

## **Assessing IEP Self-Determination Skills**

### **IEP Preparation**

1. Does the student understand hi/her disability?
2. Does the student understand the purpose of the IEP meeting?
3. Can the student explain the law guaranteeing his or her rights and requiring the IEP?
4. Does the student know who will be attending the IEP meeting?
5. Who does the student want to invite to the IEP meeting?
6. Does the student know what roles the IEP participants will play?
7. Has the student reviewed current assessment information?
8. Does the student understand the assessment information?
9. Has the student developed a list of personal goals (short and long range) to share at the meeting?
10. Can the student describe his/her needs in functional terms?
11. Has the student developed a list of questions to ask at the meeting?
12. Has the student practiced expressing his or her interests, preferences, and strengths?
13. Can the student explain his or her present levels of performance?
14. Is the student prepared to ask for instructional and/or curriculum accommodations?

### **IEP Performance**

1. Did the student invite participants to the IEP meeting?
2. Did the student know who was in attendance at the IEP meeting and their roles?
3. Was the student able to express his or her interests, preferences, and abilities?
4. Did the student express his or her personal goals and aspirations?
5. Did the student ask relevant questions?
6. Did the student request appropriate accommodations (if needed)?
7. Did the student demonstrate or express personal responsibility for goal setting and attainment?
8. Did the student facilitate or cofacilitate the IEP meeting?
9. Is the student satisfied with the IEP meeting outcome/results?
10. What does the student think could have been done to improve the meeting?
11. Did the student thank (verbally or in writing) people for attending the meeting?
12. Did the student understand the contents - and any changes - of the IEP before he or she signed it?

### **IEP Implementation**

1. Does the student explain his or her needs to teachers, peers, employers, etc.?
2. Does the student address or negotiate needed accommodations with someone (i.e. a teacher) who is unwilling to provide them?
3. Does the student fulfill his or her IEP responsibilities?
4. Does the student request instructional support when needed?
5. Does the student request testing accommodations when needed?
6. Does the student assume responsibility for success and failures?
7. Is the student aware of and working toward IEP goals?
8. Does the student believe he or she is receiving the support needed to reach IEP goals?
9. Has the student explored postsecondary options and support services?
10. Can the student explain which postsecondary option match his or her goals and needs?
11. Has the student developed a plan and time line for contacting adult service providers?
12. Has the student contacted or developed a time line for enacting postsecondary options?

*Note.* Adapted from *Assess for Success: Handbook on Transition Assessment* by Patricia L. Sitlington, Debra A. Neubert, Wynne Begun, Richard C. Lombard, and Pamela J. Leconte, 1996, Reston, VA: The Council for Exceptional Children.<sup>2</sup>