

Lesson 14: Leading my Individualized Education Program (IEP) and Postsecondary Transition Plan (PTP)

Learning Objective	Students will create a presentation to help lead their IEP and PTP meeting.
Necessary Materials and Preparation	• Transition Planning Summary Worksheet (from Lesson 13) or Self-Directed College and Career IEP Guide (below in Additional Resources) • Collect the materials and information that has been completed throughout the lessons • Media options and materials to match the students' presentation choice (video, power point, journal, poster, music, etc.) • Create a sample presentation or use Ladisha's All About Me Power Point as an example • Vocabulary Lesson (if first time introducing terms)
Recommended Vocabulary Words	IEP – Individualized Education Program PTP – Postsecondary Transition Plan
Introductory Essential Questions	Review the example presentation. Ask students, "What information do you see included in this presentation? Besides power point, what are some ways this information could be presented? What is the best way for you to present information about yourself in front of your IEP team? Now is a good time to start thinking about who you want to invite to your IEP team meeting."
Guided Practice	Have students take out their Transition Planning Summary Worksheet. Discuss what MUST be included in the presentation and what MAY be included. These items can change based on the student and their needs. Provide feedback and ask questions while students are in the planning process. Possible items to include: • Self-Introduction • Transition Assessment Results • Strengths & Interests • Measurable Postsecondary Goals • Course of Study • Transition Services and Activities to complete in Middle and/or High School • Vision and Dream for Adult Life • Definition of Disability

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	• Accommodations and Modifications • Academic Performance • Functional Performance • Annual Goals • Parent Input • Evaluation and Testing Results
Independent Practice	Have students create their presentation with staff support if needed.
Performance Assessment	Have students split into pairs to present to each other. Provide time for peer editing, feedback, and discussion. Encourage students to ask questions and find similarities within their groups.
Family/Community Member Engagement Strategies	• Have students share their presentation with a family member or community member. Discuss information that should be added to the presentation. • Students may add a Section for Family/Community Member input.
College and Career Readiness Principals	• Students respond to the varying demands of audience, task, purpose, and discipline. • Students use technology and digital media strategically and capably.
Educator Reflection	What did you learn about your students by listening to their presentations? Did your students' self-advocacy skills improve because of this lesson? What planning do you need to do to prepare for upcoming IEP meetings to ensure that students can run their own meeting/parts of their meeting? Were you satisfied with the level of family engagement? How else could you help prepare families for an upcoming IEP meeting? What went well with this lesson? What needs to be changed for the next time? After completing this lesson, are there natural ties to the Academic and Career Plan activities that are occurring in your district? If not, who can

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	you connect with to ensure that all students are involved in district ACP activities?
Extension Activities	1. Help students identify who to invite and how to invite them to their upcoming IEP meeting. 2. Set up mentorship opportunities for students to share this process with younger students. 3. Provide additional resources to students and families to help prepare them for the annual IEP meeting. 4. Use this information to create a visual resume. 5. Discuss with other staff how this presentation could be used in other classes for credit (i.e. Speech class). 6. Record student's presentation to show at the IEP meeting as an accommodation. 7. Have students reflect on their self-advocacy skills in their journals. Do they feel they have gained skills in self-advocacy? If so, in what ways? What tools have they learned about to help them be a good self-advocate?

Additional Resources:

[I'm Determined Template for Leading an IEP](#)

[Student-Led IEP Template](#)

[Supporting Student-Led Transition Planning for Students with Emotional Disturbance Guide](#)

[ME! Lessons for Teaching Self-Awareness & Self-Advocacy](#)

Self-Directed College and Career Ready IEP Guide
[Fillable Form](#) [Printable Form](#)