Self-Directed IEP

TEACHER'S MANUAL

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ChoiceMaker Instructional Series

CHOOSING GOALS

EXPRESSING GOALS

TAKING ACTION

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ChoiceMaker Self-Determination Curriculum Strands, Goals, and Modules

Strand	Teaching Goals	Modules
1. "Choosing Goals"	A. Student Interests B. Student Skills & Limits C. Student Goals	*Choosing Education Goals* *Choosing Employment Goals* *Choosing Personal Goals* *Choosing Daily Living, Housing, & Community Goals*
2. "Expressing Goals"	D. Student Leading Meeting E. Student Reporting	*Self-Directed IEP*
3. "Taking Action"	F. Student Plan G. Student Action H. Student Evaluation I. Student Adjustment	*Take Action*

"Choosing Goals" Strand

These lessons and materials will provide students with school- and community-based experiences to help them identify their interests, skills, and limits in each of the curriculum's four transition areas. A student video entitled *Choosing Goals to Plan Your Life* will introduce the concepts by showing high school students using the "Choosing Goals" process.

"Expressing Goals" Strand

Self-Directed IEP is the lesson package that addresses the "Expressing Goals" strand of the curriculum. *Self-Directed IEP* is a multimedia package that teaches students how to manage their own IEP meetings. It includes two videos, a *Teacher's Manual*, and a *Student Workbook*. The first video, entitled *Self-Directed IEP in Action*, introduces the *Self-Directed IEP* process to students, parents, teachers, and administrators. It shows students with different disabilities in classes working on the *Self-Directed IEP* lessons and describing their experiences using the steps. The second video, entitled *Self-Directed IEP*, introduces the eleven steps to leading an IEP meeting. Students see an experienced high school student explain to a hesitant friend how he led his own meeting. (The second video, *Self-Directed IEP*, is alternately available in an open-captioned format upon request.)

After watching the *Self-Directed IEP* video, students complete eleven lessons in the *Student Workbook* that match the steps explained in the video. In these lessons students learn to apply the steps to their own lives. In fact, a teacher in one class pointed out to students that these skills could help them conduct business meetings in the future.

This strand will have one module, entitled *Take Action*. The module will consist of a student video (also entitled *Take Action*), teacher lesson plans, and student worksheets. Lessons will teach students to plan how they will attain their goals by making decisions about performance standards, receiving feedback, motivation, strategies, needed supports, and schedules.

The ChoiceMaker Self-Determination Assessment

The ChoiceMaker Self-Determination Assessment is a curriculum-referenced assessment tool that matches the objectives in the ChoiceMaker Self-Determination Curriculum. That is, each Assessment item matches a corresponding teaching objective from the curriculum. Across each curriculum objective the teacher rates student skills and determines the opportunity at school to perform each skill. A graphic summary profile is prepared comparing "Student Skills" to "Opportunity at School" across the three curriculum strands. Self-determination is a function of student skill and the opportunities available to learn and practice those skills. The ChoiceMaker assessment tool recognizes this fact and may be used to document student and program gains across time. A copy of the assessment and instructions for its use are provided in this book.

Test-retest correlation scores from tests conducted with students in five states are all .8 or above. Test-retest means that after a two-week interval, the same teacher completed the assessment tool again for the same students and scored the items almost the same way the second time as the first time.

Organization of Student Materials

When teaching lessons from the ChoiceMaker Self-Determination Curriculum, we recommend keeping each student's completed materials together for easy reference. We suggest using one three-ring binder per student with dividers for each set of lessons, organized by the strands of the curriculum: (1) "Choosing Goals," (2) "Expressing Goals," and (3) "Taking Action." All the lessons are based on the same basic concepts, so information that students learn in one lesson relates to many of the other lessons. For example, students preparing for their staffings may refer to the *Self-Directed IEP* lessons for staffing information and to the *Choosing Employment Goals* lessons for help in summarizing their job interests, skills, and limits.

Social Validation

Several steps were taken to socially validate the ChoiceMaker Self-Determination Curriculum. First, we conducted an extensive literature review and developed a comprehensive list of self-determination concepts. (Please see the table which follows

for a more detailed list of these concepts and their component skills.) Second, we incorporated these concepts into the curriculum's teaching goals and objectives. Third, we sent 95 social validation surveys to university-based transition experts, teachers, adults with disabilities, and parents from across the country. The respondents validated the initial self-determination concepts and the curriculum goals and objectives. They did this by telling us whether the identified concept was a crucial self-determination component and whether the curriculum adequately reflected it. We included the concept as a part of our self-determination definition and curriculum if 85% or more of the respondents agreed on their importance. Finally, we consulted student, parent, and teacher focus groups and field-tested the lessons in five area school districts over three years to fine-tune the curriculum.

Self-Determination Concepts

Many skills and behaviors relate to self-determination. These can be grouped into seven areas:

1. **Self-Awareness** consists of:
   - Identifying needs
   - Identifying interests
   - Identifying and understanding strengths
   - Identifying and understanding limitations
   - Identifying one's own values

2. **Self-Advocacy** consists of:
   - Assertively stating wants and needs
   - Assertively stating rights
   - Determining needed support
   - Pursuing needed support
   - Obtaining and evaluating needed support
   - Conducting one's own affairs

3. **Self-Efficacy** (self-confidence) consists of:
   - Expecting to obtain one's goals

4. **Decision Making** consists of:
   - Assessing the demands of a situation
   - Setting goals (outcome expectations)
   - Setting standards
   - Identifying information needed to make decisions
   - Considering past solutions for new situations
   - Generating new, creative solutions
   - Considering options
   - Choosing the best option
   - Developing plans

5. **Independent Performance** consists of:
   - Initiating tasks on time
   - Completing tasks on time
   - Using self-management strategies
   - Performing tasks to standard
   - Following through on one's own plan

6. **Self-Evaluation** consists of:
   - Monitoring one's own task performance
   - Comparing one's performance to a standard
   - Evaluating the effectiveness of one's self-management strategies
   - Determining attainment of plan or goal

7. **Adjustment** consists of:
   - Changing goals
   - Changing standards
   - Changing plans
   - Changing strategies to improve performance
   - Changing support
   - Persistently adjusting
   - Using environmental feedback to aid adjustment

State the Support You'll Need

Strand

"Expressing Goals"

Goal

Student Leading Meeting

Objective

State Needed Support

Location

Classroom

Estimated Time

40 Minutes

Materials Needed

- *Student Workbook*
- *Self-Directed IEP* video (optional)
- VCR/monitor (optional)
- Chalkboard, or overhead projector and blank transparency
- Transparency and/or photocopy of the Step 8 illustration (optional)

(**Note:** Steps 8 and 9 are in the same video section.)

Lesson Overview

- Students discuss the support Zeke will use to reach his new goals.
- Students discuss the support they could use to accomplish two sample goals.
- Students decide what support they need for each of their own goals.
- Students practice stating their new goals, actions, feedback, and support.

Lesson Summary

A. Review
B. Preview lesson
C. *Workbook*: Teach vocabulary
D. View part of video (optional)
E. *Workbook*: Discuss support needed for goals
F. *Workbook*: Write support needed for students' goals
G. Practice saying goals, actions, feedback, and support
H. Evaluation
I. Wrap-up

J. Preparation for Step 11
K. Adaptation

A.
Review

- Ask students to give the definitions for these vocabulary words:

  - **feedback**: information you receive about your actions

  - **standard**: how good your actions need to be to meet your goal

  - **interests**: what you like

  - **skills**: what you can do

  - **limits**: what you have trouble doing

  - **advocate**: stand up for yourself

- Ask students to repeat the steps of the LUCK strategy.

  L isten to and restate the other person's opinion.

  U se a respectful tone of voice.

  C ompromise or change your opinion if necessary.

  K now and state the reasons for your opinion.

- Give several students scenarios and have them demonstrate the LUCK strategy.

- Ask a student to demonstrate asking questions when you don't understand.

- Ask several students to demonstrate beginning the meeting by stating the purpose.

ANSWERS
1. Review goals
2. State progress towards goals
3. Set new goals

- Ask several students to demonstrate introducing the people they may invite to their staffings.