Checklist for Planning a Youth-Led IEP

|  |
| --- |
| * Identify students who are 16 or older
 |
| * Get written consent to invite adult service providers to IEP meeting from parents or adult youth
 |
| * Connect with student’s adult service providers and invite them to the IEP meeting
 |
| * Schedule time in advance to meet with student to review transition IEP
 |
| * Student preparation for participating in their IEP
 |
| * Review student’s formal and informal assessments and make sure they align with the student’s post-secondary goals
 |
| * Review student’s course of study and make sure they align with the student’s post- secondary goals
 |
| * Consider which transition assessments (formal and informal) would best identify students PINS and PSGs
 |
| * Plan for parent and family input/interview
 |
| * Discuss student’s annual goals and a method for tracking those goals (how does the student reflect/report progress on his/her goals)?
 |

Case Study Examples of Participation in the Transition IEP Meetings

|  |  |
| --- | --- |
| Jason | **IEP participation** – Jason is capable of conducting his IEP meeting to revise the annual draft. He will have the opportunity to share his interests, preferences, and needs already identified on his IEP draft and participate in dialogue with other members of the IEP team to develop the IEP. He will need assistance in the following areas:* Planning, (discuss the parts of the IEP that must be addressed with his teachers prior to the meeting, develop an agenda for the meeting, review past goals and performance, summarize his current goals);
* Communication with adults, (determine prior to the meeting what behavioral or communication issues he may have in the meeting, introduce all participants, ask for other’s feedback, ask questions if he doesn’t understand, deal with differences in opinion) ; and
* Positively state his goals. (identify his PINS, state his post school and transition goals, state the support he needs to reach his goal)
 |