Center for Change in Transition Services

SLIEP Workbook

This workbook is designed to be used alongside the   
[CCTS Student-Led IEP (SLIEP) online training modules](https://sucommunities.instructure.com/courses/156).

Last updated November, 2022

# Module 1: Setting the Stage for Student-Led IEPs

## Activity 1

**Think about a recent IEP meeting you attended.**

1. Who attended?
2. Who did not attend?
3. Who participated the most?
4. Who participated the least?
5. What is one thing you would have changed about the IEP meeting, and why?

## Activity 2

**Review the Student Participation Continuum.**

* **Put a star (★) where you think your students are on the continuum.**
* **Put a check (✓) where you think parents perceive their students are on the continuum.**
* **Underline where you think school district leadership perceive students are on the continuum.**

### Student Participation Continuum

|  |  |
| --- | --- |
| Participation Level | Characteristics of Participation |
| Most participation | * Student present and takes responsibility for most of the process * Student present and takes responsibility for once piece of the process |
| Some participation | * Student present and actively participates * Student present with some participation (presents information, gives input into goals, answers questions) |
| Least participation | * Student present with minimal participation and/or preparation * IEP takes place without student present |

## Extension Activity

**List any perceived barriers or challenges to student-led IEPs.  
Then reframe each barrier using language that reflects the possibilities for change.**

Perceived barrier(s):

Possibility(ies) for change:

# Module 2: Assessment

## Activity 1

**Explore each set of assessment materials under the Assessment Resources. Record the following for each assessment:**

### [Self-Determined Checklist-Student Assessment](https://www.imdetermined.org/wp-content/uploads/2021/04/selfdeterminationcheckliststudentself-assessment.pdf)

1. **Ability to modify/accommodate or differentiate access:**
2. **Potential and/or limitations:**
3. **Likelihood of use with your students. Why/why not?**

### [Student Rubric for IEP Participation](https://www.imdetermined.org/resource/iep-participation-student-rubric/)

1. **Ability to modify/accommodate or differentiate access:**
2. **Potential and/or limitations:**
3. **Likelihood of use with your students. Why/why not?**

### [ChoiceMaker Self-Determination Assessment](http://www.ou.edu/content/education/centers-and-partnerships/zarrow/choicemaker-curriculum/choicemaker-assessment.html)

1. **Ability to modify/accommodate or differentiate access:**
2. **Potential and/or limitations:**
3. **Likelihood of use with your students. Why/why not?**

### [AIR Self-Determination Assessments](http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/air-self-determination-assessment.html)

1. **Ability to modify/accommodate or differentiate access:**
2. **Potential and/or limitations:**
3. **Likelihood of use with your students. Why/why not?**

### [Me! Scale](http://www.ou.edu/content/education/centers-and-partnerships/zarrow/transition-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy.html)

1. **Ability to modify/accommodate or differentiate access:**
2. **Potential and/or limitations:**
3. **Likelihood of use with your students. Why/why not?**

## Activity 2

### **List three different ways you might increase family involvement in your school.**



### **List three different ways you might increase family involvement in the development of the IEP.**



# Module 3: Build Skills

## Activity 1

1. **How do you talk with your students about their specific disability?**
2. **What is the most difficult part of this?**
3. **What are some strategies that work for the student and you?**

## Activity 2

**Explore both websites:**

* [An Educational Journey from Self-Discovery To Advocacy: A Handbook for Students](http://dc-transition-guide-admin.s3.amazonaws.com/files/2013/10/17/An%20Educational%20Journey%20from%20Self-Discovery%20to%20Advocacy%20A%20Handbook%20for%20Students.pdf)
* [Me! Lessons for Teaching Self-Awareness & Self-Advocacy](http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy)

1. **Do the lessons allow for you to modify or differentiate instruction?**
2. **How can the materials can be embedded into the curriculum?**
3. **What are the potentials and limitations?**

## Activity 3

**Explore both websites:**

* [Toolbox for Self-Determination](https://imdetermined.org/resource/toolbox-for-self-determination/)
* [ChoiceMaker Self-Determination Lesson Materials](http://www.ou.edu/content/education/centers-and-partnerships/zarrow/choicemaker-curriculum/choicemaker-self-determination-materials.html)

1. **Describe the ability to modify or differentiate instruction.**
2. **Describe ways the materials can be embedded into the curriculum.**
3. **Describe limitations and potential.**

## Extension Activity

**How do you provide students the opportunities to do each of the following?**

* **Make choices:**
* **Make decisions:**
* **Problem-solve:**
* **Set and attain goals:**
* **Perform independently:**

**What are some ways you include these in your daily classroom activities?**

# Module 4: Understand the IEP

## Activity

**Review** [**A Students Guide to the IEP - PDF**](http://dc-transition-guide-admin.s3.amazonaws.com/files/2013/12/17/A%20Student's%20Guide%20to%20the%20IEP%20(NICHCY).pdf)**.**

1. **How will you use this information?**
2. **Are there parts the need to be modified for your students?**

**Review** [**All About Me - Understanding my IEP**](https://www.imdetermined.org/resource/all-about-me-understanding-iep/)**.**

1. **How will you use this information?**
2. **Are there parts the need to be modified for your students?**

**Review** [**Student Rights Brochure**](https://www.imdetermined.org/resource/student-rights-brochure/)**.**

1. **How will you use this information?**
2. **Are there parts the need to be modified for your students?**

# Module 5: Plan for IEP Participation

## Activity

**Review** [**Who’s Future is it Anyway**](http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/whos-future-is-it-anyway)**. Take notes on the following:**

1. **Prominent features**
2. **Limitations and potential**
3. **Possibility of use with your students**
4. **Implementation possibilities**

**Review** [**T-Folio**](https://www.cctstfolio.com/)**. Take notes on the following:**

1. **Prominent features**
2. **Limitations and potential**
3. **Possibility of use with your students**
4. **Implementation possibilities**

# Module 6: Systems-wide Approach

## Activity 1

**Review the Student Participation Continuum.**

* **Put a star (★) where you want to be next year.**
* **Put a check (✓) where you want parents to be next year.**
* **Underline where you want your school district leadership to be next year.**

### Student Participation Continuum

|  |  |
| --- | --- |
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## Activity 2

**Referring to your responses in Activity 1, how are you going to make these changes happen?**