

# Transition Guide: Self-Directed IEP



Take a Leadership Role and Guide Your Future

## Supported Student Leadership

For years parents plan, discuss and attend Individual Education Program (IEP) meetings to map out goals and services for their child.

Suddenly, when the child turns 16, the Individuals with Disabilities Education Act (IDEA) requires that the student with the disability be invited to the meeting and asked to participate.

For parents, the IEP can be an overwhelming process. For a student with a disability, it can be an even more challenging process. To be ready to fully participate, it will require preparation and support.

The goal of the self-directed IEP is to provide the student with tools and support so they can take a leadership role in the IEP team.

## Individual Interest Inventory Websites

Explore your interests and share them with your IEP team



[www.onetonline.org/](http://www.onetonline.org/)

[www.mynextmove.org/explore/ip](http://www.mynextmove.org/explore/ip)

[www.texascaresonline.com/](http://www.texascaresonline.com/)

[www.iseek.org/careers/clusterSurvey](http://www.iseek.org/careers/clusterSurvey)

[www.careertech.org/student-interest-survey](http://www.careertech.org/student-interest-survey)

[www.checkoutcollege.com/explorecareers/interestsurvey.aspx](http://www.checkoutcollege.com/explorecareers/interestsurvey.aspx)

## Essential Elements of Transition from High School to Postsecondary Life

**Student Leadership & Involvement**

**Transition Planning**

**Curriculum & Instruction**

**Inclusion, Access & Accountability**

**Family Involvement**

**Interagency & Community Services**

**Transition Assessments**



## Transition Planning Resources

**Transition Assessment Toolkit** contains over 30 tools to gather information to guide transition planning. [www.edprodevelopment.com/resources/transitions-wbl/tools-5/](http://www.edprodevelopment.com/resources/transitions-wbl/tools-5/)

For more **Student Directed IEP resources** contact The Arc Tennessee 800/836-7077 or <http://www.thearctn.org/Education.php>.

**Basic information** including articles, guides, and online trainings designed for specific audiences. [www.parentcenterhub.org/repository/transition-starters/](http://www.parentcenterhub.org/repository/transition-starters/)

## Take Charge of Your IEP Meeting

- ◆ Schedule the day/time of the meeting
- ◆ Determine the meeting agenda
- ◆ Plan what you will ask/tell your team
- ◆ Draft goals for yourself
- ◆ Ask questions about things you don't understand
- ◆ Respectfully advocate for changes to your IEP
- ◆ Respect and use input from other IEP team members
- ◆ Thank your team members



## Summary of Performance Don't Leave High School Without It

Every student with an IEP, upon exiting high school, regardless of receipt of a regular diploma, certificate of completion, or otherwise "aging out" of services under IDEA, must receive a document called the Summary of Performance. This will provide an overview of their academic achievement and functional performance. It should also include recommendations on how to assist the student in meeting their postsecondary goals.

While this information is pulled from the IEP and other related evaluations, assessments, and observations, this is a separate document which the student will carry with them into postsecondary life and services. This can be a valuable tool when applying for services as well as working with Disability Services Departments at college. Review it during your final IEP meetings to ensure that it accurately reflects your strengths and necessary supports.

### Tell Your IEP Team

- ❖ Your preferences
- ❖ Your vision for the future
- ❖ What you can do
- ❖ What you need
- ❖ What you have already achieved

This is about YOU...not what your family, teachers or others want for you!

### Specific Support for Self-Directed IEPs

**STUDENTS**—Your input is invaluable. Learn to make decisions. Speak up. Take responsibility for your own outcomes. The leadership skills you learn will help you be successful in postsecondary training, employment and other adult decisions.

**PARENTS**—Begin early to discuss your child's interests long before they reach age 16. Be sure they are learning to effectively voice their opinion. Be prepared to allow your young adult to explore their own interests and preferences which may be different than yours.

**TEACHERS**—Provide training to students on Self-Directed IEPs as part of the transition planning process. [www.TransitionCoalition.org](http://www.TransitionCoalition.org)

Thanks to the Arc of Tennessee for some of the material in this guide. Please visit [www.thearctn.org](http://www.thearctn.org)