

# STUDENT INVOLVEMENT IN **THEIR** IEP

## Self-Directed IEP:

Self-Advocacy & Self-Determination Approach  
based on Jim Martin's Self-Directed IEP program

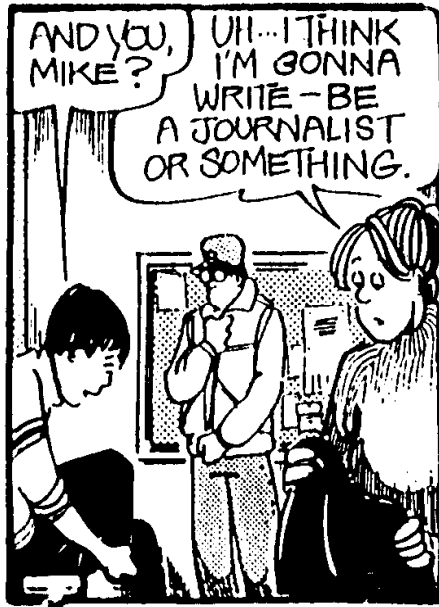
# AGENDA

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- ✘ IDEA Student Involvement in the IEP
- ✘ Teaching Students to Actively Participate in IEP Meetings
- ✘ Self-Determination & Self-Advocacy
- ✘ Lessons
- ✘ Summary and Comments

# What About This?

## FOR BETTER OR FOR WORSE By Lynn Johnston

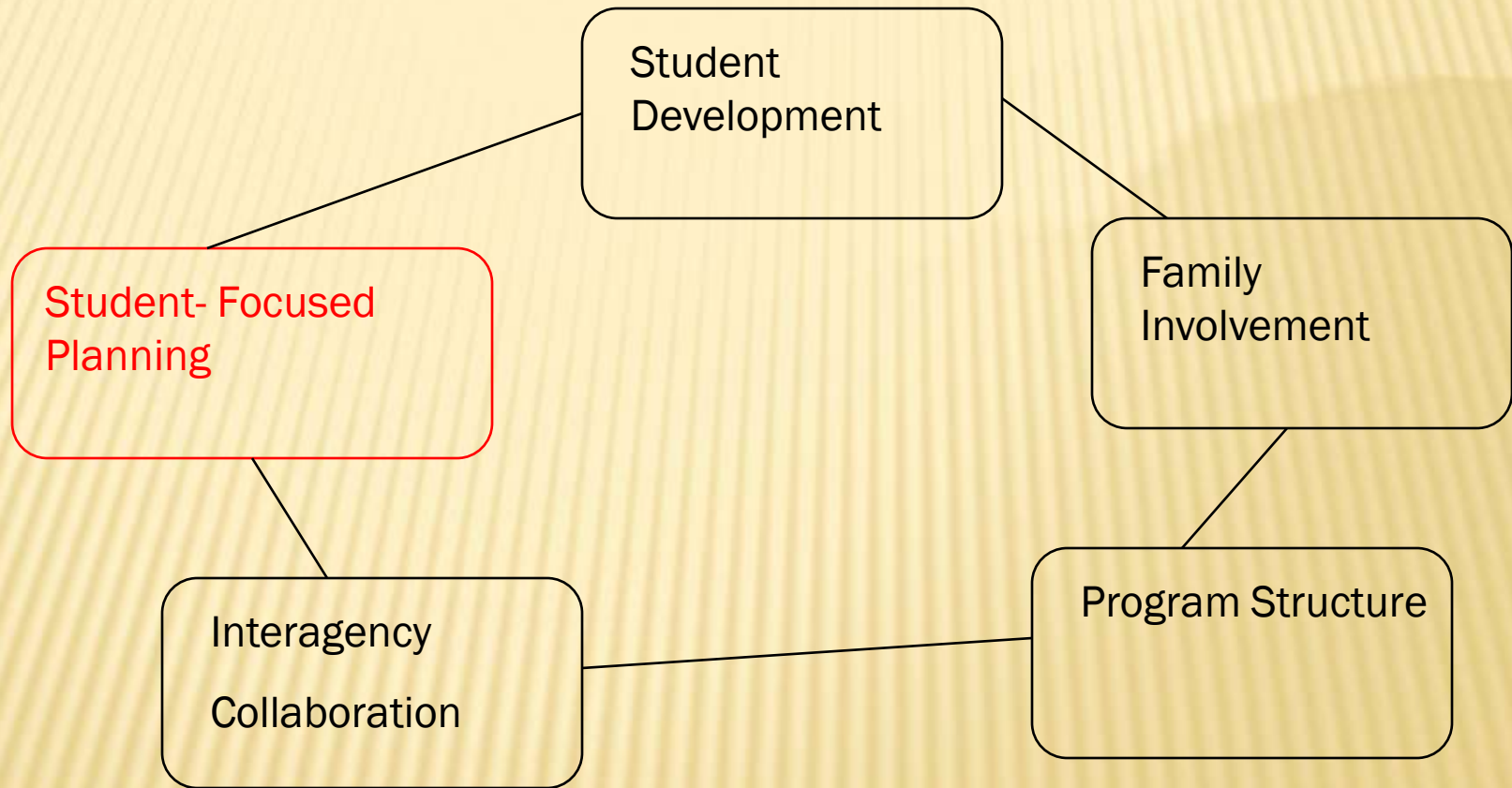


# IDEA TELLS US

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- ✘ Students need to be a part of their IEP meetings starting at least by age 14
- ✘ Transition aged IEPs must be based upon student preferences and interests

# Kohler's Taxonomy for Transition Programming



Paula D. Kohler, Ph.D. is a professor in the Special Education Program at Western Michigan University ([WMU](http://www.wmich.edu)) and previously a senior research associate with the Transition Research Institute at the University of Illinois. Dr. Kohler also directs the Career Connections Research Center ([CCRC](http://www.ccrcc.org)). For more info: <http://homepages.wmich.edu/~kohlerp/pdf/Taxonomy.pdf>

# UNIVERSITY OF OKLAHOMA

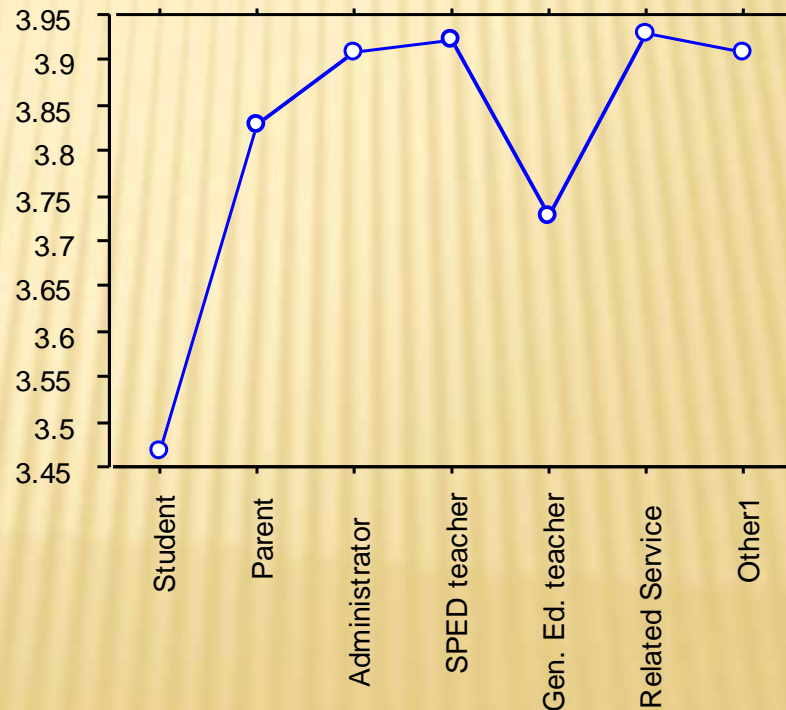
## THREE YEAR IEP MEETING STUDY

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- ✘ Almost 1,700 IEP team members across 393 IEP meetings
- ✘ 25% from junior high schools
- ✘ 22% from middle schools
- ✘ 53% from high schools
- ✘ 5 schools districts

# REASON FOR MEETING

- ✘ Students knew the reason for IEP meeting less than all other participants
- ✘ General educators knew the reasons for the meeting less than everyone except the student



# MORE FINDINGS

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- ✘ Students knew what to do at the meetings less than everyone else, followed by parents, and then general educators
- ✘ Students talked less than everyone & special education teachers talked the most
- ✘ Students felt uncomfortable in saying what they thought more so than anyone else
- ✘ Students reported that they helped make decisions less than anyone else
- ✘ Students understood less than anyone else what was said
- ✘ Students reported feeling less good about the meeting than anyone else

# WHEN STUDENTS ATTEND MEETING

- ✘ Parents knew the reason for the meeting and understood what was going on
- ✘ Special educators talked less
- ✘ Parents, general educators, and related service providers s felt more comfortable saying what they thought
- ✘ Administrators talked more about students strengths and interests
- ✘ Parents and general educators knew more what to do next
- ✘ General educators felt better when students attended

# Self-Determination Constructs

- Self-awareness
- Self-advocacy
- Self-efficacy
- Decision-making
- Independent performance
- Self-evaluation
- Adjustment



# Self-Determination Constructs

Which construct(s) relate to Student Participation and IEP Meeting Leadership?

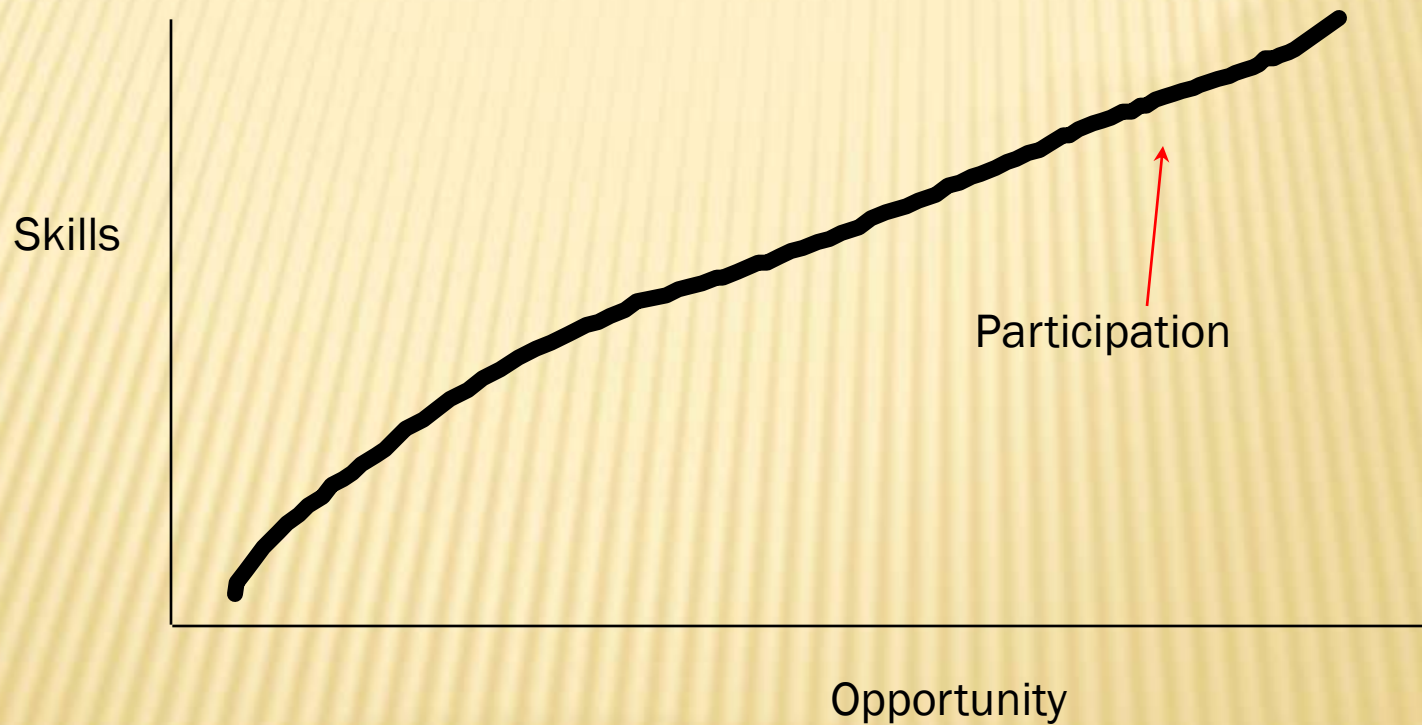
ALL of them!

Why?



**ACTIVE PARTICIPATION AND  
PERHAPS LEADERSHIP OF THE  
IEP PROCESS IS A  
WONDERFUL WAY TO TEACH  
SELF-ADVOCACY!**

# IEP PARTICIPATION IS A BY-PRODUCT OF SKILLS AND OPPORTUNITIES



# EXAMPLES AND NON-EXAMPLES

## Non-Examples

Teachers and parents deciding IEP goals

Teachers and parents telling IEP team student interests and preferences

Teachers and parents telling IEP team the student's limits

## Examples

Students setting their own goals in consultation with parents and teachers

Students learning through experience their interests and preferences

Students telling IEP team his or her own limits

# MORE EXAMPLES AND NON-EXAMPLES

## Non-Examples

Teachers and parents deciding who should attend IEP meeting

Teachers and parents making support arrangements

Teachers and parents making placement decisions

## Examples

Student inviting those who have to be there and those of his choice

Students, with parent and teacher assistance, making their own support arrangements

Students, with parent and teacher assistance, making their own placement decisions

# EVEN MORE EXAMPLES AND NON-EXAMPLES

## **Non-Examples**

Teachers being responsible for attaining IEP goals

Students not attending their own IEP meetings

## **Examples**

Students being responsible for obtaining their own IEP goals

Students participating and perhaps leading their own IEP meeting

# IEP PARTICIPATION & LEADERSHIP CHOICEMAKER LESSON MATERIAL

Goals	Lessons
<b>1. Choosing Goals</b>  A. Student Interests  B. Student Skills & Limits C. Student Goals	<ul style="list-style-type: none"><li>• Choose &amp; Take Action</li><li>• Choosing <i>Employment</i> Goals</li><li>• Choosing <i>Personal</i> Goals</li><li>• Choosing <i>Education</i> Goals</li></ul>
<b>2. Expressing Goals</b>  D. Student Leading Meeting E. Student Reporting	<ul style="list-style-type: none"><li>• Self-Directed IEP</li></ul>
<b>3. Taking Action</b>  F. Student Plan G. Student Action H. Student Evaluation I. Student Adjustment	<ul style="list-style-type: none"><li>• Take Action</li></ul>

Go to <http://store.cambiumlearning.com> & search ChoiceMaker for more info

# ANSWER THESE QUESTIONS

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**Does the student:**

**Opportunity**

Begin meeting by stating purpose?

0 1 2 3 4 5

Introduce participants?

0 1 2 3 4 5

Review past goals and performance?

0 1 2 3 4 5

Express skills and limits?

0 1 2 3 4 5

Express interests?

0 1 2 3 4 5

State needed support?

0 1 2 3 4 5

# ASSESSMENT & IEP

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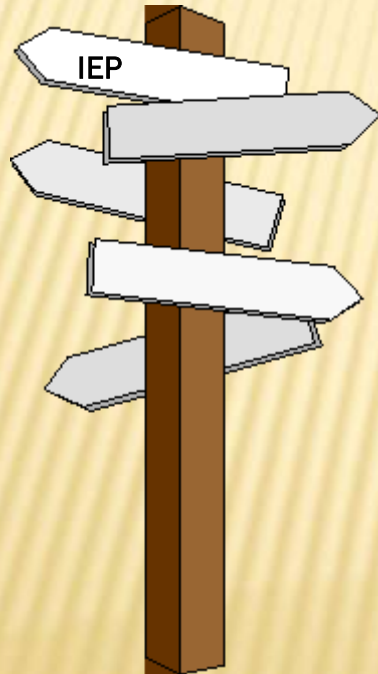
## **Present Level of Performance**

Assessment: Mary presently demonstrates 45% of the IEP participation and leadership behaviors as measured by the ChoiceMaker Self-Determination Assessment. Her school provides her 55% of the needed opportunities to engage in IEP meeting behaviors.

## **Transition Goal**

Mary will learn the skills needed to participate and to co-lead her IEP meeting.

# SELF-DIRECTED IEP



*Teaches students to become active participants of their own IEP team!*

# SD-IEP LESSON STRUCTURE

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- ✘ Cumulative Review
- ✘ Lesson Preview
- ✘ Vocabulary Instruction
- ✘ Video / Example
- ✘ Sample Situations
- ✘ Workbook / Written Notes
- ✘ Evaluation
- ✘ Relate to Personal Experience

# Self-Directed IEP Steps



STUDENTS,  
IF YOU ARE  
HERE,  
BEGIN  
WHERE  
YOU ARE  
TO GO  
WHERE  
YOU WANT  
TO GO  
(ONE STEP  
AT A TIME  
WITH  
MODIFICA-  
TIONS AS  
NEEDED)

1. Begin meeting by stating the purpose
2. Introduce everyone
3. Review past goals and performance
4. Ask for others' feedback
5. State your school and transition goals
6. Ask questions if you don't understand
7. Deal with differences in opinion
8. State what support you'll need
9. Summarize your goals
10. Close meeting by thanking everyone
11. Work on IEP goals all year



# STEP 1

## WELCOMING ALL & STATING THE PURPOSE OF THE MEETING

Students:

- ✘ This is your planning meeting for your IEP (Individualized Education Program).
- ✘ Discuss the reason for your meeting.
- ✘ Rewrite the three purposes for the IEP meeting in your own words and practice stating purposes.

1. Review goals: \_\_\_\_\_  
\_\_\_\_\_

2. State progress toward goals: \_\_\_\_\_  
\_\_\_\_\_

3. Set new goals: \_\_\_\_\_  
\_\_\_\_\_



# PURPOSE OF THE MEETING SCRIPT

- ✘ Hi, I am \_\_\_\_\_ . Welcome to my IEP meeting.
- ✘ The purpose for this IEP meeting is to
  1. (Review goals): \_\_\_\_\_  
\_\_\_\_\_
  2. (State progress toward goals): \_\_\_\_\_  
\_\_\_\_\_
  3. (Set new goals): \_\_\_\_\_  
\_\_\_\_\_

# STEP 2

## INTRODUCE EVERYONE

Students:

- ✘ Discuss who you want to attend your meeting and why they should attend.
- ✘ Learn who is required to attend IEP meetings:
  - + \_\_\_\_\_
  - + \_\_\_\_\_
  - + \_\_\_\_\_
- ✘ Decide who will be invited.
- ✘ Practice introducing everyone.

# INTRODUCTIONS SCRIPT

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- ✘ This is \_\_\_\_\_, my \_\_\_\_\_. I invited him/her because \_\_\_\_\_.
- ✘ This is \_\_\_\_\_, my \_\_\_\_\_. I invited him/her because \_\_\_\_\_.
- ✘ This is \_\_\_\_\_, my \_\_\_\_\_. I invited him/her because \_\_\_\_\_.
- ✘ This is \_\_\_\_\_, my \_\_\_\_\_. I invited him/her because \_\_\_\_\_.
- ✘ This is \_\_\_\_\_, my \_\_\_\_\_. I invited him/her because \_\_\_\_\_.



## REVIEW PAST GOALS AND PERFORMANCE

Students:

- ✘ Review your IEP goals and actions from the past year.
- ✘ Did you meet your goals? If not, what action is needed to meet the goal?
- ✘ Share any completed assessments like The Arc's Self-Determination Scale **FREE** from <http://education.ou.edu/zarrow/?p=38&z=39>
- ✘ Practice saying goals and actions.



### Step 3 Review Past Goals and Performance

Zeke's Example Goals	
A. Goals	B. Action
Zeke's goals	Action Zeke took
1. Improve responsible behavior	Kept track of assignments handed in
2. Increase career awareness	Did job shadowing
3. Get to know more people and do different activities	Went to movies with a friend

Sample Goals	
A. Goals	B. Action
Sample goals	Write action for each goal
1. Earn a driver's license	
2. Improve study skills	

Goals From Your Current IEP	
A. Goals	B. Action
Your goals	To meet goal
Write three of your goals.	Write the action you take to meet your goals.
1.	
2.	

### Step 4 Ask for Others' Feedback

Zeke's Example Goals
C. Feedback
How Zeke received feedback
Teacher gave him a grade for the assignments
Teacher and employer at job site
Zeke and his parents

Sample Goals
C. Feedback
Write how you could receive feedback.

Goals From Your Current IEP
C. Feedback
Who gives you feedback?
Write how you will receive feedback on your goals.

### Step 8 State the Support You'll Need

Zeke's Example Goals
D. Support
What support Zeke used
English teacher helped with assignment sheet
Teacher helped set up job sites
Counselor helped with ways to meet people

Sample Goals
D. Support
Write what could be used

Goals From Your Current IEP
D. Support
What support you will use
Write what support you need.

# The Arc's Self-Determination Scale

Adolescent Version

The Arc's Self-Determination Scale (Adolescent Version) is a student self-report measure of self-determination designed for use by adolescents with cognitive disabilities. The scale has two primary purposes:

- To provide students with cognitive disabilities and educators a tool that assists them in identifying student strengths and limitations in the area of self-determination; and
- To provide a research tool to examine the relationship between self-determination and factors that promote/inhibit this important outcome.

The scale has 72 items and is divided into four sections. Each section examines a different **essential characteristic** of self-determination: **Autonomy, Self-Regulation, Psychological Empowerment and Self-Realization**. Each section has unique directions that should be read before completing the relevant items. Scoring the scale (see Procedural Guidelines for scoring directions) results in a total self-determination score and subdomain scores in each of the four essential characteristics of self-determination. A comprehensive discussion and exploration of self-determination as an educational outcome is provided in The Arc's Self-Determination Scale Procedural Guidelines, as well as detailed scoring procedures and a discussion about the use of self-report measures in general. The scale **should not be** used until the administrator is thoroughly familiar with these issues.

The Arc's Self-Determination Scale (Adolescent Version) was developed by The Arc National Headquarters with funding from the U. S. Department of Education, Office of Special Education Programs (OSEP), under Cooperative Agreement #H023J20012. Questions used in Section One (Autonomy) were adapted, with permission from the authors, from the Autonomous Functioning Checklist. Questions used in Section 4 (Self-Realization) were adapted, with permission from the author, from the Short form of the Personal Orientation Inventory. Appropriate citations for both instruments are available in The Arc's Self-Determination Scale Procedural Guidelines. The Arc gratefully acknowledges the generosity of these researchers.

By Michael Wehmeyer, Ph.D., Principal Investigator  
Kathy Kelchner, M.Ed., Project Director  
Self-Determination Assessment Project

Student's name \_\_\_\_\_

Date \_\_\_\_\_

School \_\_\_\_\_

Teacher's name \_\_\_\_\_

The  
**Arc**

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by The Arc of the United States

# REVIEW PAST GOALS/PERFORMANCE SCRIPT

My education/transition (higher learning/training, employment, independent living) goal was

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The action I took to meet my goal was

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*If you met your goals, congratulations! If you did not achieve a goal, is it important enough to include in your next IEP?*

# STEP 4

## ASK FOR OTHERS' FEEDBACK

Students:

✘ How do you receive feedback?

+ Teacher grades

+ Parent input

+ Other ways: \_\_\_\_\_

✘ Practice saying goals, actions, and receiving feedback.



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D. Support
What support you will use
Write what support you need.

# RECEIVING FEEDBACK SCRIPT

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My education/transition (higher learning/training, employment, independent living) goal was \_\_\_\_\_

\_\_\_\_\_

The action I took to meet my goal was \_\_\_\_\_

\_\_\_\_\_

I received feedback by \_\_\_\_\_

\_\_\_\_\_



# STATE SCHOOL AND TRANSITION GOALS

Students:

- ✘ Discuss Tennessee's three transition areas.
  - + Higher education/training
  - + Employment
  - + Independent living
- ✘ How do your interests, skills, and limits help you to choose goals?
- ✘ Write your education & transition interests, skills, and limits, and how they impact goals.
- ✘ Remember to include goals for Self-Advocacy (speaking for yourself) and Self-Determination (making your own choices).

# SCHOOL AND TRANSITION GOALS

My education interests	My skills	My limits & how they impact goals

# SCHOOL AND TRANSITION GOALS SCRIPT

My education/transition (higher learning/training, employment, independent living) goal is \_\_\_\_\_

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I am interested in \_\_\_\_\_

---

The action I take to meet my goal is \_\_\_\_\_

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# SELF-ADVOCACY & SELF-DETERMINATION CAN BE TAUGHT

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**I**nventory your learning strengths, weaknesses to be improved, goals and interests, and choices for classroom learning

**P**rovide your inventory information during the meeting

**A**sk questions

**R**espond to questions

**S**ummarize your IEP goals

<http://www.lessonplanet.com/> for Effective Communication, Self-Advocacy & Self-Determination lesson plans

# SELF-ADVOCACY & SELF-DETERMINATION CAN BE TAUGHT

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**I**nventory completed by students listing their strengths, weaknesses, learning needs, goals, and choices which will prepare them for their upcoming IEP conference

**P**rovide your inventory involves identifying appropriate time for individual to share information during the meeting, speaking clearly and completely, and referring to inventory as needed

**L**isten & Respond addresses being an active listener and responding to statements made by others in a positive manner

**A**sk questions focuses on asking appropriate questions to gather needed information

**N**ame your goals to communicate goals and ideas on actions to be taken

[http://www.postitt.org/activities/unit01/TM\\_self-advocacy.pdf](http://www.postitt.org/activities/unit01/TM_self-advocacy.pdf) Self-Advocacy

[http://www.yai-rc.org/search/results\\_category-p/C14/](http://www.yai-rc.org/search/results_category-p/C14/) Self-Management

# SELF-ADVOCACY & SELF-DETERMINATION CAN BE TAUGHT

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Students can learn five behaviors (SHARE) that enable effective communication:

**S**it up straight

**H**ave a pleasant tone of voice

**A**ctivate your thinking

**R**elax and

**E**ye communication

[http://sdsp.uncc.edu/pdf/curriculum\\_components.pdf](http://sdsp.uncc.edu/pdf/curriculum_components.pdf) for list of Self-Advocacy & Self-Determination curricula

# STEP 6

## ASK QUESTIONS IF YOU DON'T UNDERSTAND



Students:

- ✘ Ask questions about things you don't understand.
- ✘ Practice ways to ask questions in an IEP meeting when they don't understand something.

# ASKING QUESTIONS TO UNDERSTAND SCRIPT

- ✘ Excuse me, I don't understand. Could you please explain that to me?
- ✘ I'm sorry I didn't get that. Could someone please help me out?

✘

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## DEAL WITH DIFFERENCES IN OPINION

Students:

- ✘ Use the LUCK strategy to deal with a difference in opinion.
- ✘ Learn and practice the LUCK strategy to deal with opinion differences.

# 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.



Practice makes perfect

# STEP 8

## STATE THE SUPPORT YOU'LL NEED

Students:

- ✘ Discuss the support you will use to reach his new goals.
- ✘ Ask other people how they can support you. You decide what support you need.
- ✘ Practice stating goals, actions, feedback, and support.



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Sample Goals
D. Support
Write what could be used

Goals From Your Current IEP
D. Support
What support you will use
Write what support you need.

# SUPPORT YOU'LL NEED SCRIPT

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My education/transition (higher learning/training, employment, independent living) goal is \_\_\_\_\_

\_\_\_\_\_

The action I take to meet my goal is \_\_\_\_\_

\_\_\_\_\_

The support I will need is \_\_\_\_\_

\_\_\_\_\_

because my disability impacts me this way \_\_\_\_\_

\_\_\_\_\_

# STEP 9

## SUMMARIZE YOUR GOALS

Students:

- ✘ Discuss the four parts to a summary
  1. Goal: \_\_\_\_\_
  2. Action: \_\_\_\_\_
  3. Feedback: \_\_\_\_\_
  4. Support: \_\_\_\_\_
- ✘ Summarize your current goals, the actions you need to take, how you receive feedback, and the support you need to accomplish goals.

# SUMMARIZE GOALS SCRIPT

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My education/transition (higher learning/training, employment, independent living) goal is \_\_\_\_\_

\_\_\_\_\_

The action I take to meet my goal is \_\_\_\_\_

\_\_\_\_\_

The support I will need is \_\_\_\_\_

because my disability impacts me this way: \_\_\_\_\_

\_\_\_\_\_

I receive feedback by \_\_\_\_\_

# STEP 10

## CLOSE MEETING BY THANKING EVERYONE

Students:

- ✘ What would you want someone to say to you if you attended their IEP meeting?
- ✘ Write a closing for your IEP meeting thanking everyone for participating.

T  
H  
A  
N  
K  
Y  
O  
U

# SCRIPT



✘ Thanks for coming and thanks for all the help you've given me this year. I'm really glad you'll be able to help me with my goals next year.

✘ Thank you all for everything especially helping me meet my goals.

✘ \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# STEP 11

## WORK ON YOUR IEP GOALS ALL YEAR

Students:

- ✘ Complete the “Student Meeting Script” to prepare for your IEP meeting.
- ✘ Practice all the steps by role-playing your own IEP meeting.

# STUDENT IEP MEETING SCRIPT

Student-Directed IEP Meeting Script		
1	<b>Begin Meeting by Welcoming all &amp; Stating the Purpose</b>	Hi, my name is _____. Welcome to my IEP meeting. The purpose of this meeting is to review last year's goals and progress, set new education and transition goals, and address any issues we have like: _____
2	<b>Introduce Everyone</b>	This is _____, my _____. I invited him/her because _____
3	<b>Review Past Goals &amp; Performance</b>	My education/transition (higher learning/training, employment, independent living) goal was _____ The action I took to meet my goal was _____ My performance was _____ as measured by _____
4	<b>Ask for Others' Feedback</b>	My education/transition (higher learning/training, employment, independent living) goal was _____ The action I took to meet my goal was _____ I received feedback by _____
5	<b>State Your School and Transition Goals for Next Year</b>	My education/transition (higher learning/training, employment, independent living) goal is _____ The action I take to meet my goal is _____ The support I will need is _____
6	<b>Ask Questions if You Don't Understand</b>	Excuse me, I don't understand. Could you please explain that to me? or I'm sorry I didn't get that. Could someone please help me out? or _____
7	<b>Deal with Differences of Opinion</b>	Use the LUCK strategy: Listen to and restate the other person's opinion. Use a respectful tone of voice. Compromise or change your opinion if necessary. Know and state the reasons for your opinion.
8	<b>State the Support You Will Need</b>	My education/transition (higher learning/training, employment, independent living) goal is _____ The action I take to meet my goal is _____ I receive feedback by _____ The support I need is _____ because my disability impacts me this way: _____
9	<b>Summarize Your New Goals</b>	1. Goal: _____ 2. Action: _____ 3. Feedback: _____ 4. Support: _____
10	<b>Close Meeting by Thanking Everyone</b>	Thank you all for everything especially helping me meet my goals. Or use your own THANK YOU: _____
11	<b>Work on Your IEP Goals All Year</b>	Complete this "Student Meeting Script" to prepare for your IEP meeting. Practice all the steps by role-playing your own IEP meeting.

The Arc of Tennessee 615/248-5878 or 800-835-7077 <http://www.thearctn.org/Transitions.php>

Download (and modify) from <http://www.thearctn.org/Transitions.php>

# MODIFYING SD-IEPS

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- ✘ Each student has their own gifts, talents, skills, and needs.
- ✘ Modify each student's Self-Directed IEP as needed.
  - + PowerPoint is a great tool to assist students in directing their own meetings.
  - + PATHs can assist students in Person Centered Planning.
- ✘ For assistance, contact The Arc of Tennessee.

# RESEARCH BRIEF

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- ✘ Students learn skills to become active team members (Allen, Smith, Test, Flowers, & Wood, Snyder & Shapiro, 1997; Arnold, & Martin 2002)
- ✘ Students remember IEP Goals (Sweeney, M. (1996)
- ✘ More students and parents attend IEP meetings ( Sweeney,1996)
- ✘ Effective for students with learning disabilities, emotional disturbances, and intellectual disabilities (formerly known as MR) (Allen, Smith, Test, Flowers, & Wood, Snyder & Shapiro, 1997; Arnold, & Martin 2002; Snyder, 2002)

# SELF-DIRECTED IEP AVAILABLE FROM

- ✘ Self-Directed IEP Kit with Closed-Captioned Videos (VHS, 2 videos)

Author: James E. Martin PhD; Laura Huber Marshall MA; Laurie Maxson MA; Patty Jerman MA; ISBN: 1570354162; Grade: 6-12; Price: \$157.49

- ✘ Self-Directed IEP Kit with Open-Captioned Videos (VHS, 2 videos)

Author: James E. Martin PhD; Laura Huber Marshall MA; Laurie Maxson MA; Patty Jerman MA; ISBN: 408890415032; Grade: 6-12; Price: \$157.49

- ✘ Self-Directed IEP Workbooks (25 copies)

Author: James E. Martin PhD; Laura Huber Marshall MA; Laurie Maxson MA; Patty Jerman MA; ISBN: 1570351074; Grade: 6-12  
Price: \$59.95



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4093 Specialty Place  
Longmont, CO 80504  
**Phone:** (303) 651-2829  
**Fax:** (888) 819-7767  
[www.sopriswest.com](http://www.sopriswest.com)  
(search Martin)

# MORE IEP TEACHING MATERIALS

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## ✘ Self-Advocacy Strategy

Edge Enterprise

P.O. Box 1304

Lawrence, KS 66044

## ✘ A Student's Guide

NICHCY

P.O. Box 1492

Washington, DC 20013

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

## ✘ NEXT S.T.E.P.

PRO-Ed

8700 Shoal Creek Blvd

Austin, TX 78757

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

## ✘ Transition Coalition

University of Kansas

Dept. of Special Education

<http://transitioncoalition.org>



For More Information about the Self-Directed IEP program, contact

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# NEED TECHNICAL ASSISTANCE OR HAVE QUESTIONS?

For more information on Secondary Transition, visit The Arc of Tennessee's website at <http://www.thearctn.org/Transitions.php>

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

**Advocacy, Information, and Support**

*for People  
with Intellectual or Developmental Disabilities  
and Their Families*

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