

# Guidelines for Aligning High School & Beyond Plans (HSBP) and IEP Transition Plans

## APPENDIX A: THE TRANSITION TEAM MEMBERS AND ROLES



# The Transition Team Members and Roles

Transition planning is a student-centered activity that requires a collaborative effort in order to address student needs in the areas of education, employment, personal responsibility, relationships, home and family, leisure pursuits, community involvement, and physical and emotional health. Together, special and general educators, school counselors, principals, students, families, and other key stakeholders can guarantee effective transition services for students with disabilities through the long-term HSBP and IEP planning processes. The success of transition planning processes hinges on the ability of each member to follow through on agreed-upon activities. The following list provides examples of how key individuals involved in the transition planning process can support successful student transitions.

## Table of Contents:

The Transition Team Members and Roles .....	1
Students.....	1
Age of Majority .....	2
Parents/Families .....	4
School Personnel.....	5
All School Personnel.....	5
Special Education <sup>1</sup> .....	6
General Education Teachers.....	7
Paraeducators .....	7
Related Services and Support Staff .....	7
School Psychologists:.....	8
School Counselors.....	8
Principal/School Administrators .....	9
Adult Service Providers .....	10
Other Individuals .....	10
Post-Secondary Personnel.....	11
Employers.....	11
Community Partners .....	12
IEP Meeting Student Exit Survey.....	13

# The Transition Team Members and Roles

## Students

Students, no matter what or how significant their disability may be, are the most important people involved in transition and their participation in the HSBP and IEP transition planning is critical. Throughout their educational careers, students should be actively involved in the decision-making process. If students are involved at a young age, they are more aware of their support network and their ability to make decisions on their own or request support from someone they trust. Students must be invited and willing to participate in planning for their future because their suggestions for identifying and accomplishing goals for the future is essential to the decision-making process.

However, students benefit from prior assistance preparing to attend meetings with school personnel and parents. Before a student can feel confident and self-directed in participating in their HSBP and IEP meetings, they must learn specific skills to prepare them to do so successfully. Below are some key points to consider when preparing a student to be actively engaged in their transition planning process. Students need to:

- know it is their right to be at the HSBP and IEP meetings;
- feel that their opinion is valued;
- understand the HSBP and IEP processes and their (the student's) central role in these processes;
- have the confidence and skills to share their ideas/concerns about their future; and
- be prepared to make specific suggestions and decisions concerning the activities and services to be included in their HSBP and IEP.

For more information see [Appendix H](#), for a Student Checklist of skills and information that students need in order to contribute to successful transition planning.

The following suggestions may be helpful when preparing a student to be actively engaged in their HSBP and IEP meetings:

- advise students of meetings early enough so they work with family members and teachers ahead of time to formulate goals, outcomes, questions and statements of concerns or preferences concerning issues that may be discussed;
- advise students of the purpose of the meeting, the general format of the meeting, and those invited to attend and the reason for their attendance;
- advise students of the role they will be expected to play and the input that will be sought (for example, why they cannot get their homework done; the type of classroom they prefer; preferred leisure-time activities or club preferences; personal educational and vocational goals; living preferences);
- if appropriate, provide students with information or questions that they may be asked and provide them with the opportunity and support necessary to prepare meaningful answers;

- provide communication skills training specific to the demands of the meeting, including role-playing when appropriate;
- have discussions prior to the meeting to determine the student's emotional status and stress level and to assist the student in preparing emotionally for the event; and
- prepare students to lead their HSBP/IEP meetings

During the meeting, the student may need support and encouragement to ensure and enhance active participation. Team members can specifically solicit input from the student during the HSBP and IEP team meetings. To ensure that the student understands the discussion, information or explanations should be included throughout the meeting. Student participation should be expected during the meeting by valuing their comments and recognizing that they should have a strong voice in the activities that affect their future. Participation is not only a right, but also an opportunity to practice skills necessary for their independence as an adult.

Additional information and resources on student-led IEP meetings include:

- Student-led IEPs PowerPoint from CCTS
- Student IEP Meeting Exit Survey (see pages 11-12 of Appendix A)

## **Age of Majority**

Parent participation in the educational planning for their child changes when the child reaches the age of majority or age 18. Once 18, responsibility and rights the parent previously assumed for the development and monitoring of their student's educational program diminishes as those rights transfer to the student. According to WAC 392-172A-05135:

...when a student eligible for special education reaches the age of eighteen or is deemed to have reached the age of majority, consistent with RCW 26.28.010 through 26.28.020:

(a) The school district shall provide any notices required under this chapter to both the student and the parents; and (b) All other rights accorded to parents under the act and this chapter transfer to the student. (2) All rights accorded to parents under the act transfer to students at the age of majority who are incarcerated in an adult or juvenile, state, or local correctional institution. (3) Whenever a school district transfers rights under this section, it shall notify the student and the parents of the transfer of rights.

During the year prior to the student's reaching the age of majority, teachers, parents, and the student should work together to understand the ramifications of this change, and to provide (or continue to provide) self-advocacy training for the student. This information is documented in the IEP.

In some instances, the student does not yet have the ability to assume the responsibilities inherent in this change. For these students, supported decision making options, the appointment of an educational representative, limited guardianship (conservatorship), or guardianship may be appropriate. The district must recognize the adult student as the decision maker unless a parent or another adult has been appointed the adult student's legal guardian,

an educational representative is designated by the district to represent the student for educational purposes, or some other form of supported decision-making is in place.

- Supported Decision Making (SDM): Washington state's guardianship law requires considering alternatives first such as representative payee, power of attorney, informed consent, special needs trust, or vulnerable adult protection order as alternatives to guardianship. Supported decision-making (SDM) is the process of empowering individuals with disabilities to make decisions on their own as an alternative to guardianship when they reach the age of majority. Students who have little understanding of their educational decisions may need support from others to make informed, decisions about their future. Students should be involved in a supported decision-making process as an alternative to guardianship no later than 9<sup>th</sup> grade.
- Educational Representatives<sup>1</sup>: Prior to a student turning 18,<sup>2</sup> the student's IEP team should discuss whether the parents believe the student can provide informed consent to make educational decisions when the student turns 18. If the parents believe that the student cannot provide informed consent when making educational decisions when the student turns 18, and the parents do not plan to pursue a legal guardianship when the student becomes an adult, the IEP team should discuss the procedures for appointment of an educational representative by the district. See WAC 392-172A-05135(5). Parents who want to be appointed an adult student's educational representative must provide the school district with annual written certification from two separate professionals who have conducted a personal examination or interview with the student and have determined the student is incapable of providing informed consent to make educational decisions. The two professionals must state in writing that the student is incapable of providing informed consent to make educational decisions, and that the professional has informed the student of this decision.
- Limited Guardianship: In some instances, a form of limited guardianship, known as a conservatorship, may be the more appropriate option. The conservator, again usually the parent, is appointed to assume some, but not all, of the responsibilities resulting from the student reaching the age of majority. In this case, the individual retains those rights and responsibilities for which he or she is considered capable of managing.
- Guardianship<sup>3</sup>: Guardianship is a legal designation in which the individual is determined legally incompetent and therefore incapable or unable to assume the responsibilities accruing to him/her at the age of majority. If such a designation is made, a guardian, usually a parent, is appointed by the court to assume those legal responsibilities.

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<sup>1</sup> Originally printed in the OSPI Special Education April 2014 Monthly Update

<sup>2</sup> OSPI recommends that IEP teams discuss guardianships for adult students and educational representatives at the same IEP meeting in which parents and the student are informed of a student's rights under the IDEA that will transfer to the student upon turning 18 or earlier if appropriate. See WAC 392-172A-03095(k).

<sup>3</sup> [RCW 11.88 Guardianship – Appointment, Qualification, Removal of Guardians](#)

## Parents/Families

In all transition planning models, students, parents<sup>4</sup>, and school personnel should collaborate to develop and implement an effective transition plan. Educators are responsible for facilitating the transition process by encouraging parent and student participation and facilitating their participation in developing the HSBP and IEP transition planning. Specific strategies will depend on the age of the student and the type of transition being planned and should be directed by the unique needs of each student and family.

Students and parents make the key decisions related to transition. They should be present to assume this role and prepared to participate in transition planning and team meetings as equal partners with school personnel. The primary role of parents during transition planning is to encourage and support students to plan and achieve their educational goals. Parents also should encourage students to develop independent decision-making and self-advocacy skills. To contribute to successful transition planning, parents should:

- encourage the student to develop future educational plans and to explore realistic postsecondary options;
- be involved in transition planning and ensure that the student is also included;
- help the student select high school courses that meet postsecondary requirements;
- ask school personnel to be specific about what is needed;
- support the student's self-determination/self-advocacy efforts;
- help the student collect and maintain an ongoing personal file that includes school and medical records, IEP, resume, and samples of academic work;
- keep the focus on present levels of performance and strengths instead of deficits;
- support the school's efforts to provide career development and job training;
- be actively involved as equal partners in all aspects of school planning, discussion, and decision making; collaborate with secondary and postsecondary staff to make decisions regarding programs, services, and resources;

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<sup>4</sup> WAC 392-172A-01125 in the Washington State regulations define a parent to mean, "(1)(a) A biological or adoptive parent of a child; (b) A foster parent; (c) A guardian generally authorized to act as the child's parent, or authorized to make educational decisions for the student, but not the state, if the student is a ward of the state; (d) An individual acting in the place of a biological or adoptive parent including a grandparent, stepparent, or other relative with whom the student lives, or an individual who is legally responsible for the student's welfare; or (e) A surrogate parent who has been appointed in accordance with [WAC 392-172A-05130](#). (2)(a) Except as provided in (b) of this subsection, if the biological or adoptive parent is attempting to act as the parent under this chapter, and when more than one party meets the qualifications to act as a parent, the biological or adoptive parent must be presumed to be the parent unless he or she does not have legal authority to make educational decisions for the student. (b) If a judicial decree or order identifies a specific person or persons under subsection (1)(a) through (d) of this section to act as the "parent" of a child or to make educational decisions on behalf of a child, then that person or persons shall be determined to be the "parent" for purposes of this section. (3) The use of the term, "parent," includes adult students whose rights have transferred to them pursuant to [WAC 392-172A-05135](#)."

- become informed advocates about quality transition planning, services in the community, and agencies which can assist their student in achieving success and independence in their communities;
- understand the difference between entitlement of special education programs under IDEA, and the eligibility for services of adult agencies;
- share contacts to assist in the provision of community training alternatives and activities;
- be willing and committed to assist in the implementation of identified transition activities;
- advocate for (or initiate as able) new programs that do not currently exist in the student's school or community.

Families (parents, guardians, siblings, others) know the student the best and should have a major role in transition planning. They can serve as:

- case managers who share information about the individual and coordinate efforts among the school personnel, home, medical, and adult providers;
- role models who stress the importance of work and community living;
- risk takers willing to let their child participate in inclusive community life;
- financial planners who can access information about financial assistance programs and assist their child in making informed decisions that affect their child's long-term interests;
- advocates who are informed about transition, program options, and community services and will offer opinions about what is most appropriate for their son or daughter; and
- facilitators who provide encouragement and opportunities to develop independent living skills. Parents are integral members of the HSBP and IEP teams. They can bring a wealth of information about their student, which is critical to effective transition planning.

## School Personnel

The school serves as the initial and primary source for the preparation for transition. Secondary school personnel and administrators, through their own involvement, must show students how to look beyond high school toward postsecondary education. This is accomplished by initiating, designing, and evaluating effective transition plans and coordinating services that are consistent with federal and state statutes, rules, and regulations.

The involvement of teachers, school counselors, vocational educators, social workers, psychologist, etc., is essential to the HSBP and IEP transition planning processes. Note that, transition team members and roles may be configured differently between schools but it is imperative that teams work together to effectively to meet the needs of each student and to ensure **HSBPs for students with disabilities are delivered in the same manner and with the same staffing as for all other students.** . Both general and special educators will serve as facilitators of transition planning in the development of HSBPs and their roles may include the following.

### All School Personnel

- Advocate for the student and assist them and their families to advocate for themselves.

- Demonstrate sensitivity to the culture and values of the student and family.
- Promote the student's self-esteem and self-confidence.
- Foster independence through increased responsibility and opportunity for self-management.
- Support student "voice" and assist in helping students identify their strengths, interests, and needs.

### **Special Education<sup>1</sup>**

- Provide information on the student's strengths, past achievements, and progress on the current IEP.
- Ensure that appropriate vocational skills, interest assessments, and evaluations are conducted, and corresponding reports and recommendations are included in the IEP.
- Provide strategies for the effectively teaching the student, including appropriate accommodations and/or modifications so that the student can successfully access the general curriculum.
- Suggest courses of study and educational experiences that relate to the student's preferences and interests.
- Provide a foundation of skills and a variety of curricula and opportunities that teach students the skills necessary for adult life and to achieve his/her desired postsecondary goals to include, but not be limited to:
  - competency in literacy and mathematics;
  - effective study skills, time-management, test-preparation, and test-taking strategies;
  - using a range of academic accommodations and technological aids [e.g., electronic date books, videodisc technology, digital/audible texts, grammar and spell checkers, word processing programs, speech to text programs, GPS (global positioning system) and other mobility/transportation technologies, etc.];
  - evaluating his or her own dependence on external supports and adjusting the level of assistance when appropriate;
  - competency in social skills and interpersonal communication abilities; and
  - competency in self-advocacy skills, including a realistic understanding of his/her disability and how to use this information for self-understanding and communication with others.
- Encourage the student to develop extracurricular interests and to participate in community activities.
- Identify needed related services (such as speech language therapy, physical therapy, occupational therapy, or other).
- Collaborate with school counseling staff to:
  - Develop appropriate work experiences, provide job leads, and help students obtain jobs prior to graduation.
  - Inform the student about statutes, rules, and regulations that ensure his or her rights.
  - Provide appropriate input for transition service needs and postsecondary agencies, services and/or supports and incorporate those into the IEP.



- Provide information about, make referrals to, and link students and parents with the appropriate postsecondary services, supports and agencies before the students leave high school.
- Coordinate all the people, agencies, services, or programs involved in transition planning.

### **General Education Teachers**

- Assist in planning the courses of study and the general curriculum that will assist the student in achieving his/her postsecondary goals.
- Assist in identifying and providing needed positive behavioral strategies and interventions to assist the student in the general education setting.
- Assist in the provision of special education and related services, provided that the instruction is designed and supervised by special education certificated staff, or for related services by a certificated educational staff associate.
- Attend and actively participate in IEP meetings if the student participates or may participate in general education classes and the teacher is a designated IEP team member.

### **Paraeducators**

- Assist in the provision of special education and related services, provided that the instruction is designed and supervised by special education certificated staff, or for related services by a certificated educational staff associate.
- Assist with data collection (both qualitative and quantitative), if directed and trained to do so by certificated staff.
- Monitor and reinforce student performance, including behavior, as directed by the certified instructional team.
- Maintain records under the supervision of the certificated instructional team.

### **Related Services and Support Staff**

Often school-based occupational therapists (OT), physical therapists (PT), speech language pathologists (SLP), other Educational Staff Associates (ESA), and other support staff are unclear about their roles in secondary transition. By providing support and input into the student's transition planning and providing direct or related services, an ESA or support staff helps drive functional outcomes for students, especially students who receive primarily academic services and may need support to learn appropriate social interaction skills and adaptive behaviors that support entry level employment. Related services and support staff can:

- Support student "voice" and assist in helping students identify their strengths, interests, and needs through a variety of age appropriate assessments.
- Identify programming strategies, accommodations, and/or modification to on-campus and off-campus (e.g., work site, recreation, leisure activities, etc.) situations to help meet student needs.
- Provide interventions to create opportunities, establish skills, modify tasks or contexts, maintain skills as new skills are learned, and prevent future disability.

- Develop functional outcomes and focus on supporting the student's engagement in a variety of occupations.
- Develop goals directed by the student's values, beliefs, and occupational needs; well-being and health; performance patterns and skills; the influence of contexts and environments; activity demands; client factors; and best available evidence.
- As masters of task analysis, help ensure good environmental fits between students with moderate and severe disabilities and vocational activities.
- Inform the student about statutes, rules, and regulations that ensure his or her rights.
- Initiate best practices that encourage the integration of transition assessment information in the summary reports of triennial eligibility determinations.
- If OT, PT or SLP services are the only special education services for which the student is eligible, form a transition team consisting of the student, the parent(s), administrators, teachers, school counselors, and adult service and/or postsecondary setting personnel to develop appropriate transition plans (see special education teachers' roles in this appendix for a more complete listing of responsibilities).

### **School Psychologists:**

- Make recommendations for and ensure appropriate assessments are conducted by professional experts in the areas of adaptive behavior, functional behavioral assessments and corresponding positive behavior management plan, auditory, visual, and sensory perception.
- Provide summary reports for all psychological behavioral related assessments and ensure integration within IEP goals, objectives, and behavior plans.
- Initiate best practices that encourage the integration of transition assessment information in the summary reports of triennial eligibility determinations.
- Inform the student about statutes, rules, and regulations that ensure his or her rights.
- Attend all annual IEP meetings, when determined appropriate.

### **School Counselors**

School counselors provide counseling for all students, and this can include transition planning for students with disabilities through the HSBP and IEP processes. The services (i.e., career assessment, conflict mediation, identifying strengths and limitations, course planning, community resources, and college planning) that school counselors provide to general education students are just as beneficial to students with disabilities<sup>5</sup>. As part of the transition planning processes, school counselors may have many roles:

- Convey information about career and personal competencies.
- Support students to help them transition from high school to life after high school (e.g., college planning, financial aid, etc.).
- Work with the student and his/her HSBP and IEP teams to develop measurable postsecondary goals and the transition services needed to achieve those goals.
- Conduct assessments across all life domains.

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<sup>5</sup> McEachern, A. G. (2003). School counselor preparation to meet the guidance needs of exceptional students: A national study. *Counselor Education and Supervision*, 42(4), 314-325.

- Identify the best curricular options and developing a course of study.
- Guiding/Advising transition activities (e.g., connecting to service agencies and community resources).
- Monitor progress on the transition plan.
- Provide instruction in conflict mediation.
- Provide information about, and make referrals to adult service providers for families and students.
- Inform the student about statutes, rules, and regulations that ensure his or her rights.
- Provide information about postsecondary education and vocational training opportunities.
- Inform the student and parent(s) about admission requirements and demands of diverse postsecondary settings.
- Inform the student and parent(s) about services that postsecondary settings provide, such as disabilities services, academic services, and computer-based writing services.
- Assist the student and parent(s) select and apply to postsecondary institutions that will offer both the competitive curriculum and the necessary level of disability support services.
- Ensure the timely development of documentation and materials in keeping with application time lines for postsecondary setting to which the student is applying.
- Develop ongoing communication with postsecondary personnel.
- Provide information about, and making referrals to adult service providers for families and students.
- Inform the student about statutes, rules, and regulations that ensure his or her rights.
- Promote the academic and transition success of all students including those who are served by special education programs.

### **Principal/School Administrators**

McLaughlin and Nolet<sup>6</sup> offer implications for school principals who want to foster a collaborative culture for students with disabilities receiving appropriate transition services. They suggested the following five things principals need to know about special education: (a) the legal entitlements of special education; (b) how to match effective instruction with the learning characteristics of students; (c) that special education is a program, not a place. (d) how to meaningfully include students with disabilities in assessments; and (e) how to create an inclusive environment in school settings. Principals and school administrators need to evaluate, and address as appropriate, the common barriers to transition for students with disabilities in the following categories<sup>7</sup> :

- accessing the general education curriculum;
- clarification of graduation requirements;
- accessing postsecondary education, employment, and independent living opportunities;

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<sup>6</sup> McLaughlin, M. J., & Nolet, V. (2004). What every principal needs to know about special education. Thousand Oaks, CA: Corwin Press.

<sup>7</sup> Johnson, D. R., Stodden, R. A., Emanuel, E. J., Luecking, R., & Mack, M. (2002). Current challenges facing secondary education and transition services: What research tells us. *Exceptional Children*, 68(4), 519-531.

- supporting students and family participation; and
- improving collaboration between schools and agencies.

As supervisors and evaluators of staff implementing HSBP and IEP transition planning processes, the principal should also:

- Monitor the implementation of transition planning to ensure that it complies with the requirements of the federal and state regulations and school board policy (where applicable);
- Provide administrative support, resources, and time to foster collaboration among team members;
- Work with the district to obtain or provide training and support for special education teachers, regular education teachers, paraeducators, and related service providers;
- Work with the district to obtain and/or allocate the necessary resources to ensure that the IEP is fully implemented;
- Develop school-level procedures that facilitates greater outreach into the wider community; and
- Develop orientation strategies to help staff, students, families, and community representatives become familiar with the transition-planning process.

### **Adult Service Providers**

- Provide information about services and eligibility criteria for community or adult services and supports (such as college support services and financial aid, vocational rehabilitation services; Family Services).
- Help explain the differences between entitlement of school programs and eligibility of adult services, including if no money is available, the adult agency is not obligated to provide services.
- Assist in identifying community or adult services that may assist the student in achieving his/her postsecondary education and training, job placement, and living goals once the student has exited school.
- Assist the student and his/her family in application processes for supports and services at colleges, training institutions or adult services, as appropriate.
- Notify families and the school about potential waiting lists for services.
- As appropriate, provide services to the student prior to exiting the school system.

### **Other Individuals**

Parents or the district may invite anyone with knowledge or special expertise regarding the student to be on the IEP team. Such persons may be a friend or relative, an advocate, or an employer. IDEA regulations provide that the person who issues the invitation determines whether that individual has knowledge or expertise that may be helpful in the IEP meeting. Parents, the student, and the school may invite whomever they choose. If an attorney is being invited by either the student (his/her family) or the school district, the inviting party (e.g., the student) should inform the other party (e.g., the district).

## **Post-Secondary Personnel**

Postsecondary personnel should network with, and disseminate information to, secondary educators, parents, and prospective students to realistically frame the expectations for the rigors of the postsecondary experience. Providers of services for students with disabilities in postsecondary education settings must be prepared to meet the needs of a diverse student population who have a variety of skills, educational backgrounds, and intellectual abilities. To contribute to successful transition planning, postsecondary personnel should:

- Provide linkages to high schools through outreach efforts.
- Inform secondary school personnel of the prerequisites for the transition to postsecondary options.
- Disseminate information about college/vocational school preparation and the expectations associated with various postsecondary settings.
- Provide opportunities for campus visits for prospective students and their families, educating them about the unique features of the specific postsecondary program;
- Assist students to effectively negotiate postsecondary settings.
- Offer summer orientation programs on the admissions application process, admissions requirements, and general postsecondary education program survival skill.;
- Clarify the roles of the student and the service provider in a postsecondary setting.
- Offer comprehensive orientation programs to students with disabilities who have elected to attend a given institution.
- Teach students how to advocate for themselves in the postsecondary setting.
- Advocate on behalf of students, when necessary, to ensure that their rights are safeguarded under Section 504 and the Americans with Disabilities Act (ADA).
- Negotiate "reasonable academic adjustments" with faculty and administration that will maintain the integrity of the curriculum.
- Establish written policies and procedures concerning admissions, diagnosis, accommodation, curriculum requirements, and service delivery to students with disabilities.
- Work closely with admissions officers to ensure that students with disabilities are fairly considered.
- Act as a liaison to the greater college/vocational school community, and inform them about serving students with disabilities.
- Provide faculty and staff development on disabilities.

## **Employers**

While it may be unrealistic to assume that an employer can attend HSBP or IEP meetings for students, they can still provide valuable input to the school, student, and family regarding what qualifications and attributes they look for in potential employees. They can provide information about their companies, and any positions they may have available. Most importantly, employers often have a strong network among themselves, and can serve as advocates for other businesses in the community to become involved in community-based training options.

## **Community Partners**

The community is the ultimate site for the student to work and live. The student seeks to become an active member of the community, and thus, the involvement of the community in the transition process is natural and logical. Communities can contribute to the successful transition of individuals with disabilities through the following initiatives.

- The community is in the position to develop and support programs that assist in the transition planning process. These programs should exist in the areas of employment, residence, and recreation.
- The community should develop a means whereby community members become informed about the needs and value of their citizens with disabilities, as well as federal and state programs that offer support to business that train and hire persons with disabilities.
- The community should develop an Interagency Transition Network that encourages school, community, employer, and agency networking to enhance the opportunities and outcomes for students as they leave high school.

# IEP Meeting Student Exit Survey<sup>8</sup>

**Student:** \_\_\_\_\_ **School:** \_\_\_\_\_ **Date:** \_\_\_\_\_

1. How did it feel to attend and/or participate in my IEP meeting?

- ☐ Uncomfortable – I wish I would not have come.
- ☐ Comfortable – I am glad I came.
- ☐ It was important for me to attend the meeting.
- ☐ \_\_\_\_\_

2. How did I participate in the development of my IEP?

- |   |  |
|---|--|
| <input type="checkbox"/> I made invitations for the meeting.  | <input type="checkbox"/> I prepared a notebook/portfolio.  |
| <input type="checkbox"/> I delivered invitations to the meeting.  | <input type="checkbox"/> I prepared a PowerPoint about myself.   |
| <input type="checkbox"/> I participate in discussions or interviews before the IEP meeting.                         | <input type="checkbox"/> I introduced participants at the meeting.   |
| <input type="checkbox"/> I listened and learned what the meeting was going to be about.                             | <input type="checkbox"/> I shared samples of my work from classes.   |
| <input type="checkbox"/> I made a list of strengths, challenges, likes, dislikes, and interests before the meeting. | <input type="checkbox"/> I presented specific information for my IEP (e.g., information about my Present Level of Performance, accommodations, etc.) |
| <input type="checkbox"/> I wrote or assisted with writing part of the IEP.  | <input type="checkbox"/> I shared ideas about what works well for my plans.  |
| <input type="checkbox"/> I took an interest/vocational assessment before the meeting.                               | <input type="checkbox"/> I presented information from my notebook or PowerPoint about myself.  |
| <input type="checkbox"/> I role played ways to participate and what to say.   | <input type="checkbox"/> I reviewed my previous IEP goals and progress toward those goals.   |
| <input type="checkbox"/> I set up the room for the meeting.   | <input type="checkbox"/> I led the discussion of transition plans (my future)  |
| <input type="checkbox"/> I prepared a snack for the meeting.  | <input type="checkbox"/> I recommended new IEP goals and accommodations.   |
| <input type="checkbox"/> I made copies of materials for the meeting.  | <input type="checkbox"/> I led my IEP meeting.   |
|   | <input type="checkbox"/> _____   |

<sup>8</sup> Adapted from Commonwealth of Virginia Department of Education Training and Technical Assistance Centers – [I'm determined project](#). 2010 ASPIRE Student Led IEP initiative is funded by the Georgia State Personnel Development Grant (SPDG), Georgia Department of Education.

# IEP Meeting Student Exit Survey

**Student:** \_\_\_\_\_ **School:** \_\_\_\_\_ **Date:** \_\_\_\_\_

3. What I learned by attending and/or participating in my IEP meeting

- ☐ I did not learn anything.
- ☐ I learned that it is important for me to attend my IEP meeting.
- ☐ I learned that people care about my opinions.
- ☐ Other: \_\_\_\_\_

4. What I would like to do differently at my next IEP meeting

- |  |  |
|--|--|
| <input type="checkbox"/> I want to listen and learn what the meeting is about.                           | <input type="checkbox"/> I want to introduce participants at the next meeting.   |
| <input type="checkbox"/> I want to make and deliver invitations to the meeting.                          | <input type="checkbox"/> I want to share samples of my work from classes.  |
| <input type="checkbox"/> I want to participate in discussions or interviews before the meeting.          | <input type="checkbox"/> I want to present specific information for my IEP (e.g., information about my Present Level of Performance, accommodations, etc.) |
| <input type="checkbox"/> I want to make a list of strengths, challenges, likes, dislikes, and interests. | <input type="checkbox"/> I want to share ideas about what works well for my plans.   |
| <input type="checkbox"/> I want to write or assist with writing part of the IEP.                         | <input type="checkbox"/> I want to present information from my notebook or PowerPoint about myself.  |
| <input type="checkbox"/> I want to take an interest/age-appropriate transition assessment.               | <input type="checkbox"/> I want to review my previous IEP goals and progress toward those goals.   |
| <input type="checkbox"/> I want to practice ways to participate and what to say.                         | <input type="checkbox"/> I want to lead the discussion of transition plans (my future)   |
| <input type="checkbox"/> I want to set up the room for the meeting.                                      | <input type="checkbox"/> I want to recommend new IEP goals & accommodations.   |
| <input type="checkbox"/> I want to prepare materials.  | <input type="checkbox"/> I want to lead my IEP meeting.  |
| <input type="checkbox"/> I want to prepare a notebook/portfolio.   | <input type="checkbox"/> _____   |
| <input type="checkbox"/> I want to prepare a PowerPoint about myself.                                    |  |



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