

Understanding and Preparing for My IEP

Name: _____

What is My IEP

- ❑ **My Individualized Education Program 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 high school students include the following parts:

- 1. General Information**
- 2. Participants**
- 3. Parent & Student Rights**
- 4. Present Levels of Performance**
- 5. Student Needs & Impact of Disability**
- 6. Postsecondary / Transition Goals & Services**
- 7. Accommodations**
- 8. Service Delivery**
- 9. Least Restrictive Environment**
- 10. Annual Goals**



Understanding the Parts of My IEP!

Match each IEP Section with a Definition on the right.

1. Parent & Student Rights:

2. Present Levels of Performance:

3. Postsecondary / Transition Goals & Services:

4. Annual Goals:

5. Participation in Statewide Testing:

6. Accommodations:

7. Service Delivery:

a. How I will be included in Colorado's statewide and district-wide testing. This section includes accommodations that I will use during the testing.

b. These are goals that I have set for myself after graduation or exit from school. These goals are in the area of employment, education/training, and independent/community participation. This section also includes special classes, services, or other supports that will help be attain these goals.

c. Goals about employment, education/training, and independent/community participation that I intend to achieve after 1 year.

d. Discusses student and parent rights in regards to having and IEP.

e. The special supports and classes I will need to benefit from school and reach my goals.

f. 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.

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



Participants

These are some people I would like to invite to my IEP Meeting:

- Parent(s)/Guardian(s) _____
- General Education Teacher(s) _____
- Special Education Teacher _____
- Others _____

Student & Parents Rights

You have the right to...

- A Free and Appropriate Public Education
- Individualized Education program
- Least Restrictive Environment

Here is a list of questions that I have about my rights:

Present Levels of Performance

Read the Present Level of Performance section in your current IEP with your teacher or parent/guardian. This information can remain in your IEP, or it can be changed, or removed.

Materials You'll Need: A copy of the Present Levels section in your IEP, a copy of your current grades, and transcript, the print out of your Multiple Intelligence survey and the results.

Answer the following questions so this information can be included in your new IEP:

1. What are some of your interests and hobbies? What do you like doing outside of school?

2. What classes are you good at? What are your favorite classes?

3. What subject areas are difficult for you? What frustrates you about school?

4. How do you learn the best? (look at your multiple intelligence survey and results)

5. What are your current grades?

6. Look at a copy of your current transcript. How many credits do you have towards graduation?

7. What types of responsibilities do you have at home?

8. What types of life skills are you good at (cooking, cleaning, driving etc.)

9. What types of life skills do you need to learn how to do better?

10. Where have you worked (paid or volunteer positions)? What were your responsibilities at these jobs?

11. What type of work do you enjoy and think you would be successful doing? Ask your teacher to show you the transition assessments you have completed. What were the results? How does this relate to what you want to do?



Student Needs & Impact of Disability

In class you learned about a variety of disabilities. Some students can relate to one particular type of disability others can relate to a combination or different parts

What type(s) of disability or disabilities can you relate to the best?

What challenges do you face that makes you think you relate to the disabilities you mentioned above?

Postsecondary / Transition Goals & Services

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

Materials You'll Need: Postsecondary goals in your IEP

1. Have you identified your postsecondary goal(s) in the area of Employment?

Yes:

Rewrite your goal here (using your own words):

_____ I want to include this goal in my IEP.

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

No:

What are your strengths? _____

What transition inventories have you completed? What were the results?

What do you want to do after high school? _____

What type of job would you like to have? _____

2. Have you identified your postsecondary goals in the area of Education/Training?

Yes:

Rewrite your goal here (using your own words):

_____ I want to include this goal in my 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, and the military. Other questions to consider include:

- What I would like/need to study? _____

- 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?

- Classes or activities (course of study) helping me to reach my postsecondary education/training goals? _____



3. Have you identified your postsecondary goal(s) in the area of Community Participation / Independent Living?

Yes:

Rewrite your goal here (using your own words):

_____ **I want to include this goal in my 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.
- 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?
- Are there supports I will need to achieve my goals in this area?

Here are my thoughts:

Accommodations

Read the Accommodations section in your current IEP with your teacher or parent/guardian and answer the following questions to update your IEP. You may want to review what you are good at and what is challenging.

Materials You'll Need: A copy of your current IEPs accommodation section, and a sample list of accommodations. Please note that you are not limited to what is listed.

1. What accommodations are most helpful in the classroom?

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

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

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

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

4. Do you understand how you will be included in Statewide and District Testing?

Yes or No

5. Do you know the accommodations that you will use to participate?

Yes or No

Service Delivery

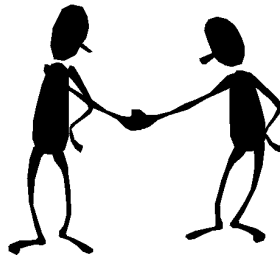
Read the Services section of your current IEP with your teacher or parent/guardian and answer the following questions.

Materials You'll need: copy of the service deliver section of your IEP.

1. What special education services do you receive?

2. Who helps support you at school?

3. What supports do you use in school or in a job setting?



Least Restrictive Environment

Read the Least Restrictive Environment section of your IEP, then answer the following questions.

1. What environment do you feel that you learn the best in? (You may want to consider a combination of options).

I Learn best when I receive special instruction in certain classes such as:

I learn best when included in the general education classes such as:

I learn best when I have resource classroom support for ____ class hours each day.

2. Other Ideas of how you can receive instruction in the least restrictive environment are:



Annual Goals

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

Materials You'll Need: a Copy of your current Annual Goals

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



Getting Involved

Here is a list of suggestions for how you can participate in my IEP meeting:
