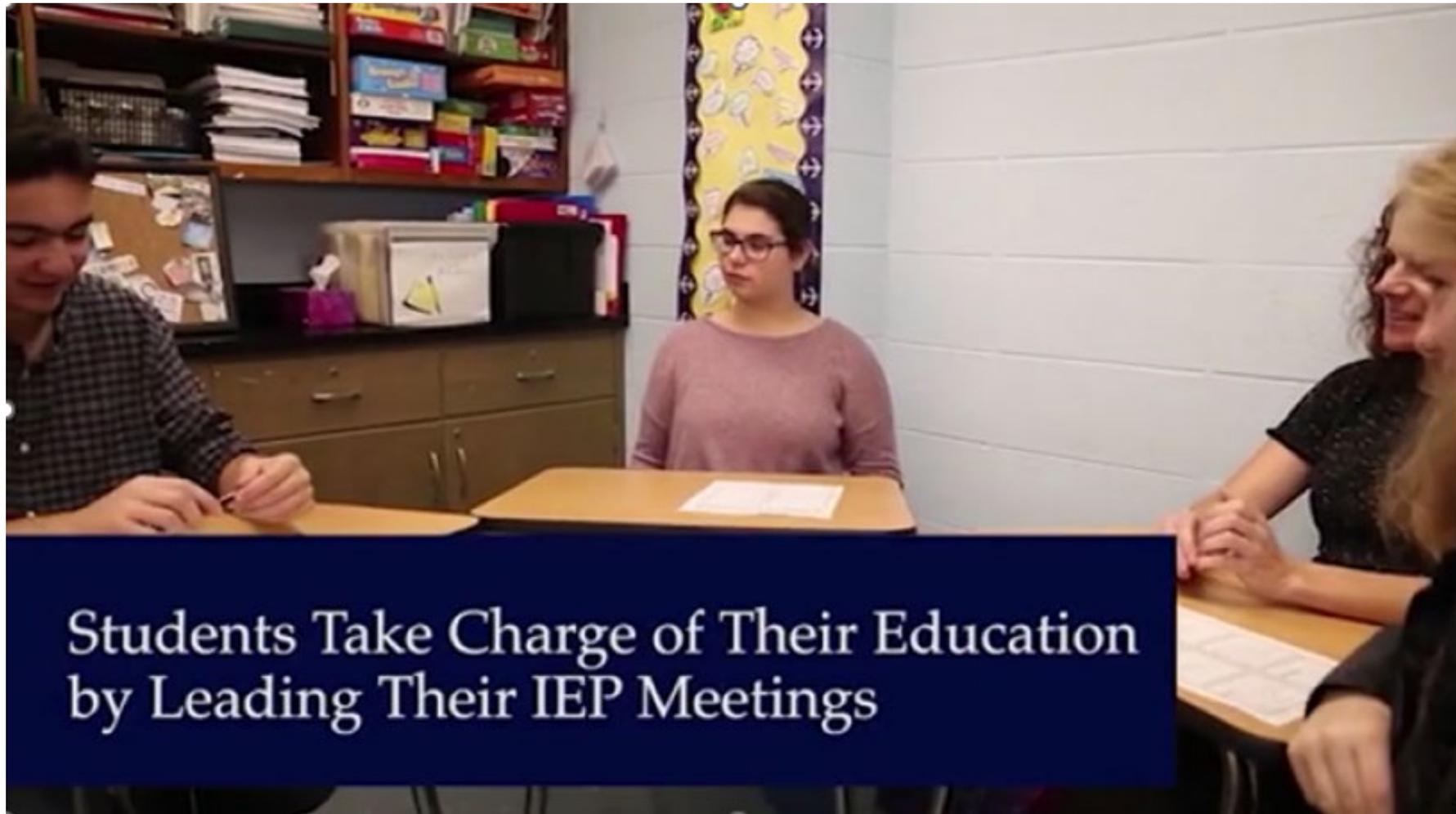
# Student Rubric for IEP Participation



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.

# Video: Student Outcomes



# Utilizing Self-Determination Assessment Results in the IEP

How student involvement in the IEP can support identified needs.

# Self-Determination Assessments

## Assessments provide:

- An objective measure of self-determination skills.
- A baseline for determining individual strengths, needs, preferences, and limitations.
- A tool for progress monitoring.

# Assessment Examples



Many self-determination assessments are free to use and come in a variety of formats. **Some no-cost examples include:**

- AIR Self-Determination Assessment
- The Arc's Self-Determination Scale
- Self-Determination Inventory System (SDIS)
- Family Cultural Asset Profile
- Personal Preference Indicators
- ChoiceMaker Self-Determination Assessment

# The SDIS Assessments

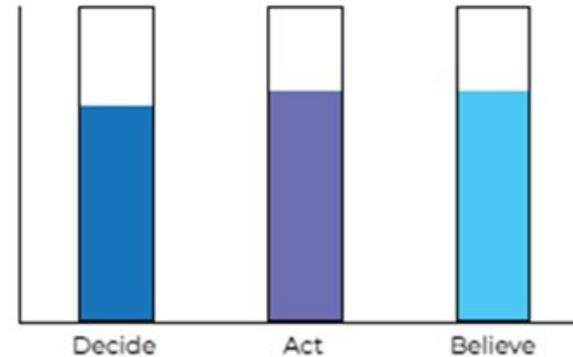
The SDIS Data Dashboard allows users to create user accounts, assign surveys to participants, take surveys, and view survey results.

- The assessment offers audio that reads the questions aloud and in-text definitions of words.
- Responses are completed online; it is scored, and a report is generated automatically.
- Student, parent/teacher, and adult versions are available.

The screenshot shows the 'Student Survey' interface on the SELF-DETERMINATION.ORG website. At the top, there is a blue header with the logo and the text 'SELF-DETERMINATION.ORG'. Below the header, the title 'Student Survey' is displayed. A progress bar indicates the 'Amount of the survey you've completed'. The survey consists of three items, each with a play button icon for audio playback and a 'Disagree' to 'Agree' scale. The first item is 'I have what it takes to reach my goals.' with a play button and a checkmark next to 'Agree'. The second item is 'I think of more than one way to solve a problem.' with a play button and a checkmark next to 'Agree'. The third item is 'I consider many possibilities when I make plans for my future.' with a play button, a 'Define "possibilities"' button, and a checkmark next to 'Agree'.

# Self-Determination Inventory— Student Report (SDI:SR) Profile

## MY SELF-DETERMINATION INVENTORY



Remember, your self-determination is continuously changing. There is always room to grow!

This is a snapshot of your self-determination on the day you took the SDI.

Knowing where you are in your self-determination helps you identify:

- actions you are using now to cause the things you want in your life, AND
- actions you want to use in the future to reach goals at school, home, work, and the community

### Actions you may take...

### Skills you may use...

 Decide	Knowing strengths and areas of need Setting goals based on a vision for the future	Choice making Decision making Goal setting Problem solving Planning
 Act	Solving problems in working towards goals Thinking about different pathways to move through barriers	Self-management Goal attaining Problem solving Self-advocacy
 Believe	Feeling empowered to reach goals Knowing one can make changes and be supported in their life	Self-awareness Self-knowledge

For more information about DECIDING, ACTING, and BELIEVING, click here for the SDI Guide (PDF)

# Let's Practice Using the SDIS



## Self-Determination Inventory: Assessments

**SDI:SR**

*STUDENT REPORT*

# Documenting Self-Determination Skills in the IEP

Evaluation Results

Present Levels of Performance

Transition Needs

Course of Study

Measurable Annual Goals

Recommended Programs and Services

Coordinated Set of Transition Activities

# Evaluation Results

Indicates results of self-determination checklist completed as a pre-test at the beginning of the initiative.

## Examples:

- The student rarely checks their progress to see how they are doing on goals.
- The student sometimes participates in their IEP meetings.
- The student almost always asks for help when they need it.
- The student believes they have control to direct their life most of the time.

# Present Levels of Performance

- Identify results of the Student Self-Assessment Checklist completed as a pre- and post-test.
- Provide support for self-determination instruction/non-academic skills including data regarding specific skill deficits (use the Work-Readiness Profile).
- Verify linkage between student's Measurable Postsecondary Goals and self-determination skill deficits.

## **Use data and examples to describe:**

- What does the student need to learn/demonstrate—what self-determination skills will the student work on in school? At home? At work?
- Students monitor the quality of their own work in school and in work settings.
- Strengths, preferences, interests, and needs.

# The Work Readiness Profile



## THE WORK READINESS PROFILE

### What New Workers in Entry Level Jobs Need to Be Able to Do

New workers need to be able to use these EFF skills:

#### Communication Skills

- 1 Speak so others can understand
- 2 Listen actively
- 3 Read with understanding
- 4 Observe critically

#### Interpersonal Skills

- ▲ Cooperate with others
- ▲ Resolve conflict and negotiate

#### Decisionmaking Skills

- 1 Use math to solve problems and communicate
- 2 Solve problems and make decisions

#### Lifelong Learning Skills

- 1 Take responsibility for learning
- 2 Use information and communications technology\*

\* Skill not currently tested in WRC.

...well enough to successfully carry out these critical entry-level tasks:

#### Acquire and Use Information

- › Acquire, use, and share information accurately and in a timely manner in order to:
  - › Get work done
  - › Identify appropriate procedures
  - › Respond to requests from internal and external customers
- 1 2 3 4 ▲ 1 1 2
- › Read and understand information presented in written form well enough to get the job done
- 2 3
- › Communicate in spoken English well enough to get the job done
- 1 2 3
- › Ask for clarification or help from supervisor or appropriate others when needed
- 1 2 4 ▲ 1

#### Use Technology

- › Learn how to use appropriate computer-based technology to get

#### Use Systems

##### UNDERSTAND SYSTEMS

- › Understand how one's own performance can impact the success of the organization
- 1 2 4 ▲ 1
- › Comply with organizational policies and procedures in a consistent manner
- 2 3 4 ▲ 1
- › Pay attention to company guidelines regarding:
  - › Personal and professional interactions
  - › Appropriate dress
  - › Health and safety
- 1 2 3 4 ▲ 1
- › Follow established procedures for handling urgent situations or emergencies
- 1 2 3 4 2
- › Keep informed about quality and health standards set by external sources, including unions, OSHA, and other national and international organizations
- 2 3 4 ▲ 1
- › Go to the appropriate person/

#### Work with Others

##### DIVERSITY

- › Work as part of a team to develop and achieve mutual goals and objectives
- 1 2 4 ▲ ▲ 2
- › Develop and maintain good working relationships with coworkers, supervisors, and others throughout the organization, regardless of background or position:
  - › Be respectful and open to the thoughts, opinions, and contributions of others
  - › Avoid use of language or comments that stereotype others
- 1 2 4 ▲ ▲ 1

##### NEGOTIATE

- › Work through conflict constructively
- 1 2 4 ▲ ▲ 2

##### SERVE CLIENTS

- › Address customer comments, questions, concerns, and objections with direct, accurate, and timely responses

#### Know How to Learn

- › Accept help from supervisors and coworkers
- 1 2 4 ▲ 1
- › Learn new/additional skills related to your job
- 2 3 4 ▲ 2 1
- › Learn about the products/services of the organization
- 2 3 4 1 2

#### Responsibility

- › Demonstrate willingness to work
- 1 2 ▲ 1
- › Take responsibility for completing one's own work assignments
  - › Accurately
  - › On time
  - › To a high standard of quality
  - › Even when the work is physically or mentally challenging
  - › As efficiently as possible, to minimize costs, rework, and production time
- 2 3 4 ▲ 1 2 1
- › Show initiative in carrying out work assignments
- 1 2 ▲ 1

#### Solve Problems

- › Cope with a work situation or tasks that change frequently:
  - › Demonstrate flexibility
  - › Accept new or changed work responsibilities with a positive attitude
  - › Adjust to unexpected problems and situations by seeking advice from a supervisor or appropriate others
- 1 4 ▲ ▲ 2 1
- › Identify actual or potential problems related to one's own work:
  - › Report them in a timely manner, according to company policy
  - › Help to fix them
- 1 2 4 ▲ ▲ 1 2

#### Self-management

- › Display responsible behaviours at work:
  - › Avoid absenteeism
  - › Demonstrate promptness

# Transition Needs

Clearly indicate specific self-determination and non-academic skills, which need to be addressed based on assessments and the natural environment.

## Examples:

- What skills will the student learn through explicit direct instruction in self-determination?
- What experiences will the student need?
- What support/linkages will the student need?

# Course of Study

Does the student have the self-determination skills to meaningfully participate in these discussions and decisions?

## Examples:

- What if the school counselor suggests something the student doesn't like?
  - The student will communicate what it is they disagree with and state what they need and want.
- What if the student's parents have a different idea?
  - The student communicates their belief in making good choices and control in directing their life.

# Measurable Annual Goals

Create an annual goal for identified self-determination skills that will require ongoing, specially-designed, and targeted instruction.

## Example:

Given a multi-step activity, the student will ask for help when needed by communicating with their teacher with no more than one (verbal/physical) prompt.

- Criteria: three out of four trials over two weeks
- Method: scoring of a checklist
- Schedule: weekly

# Recommended Program and Services

- Identify Supplementary Aids, Services, Program Modifications, Accommodations, Assistive Technology, and Supports for School Personnel related to supporting the student's self-determination skills.
- Identify related services to address self-determination skills (speech/language, counseling services, etc.).

## Examples:

- The student requires frequent breaks.
- The student uses computer tablet programmed with task chart to prompt them through tasks in school, home, and work.
- Preferential seating.
- Counseling to increase self-esteem.

# Coordinated Set of Transition Activities—Instruction

Identify course/program/specific instructional skills.

## Examples:

- The student will receive direct instruction in the area of goal setting and identifying their strengths and interests.
- The student will meet with their school counselor to identify courses/electives in **(insert the student's area of interest)**.
- The student will self-monitor their daily and long-term schedule.
- The student will identify accommodations that may be needed in each class and review these with the class teacher.

# Coordinated Set of Transition Activities—Related Services

Identify activity related to improvement of self-determination skills.

## Examples:

- Occupational Therapy—to increase fine motor skills to complete tasks.
- Speech Therapy—to increase expressive language skills.
- Physical Therapy—to increase stamina to navigate the school building.
- Counseling—to increase social skills or self-esteem.

# Coordinated Set of Transition Activities—Community Experiences

Identify self-determination skills needed in the community, be as specific as possible.

## Examples:

- The student will utilize the internet to identify businesses aligned with their career interest within a 3–5-mile radius of the school (to schedule job shadow, interview workers, volunteer, apply for part-time work).
- The student will research two community agencies that provide support for individuals with disabilities and identify eligibility criteria.

# Coordinated Set of Transition Activities— Development of Employment

Clearly identify the student's current level regarding participation in assessments and/or activities that will impact employment outcomes/decisions.

## Examples:

- The student will complete self and career inventories to assist with career exploration.
- The student will compare and contrast between their two career options of medicine and law.
- The student will begin their college/trade school search and career preparation.

# Coordinated Set of Transition Activities— Acquisition of Daily Living (ADL) Skills

Indicate activities related to ADL skills the student will participate in that require self-determination skills.

## Examples:

- Read a bus schedule
- Organization skills
- Time management
- Self-care/dressing
- Money management, etc.

# Coordinated Set of Transition Activities— Functional Vocational Evaluation

Indicate if a situational assessment will be conducted to clarify the student's strengths and needs, including self-determination skills (e.g., decision-making, self-regulating their behavior, self-advocacy etc.).

## Examples:

- The student will participate in a situational assessment to demonstrate greeting customers at two community-based worksites.
- The student asks adults for appropriate accommodations during work-based learning experiences.
- The student will initiate job tasks and request assistance as needed.

# Transition: Who Is Needed?

## It Takes the Whole Village

Related Services
Assistive Technology
Mobility Service
Occupational Therapy
Physical Therapy
Speech Pathology

Community Agencies
Adult Career and Continuing Education Services—Vocational Rehabilitation (ACCES-VR)
New York State Commission for the Blind (NYSCB)
Office for People with Developmental Disabilities (OPWDD)
Office of Mental Health (OMH)
Independent Living Centers (ILCs)

# Collaboration to Support the Process



# Templates for Presentations



gettyimages  
lisafx

# Vermillion IEP PowerPoint Template



- Easy to use template to guide and support students through the development of their presentation.
- Step by step guidance allows for personalization for each student.
- Prompts support and reinforce the elements of self-determination.

A preview of a PowerPoint slide with a grey background and a decorative vertical bar on the left side. The bar features a purple and blue striped pattern and three white starburst shapes containing the word "LOGO" in pink. The slide content includes a title and two bullet points.

**Welcome to your LIFE PLAN**

- This series of slides is designed to help you think about your life;  
and
- To help you put together your thoughts in a way that you can easily share with your teachers, parents and others who might help you achieve your dreams.

# I'm Determined: Self-Determination

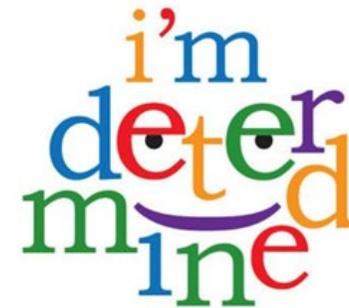
## Student Involvement in the IEP Templates



- Templates are available for preschool, elementary, and secondary level students.
- All templates provide prompts for students to complete as they move from slide to slide.



### Self-Determination



Student-Involvement in the IEP  
Secondary Template

# I'm Determined One-pager Guide



## One-Pager

Use this as a facilitation guide to complete the One-Pager tool, or to help someone else complete it. The questions below can be used as prompts to help you arrive at answers. Focusing on one column at a time may also help. We encourage you to share your finished One-Pager with others!

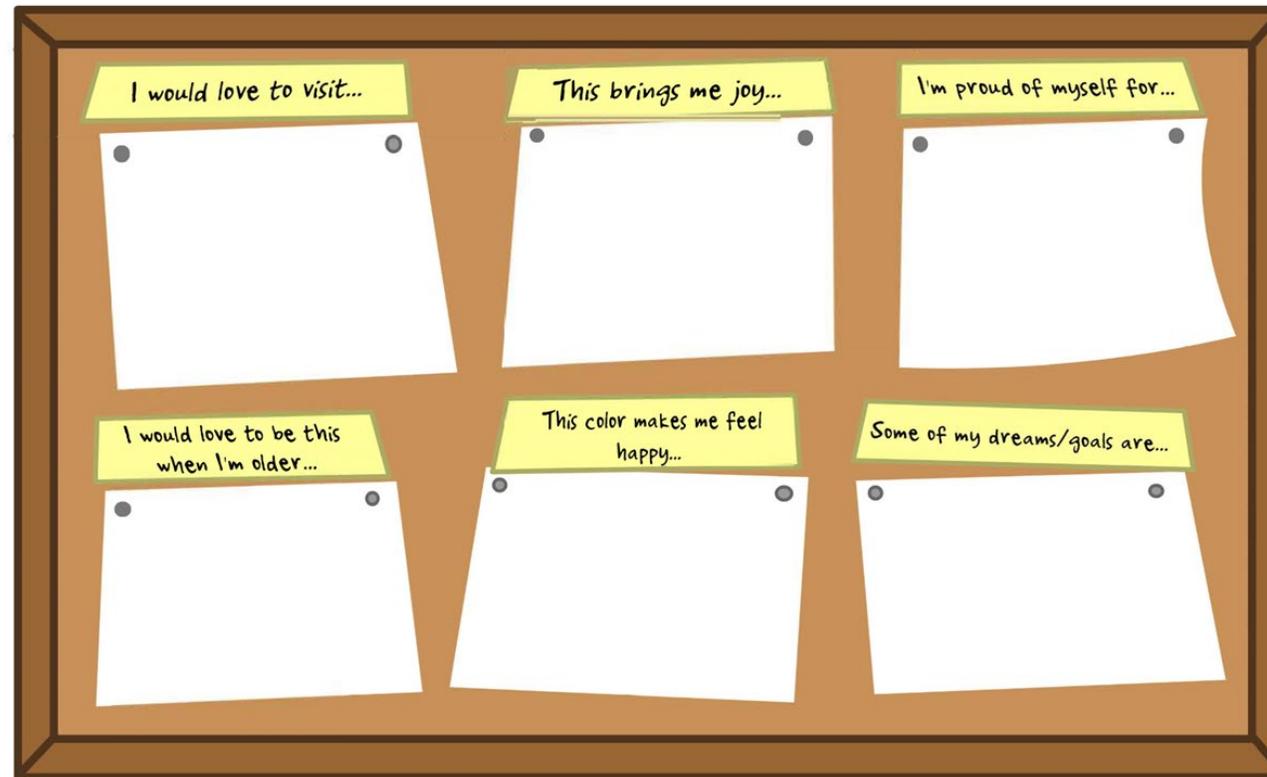
My Strengths	My Preferences	My Interests	My Needs
<ul style="list-style-type: none"><li>• What am I good at in school?</li><li>• What am I good at in my community or home?</li><li>• What do other people say are my strengths?</li></ul>	<ul style="list-style-type: none"><li>• What makes my day or school work more enjoyable?</li><li>• What would be nice to have or happen but I would be okay without it?</li><li>• Where do I see myself in the future:<ul style="list-style-type: none"><li>• Living?</li><li>• Working?</li><li>• Doing for Having fun?</li></ul></li></ul>	<ul style="list-style-type: none"><li>• What do I like to do?</li><li>• What activities or groups do I enjoy being in?</li><li>• What are my hobbies and after school activities?</li></ul>	<ul style="list-style-type: none"><li>• What things or changes to my day help me?</li><li>• What do I need to succeed?</li><li>• What assistive technology helps me at school, home, and in the community?</li><li>• What can others do to help me?</li><li>• What are some things that are hard for me? How do I get through the hard</li></ul>

# Vision Board Template for Younger Students



## My Vision Board \_\_\_\_\_

Directions: Follow the prompts below and add to your vision board by either cutting out pictures from magazines or coloring pictures.

A brown-bordered vision board template with six white sticky notes arranged in two rows of three. Each sticky note has a yellow header with a prompt and two grey dots in the top corners. The prompts are: "I would love to visit...", "This brings me joy...", "I'm proud of myself for..." in the top row; and "I would love to be this when I'm older...", "This color makes me feel happy...", "Some of my dreams/goals are..." in the bottom row.

# One Page Profiles



ABOUT ME AND MY VISION STATEMENT		
STRENGTHS & ATTRIBUTES	THINGS I'M WORKING ON	HOW BEST TO SUPPORT ME
		WHAT DOESN'T WORK

FACT Oregon Template (Sept 2019) www.factoregon.org

TODO ACERCA DE MI Y MI VISION DEL FUTURO		
FORTALEZAS / DONES	MIS METAS	QUE FUNCIONA
		QUE NO FUNCIONA

FACT Oregon Template (Sept 2019) www.factoregon.org

# One Page Profile Example #1



## About Todd

- Independent & lives in his own place
- Enjoys listening to music & hanging with friends
- Favorite singer is Jeremy Camp
- Likes to cook (pasta, sandwiches, etc)
- Strong circle of friends & family
- Likes watching YouTube and Netflix
- Wants to date!!
- Likes to be busy (eat out, go to gym, etc)
- Uses Tri met (working on Lyft & Uber)
- Cool, funny & great sense of humor

## Skills / Gifts / Strengths

- Organized, responsible, and on time
- Keeps to schedule & follows directions
- Works well with check list
- Loyal, honest and trustworthy
- A people person!
- iPhone use—ph/text, apps, timer, reminders, etc.



- Likes a challenge!

## Works for Todd

- High expectations & accountability
- Check list of tasks
- Regular schedule
- Watching an example (YouTube or ph video)
- Practice / repetition

## Resume experience

- Greeter / host, customer service
- Facing shelves, packaging & pricing
- Receiving and unloading, cold foods
- Sweeping, busing & wiping tables, windows
- Food prep, kitchen support
- Commercial dishwasher
- Hard working team member!

- Spirit of competition / challenge
- Rewards / recognition / celebration

## Doesn't Work for Todd

- Low expectations—If you don't think I can I won't think I can
- Fine motor / dexterity
- Being treated differently than peers

# One Page Profile Example #2

## DENNIS HS FRESHMAN

- I love the Seahawks and the Ducks
- Athletic - I have done 3 triathlons and play golf
- Volunteer at Snow Cap.
- I love hard rock!



## STRENGTHS/ ATTRIBUTES

- Contributor - I like to help
- Sense of humor
- Empathetic, a good friend
- Very physical

I am a learner!  
Teach me and I will learn!



## VISION AND GOALS

- I will graduate with a modified diploma
- I will get a job at my uncle's car shop
- I will have a house and a roommate
- I will keep active

I want a whole life!



## WHAT WORKS

- Treat me like I'm 15!
- Peer/group learning
- Breathe through stuttering
- Clear instructions
- Movement breaks

## WHAT DOESN'T

- Gluten /Dairy/ Soy
- Talking over me
- No sensory breaks
- Low expectations
- Rushing me



# Additional Options for Presentations

- All About Me
- Vision board
- Publisher brochures
- Poster boards

# Logistics

- ✓ Schedule meeting time and place prior to celebration date—ABC Cohort (5/10) and DEF Cohort (5/17).
- ✓ Decide who to invite to the meeting and send invitations in a timely manner.
- ✓ Materials:
  - Audiovisual
    - Share via flash drive, YouTube, or Google drive, publisher
  - Pamphlet, posters
    - Test run to ensure audio and visual features working
- ✓ Prepare the presentation.
- ✓ Prepare questions and answers.

# Feedback from Previous Participants



# Takeaways/Tips from Your Colleagues

- Team Component—delegate and share responsibility to provide self-determination instruction across student's team of providers.
- Peer to Peer Support—students who are participating in the initiative for the first time can invite a friend who has already participated to attend their CSE with them (similar to the Parent Member).

# Qualitative Data: List Something Interesting You Discovered During the Process

- “Helped give a voice to a student that doesn’t always have a voice.”  
—**Transition Coordinator**
- “There was a different energy in the room by having them take the lead, rather than talking about them in front of them. I also learned that we need to add more positives when writing the IEPs and not just focus on the needs-based goals.” —**Educator**
- “How positive and rewarding the process was for the student.” —**State Approved Private School Psychologist**
- “This was the first time in 18 years of teaching that I sat with a student and explained the IEP.” —**Educator**

# Qualitative Data: List Something Interesting You Discovered During the Process (continued)

- “Just a huge thank you for supporting Ari and being so positive in describing his skills despite the significant deficits he has compared to someone his age. Over the course of his schooling, attending these CSE meetings can be quite consuming and emotional hearing the weaknesses of one’s child, especially since this path with Ari was not chosen by us.” — **Parent**
- “Jackie has been so intrigued by this whole process. She has learned so much about herself throughout this experience. The administrators were also very impressed by her presentation at her Annual Review and gave her such constructive feedback! Everyone was so happy with the way she presented her information.” — **Educator**

# Qualitative Data: Additional Insights and How Do You Plan on Continuing the Process?

- "Thank you for your support!!!! This has been a powerful journey!!" — **Educator**
- "Supporting self-determination and advocacy is a mindset. I feel I received a new pair of glasses to look at my students in a different way. THANK YOU! THANK YOU!!" — **Educator**
- "Finding time to dedicate to this project was at times a challenge. Moving forward, I plan on embedding these materials into my support classroom curriculum." — **Educator**

# Qualitative Data: Additional Insights and How Do You Plan on Continuing the Process? (continued)



- “In general, I had more open conversations with my students about the CSE process and their meetings. This helped to have more student buy-in and help them understand their meeting. Many students are nervous and confused about what happens and what will be discussed but they don't speak up. Having a dialogue about the meeting made them feel comfortable to ask questions and then share in their meeting.” —**Administrator**

# Preview of Meeting Three

## Meeting Three—Participants will:

- Receive/provide peer support and resources to aid in the delivery of self-determination instruction;
- Receive/provide peer support and resources to assist in the implementation of increased student involvement in the IEP process; and
- Identify various pieces of documentation to be completed and submitted to measure the impact of their work.

# Meeting Dates

All meetings are at the ABC Teacher Center

Friday, March 8th; 9:00-12:00

Friday, May 3rd; 12:00-3:00

# Resources

- [AEM Navigator](#)
- [I'm Determined](#)
- [NYS Education Department: Blueprint for Improved Results for Students with Disabilities](#)
- [Self-Determination Inventory System](#)
- [University of Oklahoma—Zarrow Institute on Transition and Self-Determination](#)
- [WATI Assistive Technology Consideration Guide](#)

# References

Thoma, C. A., & Wehman, P. (2010). *Getting the most out of IEPs: An educator's guide to the student-directed approach*. Paul H. Brookes Pub. Co.

# Contact Us

## TAP for Transition

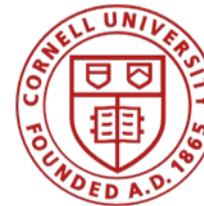
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