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TECHNOLOGY AND THE SELF-DIRECTED IEP: IMPROVING MEETING PARTICIPATION FOR STUDENTS WITH SEVERE DISABILITIES

by

Crystal Stringham

A creative project submitted in partial fulfillment of the requirements for the degree of

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in

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ABSTRACT

Technology and the Self-Directed IEP: Improving Meeting Participation for Students with Severe Disabilities

by

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Utah State University, 2013

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Transition students with severe intellectual disabilities are often excluded from leading and participating in their individualized education program (IEP) meetings due to expressive communication deficits. This project examined the effects of assistive technology and a modified version of the Self-Directed IEP curriculum on IEP leadership skills and participation. The participants were four 18 to 22-year olds with severe intellectual disabilities and expressive communication deficits enrolled in a post high school transition program. The procedure involved training the participants to lead and participate in an IEP meeting using 12 modified Self-Directed IEP curriculum lessons, an iPad2 and Stories2Learn application (S2L). Participants increased the number of Self-Directed IEP steps they were able to complete independently during an actual IEP meeting compared to a mock IEP meeting serving as a pretest measure. The participants used the S2L script,
verbalized, and used signs or gestures in the actual IEP meeting between 17.4% and 23.9% of 10 s intervals. These results have implications of improved self-determination measures for students with severe intellectual disabilities when taught to voice transition preferences and lead IEP meetings.

(102 pages)
INTRODUCTION

Transition from school to adulthood brings extensive changes for students as they make decisions about education, employment, arrangements for living, and recreation activities. Students with significant cognitive disabilities also experience changes and challenges as they transition from high school to the adult community. However, due to the severity of their disability, decisions about the future are often made by professionals or family members rather than the students themselves (Agran, Wehmeyer, & Hughes, 1998). Professionals and family members may rationalize making these decisions as they believe important life decisions must rest with those who have sufficient knowledge and expertise.

Research reported by Smith, Morgan, and Davidson (2005) indicated, “choice availability was significantly lower for adults with more severe degrees of disability than for people with milder intellectual disability” (p. 233). Further research suggests, “youth with significant intellectual and developmental disabilities often lack the opportunity to participate in the decisions that affect them on a daily basis” (Kleinert, Harrison, Fisher, & Kleinert, 2010, p.16).

While caregivers and professionals may believe they are acting in the best interest of the individual, this limits the student’s opportunity to gain and utilize self-determination. The construct of self-determination can be summed up to include the skills of “choice making, decision making, goal setting and attainment, problem solving, self-awareness, self-advocacy, self-regulation, and self-efficacy” (Wood, Fowler, & Uphold, 2005, p. 121). Mason, Field, and Sawilowsky’s (2004) survey found that 100% of educators and administrators believed self-determination skills to be important and 95% of those same educators and administrators regarded student participation in the IEP as important. The
acquisition of self-determination remains critical as research has shown students with disabilities who are able to make their own choices consistently have a better quality of life, employment, and independent living outcomes (e.g., Agran et al., 1998; Wehmeyer & Schwartz, 1998).

The Individuals with Disabilities Education Act of 2004 (IDEA) has recognized the importance of self-determination as it mandates that students be invited to the Individual Education Program (IEP) meeting if one of the purposes of the meeting is “the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals” (§300.321 (b)(1)). Additionally, IDEA states that, “if the child does not attend the IEP Team meeting, the public agency must take other steps to ensure that the child's preferences and interests are considered.” (§300.321 (b)(2)).

Martin, Van Dycke, and Christensen (2006) reported in their study, 85% of students attended their IEP meetings, yet students were the least likely members of the IEP team to participate. Using a time-sampling procedure to identify who was speaking at the end of successive intervals, Martin et al. found special educators talked 51% of intervals, family members talked 15% of intervals and finally, students were observed talking the least during only 3% of the intervals. Despite the importance given to the construct of self-determination, the findings of Martin et al. suggest that students are not self-determining in practice.

One evidence-based program shown to teach students how to lead an IEP meeting, discuss interests and goals, increase participation, and improve self-determination is the Self-Directed IEP program (Martin, Marshall, Maxson, & Jerman, 1997). Multiple studies have shown its effectiveness in teaching students classified with intellectual disabilities,
emotional and behavioral disabilities, learning disabilities, other health impairments, autism spectrum disorder, and orthopedic impairments (Arndt, Konrad, & Test, 2006; Martin et al., 2006; Snyder, 2002; Snyder & Shapiro, 1997). The Self-Directed IEP may be critically important because it teaches students how to conduct their meetings and help plan their future. Despite the research, the program has not been used to develop self-determination of young adults with significant cognitive disabilities. Additional research is needed applying the Self-Directed IEP to this population.

**Review of the Literature**

I searched a variety of sources for articles related to improving participation for students using the Self-Directed IEP. I used the following search terms: self-directed IEP, self-directed IEP and student participation and self-determination for transition students. The articles were located in the EBSCO Host database (ERIC and Education Full Text), Google Scholar, articles recommended by committee members, and reference sections from relevant articles. Based on these searches, I found 320 articles. However, only nine were related to the Self-Directed IEP and student participation, and only three of the nine involved participants with intellectual disabilities and experimental research. Therefore, I limited my literature review to these three articles (Martin, Van Dycke, & Christensen, 2006; Snyder, 2002; Uphold, 2008).

One study conducted by Martin et al. (2006) examined the effects of the Self Directed IEP instructional program on the percentage of time students talked, started, and led meetings. Researchers observed 130 IEP meetings in five school districts. The participants consisted of 83 male and 47 female students with disabilities ranging in age from 12 to 18+ years. Of these participants, 71% had learning disabilities, 8.5% had
intellectual disabilities, 7.7% had other health impairments, 3.1% had emotional disturbance, 3.1% had Asperger Syndrome, 1.5% had orthopedic impairments, and 4.6% had an unidentifiable disability. Students were randomly assigned to a control or intervention group. Students in the intervention group received the Self-Directed IEP instructional program which consisted of a multimedia video, a teacher manual with scripted lessons, and a 27-page student workbook (Martin, Marshall, Maxson, & Jerman, 1997). The lessons were either taught by teachers presenting one lesson per day over 11 consecutive school days, one lesson per week over 11 weeks, two lessons per week over a 5- or 6-week period, or at a 6-hour “leadership student retreat”. The control group was given no additional instruction on student-led IEP meetings, and during the meetings, teachers did not prompt students to respond. The researchers used 10 s momentary time sampling to collect data on the percentage of intervals each IEP team member spoke. Participants completed a postmeeting survey and teachers completed the Choicemaker Self-Determination Assessment (Martin et al., 1997) for each of the student participants prior to the IEP meeting and again at the end of the school year. Results indicated that students in the Self-Directed IEP group significantly started and led more meetings, engaged in more leadership steps, and increased talking during meetings than the control group. Students also had a higher rating of “positive perceptions” of their meeting.

Snyder (2002) used the Self-Directed IEP and came to similar conclusions as Martin et al. (2006), using five participants diagnosed with behavior disorders and intellectual disabilities placed in a residential school. Students participated in a simulated meeting with a simulated IEP script to collect baseline data. The participants then received individual and group instruction on the 11 lessons of the Self-Directed IEP curriculum.
Students also watched videos and completed workbooks similar to the Martin et al. (2006) study. A self-directed IEP Behavior Rating Scale (SD-IEPBRS) (Snyder & Shapiro, 1997) was used to measure whether students were able to introduce and give the purpose of the meeting, review past goals, discuss future goals, and to close the meeting. Results showed that each of the five participants were able to significantly increase their ratings on the SD-IEPBRS. Snyder’s study included participants with mild intellectual disabilities who had the expressive and receptive language abilities to take advantage of the Self-Directed IEP program by conducting their meetings. The question remains as to whether the program can be applied to increase self-determination for youth with significant cognitive disabilities.

There has been only one study (Uphold, 2008) conducted for students with significant cognitive disabilities using a modified version of the Self-Directed IEP. Participants were four students with moderate intellectual disabilities who communicated verbally, ranged in age from 14 to 21 years, and were enrolled in high school. Students were taught to lead their IEP meetings using eight steps of the Self-Directed IEP curriculum which included video and 11 modified versions of the lessons provided in the teacher’s manual of the Self-Directed IEP. Participants were given a checklist and individualized picture prompts to complete each step of the IEP process with teacher-prepared PowerPoint slides for use at the meeting if the student was unable to complete a step. The dependent variables included student performance of each step of leading the IEP meeting, the percentage each student and team member spoke during a pre-recorded beep in the IEP meeting, the total length of time of the IEP meeting, and the perceptions of team members. Data were collected to determine the percentage of time each team member participated by using 10 s momentary time sampling. IEP meetings were videotaped and
each of the eight steps were scored as correct or incorrect to determine the percentage of
steps students completed correctly. Total duration data were kept to measure the length of
the IEP meeting and surveys were completed by IEP team members following the IEP.

Results indicated all four students improved their ability to lead meetings and
increased their amount of verbal participation from 7.2% at the baseline IEP meeting to
14.3% after using the modified Self-Directed IEP curriculum. All IEP team members
reported “the intervention was important and valuable” (p.59).

Students with significant cognitive disabilities are often seen by teachers and
parents as having limited abilities to convey preferences or make decisions about their
futures due to expressive communication deficits. Belva, Matson, Sipes and Bamburg
(2012) reported “adults with profound ID had stronger abilities to understand and respond
to the communication of others than abilities in communicating one's needs to others” (p.
528). It becomes critical to consider how to provide students with significant cognitive
disabilities the opportunity to voice their preferences and choices to caregivers and
professionals.

Students with intellectual disabilities may find assistive technology devices
valuable in effectively and clearly communicating their desires. Reichle (2011) wrote,
“considering the significant potential it has for facilitating personal independence and
social inclusion, assistive technology (AT) has become an increasingly important tool for
improving the quality of life for individuals with severe disabilities” (p. 77). One type of
assistive technology, portable and handheld devices have been used to assist students with
disabilities in a variety of educational activities (Mechling, 2011), yet these types of
technologies have not been utilized to teach student with significant cognitive disabilities
how to lead and participate in their IEP meetings. Incorporating technology with a self-led IEP curriculum has the potential to facilitate students with significant disabilities in making choices regarding their future by voicing those preferences during their IEP meeting.

**Purpose Statement**

The purpose of this project is to determine if technology integrated with a modified version of the Self-Directed IEP will increase the ability of students, with significant cognitive disabilities and limited verbal communication, to lead and participate in their IEP meetings. The research questions addressed in this study will be as follows:

1. Can participants 18-22 years of age, with severe cognitive disabilities and limited expressive communication, be taught to conduct an IEP meeting using picture prompts with an accompanying audio script, accessed by touch, on an iPad2 and the Stories2Learn application?

2. What percentage of time will a participant communicate during an IEP meeting using their preferred expressive mode as well as picture prompts with an accompanying audio script, accessed by touch, on an iPad2 and the Stories2Learn application?

3. Can significant stakeholders in the transition process, such as the parents, and teachers, identify a difference in the participant's ability to participate in the meeting process (e.g., stating goals, interests, and preferences; by answering questions; and/or by verbalizing more) as measured by differences in posttest scores compared to pretest scores on a Self-Directed IEP rating scale?

**Method**

**Participants**
Participants were four students between the ages of 18 and 22 who were enrolled in a post-high school transition program located in the western region of the U.S. The participants were selected based on the following criteria: (a) a full scale intelligence quotient (IQ) score in the range of 30 to 50, (b) a communication age-equivalent score in the range of 0 years to 6 years, (c) an upcoming annual IEP meeting. Table 1 displays the participants IQ scores and communication age equivalent scores.

Participants were not selected based on race, ethnicity, socioeconomic status, gender, or specific disability. Participants were excluded from the study if they did not meet the above criteria, attended inconsistently, or if parents/guardians did not give informed consent for participation. To qualify for the study, participants were willing to learn how to conduct their IEP meetings and touch the iPad 2 screen to make a verbally recorded response in the S2L application. The primary researcher made the final decision as to which participants were selected to participate.

*Participant 1.* Participant 1 was a 20 year old white female who qualified for special education services under the IDEA definition of multiple disabilities as she was diagnosed by a physician as having cerebral palsy and an intellectual disability (IQ score=30). Her age equivalent communication score showed her to be communicating at 2 years and 10 months. According to an Inventory for Client and Agency Planning (ICAP) questionnaire completed by her parents, she was almost always able to answer “yes” or “no” in response to a simple question. She was able to speak in three or four word sentences 75% of the time, but rarely or never communicated with more than a three or four word sentence. She was able to say 10 words that could be understood by someone who knows her 25% of the time. She was also able to ask simple two-word questions 25%
of the time. Participant 1 attended her last annual IEP meeting participating by answering
questions verbally with “yes” or “no” or with simple one or two words responses.

Participant 2. Participant 2 was a 19 year old white male who qualified for special
education services under the IDEA definition of autism (IQ score=30). His age equivalent
communication scores showed him to be communicating at 2 years and 5 months.
According to an ICAP completed by his special education teacher, Participant 2 could say
at least 10 words that could be understood by someone who knows him and spoke in three
or four word sentences almost always, however communication was typically in the form
of echolalia. Participant 2 rarely or never asked a simple question and indicated “yes” or
“no” in response to a simple question 25% of opportunities. Participant 2 attended part of
his last annual IEP meeting but was taken home early by his father because he repeatedly
asked to leave.

Participant 3. Participant 3 was an 18 year old white male who qualified for special
education services under the IDEA definition of intellectual disability (IQ score=40). His
age equivalent communication score showed him to be communicating at 5 years and 5
months. Based on an ICAP completed by his special education teacher, Participant 3 could
indicate “yes” or “no” in response to a simple question by using sign language, gesturing
with thumbs up or down, or by nodding or shaking his head. He rarely or never said 10
words that could be understood by someone who knows him, asked simple questions, or
spoke in three or four word sentences due to articulation errors. Participant 3 typically
communicated using sign language, gestures, guiding an individual to an object or area to
assist him, by writing down one or two simple words, or drawing a picture. Participant 3
was invited to but did not attend his last annual IEP meeting.
Participant 4. Participant 4 was a 19 year old white male who qualified for special education services under the IDEA definition of intellectual disability (IQ score=41). His age equivalent communication scores showed him to be communicating at 3 years and 9 months. According to an ICAP questionnaire completed by his parents, he was able to indicate “yes” or “no” in response to a simple question almost always. Participant 3 was able to say at least 10 words that could be understood by someone who knows him well and asked simple questions 75% of the time. He could speak in three or four word sentences but due to articulation errors was unable to be understood by even those who know him well. Participant 4 communicated using verbalization often two to three word phrases, which were difficult to understand, gestures, writing three to four word phrases, or by drawing pictures. Participant 4 was invited to but did not attend his last annual IEP meeting.

Setting

Both the Self-Directed IEP instruction and the IEP meeting were conducted in a classroom within the participants’ transition program. This room often doubled as an IEP meeting room. The room contained two rectangular tables and seats up to 14 people. The primary researcher delivered a total of 12 Self-Directed IEP lessons.

Materials

During one instructional session, picture and/or videos of adult living options, vocational options, and IEP goal options were presented to assist participants in developing their transition plan and IEP goals. The researcher and participant then programmed an IEP script into the Stories2Learn (S2L) application on an Apple 16GB iPad 2 (iPad 2). The participant touched a picture on the S2L application to activate a pre-recorded IEP script.
which assisted the student in leading the IEP meeting and communicating transition and IEP goal preferences.

**Pre-experimental Assessments**

The primary researcher conducted an interview with each participant. The participants were shown the S2L application on the iPad2 and asked if they would like to lead their IEP meeting. When the participant indicated yes, the primary researcher modeled how the S2L program worked and asked the participant to touch the iPad 2 screen. Each participant imitated the researcher’s model by touching the iPad 2 screen independently after three or less prompts before participating in the study (See Appendix A).

**Dependent Variables**

Three dependent variables were measured. First, completion of Self-Directed IEP steps were defined as: (a) looking at the iPad2 screen, (b) touching the picture on an iPad2 screen to activate speech in the S2L application and (c) moving the S2L application to the next step using an arrow on the screen. Second, meeting participation was defined as: (a) electronic communication initiated by the participant, (b) participant verbalizations or vocalizations, and/or (c) a head nod, sign, or gesture indicating yes or no when asked a question by an IEP team member. Mock IEP meeting participation served as a pretest and was compared to IEP meeting participation. Third, a Self-Directed IEP rating scale was independently completed by each IEP team member prior to instruction (pretest) and after (posttest) the IEP meeting.

**Response Measurement**

**Completion of steps.** The primary researcher used video recordings of each IEP meeting to record the number of Self-Directed IEP steps the participant completed. To measure the
first dependent variable, the primary researcher then divided the number of Self-Directed IEP steps completed independently by the total number of Self-Directed IEP steps to obtain a total percentage of steps the participant completed (See Appendix B).

**Meeting participation.** To measure the second dependent variable, the primary researcher used 10 s momentary time sampling to obtain a percentage of intervals the participant activated the iPad2 and/or communicated using their preferred expressive mode of communication during the mock and actual IEP meeting. The primary researcher used video recordings of each IEP meeting to collect data. The primary researcher used prerecorded 10 s beeps while observing the video recording to record whether the participant was participating at the time of the prerecorded beep (See Appendix C). The percentage of intervals in which the participant was participating was then divided by the total number of intervals to obtain a total percentage of intervals with participation. For each participant, percentage of interval data from the mock IEP meeting was compared to the actual IEP meeting.

**Pretest/posttest rating scale.** To measure the third dependent variable, the primary researcher administered a Self-Directed IEP rating scale as a pretest to each IEP team member prior to Self-Directed IEP instruction. Raters were told to score performance based on any combination of verbal, gestural, or assisted electronic communications by the participant. Ratings were scored 1 (not performed or performed at a low level) to 5 (performed at a high level). Rated items included the following dimensions: (a) stating the purpose of the meeting, (b) introducing team members, (c) reviewing past goals, (d) asking for feedback, (e) stating transition preferences, (g) stating transition goals, (h) stating IEP goal ideas, (i) answering yes or no, (j) stating supports needed, and (k) closing the meeting.
The same rating scale was re-administered to each team member immediately following the IEP meeting as a posttest (See Appendix D). The researcher computed difference scores by subtracting pretest ratings on each item from posttest ratings on the same item. For example, the rating of *stating IEP goal areas* on the pretest (rating of 2) were subtracted from the *stating IEP goal area* rating on the posttest (rated 4) to produce a difference score (+2). Positive difference scores indicate increased skill ratings. Zero or negative difference scores indicate no increase in skill rating. Mean difference scores were computed for each participant on each dimension. The primary researcher calculated difference scores across raters for each individual participant. There were 4-5 raters for each participant.

**Procedures**

**Pretest rating scale.** Prior to training, members on each participant’s IEP team completed the rating scale as a pretest of individual participants’ ability to lead an IEP and meeting participation.

**Mock IEP meeting.** The mock IEP meeting was held prior to Self-Directed IEP instruction. The event was video recorded for later data collection on steps completed. Each participant was given an iPad 2 with a preprogrammed IEP meeting audio script and accompanying pictures on the S2L application, in the conference/classroom. Each participant sat in an individual mock IEP session with the researcher, a second teacher, the speech and language therapist and three familiar paraeducators representing the participant’s parents and the LEA. The primary researcher said to participants, “We are going to practice leading your IEP meeting. Use this iPad to lead your IEP meeting.” The participants were recorded with a video camera during the assessment. The primary researcher and an independent observer kept data on the number of steps the participant
completed independently by studying the recorded video of the mock IEP meeting to obtain a pretest measurement.

**Self-directed IEP instructional program and S2L application.** Participants were taught how to lead an IEP meeting using a modified version of the Self-Directed IEP instructional program (Uphold, 2008). See Appendix E for modifications of each step. Most modifications involved additions of technology to the existing curriculum and simplifications of language. The participants used an iPad 2 programmed with the S2L application utilizing pictures with an audio script to lead and participate in the IEP meeting (See Table 3). Participants were given the opportunity to choose either a familiar male or female voice to record the audio script on the S2L application. Participants also participated using their individual mode of expression (head nodding, verbalizations, and gestures). The primary researcher delivered a total of 12 lessons (See Table 2). Nine lessons (1, 2, 3, 4, 6, 7, 9, 10, and 11) were adapted from Uphold (2008). Three lessons (5, 8, and 12) followed a similar lesson plan sequence; however, they were additions to Uphold’s (2008) modified Self-Directed IEP curriculum (See Appendix E). Lesson 5 supplements Lesson 6 as it taught participants to make choices about independent living and employment. Lesson 8 instructed participants to answer questions, Lesson 12 allowed participants to role-play the skills they learned in preparation for the actual IEP meeting. See Appendix F for the complete modified Self-Directed IEP lesson plans. The researcher conducted the lessons which ranged in length from 20 minutes to 35 minutes with one or two participants per instructional period for 12 school days. The researcher evaluated participants after each of the 12 lessons (See Appendix G). See Appendix H for the definition criteria for evaluating each lesson.
**IEP meeting.** The same number of individuals attended the actual IEP meeting as the mock IEP meeting with parents and the LEA replacing the paraeducators. The participant was given an iPad2 with the S2L application with audio script and accompanying pictures. The participant began the meeting by touching the coordinating picture on the S2L application. The prerecorded audio script was activated by the participant’s touch to begin the meeting. If the participant did not respond or responded incorrectly, the primary researcher used a 5 s time delay to assist the participant in activating the audio script. After the 5 s time delay, any prompted response were scored minus (-) as far as steps completed and were not scored as an interval that the participant activated the iPad2 and/or communicated. During the meeting, the participants used their own expressive mode including verbalizing, gesturing, or signing to answer questions or comment on IEP team member suggestions.

**Posttest rating scale.** The same rating scale was completed by each IEP team member immediately following the meeting. Additionally, each participant completed a social validity questionnaire indicating their impressions of the intervention (See Appendix I).

**Treatment Integrity**

An independent observer used a fidelity checklist during 30% of the 12 lessons by observing the primary researcher to ensure the lesson plans were followed in sequence (See Appendix J). An independent observer used a Self-Directed IEP treatment integrity checklist during the IEP meeting to confirm procedures were implemented correctly (See Appendix K). Based on observations recorded by an independent observer, 100% of procedural steps were implemented correctly during both IEP lessons and IEP meetings.
Interobserver Agreement (IOA)

The researcher served as the primary observer and recorded data from the actual IEP video recordings indicating on a data sheet whether a participant completed a step of the Self-Directed independently. An independent observer recorded data from video recording on a 75% of the mock IEP meetings and 50% of the actual IEP meetings indicating on the data sheet whether a participant completed a step of the Self-Directed independently. IOA was calculated by dividing the total number of independent Self-Directed IEP step agreements by the total number of Self-Directed IEP step agreements plus the number of Self-Directed IEP step disagreements and multiplying by 100. IOA for mock IEP meeting steps completed independently was 88.9% and 96.2% for actual IEP meeting steps completed independently. Additionally, an independent observer recorded data on meeting participation using the momentary time sampling procedure described above. IOA for mock IEP meeting participation was 88.0% and 95.2% for actual IEP meeting participation. The independent observer was trained to collect data using role-play videos and matched data with primary researcher at 90% or better IOA to participate in data collection for this project.

Data Analysis

The primary researcher calculated the number of steps each participant completed independently in the mock IEP meeting and the IEP meeting. Data across the two meetings were compared. The researcher used a video recording of the actual IEP meeting to calculate the percentage of intervals with participation during the IEP using MTS. These data were compared to the percentage of independent steps data from the two meetings.

Results
**Completion of steps data.** As shown in Figure 1, all participants increased the number of Self-Directed IEP steps they were able to complete independently during the actual IEP meeting compared to the mock IEP meeting. Participant 1 needed to be prompted both verbally and physically to activate all nine steps of the recorded IEP script during the mock IEP completing 0% of Self-Directed IEP steps independently. Once Participant 1 had been trained to lead an IEP meeting using the S2L application during the 12 modified Self-Directed IEP lessons, she completed 44% of the Self-Directed IEP steps independently. Participant 2 completed 57% of the Self-Directed IEP steps independently during the mock IEP meeting and completed 89% of the Self-Directed IEP steps independently during the actual IEP meeting. Participant 3 completed 67% of the Self-Directed IEP steps independently during the mock IEP meeting and increased the percentage of Self-Directed IEP steps completed independently during the actual IEP meeting to 100%. Finally, Participant 4 completed 44% of the Self-Directed IEP steps independently during the mock IEP meeting and 100% of the Self-Directed IEP steps during the actual IEP meeting.

**Meeting participation data.** As shown in Table 4, the participants participated with the S2L script, verbally, or with signs or gestures in their actual IEP meeting between 17.4% and 23.9% of 10 s intervals.

Table 4 also shows a comparison of mock IEP participation with actual IEP participation. Using a percent of intervals measure, Participant 2 and Participant 4 both decreased participation from the mock IEP to the actual IEP while participation increased for Participants 1 and 3. During the mock IEP, Participant 1 participated 3.2% of 10 s intervals and during the actual IEP meeting increased her participation to 23.9%. Participant 2 participated 36.6% of 10 s intervals during the mock IEP meeting and
decreased his percentage to 19.5% during the actual IEP meeting. During the actual IEP meeting, Participant 3 increased his percentage to 17.4% from 9.7% of 10 s intervals during the mock IEP meeting. Finally, Participant 4 participated 23.0% of 10 s intervals during the mock IEP meeting and decreased his participation during the actual IEP meeting to 21.0%.

Percentage of participant involvement in mock IEP meetings seemed artificially inflated because team member participation was relatively low. To correct for this, we examined the number of intervals with participation in mock and actual IEP meetings independent of team member involvement. That is, we considered the frequency of intervals with communication as opposed to percent of total intervals. Results are shown in Table 6 which clearly shows that participant involvement increased from a mean of 8.5 intervals in mock IEP meetings to a mean of 26 intervals in actual IEP meetings (306% increase).

**Pretest/posttest rating data.** Mean difference scores on the Self-Directed IEP rating scale are presented in Figure 2 for individual participants and for individual lesson topics. The pre/post rating data indicated special education teachers, administrators, related service providers, and parents/guardians of the participants rated individual participants higher in post ratings of meeting performance compared to pre ratings. Participant 1 had a total mean difference score from IEP team members for all steps of the Self-Directed IEP of +3.15. Participant 2 had a total mean difference score of +3.80 while Participant 3 had the highest total mean difference score of +3.83. Finally, Participant 4 had a total mean difference score of +3.75.

**Social validity questionnaire.** As shown in Table 5, all four of the participants rated the Self-Directed instructional intervention paired with the S2L application positively.
For three of the participants, the researcher read the questionnaire aloud and answered the yes/no questions verbally or with a nod. The fourth participant read the questions aloud and circled the answer on the questionnaire.

**Anecdotal observations.** During the study, the researcher noted some significant observations of the participants. The parent of Participant 1 commented during the IEP meeting that after the Self-Directed IEP lessons had begun her daughter repeatedly asked over the course of 12 days, “IEP meeting, today?” indicating she was aware and excited to participate and lead her IEP meeting. During lesson 6 Participant 1 indicated she would like to work with her peers in a recycling program which was surprising to both her parent and teachers. She began working on the vocational goal immediately following her IEP meeting and made progress in peer interactions and task completion.

Participant 2 had never attended an entire IEP meeting in the past. His parents explained that in prior IEP team meetings this participant had waited in another classroom while the meeting was going on or had to be taken home early because he disrupted the meeting with his repeated request to “Go home, white truck”. They were very appreciative that their son was able to not only able to sit through an entire meeting but that he actually led and participated in his IEP meeting.

Finally, Participant 4 demonstrated the ability to ask for feedback during his IEP meeting. After he had used the iPad to state that he wanted to live with his family when he was finished with school, he looked to his mom and asked, “What do you say?” Due to his articulation errors it would have been very difficult for this young man to indicate his post school preferences and also ask his family what they thought of his idea without using the iPad and S2L application in the context of his IEP meeting.
The data from this study indicated each of these participants were able to improve their ability to lead and participate in an IEP meeting, however, as equally important is the anecdotal data which has shown to give participants the opportunity to improve IEP meeting behavior, voice preferences for IEP goals, ask for feedback, and increase overall awareness of the IEP meeting process.

**Discussion**

Data showed that a modified version of the Self-Directed IEP curriculum paired with assistive technology (AT) taught participants with severe intellectual disabilities and limited expressive communication to lead an IEP meeting, communicate their transition preferences to members of their IEP team, and participate to interact in a meaningful way during their IEP meetings. AT benefitted four participants with significant cognitive disability to improve IEP leadership skills and increase self-advocacy. AT proved to be an effective tool for participants in preparation to lead an IEP meeting and as a presentation medium to assist in the discussion of transition preferences.

Initially, two participants showed a decrease in percentage of 10 s intervals they participated in based on mock IEP meeting compared to the actual IEP meeting. However, when the actual number of intervals with communication were compared, it revealed a 306% increase in number of mean intervals the participants actually participated in. This calls into question the validity of the mock IEP. Although a similar number of IEP team members were present in the mock IEP meeting compared to the actual IEP meeting, the IEP team member scripts did not simulate the amount of participation as actual IEP members. In order to resolve this issue, it may be beneficial to create a mock IEP script more closely resembling an actual meeting.
Although data showed improved IEP leadership skills during IEP meetings, team members had a tendency to address the participant in “third person” (i.e., he/she), thus potentially reducing the number of opportunities the participants had to actively participate. It may be beneficial to incorporate a training session for team members prior to IEP meetings to address the importance of directing questions and comments in “first person” to the individual.

**Limitations**

There are three limitations of this project that need to be taken into account. First, there were only four participants from similar socioeconomic and cultural backgrounds, therefore the results will not be able to be generalized to a larger, more diverse group of students with severe cognitive disabilities. Second, the limited amount of time available to conduct this study; the time allowed for one mock IEP, the modified Self-Directed IEP intervention, and one actual IEP meeting. Therefore, the results from this project produced a limited amount of data. Third, the S2L application for the iPad 2 was not developed specifically for the purpose of leading an IEP meeting and has limited capabilities for participants to respond spontaneously or to use single switches to assist participants with physical disabilities. This may compromise utility adaptability in future research.

**Future Research**

Future research should be conducted with a larger population of students with severe intellectual disabilities and limited expressive communication from a variety of cultural and socioeconomic backgrounds. Additionally, future research should analyze the effects of the modified Self-Determination curriculum and AT on multiple actual IEP and transition meetings to determine to what extent participation and leadership skills can be
generalized. Finally, future research should address whether self-determination measures increase when students with severe intellectual disabilities are taught to voice their transition preferences and lead their own IEP meetings and to what extent this benefits students with regard to employment and independent living outcomes.
References


Snyder, E. P. (2002). Teaching students with combined behavioral disorders and mental retardation to lead their own IEP meetings. *Behavioral Disorders, 27*(4), 340-357.

Snyder, E. P., & Shapiro, E. (1997). Teaching students with emotional/behavioral disorders the skills to participate in the development of their own IEPs. *Behavioral Disorders, 22*, 246-259.


<table>
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<tr>
<th>Participant</th>
<th>IDEA Disability Classification</th>
<th>Intellectual Quotient (IQ) Standard Score</th>
<th>Chronological Age</th>
<th>Expressive Language Age Equivalent Score</th>
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<td>20 years</td>
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<td>30</td>
<td>19 years</td>
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<td>Intellectual Disability</td>
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<td>3 years 9 months</td>
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Table 2

*Modified Self-Directed IEP Lessons*

<table>
<thead>
<tr>
<th>Lesson #</th>
<th>Lesson Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>State the Purpose of the Meeting</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>Introduce Team Members</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>Review Past Goals</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>Ask for Feedback on Progress</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>Transition Preferences</td>
</tr>
<tr>
<td>Lesson 6</td>
<td>State Transition Goals</td>
</tr>
<tr>
<td>Lesson 7</td>
<td>State IEP Goal Ideas</td>
</tr>
<tr>
<td>Lesson 8</td>
<td>Answer Yes/No</td>
</tr>
<tr>
<td>Lesson 9</td>
<td>State Supports Needed</td>
</tr>
<tr>
<td>Lesson 10</td>
<td>Summarize Goals</td>
</tr>
<tr>
<td>Lesson 11</td>
<td>Close the Meeting</td>
</tr>
<tr>
<td>Lesson 12</td>
<td>Role-Play an IEP Meeting</td>
</tr>
<tr>
<td>Step #</td>
<td>Self-Directed IEP Step Name</td>
</tr>
<tr>
<td>-------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Step 1</td>
<td>Begin Meeting by Stating the Purpose</td>
</tr>
</tbody>
</table>
| Step 2 | Introduce Everyone | *Let’s start with introductions. I am ________.*  
*This is my teacher ________. This is my mom ________. This is my dad ________. This is my principal ________. This is my speech teacher ________.* |
| Step 3 | Review Past Goals and Performance | *This year I have been working on ________. Things I did well last year were ________. Things that were hard for me were ________.* |
| Step 4 | Ask for Feedback | *Does anyone want to talk about how I have been doing?* |
| Step 5 | State Transition Goals | *When I am done with school, I want to ________.*  
*I want to live (where? with?) ________. Any questions or comments?* |
| Step 6 | State IEP Goals | *This year at school I want to work on 1) ________ 2) ________.*  
*Does anyone have any other ideas?* |
<p>| Step 7 | State Supports Needed | <em>To work on these goals, I am going to need help with ________.</em> |
| Step 8 | Summarize Goals | <em>This year, I will be working on ________. I am working on these goals so I can ________.</em> |
| Step 9 | Close Meeting | <em>Thank you all for coming to my meeting. I appreciate your help.</em> |</p>
<table>
<thead>
<tr>
<th>Participant</th>
<th>% of 10 s intervals Mock IEP</th>
<th>% of 10 s intervals Actual IEP</th>
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<tbody>
<tr>
<td>1</td>
<td>3.2%</td>
<td>23.9%</td>
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<tr>
<td>2</td>
<td>36.6%</td>
<td>19.5%</td>
</tr>
<tr>
<td>3</td>
<td>9.7%</td>
<td>17.4%</td>
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<td>4</td>
<td>23.0%</td>
<td>21.0%</td>
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<tr>
<td>Question</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-----</td>
<td>----</td>
</tr>
<tr>
<td>1. I liked learning about my IEP meeting</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>2. I liked helping to put the IEP steps on the iPad</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>3. I liked using the iPad during my IEP meeting.</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>4. I liked telling my IEP team what I want to do when I am finished with school.</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>5. I liked leading my IEP meeting.</td>
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<td>0</td>
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Table 5: Social Validity Results for Participants
<table>
<thead>
<tr>
<th>Participant</th>
<th>Number of Intervals Student Participated in Mock IEP</th>
<th>Number of Intervals Student Participated in Actual IEP</th>
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<tbody>
<tr>
<td>Participant 1</td>
<td>2</td>
<td>27</td>
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<td>Participant 2</td>
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<td>Participant 3</td>
<td>3</td>
<td>20</td>
</tr>
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<td>Participant 4</td>
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</tr>
<tr>
<td>Mean Number of Intervals</td>
<td>8.5</td>
<td>26</td>
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</table>
**Figure 1.** Comparison of Self-Directed IEP percentage of steps that participants were able to complete during a mock IEP meeting without the Modified Self-Directed IEP curriculum training versus the actual IEP meeting after Modified Self-Directed IEP Lessons.
Figure 2. Mean difference scores of IEP team members calculated for individual participants for each Self-Directed IEP Step prior to the actual IEP meeting and following the actual IEP meeting.
Pre-experimental Assessment

Participant 1: Would you like to learn how to lead your IEP meeting using this iPad?
Student Response:
I am going to show you how to touch the iPad screen then I want you to touch the iPad screen.
Did student touch iPad screen independently after three or less model prompts?   Yes
No
Date:__________________

Participant 2: Would you like to learn how to lead your IEP meeting using this iPad?
Student Response:
I am going to show you how to touch the iPad screen then I want you to touch the iPad screen.
Did student touch iPad screen independently after three or less model prompts?   Yes
No
Date:__________________

Participant 3: Would you like to learn how to lead your IEP meeting using this iPad?
Student Response:
I am going to show you how to touch the iPad screen then I want you to touch the iPad screen.
Did student touch iPad screen independently after three or less model prompts?   Yes
No
Date:__________________

Participant 4: Would you like to learn how to lead your IEP meeting using this iPad?
Student Response:
I am going to show you how to touch the iPad screen then I want you to touch the iPad screen.
Did student touch iPad screen independently after three or less model prompts?   Yes
No
Date:__________________
## APPENDIX B: MOCK/ACTUAL IEP MEETING STEP COMPLETION DATA SHEET

<table>
<thead>
<tr>
<th>Participant</th>
<th>Self-Directed IEP Steps</th>
<th>Student Researcher Rating</th>
<th>2nd Researcher Rating</th>
<th>Interobserver Agreement</th>
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<tbody>
<tr>
<td>Step 1</td>
<td>Begin Meeting by Stating the Purpose</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Step 2</td>
<td>Introduce Everyone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 3</td>
<td>Review Past Goals and Performance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 4</td>
<td>Ask for Feedback</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 5</td>
<td>State Transition Goals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 6</td>
<td>State IEP Goals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 7</td>
<td>State Supports Needed</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 8</td>
<td>Summarize Goals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 9</td>
<td>Close Meeting</td>
<td></td>
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</tr>
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</table>

### Number or Steps Correct Divided By Number of Total Steps

### Percentage of Self Directed IEP Steps Completed Independently

<table>
<thead>
<tr>
<th>Participant</th>
<th>Self-Directed IEP Steps</th>
<th>Student Researcher Rating</th>
<th>2nd Researcher Rating</th>
<th>Interobserver Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 1</td>
<td>Begin Meeting by Stating the Purpose</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 2</td>
<td>Introduce Everyone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Step 3</td>
<td>Review Past Goals and Performance</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Step 4</td>
<td>Ask for Feedback</td>
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<td>Step 5</td>
<td>State Transition Goals</td>
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<tr>
<td>Step 6</td>
<td>State IEP Goals</td>
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<tr>
<td>Step 7</td>
<td>State Supports Needed</td>
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<tr>
<td>Step 8</td>
<td>Summarize Goals</td>
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<td></td>
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<tr>
<td>Step 9</td>
<td>Close Meeting</td>
<td></td>
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<td></td>
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</table>

### Number or Steps Correct Divided By Number of Total Steps

### Percentage of Self Directed IEP Steps Completed Independently
APPENDIX C: MOCK/ACTUAL IEP MEETING PARTICIPATION DATA SHEET

Name of Participant:
Mock IEP/Actual IEP:
Evaluator:

<table>
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<th>30s</th>
<th>40s</th>
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<td>17</td>
<td>17:10</td>
<td>17:20</td>
<td>17:30</td>
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</tbody>
</table>

+ = Participant participated using electronic communication, verbalization or vocalizations, and/or a head nod, sign, or gesture indicating yes or no when asked a question by an IEP team member.

- = Participant had been prompted after a 5 s time delay to participate, an IEP team member other than the student was participating, or no conversation occurring.

*each box is a 10s interval
Self-Directed IEP Questionnaire

Based on your past observations including recent IEPs, please rate how well ________ participated on the following steps of conducting an IEP meeting, 1 (not performed or performed at a low level) to 5 (performed at a high level). Participating means using any form of communication including verbalizations, pictures, vocalizations, gestures, or assistive technology (communication device, iPad, etc.).

1. Step 1: Stated the purpose of the meeting. 1 2 3 4 5
2. Step 2: Introduced team members. 1 2 3 4 5
3. Step 3: Reviewed past IEP goals. 1 2 3 4 5
4. Step 4: Asked for feedback. 1 2 3 4 5
5. Step 5: Stated transition preferences. 1 2 3 4 5
6. Step 6: Stated transition goals. 1 2 3 4 5
7. Step 7: Stated IEP goal ideas. 1 2 3 4 5
8. Step 8: Answered yes or no questions during the IEP meeting. 1 2 3 4 5
9. Step 9: Stated supports needed to meet IEP goals 1 2 3 4 5
10. Step 10: Closed the IEP meeting 1 2 3 4 5
*Bolded items are the modifications to the original curriculum

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Modified Step</th>
<th>Objective</th>
<th>Lesson Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Participants will use the iPad2 with S2L application to state the purpose of the meeting.</td>
<td>• Introduction&lt;br&gt; • Show video&lt;br&gt; • Preview Lesson (show picture prompt)&lt;br&gt; • IEP Vocabulary (use pictures for each new word)&lt;br&gt; • Show first part of video&lt;br&gt; • Discuss purpose of meeting (use pictures/objects)&lt;br&gt; • Participant takes picture on the iPad2 to represent the purpose of the meeting <em>(Example IEP/IEP Goal book)</em>&lt;br&gt; • Participant or teacher types the purpose of meeting script, with assistance, on iPad2/S2L application&lt;br&gt; • Participants practice beginning the meeting (use iPad2/S2L application)&lt;br&gt; • Evaluation</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>Participants will use the iPad2 with S2L application to introduce each team member</td>
<td>• Review (Participants will practice beginning the meeting using iPad/S2L application)&lt;br&gt; • Preview Lesson (show picture prompt)&lt;br&gt; • IEP Vocabulary (use pictures for each new word)&lt;br&gt; • Show first part of video&lt;br&gt; • Discuss who attended the meeting in the video (use pictures)&lt;br&gt; • Participants take picture of available team members on the iPad2 (teachers, principal, Sp/Lg therapist, etc.)&lt;br&gt; • Participants type the introduction script, with</td>
</tr>
</tbody>
</table>
|   |   | **assistance, on iPad2/S2L application**  
  
  - Participants practice introducing members (use iPad2/S2L application)  
  - Evaluation |
|---|---|---|
|3|3| Participants will use the iPad2 with S2L application to state a minimum of two past goals, one thing that worked well and one thing that was hard.  
  
  - Review (Participants will practice previous two steps using iPad/S2L application)  
  - Preview Lesson (show picture prompt)  
  - IEP Vocabulary (use pictures for each new word)  
  - Show video  
  - Discuss participants’ past goals (use pictures)  
  - Participants have teacher take pictures of them working on past goals members on the iPad2  
  - Participants type the past goal script, with assistance, on iPad2/S2L application  
  - Participants practice stating past goals (use iPad2/S2L application)  
  - Evaluation |
|4|4| Participant will use the iPad2 with S2L application to ask IEP team members for feedback on progress  
  
  - Review (Participants practice the previous three steps using iPad/S2L application)  
  - Preview Lesson (show picture prompt)  
  - IEP Vocabulary (use pictures for each new word)  
  - Discuss appropriate behavior while team members are giving feedback (use pictures)  
  - Participant inserts a picture representing asking for feedback on the iPad2 (question mark.)  
  - Participant types the feedback script, with assistance, on iPad2/S2L application  
  - Participants practice asking
<p>| | | |</p>
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<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>
|   |   |   | - **Preview Lesson (show picture prompt)**  
|   |   |   | - Discuss options for independent living (use pictures/videos to represent choices)  
|   |   |   | - Have participants make independent living choice.  
|   |   |   | - Discuss options for employment (use top 3 pictures/videos from completed YES assessment.  
|   |   |   | - Have participants choose an employment preference.  
|   |   |   | - Participants review transition preferences.  
|   |   |   | **Evaluation**  
|   |   | 6 | **Participant will use the iPad2 with S2L application to state transition goals and ask for comments.** |
|   |   |   | - Review  
|   |   |   | - Preview Lesson (show picture prompt)  
|   |   |   | - Discuss transition goals  
|   |   |   | - Discuss goals for independent living and employment  
|   |   |   | - Participant inserts a picture in iPad2 representing independent living and employment preferences.  
|   |   |   | - Participant types the transition goal script, with assistance, on iPad2/S2L application  
|   |   |   | - Participants practice stating transition goals (use iPad2/S2L application)  
|   |   |   | **Evaluation**  
|   |   | 7 | **Participant will use the iPad2 with S2L application to state IEP goal ideas and ask for** |
|   |   |   | - Review (Participants practice the previous four steps using iPad/S2L application)  
|   |   |   | - Preview Lesson (show picture prompt)  
|   |   |   | - Show Video  
|   |   |   | - Discuss IEP goals (use pictures)  
|   |   |   | **Evaluation**
<p>| | | |</p>
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</thead>
<tbody>
<tr>
<td>8</td>
<td>NA</td>
<td>Participant will indicate yes or no when asked a question by a team member during the IEP meeting.</td>
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<td></td>
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<tr>
<td>9</td>
<td>8</td>
<td>Participant will use the iPad2 with S2L application to state supports needed.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>9</td>
<td>Participant</td>
</tr>
<tr>
<td>Step</td>
<td>Activity</td>
<td>iPad/S2L Application</td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>----------------------</td>
</tr>
</tbody>
</table>
| 11 | Participant will use the iPad2 with S2L application to summarize goals. | The previous seven steps using iPad/S2L application:  
- Preview Lesson (show picture prompt)  
- Show Video  
- Discuss summarizing goals from video  
- Discuss how to summarize goals  
- Participants insert a picture representing summary of goals on the iPad2.  
- Participant types the summarizing script, with assistance, on iPad2/S2L application  
- Participants practice summarizing goals (use iPad2/S2L application)  
- Evaluation |
| 10 | Participant will use the iPad2 with S2L application to close the meeting. | Review (Participants practice the previous eight steps using iPad/S2L application):  
- Preview Lesson (show picture prompt)  
- Show Video  
- Discuss closing of meeting from video  
- Discuss how to say thank you.  
- Participants insert a picture representing thank you on the iPad2.  
- Participant types the feedback script, with assistance, on iPad2/S2L application  
- Participants practice closing the meeting and saying thank you (use iPad2/S2L application)  
- Evaluation |
| 12 | Participant will use the iPad with S2L application to role-play an IEP meeting. | |
Lesson 1: Purpose

Objective | Students will be able to state the purpose of the IEP meeting.

Procedures 1. Review

“During the next 3 weeks, you are going to learn how to lead your IEP meeting. We are going to meet every day to talk about your IEP meeting. (Provide assurance to student, if needed.) IEP means individualized education plan. An IEP is a plan that contains goals and how you are going to reach those goals.” Show student’s IEP.

“See, here are your goals.” Point to goals and objectives.

“These are the things we are working on in class.” Provide example of how we are working on student’s goal. For example, cooking goal, we cook each week and we work on following directions and cleaning up after we cook.

“Your IEP is developed at a meeting called an IEP meeting. Remember how you came to your meeting last year and I met with your mom, your other teachers, and your speech and language therapist and we talked about what you are going to be doing at school. That was your IEP meeting.”

“You have an IEP meeting at least once a year to discuss what you are going to learn at school.”

“We are going to watch a video where a student leads his IEP meeting. I want you to watch it to see how Zeke leads his meeting.”

2. Video
Show video in entirety.

What did you see in the video of the IEP meeting? **Student response.**

“Who led the meeting?” **Student response.**

“You will do what Zeke did at your IEP meeting. We are going to watch parts of the video each day.”

3. Preview lesson

“During the next 3 weeks you are going to learn 9 steps to help you lead your IEP meeting.” **Show student iPad with picture prompts.**

You will have this iPad to help you lead your IEP meeting. Each day you will learn a new step. At the end of the lesson, I will give you a short test.”

“The first step is beginning meeting by stating the purpose.”

4. Vocabulary

“Let’s review some new words. The first is **goal.** A goal is what you want to accomplish or learn.” **Show picture of goal book.** “The second is **IEP** which contains your goals and how you are going to reach them.

**Show IEP.** The third word is **IEP meeting.** This is the meeting where your IEP is written. **Show picture of IEP meeting.** Finally, **self-directed IEP meeting** is when the student leads the meeting, instead of the teacher. **Show picture of self-directed meeting.**

5. Video

“I’m going to show you the video again. But this time we will only watch the first part of the video where Zeke states the purpose of the meeting. **Point to iPad purpose slide.**
6. Discussion

“In the video, Zeke states the purposes of his meeting. The purpose of the IEP meeting is to discuss your goals for the future. At your IEP meeting, you are going to talk about your goals you are working on now, such as provide example. You will also tell everyone at the meeting how well you are doing on those goals and we will set new goals for you to work on at school.”

7. Student States Purpose

“Let’s go over that again. The purpose of the meeting is to discuss your goals for the future. What is the purpose of the IEP meeting? Student response. Repeat as many times until student can state the purpose of meeting either verbally or using the iPad. “At your meeting, you are going to use the iPad to say, the purpose of my IEP meeting is to discuss my goals for the future”.

8. iPad Slide Preparation

“Remember how at your mock IEP meeting, there was an iPad that had a script and picture on each slide.” Student response. Show student Stories2learn IEP slides. “We are going to use the iPad to help you remember everything you are learning. So, you just learned what the purpose of the IEP meeting is. Can you tell me what it is again?” Student response.

“Now, we are going to type that on the slide.” Student or teacher types on the slide using script. Student can decide if they want to type.

After student response is placed on slide, prompt student to put a picture on slide. “Let’s put a picture on the slide to help you remember what to say at the meeting.” Teacher gives suggestion of pictures to use. Student chooses to
9. Practice

“Now we are going to practice saying the purpose of the IEP so you can do it at your meeting. Here is the iPad to help you remember.”  
*Point to iPad.*

“When you see that picture, you will know you need to press the picture on the iPad to state the purpose of the meeting. I am going to tell you to begin your meeting and will hand you the iPad. You will press the picture to say, the purpose of my IEP meeting is to discuss your goals for the future.”

_Model using the iPad to state the purpose of the meeting._  “Okay, now you try”.  _Student response._ Repeat until student can independently state purpose with iPad.

10. Evaluation

_Collect data._

**Picture Prompts**

<table>
<thead>
<tr>
<th>Student’s IEP</th>
<th>Student Goal Book</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="IEP Picture" /></td>
<td><img src="image" alt="Student Goal Book Image" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IEP Meeting</th>
<th>Self-Directed IEP</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="IEP Meeting Image" /></td>
<td><img src="image" alt="Self-Directed IEP Image" /></td>
</tr>
</tbody>
</table>
Lesson 2: Introductions

<table>
<thead>
<tr>
<th>Objective</th>
<th>Student will be able to introduce each team member by name and role.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedures</td>
<td>1. Review</td>
</tr>
<tr>
<td></td>
<td>“Yesterday we learned about beginning your IEP meeting by stating the purpose of the meeting. Remember, you have this iPad to help you lead your IEP meeting.” <em>Show iPad.</em> Tell me what the purpose is. *<em>Student response (May be use iPad or state verbally). Provide praise if correct. If incorrect, show iPad and state content. Ask student to state purpose again. Repeat until student can state purpose using iPad.</em></td>
</tr>
<tr>
<td></td>
<td>2. Preview Lesson</td>
</tr>
<tr>
<td></td>
<td>“Today we are going to learn about introducing everyone at the IEP meeting.” <em>Show picture prompt.</em> “At the meeting, you will need to say the name of everyone present and who are they are. I will be at your meeting so you will say this is Crystal, she is my teacher. We are going to talk about who will be at your meeting.”</td>
</tr>
<tr>
<td></td>
<td>3. Vocabulary</td>
</tr>
<tr>
<td></td>
<td>“One new word today is <strong>Local Education Agency Representative</strong> or LEA.”</td>
</tr>
</tbody>
</table>
|           | “Mrs. Goodsell is the principal and comes to my students meetings. So,
Mrs. Goodsell is the LEA. *Show picture of LEA.*

4. Video

“I’m going to show you the video again. This time we will only watch the part of the video where Zeke introduces the people at his meeting.”

5. Discussion

“Certain people have to come to your IEP meeting. This includes me, your special education teacher, your mom or dad, a speech and language therapist like Katie, and an LEA like Mrs. Goodsell.”

“Remember, LEA is a principal. In the video, there are a few people at Zeke’s meeting. At Zeke’s IEP meeting, his parents were there, also, his counselor, his English teacher, a transition specialist, and a vocational rehabilitation specialist.”

6. Student States Introductions

“At your meeting, I will be there. I am your special education teacher. Your mom (or dad) will be there. Also, Mrs. Goodsell who is the LEA will be there. Plus, you will have your speech and language therapist there, Katie.

“Who will be at your meeting?” **Student response. Consider correct if student can state at least one IEP team member. If correct, praise. If incorrect, state who will be there and ask student again. Repeat until student can independently state at least one IEP team member.**

“At your meeting, you will say this is my special education teacher, Crystal, the speech and language therapist, Katie, Mrs. Goodsell, the LEA,
and my mom/dad.”

7. iPad Slide Preparation

“Remember how at your mock IEP meeting, there was an iPad that had a script and picture on each slide.” Student response Show student iPad.

“We are going to fill in the next slide with what you just learned about introductions. Can you tell me who will be at the meeting again?” Student response.

“Now, we are going to type that on the slide.” Student or teacher types on the slide using script. Student can decide if they want to type. After student response is placed on slide, prompt student to put a picture on slide. “Let’s put a picture on the slide to help you remember what to say at the meeting.” Student takes pictures of each IEP team member. Student assists teacher in putting picture on slides.

8. Practice

“You have learned who is going to be at your IEP meeting. Now we are going to practice saying that so you can do it at the IEP meeting.” Here is the iPad to help you remember.” Point to iPad. “When you see that picture, you will press the iPad to say who is at the meeting. Remember, you need to say each of their names and what their role is by pressing the picture and then move to the next slide until you have introduced everyone. Model using iPad to introduce IEP team members. “Okay, now you try.” Student response. Repeat until student can independently state purpose using iPad.

9. Practice
"Let’s practice both steps that you have learned. I am going to ask you to begin your IEP meeting. You will state the purpose of your IEP meeting using the iPad. You will then introduce each IEP team member. Okay let’s practice.” Hand student the iPad. **Student response.** Praise if correct. If incorrect, model using the iPad. Repeat until student states purpose and introduces IEP team members independently.

10. Evaluation

Collect data.

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**Picture Prompts**

<table>
<thead>
<tr>
<th>Special Education Teachers</th>
<th>LEA</th>
<th>Speech Therapist</th>
</tr>
</thead>
<tbody>
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<table>
<thead>
<tr>
<th>Parents</th>
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</table>

Lesson 3: Past Goals and Progress

| Objective | Student will be able to state a minimum of two past goals, a minimum of |
Procedures

<table>
<thead>
<tr>
<th>1. Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Yesterday we learned about who will be at your meeting. Remember, you have this iPad to help you lead your IEP meeting.” <em>Show iPad.</em> “Tell me at least one person who will be at the meeting.” <strong>Student response.</strong> Provide praise if correct. If incorrect show iPad and state content. Ask student to state purpose again. Repeat until student can state purpose verbally or using the iPad. Repeat for purpose of IEP meeting.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Preview lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Today we are going to learn about the goals you are working on at school right now.” <em>Show picture prompt.</em> “At the meeting, you will need to say 2 of these goals and what things you did well and what things were hard. For example, you are currently working on (state student goal). What did you do well and what was hard for you?” <strong>Student response.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>“One new word today - <strong>progress.</strong> Progress is how you are doing at reaching a goal. <em>Show picture.</em>”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4. Video</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I’m going to show you the video again. This time we will only watch the part of the video where Zeke talks about his previous goals.” <strong>Point to picture prompt.</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Video Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Zeke talked about some of his goals that he had before. Can you name</td>
</tr>
</tbody>
</table>
one?” **Student response.** Provide praise if correct. If student does not answer correctly, state: “At Zeke’s IEP meeting, he said his goals were to improve his responsible behavior, learning about different jobs, and getting to know more people and do things with them.”

6. Discussion

“In your IEP there are goals that are broken down into objectives. The objectives help you reach your goal.” *Show copy of IEP to student.* “See, here are your goals, and here are the objectives.” *State each of the student’s goals.* “At your IEP meeting you will say my goals are (state student’s goals).”

7. Student states past goals

“I just reviewed what your IEP goals are. Can you tell me what your goals are?” **Student response.** If correct, praise. If incorrect, state goals and ask student again. Repeat until student can independently state a minimum of 2 goals.

“At your meeting, you will say my goals are (state student’s goals.)

Remember you have the iPad to help you. Can you tell me your goals?”

**Student response.** Praise if correct. If incorrect, state student’s goals and ask student to state. Repeat until student can state 2 goals.

8. iPad Slide Preparation

“We are going to take pictures just like you did for the purpose and introductions.” *Show student iPad.*

“We are going to take pictures of you working on your past goals.”
Teacher takes pictures of student working on goals.

“Now, we are going to type these goals on the iPad” Student or teacher types on iPad. Student can decide if they want to type. After student response is placed on slide, prompt student to put pictures on slide. “Let’s put the pictures on the iPad to help you remember what to say at the meeting.” Student assists teacher in putting picture on slides.

9. Discussion

“Now that you know your goals, let’s talk about the things you did well.”

**Student response.** Prompt the student for feedback. Give examples of positive things they are doing. “Let’s talk about the things that were hard for you.” Prompt the student for feedback. Give examples of things you noticed might have been hard for them. “At your meeting, you are going to use the iPad to state your goals and how you are doing. For example, (give example of student’s goal followed by one thing they did well and one thing that was hard for them).”

10. iPad Slide Preparation

“Now, we are going to type the things you did well and the things that were hard for you on the slide.” Student or teacher types on slide. Student can decide if they want to type.

“We are going to take pictures of things you did well and things that were hard for you.” Student chooses what the teacher takes pictures of to represent what the student did well and things that were hard for the student.
11. Practice

“Let’s practice stating your goals and progress. Use the iPad to tell me your goals and progress.” **Student response.** Praise if correct. Prompt student with correct answer until student can use the iPad to perform independently.

12. Practice

“Let’s practice all the steps that you have learned. I am going to hand you the iPad to begin your IEP meeting. You will state the purpose of my IEP meeting and then move to the next slide. **Model** You will then introduce the people at your IEP meeting by moving from slide to slide. **Model** You will state your goals, the things you did well and the things that were hard. **Model** Okay, your turn to practice.” **Student response.** Praise if correct. If incorrect, model using the iPad. Repeat until student does independently.

13. Evaluation

Collect data.

**Picture Prompts**

<table>
<thead>
<tr>
<th>IEP Goal Book</th>
<th>Student IEP</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="IEP Goal Book" /></td>
<td><img src="image" alt="Student IEP" /></td>
</tr>
</tbody>
</table>

**Progress Report**
Lesson 4: Ask for Feedback

<table>
<thead>
<tr>
<th>Objective</th>
<th>Students will be able to ask IEP team members for feedback</th>
</tr>
</thead>
</table>
| Procedures | 1. Review  

   “Yesterday we learned about your school goals. Remember, you have this iPad to help you lead your IEP meeting.” *Show iPad.*  

   “Tell me what your goals are.” **Student response. Provide praise if correct. If incorrect show iPad and state content.**  

   2. Preview lesson  

   “Today we are going to learn how to ask IEP members for feedback.”  

   3. Vocabulary  

   “Let’s review a new word, feedback. Feedback is information about your performance or how well you did on your past goals.”  

   4. Discussion  

   “In your IEP there you will ask your team members for feedback or how you have been doing on your goals. “See, here is your progress report, which tells how you have been doing on your goals At your IEP meeting**
you will say, “Does anyone want to talk about how I have been doing?”

“You will see a question mark that looks like this on the iPad.” Show picture. “When you see this on the iPad you need to Stop, Watch, and Listen.” Show picture prompt.

“I will talk about how you have been doing on your goals. While I am talking or the other IEP team members are talking you need to Stop, Watch, and Listen. What do you need to do?” Student Response Praise if correct. If incorrect, show picture prompt until student can state or point to the stop, watch, listen prompts.

5. iPad Slide Preparation

“At your IEP meeting you will say, “Does anyone want to talk about how I have been doing?” “Now, we are going to type that on the slide.” Student or teacher types on the slide using script. Student can decide if they want to type. After script is placed on slide, prompt student to put a picture on slide. “Let’s put a picture on the slide to help you remember what to say at the meeting.” Student chooses the color of question mark they wanted inserted on the slide. Student assists teacher in putting picture on slides.

6. Practice

“Let’s practice asking for feedback. Use the iPad to tell me your goals and progress.” Student response. Praise if correct. Prompt student with correct answer until student can use the iPad to perform independently.

7. Practice

“Let’s practice all the steps that you have learned. I am going to hand you
the iPad to begin your IEP meeting. You will state the purpose of my IEP meeting and then move to the next slide. Model You will then introduce the people at your IEP meeting by moving from slide to slide. Model You will state your goals, the things you did well and the things that were hard. Model You will now ask for feedback from your IEP team.” Model “Okay, your turn to practice.” Student response. Praise if correct. If incorrect, model using the iPad. Repeat until student does independently.

8. Evaluation

Collect data.

Picture Prompts

Stop                          Watch                          Listen

Lesson 5: Transition Preferences

<table>
<thead>
<tr>
<th>Objective</th>
<th>Students will be able to choose a goal in residential and employment post-school outcome areas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedures</td>
<td>1. Review</td>
</tr>
</tbody>
</table>

  “Yesterday we talked about how to ask your IEP team for feedback.

Remember, you have this iPad to help you lead your IEP meeting. Tell me how to ask for feedback.” Student response. Provide praise if correct. If incorrect show iPad and state content. Ask student to state previous steps. Repeat until student can state content for all steps verbally or using the
iPad

2. Preview lesson

“Today we are going to learn about your post-school outcomes areas and your goals for each area.” Show picture prompt.

3. Discussion post-school outcomes

“We are going to learn a few new words today. First, post-school outcome is what you are going to be doing when you graduate from school.” Show picture. There are 2 areas we are going to focus on residential or home and employment or job. Show pictures. Residential or home is where you are going to live. Have you thought about where you want to live after you are done with school? Student response. Provide feedback. “Some options of where to live are at home with your family, in a group home, or in an apartment with a support staff. “Remember when you used the computer to figure out where you wanted to work?” Student response. Provide feedback. “These are pictures of the top three jobs you chose on the computer. Which job do you think you want to have when you are done with school?” Student response.

4. Discuss goals

“I’m going to provide you with some specific examples of each area. First we will talk about residential or home goals”. Show pictures.

“You have some options. The first is to remain living where you are living now, at home with your family. You can live in a group home with other people with disabilities and someone who helps you manage your daily
life. This person will help you make breakfast, lunch, and dinners, and help you with your money. You can live by yourself in an apartment with someone who helps you manage your daily life. Where would you like to live when you graduate?” Show student pictures. Student response.

Provide feedback. Help student narrow to a goal.

“Let’s talk about employment or a job.” Show pictures of top three job choices. “Which type of job do you want when you are finished with school?” Student response. Point to picture prompt.

5. Student states post-school goals.

“You were just able to tell me your post-school outcomes goals for where you want to live and the job you want to have. Tell me them again.” Show pictures. Student response. Praise. Prompt student if they are unable to state. Repeat until student can identify independently by pointing or stating.

“Remember at your meeting, you will use the iPad to state where you want to live and where you want to work. We will insert your ideas on the iPad in our next lesson.”

6. Evaluation

Collect Data

Pictures Prompts
Lesson 6: State Transition Preferences

<table>
<thead>
<tr>
<th>Objective</th>
<th>Students will be able to state a goal in residential and employment post-school outcome areas using the iPad.</th>
</tr>
</thead>
</table>
| Procedures | 1. Review  
“Yesterday you chose transition goals. These goals were where you wanted to live and work when you are finished with school. Remember, you have this iPad to help you lead your IEP meeting.”  
2. Preview lesson  
“Today we are going to learn how to state your post-school outcomes using the iPad. Show iPad.  
3. Discuss goals  
“Yesterday you choose two post-school goals. Tell me them again.” Show |
<table>
<thead>
<tr>
<th><strong>pictures from lesson 5. Student response. Praise. Prompt student if they are unable to state. Repeat until student can identify independently by pointing or stating.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>“At your meeting, you will use the iPad to state where you want to live and where you want to work. “</td>
</tr>
<tr>
<td><strong>4. iPad Slide Preparation</strong></td>
</tr>
<tr>
<td>“Now, we are going to type that on the slide.” <em>Student or teacher types on slide. Student can decide if they want to type.</em> “We are going to insert pictures of where you want to live and what job you want to have when you are finished with school.” <em>Student chooses what pictures to insert.</em></td>
</tr>
<tr>
<td><em>Prompt student to put pictures on slide.</em></td>
</tr>
<tr>
<td><strong>5. Practice</strong></td>
</tr>
<tr>
<td>”Let’s practice stating your post-school goals. Use the iPad to tell me your goals. Student response. Prompt student with correct answer until student can use the iPad to perform independently.**</td>
</tr>
<tr>
<td><strong>6. Practice</strong></td>
</tr>
<tr>
<td>“Let’s practice all the steps that you have learned. I am going to hand you the iPad to begin your IEP meeting. You will state the purpose of my IEP meeting and then move to the next slide. <em>Model</em> You will then introduce the people at your IEP meeting by moving from slide to slide. <em>Model</em> You will state your goals, the things you did well and the things that were hard. <em>Model</em> You will then ask if anyone has feedback. <em>Model</em> You will then state where you want to live and the job you want to have” <em>Model</em></td>
</tr>
</tbody>
</table>
“Okay, your turn to practice.” **Student response. Praise if correct.**

*If incorrect, model using the iPad. Repeat until student does independently.*

7. Evaluation

Collect data.

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**Lesson 7: State IEP Goal Ideas**

**Objective**

Students will be able to state at least two goals that they can learn at school.

**Procedures**

1. **Review**

   "Yesterday we learned about your post-school outcome areas. Remember, you have this iPad to help you lead your IEP meeting."

   *Show iPad.* "Tell me what your post-school outcomes are. **Student response. Provide praise if correct. If incorrect show iPad and state content. Ask student to state previous steps. Repeat until student can state content for all steps verbally or using the iPad***

2. **Preview lesson**

   “Today we are going to learn about goals for things you can work on at school.” *Show picture prompt.*

3. **Video**

   “I’m going to show you the video again. This time we will only watch the part of the video where Zeke talks about his new goals.”

   *Point to picture prompt.*

4. **Discussion video and goals**

   “In the video, Zeke listed his new goals. Do you remember any of his goals?” **Student response. Provide feedback.** “Two of his goals were
exploring vocational opportunities at the hospital and make more friends.

Goals are things you want to learn.”

5. Provide examples

“Some examples of goals are: “I will be able to cook by following recipes. I will be able to write a check. I will be able to add and subtract money.”

“Some things you can use to help you would be recipes that have pictures, a check that is already completed for you to follow, and a calculator to help you add and subtract money.”

6. Student states goals.

“Here are some different pictures of kinds of goals that you can work on. Point to at least 2 pictures of things would like to learn at school.” Show student pictures of possible goals. Student response. Provide feedback. Shape into goals.

“Here are the goals I heard you say. (State student’s goals.) Are these the goals you want to work on next school year? Student response. Provide feedback.

“State the goals you want to work on by saying them or pointing to the pictures.” Student response.

7. iPad Slide Preparation

“We are going to add this information to the iPad just like you did for the other steps.” Show student slides.” We are going to fill in the next slide with what you just learned about your IEP goals. Can you tell me what your goals are?” Student response.
“Now, we are going to type that on the slide.”  
*Student or teacher types on slide. Student can decide if they want to type.*

“We are going to add pictures of the IEP goals you want to work on.”
*Student chooses to take or pose for a picture. Student assists teacher in putting picture on slide.*

8. Practice

“Let’s practice stating your IEP goals using the iPad. **Student response.**

*Praise if correct. If incorrect, prompt student with correct answer until student can use the iPad to perform independently.*

9. Practice

“Let’s practice all the steps that you have learned. I am going to hand you the iPad to begin your IEP meeting. You will state the purpose of your IEP meeting and then move to the next slide.  
*Model* You will then introduce the people at your IEP meeting by moving from slide to slide.  
*Model* You will state your goals, the things you did well and the things that were hard.  
*Model* You will then ask if anyone has feedback.  
*Model* You will then state where you want to live and the job you want to have”  
*Model* You will then state the IEP goals you want to work on and ask for feedback.”  
*Model*  

“Okay, your turn to practice.”  
**Student response. Praise if correct.**

*If incorrect, model using the iPad. Repeat until student does independently.*

10. Evaluation

*Collect data*
<table>
<thead>
<tr>
<th>Stating IEP Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Picture Prompts</strong></td>
</tr>
<tr>
<td><strong>Shopping</strong></td>
</tr>
<tr>
<td><strong>Washing Dishes</strong></td>
</tr>
<tr>
<td><strong>Microwave Cooking</strong></td>
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<tr>
<td><strong>Laundry</strong></td>
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<tr>
<td><strong>Folding Laundry</strong></td>
</tr>
<tr>
<td><strong>Cooking Skills</strong></td>
</tr>
<tr>
<td><strong>Hanging Clothes</strong></td>
</tr>
<tr>
<td><strong>Vacuuming</strong></td>
</tr>
</tbody>
</table>
# Lesson 8: Answer Yes/No

<table>
<thead>
<tr>
<th>Objective</th>
<th>Student will answer yes or no to questions asked by IEP team members.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedures</td>
<td>1. Review</td>
</tr>
<tr>
<td></td>
<td>“Yesterday we learned about your school goals. Remember, you have this iPad to help you lead your IEP meeting.” <em>Show iPad.</em> “Tell me what your goals are.” <strong>Student response.</strong> <em>Provide praise if correct. If incorrect show iPad and state content. Ask student to state previous steps. Repeat until student can state content for all steps verbally or using the iPad</em></td>
</tr>
<tr>
<td></td>
<td>2. Preview lesson</td>
</tr>
</tbody>
</table>
“Today we are going to learn about answering questions during your IEP.” Show picture prompt.

3. Discussion

“During your meeting, your IEP team members will ask you questions.”

These pictures will tell you what to do when your IEP team asks you questions” Show picture prompts. Read the social story to the students. Reread the social story with the student. Have the students repeat or point to the pictures as you read.

“Tell me what you will do when your team members ask you a question”

Student response Provide praise if correct. If incorrect reread the social story. Ask student to point to the steps or say them verbally. Repeat until student can verbally state the steps or demonstrate understanding of steps through gestures.

4. Practice how to answer questions.

“Let’s practice answering questions. Remember you can say yes or no or you can nod your head to let your IEP team know what you want.” Ask students questions that may be asked in the IEP meeting (example: Do you want to work on making a bed?) Student response Provide praise if correct. If incorrect, model to student how to respond to the question. Repeat until student is able to answer a yes/no question independently.

5. Practice

“Let’s practice all the steps that you have learned. I am going to hand you the iPad to begin your IEP meeting. You will state the purpose of my IEP
meeting and then move to the next slide. *Model* You will then introduce the people at your IEP meeting by moving from slide to slide. *Model* You will state your goals, the things you did well and the things that were hard.

*Model* You will then ask if anyone has feedback. *Model* You will then state where you want to live and the job you want to have” *Model* You will then state the IEP goals you want to work on and ask for feedback.” *Model*

“Okay, your turn to practice.” **Student response. Praise if correct.**

*If incorrect, model using the iPad. Repeat until student does independently.*

6. Evaluation

*Collect data.*

**Picture Prompts**

Answering Questions

[Image of two figures with question mark]
# Answering Questions Social Story

**Objective**
Students will be able to state at least one support needed to reach goals.

<table>
<thead>
<tr>
<th>Procedures</th>
<th>1. Review</th>
</tr>
</thead>
</table>
|            | “Yesterday we learned about IEP goals. Remember, you have this iPad to help you lead your meeting *Show picture prompts.*
|            | Tell me what goals you are going to be working on.” **Student response.**
|            | *Provide praise if correct. If incorrect show iPad and state content. Ask student to state previous steps. Repeat until student can state content for all steps using iPad.*
|            | 2. Preview lesson |
Today we are going to learn about what you will need to help you reach your goals. You will be able to state supports you need to accomplish your school goal. *Show picture prompt.*

3. Vocabulary

We have a new word today, **support**. Support is what help you need to reach your goals. *Show picture.*

4. Video

I’m going to show you the video again. This time we will only watch the part of the video where Zeke talks about the support he needs to reach his goals. *Point to picture prompt.*

5. Discussion video

In the video, Zeke stated the supports he needs to reach his goals. Do you remember what he said? **Student response. Provide feedback.** “He said he will use his assignment checklist again and his special education teacher said she can help him with his vocational goal.”

6. Examples

There are many supports available to help you reach your goals. For example, (provide specific example based on student’s chosen goal.).” *Provide examples and non-examples.*

7. Student states supports.

What are some ways supports you need to help you reach your goals?

**Student response.** Provide feedback until student can state a minimum of 2 supports needed to accomplish school goals.
8. iPad Slide Preparation

We are going to write this information on the iPad just like you did for the other steps. Show student slides. We are going to fill in the next slide with what you just learned about supports. Can you tell me what supports you need? **Student response.**

“Now, we are going to type that on the slide. **Student or teacher types on slide. Student can decide if they want to type.**

Let’s put a picture on the slide about the supports you need.” **Student chooses to take or pose for a picture. Student assists teacher in putting picture on slide.**

9. Practice

“Let’s practice stating your supports on the iPad. **Student response. Praise if correct. If incorrect, prompt student with correct answer until student can use the iPad to perform independently.**

10. Practice

“Let’s practice all the steps that you have learned. I am going to hand you the iPad to begin your IEP meeting. You will state the purpose of my IEP meeting and then move to the next slide. **Model You will then introduce the people at your IEP meeting by moving from slide to slide. Model You will state your goals, the things you did well and the things that were hard. Model You will then ask if anyone has feedback. Model You will then state where you want to live and the job you want to have”** **Model You will then state the IEP goals you want to work on and ask for feedback.”** **Model You**
will then state the supports you need to accomplish your IEP goals.

“Okay, your turn to practice.” **Student response. Praise if correct.**

*If incorrect, model using the iPad. Repeat until student does independently.*

11. Evaluation

Collect data

---

**Lesson 10: Summarize Goals**

<table>
<thead>
<tr>
<th>Objective</th>
<th>Students will be able to restate school goals and transition goals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Procedures</td>
<td>1. Review</td>
</tr>
<tr>
<td></td>
<td>“Yesterday we learned about supports. Remember, you have this iPad to help you lead your IEP meeting.” <em>Show picture prompts.</em></td>
</tr>
<tr>
<td></td>
<td>“Tell me your supports using the iPad.” **Student response. Provide praise if correct. If incorrect show iPad and state content. Ask student to state previous steps using iPad. Repeat until student can state content for all using the iPad.”</td>
</tr>
<tr>
<td></td>
<td>2. Preview lesson</td>
</tr>
<tr>
<td></td>
<td>“Today we are going to learn about what summarizing your goals.”</td>
</tr>
<tr>
<td></td>
<td><em>Show picture prompt.</em></td>
</tr>
</tbody>
</table>
3. Vocabulary

“We have a new word today, **summarize.** This is when you talk about your goals and supports in a few words.” *Show picture prompt.*

4. Video

“I’m going to show you the video again. This time we will only watch the part of the video where Zeke talks about the support he needs to reach his goals and how he summarizes his goals.” *Point to picture prompt.*

5. Discussion video

“In the video, Zeke summarized his goals. Do you remember what he said?” **Student response.** *Provide feedback.* “He briefly stated what his goals were.”

6. Discussion

“At the end of your meeting, you need to summarize your goals so everyone knows what you will be working on.” To summarize your goal, you need to say the goal and why you are working on those goals. For example, (provide example from student’s school goals and transition goals)"

7. Student states summary.

“Summarize your goals for me?” *Show picture prompts. Student response.*

*Provide feedback until student can summarize goals.*

8. iPad Slide Preparation

“We are going to type this information on the iPad just like you did for the other steps.” *Show student slides.* “We are going to fill in the next slide
with what you just learned about summarizing. Can you tell me how you will summarize your school and transition goals” **Student response.**

“Now, we are going to write that on the slide.” **Student or teacher types on slide. Student can decide if they want to type. After student response is placed on slide, prompt student to put pictures on slide. Student chooses to take or pose for a picture. Student assists teacher in putting picture on slide.**

9. Practice

“Let’s practice stating your summary on the iPad. **Student response.** Praise if correct. If incorrect, prompt student with correct answer until student can use the iPad to perform independently.”

10. Practice

“Let’s practice all the steps that you have learned. I am going to hand you the iPad to begin your IEP meeting. You will state the purpose of my IEP meeting and then move to the next slide. **Model You will then introduce the people at your IEP meeting by moving from slide to slide. Model You will state your goals, the things you did well and the things that were hard. Model You will then ask if anyone has feedback. Model You will then state where you want to live and the job you want to have” Model You will then state the IEP goals you want to work on and ask for feedback.” **Model You will then state the supports you need to accomplish your IEP goals. Model You will then summarize your school goals and your transition goals. Model**
Lesson 11: Thank Team Members

<table>
<thead>
<tr>
<th>Objective</th>
<th>Students will be able to thank team members for attending meeting.</th>
</tr>
</thead>
</table>
| Procedures | 1. Review  

“Okay, your turn to practice.” **Student response. Praise if correct.**  
If incorrect, model using the iPad. Repeat until student does independently.  

11. Evaluation  
**Collect data.**

### Picture Prompt

![Goal Prompt](image)

| Procedures | 2. Preview lesson  

“Today we are going to learn about thanking team members for attending your IEP meeting.” **Show picture prompt.**  

3. Video  

“I’m going to show you the video again. This time we will only watch the...”
part of the video where Zeke closes his IEP meeting by thanking everyone.” *Point to picture prompt.*

4. Discussion video

“In the video, Zeke thanked everyone for attending. Do you remember what he said?” *Student response. Provide feedback. “He said thank you for coming to my meeting.””*

5. Discussion

”At the end of your meeting, you need to thank everyone for attending your meeting. You can end the meeting by simply saying thank you or you can say something else, such as Thank you, I appreciate all your help.”

6. Student states thank you.

“Please tell me how you are going to thank everyone for attending. 

**Student response. Provide feedback until student can say thank you.**

7. iPad Slide Preparation

“We are going to type this information on the iPad just like you did for the other steps.” *Show student slides.*” We are going to fill in the next slide with what you just learned about thanking your IEP team members. Can you tell me how you will the other team members for coming to your meeting” *Student response. “Now, we are going to type that on the slide.”*

*Student or teacher types on slide. Student can decide if they want to type. After student response is placed on slide, prompt student to put pictures on slide. Student chooses to take or pose for a picture. Student assists teacher in putting picture on slide.*
8. Practice

“Let’s practice thanking your team members on the iPad. **Student response. Praise if correct. If incorrect, prompt student with correct answer until student can use the iPad to perform independently.**

9. Practice

“Let’s practice all the steps that you have learned. I am going to hand you the iPad to begin your IEP meeting. You will state the purpose of my IEP meeting and then move to the next slide. **Model You will then introduce the people at your IEP meeting by moving from slide to slide. Model You will state your goals, the things you did well and the things that were hard. Model You will then ask if anyone has feedback. Model You will then state where you want to live and the job you want to have” Model You will then state the IEP goals you want to work on and ask for feedback.” Model You will then state the supports you need to accomplish your IEP goals. **Model You will then summarize your school goals and your transition goals. Model You will close your meeting by thanking the members of your IEP team for coming Model

“Okay, your turn to practice.” **Student response. Praise if correct. If incorrect, model using the iPad. Repeat until student does independently.**

10. Evaluation

**Collect data.**
## Lesson 12: Role-Play an IEP Meeting

<table>
<thead>
<tr>
<th>Objective</th>
<th>Students will role-play an IEP meeting using the iPad script with picture prompts.</th>
</tr>
</thead>
</table>
| Procedures      | 1. Review
|                 | “You have learned in the last 11 meetings how to lead your IEP meeting. Today you are going to practice leading your meeting using the iPad and the pictures you put on each slide.” *Show iPad* In this practice IEP meeting 1._____ will pretend to be your LEA, 2.______, will pretend to be your mom and 3._______ will pretend to be your speech and language therapist.” *Identify 3 individuals the student is familiar with who be acting as IEP team members* |
|                 | 2. Practice
|                 | “You will practice leading your IEP meeting when I give you the iPad. *Give student iPad* Student **response. Praise for each step correct. If incorrect, prompt student by modeling how to complete the step correctly answer and have student practice until student can use the iPad to perform the step independently.*
3. Evaluation

*Collect data using Practice IEP Form*

## Self-Directed IEP Practice Form Data

Name: 

Date: 

Evaluator

<table>
<thead>
<tr>
<th>Step</th>
<th>Self-Directed IEP Steps</th>
<th>Correct + Incorrect -</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Begin Meeting By Stating Purpose</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Introduce Everyone</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Review Past Goals and Performance</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Ask For Feedback</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>State Transition Goals</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>State IEP Goals</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>State Supports Needed</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Summarize Goals</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Close Meeting</td>
<td></td>
</tr>
</tbody>
</table>

Total % Correct
## Self-Directed IEP Lesson Data

### Date of Session

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student begins meeting (student states purpose of meeting)</td>
</tr>
<tr>
<td>2</td>
<td>Student introduces team (student introduces each member by name and role)</td>
</tr>
<tr>
<td></td>
<td>LEA</td>
</tr>
<tr>
<td></td>
<td>Parent</td>
</tr>
<tr>
<td></td>
<td>Teacher</td>
</tr>
<tr>
<td></td>
<td>Speech Therapist</td>
</tr>
<tr>
<td>3</td>
<td>Student reviews past goals and performance (student states a minimum of two past goals, at least one thing the student did well, and at least one thing that was hard for the student)</td>
</tr>
<tr>
<td></td>
<td>Past Goals</td>
</tr>
<tr>
<td></td>
<td>1 Thing Done Well</td>
</tr>
<tr>
<td></td>
<td>1 Thing That Was Hard</td>
</tr>
<tr>
<td>4</td>
<td>Student asks for feedback (student asks if anyone wants to talk about progress)</td>
</tr>
<tr>
<td>5</td>
<td>Student chooses two post school goals from pictures.</td>
</tr>
</tbody>
</table>

### Post School Goal 1

### Post School Goal 2
<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Student states transition goals (student states 2 goals for post-school outcomes area)</td>
</tr>
<tr>
<td></td>
<td>Post School Goal 1</td>
</tr>
<tr>
<td></td>
<td>Post School Goal 2</td>
</tr>
<tr>
<td>7</td>
<td>Student states school goals (student states a minimum of 2 goals that they can work on and asks for feedback)</td>
</tr>
<tr>
<td></td>
<td>IEP Goal 1</td>
</tr>
<tr>
<td></td>
<td>IEP Goal 2</td>
</tr>
<tr>
<td></td>
<td>Ask For Feedback</td>
</tr>
<tr>
<td>8</td>
<td>Student answers yes/no (students answer by nodding head, verbally stating yes/no, giving a thumbs up)</td>
</tr>
<tr>
<td></td>
<td>Answers Yes Questions</td>
</tr>
<tr>
<td></td>
<td>Answers No Questions</td>
</tr>
<tr>
<td>9</td>
<td>Student states supports (Student states a minimum of one support needed)</td>
</tr>
<tr>
<td>10</td>
<td>Student summarizes goals (student summarizes a minimum of two goals and reason for working on goals)</td>
</tr>
<tr>
<td></td>
<td>Summarizes Two Goals</td>
</tr>
<tr>
<td></td>
<td>Reason for Working on Goals</td>
</tr>
<tr>
<td>11</td>
<td>Student closes meeting (student thanks everyone for coming)</td>
</tr>
<tr>
<td>12</td>
<td>Student role-plays leading an IEP meeting</td>
</tr>
<tr>
<td></td>
<td>Total # Correct</td>
</tr>
<tr>
<td></td>
<td>Total Possible</td>
</tr>
<tr>
<td></td>
<td>Percent Correct</td>
</tr>
</tbody>
</table>
### APPENDIX H: DEFINITIONS OF STEPS TO LEADING TEP

<table>
<thead>
<tr>
<th>Self-Directed IEP Lessons</th>
<th>Correct Response</th>
<th>Incorrect Response</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Student begins meeting</strong></td>
<td>□ Pushes picture prompt on iPad S2L application to activate recorded script to state purpose of the meeting. □ Does not need to verbalize the purpose of the meeting.</td>
<td>□ No response within 5 seconds □ Needs physical, verbal, or gestural prompt to push picture prompt on iPad S2L application to activate recorded script.</td>
</tr>
<tr>
<td><strong>2. Student introduces IEP team members</strong></td>
<td>□ Pushes picture prompts on iPad S2L application to activate recorded script to state each team member's name and role. □ Transitions to each slide using arrow located on right side of iPad screen. □ Does not need to verbalize the team member’s name and role.</td>
<td>□ No response within 5 seconds □ Needs physical, verbal, or gestural prompt to push picture prompt on iPad S2L application to activate recorded script. □ Needs physical, verbal, or gestural prompt to push arrow prompt on iPad S2L application to transition to each slide.</td>
</tr>
<tr>
<td><strong>3. Student states two past goals, one thing that worked well and one thing that was hard.</strong></td>
<td>□ Pushes picture prompts on iPad S2L application to activate recorded script to state two past goals, one thing that worked well and one thing that was hard. □ Transitions to each slide using arrow located on right side of iPad screen. □ Does not need to verbalize the goals or things that worked well or were hard.</td>
<td>□ No response within 5 seconds □ Needs physical, verbal, or gestural prompt to push picture prompt on iPad S2L application to activate recorded script. □ Needs physical, verbal, or gestural prompt to push arrow prompt on iPad S2L application to transition to each slide.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| **4. Student asks for feedback on goals.** | - Pushes picture prompts on iPad S2L application to activate recorded script to ask for feedback on goals.  
- Transitions to each slide using arrow located on right side of iPad screen.  
- Stops, watches, and listens while team members give feedback. | - No response within 5 seconds  
- Needs physical, verbal, or gestural prompt to push picture prompt on iPad S2L application to activate recorded script.  
- Needs physical, verbal, or gestural prompt to push arrow prompt on iPad S2L application to transition to each slide.  
- Does not stop, watch, and listen while team members give feedback. |
| **5. Student chooses transition goals** | - Points to picture or verbalizes the choice of a residential post school goal.  
- Points to picture or verbalizes the choice of an employment post school goal.  
- Does not need to verbalize the choice. | - No response within 5 seconds.  
- Needs verbal or gestural prompt to choose residential and employment post school goals. |
| **6. Student states transition goals** | - Pushes picture prompts on iPad S2L application to activate recorded script to state transition goals.  
- Transitions to each slide using arrow located on right side of iPad screen.  
- Does not need to verbalize the post-school goals. | - No response within 5 seconds  
- Needs physical, verbal, or gestural prompt to push picture prompt on iPad S2L application to activate recorded script.  
- Needs physical, verbal, or gestural prompt to push arrow prompt on iPad S2L application to transition to each slide. |
| 7. Student states school Goals | Pushes picture prompts on iPad S2L application to activate recorded script to state school goals. | No response within 5 seconds
- Needs physical, verbal, or gestural prompt to push picture prompt on iPad S2L application to activate recorded script.
- Needs physical, verbal, or gestural prompt to push arrow prompt on iPad S2L application to transition to each slide.

| 8. Student answers yes/no questions | Answers yes/no questions by verbalizing, signing, gesturing (thumbs up/down, shaking head or nodding). | No response within 5 seconds
- Needs verbal or gestural prompt to answer yes/no questions.

| 9. Student states support Needed | Pushes picture prompts on iPad S2L application to activate recorded script to state supports needed. | No response within 5 seconds
- Needs physical, verbal, or gestural prompt to push picture prompt on iPad S2L application to activate recorded script.
- Needs physical, verbal, or gestural prompt to push arrow prompt on iPad S2L application to transition to each slide.
<table>
<thead>
<tr>
<th></th>
<th>Student summarizes Goals</th>
<th></th>
<th>No response within 5 seconds</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Pushes picture prompts on iPad S2L application to activate recorded script to state supports needed.</td>
<td></td>
<td>Needs physical, verbal, or gestural prompt to push picture prompt on iPad S2L application to activate recorded script.</td>
</tr>
<tr>
<td></td>
<td>Transitions to each slide using arrow located on right side of iPad screen.</td>
<td></td>
<td>Needs physical, verbal, or gestural prompt to push arrow prompt on iPad S2L application to transition to each slide.</td>
</tr>
<tr>
<td></td>
<td>Does not need to verbalize supports needed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Student thanks team for attending</td>
<td>Pushes picture prompts on iPad S2L application to activate recorded script to thank team members for attending.</td>
<td>No response within 5 seconds</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Does not need to verbalize thanking team for attending.</td>
<td></td>
<td>Needs physical, verbal, or gestural prompt to push picture prompt on iPad S2L application to activate recorded script.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Needs physical, verbal, or gestural prompt to push arrow prompt on iPad S2L application to transition to each slide.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Student role-plays an IEP meeting.</td>
<td>Looks at the iPad2 screen</td>
<td>No response within 5 seconds</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Touching the picture on an iPad2 screen to activate speech in the S2L application</td>
<td></td>
<td>Does not look at iPad screen.</td>
</tr>
<tr>
<td></td>
<td>Moves the S2L application to the next step using an arrow on the right side of iPad screen.</td>
<td></td>
<td>Needs physical, verbal, or gestural prompt to push picture prompt on iPad S2L application to activate recorded script.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Needs physical, verbal, or gestural prompt to push arrow prompt on iPad S2L application to transition to each slide.</td>
</tr>
</tbody>
</table>
APPENDIX I: SOCIAL VALIDITY QUESTIONNAIRE FOR PARTICIPANT

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes / No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I liked learning about my IEP meeting.</td>
<td></td>
</tr>
<tr>
<td>2. I liked helping put the IEP steps on the iPad.</td>
<td></td>
</tr>
<tr>
<td>3. I liked using the iPad during my IEP meeting.</td>
<td></td>
</tr>
<tr>
<td>4. I liked telling my IEP team what I want to do when I am finished with school</td>
<td></td>
</tr>
<tr>
<td>5. I liked leading my IEP meeting.</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX J: LESSON RELIABILITY CHECKLIST

Participants:

Date:

Lesson 1 Summary

☐ Introduction

☐ Show video

☐ Preview lesson (show picture prompt)

☐ Vocabulary (use pictures for each new word)

☐ Show first part of video

☐ Discuss purpose of meeting

☐ Participant takes picture, with assistance, on iPad2 to represent the purpose of the meeting (IEP Goal book)

☐ Participant types the purpose of meeting script, with assistance, on iPad2/S2L application

☐ Participants practice beginning the meeting (use iPad2/S2L application)

☐ Evaluation
APPENDIX J: LESSON RELIABILITY CHECKLIST

Participants:

Date:

Lesson 2 Summary

☐ Review

☐ Preview Lesson

☐ Vocabulary (use pictures for each new word)

☐ Show video

☐ Discussion

☐ Participant takes picture of available team members, with assistance, on iPad2 to represent the purpose of the meeting (IEP Goal book)

☐ Participant types the introduction script with assistance, on iPad2/S2L application

☐ Participants practice beginning the meeting (use iPad2/S2L application)

☐ Evaluation
APPENDIX J: LESSON RELIABILITY CHECKLIST

Participants:

Date:

Lesson 3 Summary

☐ Review

☐ Preview Lesson

☐ Vocabulary (use pictures for each new word)

☐ Show video

☐ Discussion

☐ Participant takes picture of goals that they have worked on in the past year.

☐ Participant types the past goal script with assistance, on iPad2/S2L application

☐ Participants practice beginning the meeting, introduce team members, and discuss past goals (use iPad2/S2L application)

☐ Evaluation
APPENDIX J: LESSON RELIABILITY CHECKLIST

Participants:

Date:

Lesson 4 Summary

☐ Review

☐ Preview Lesson (show picture prompt)

☐ Vocabulary (use pictures for each new word)

☐ Discuss appropriate behavior while team members are giving feedback (use pictures)

☐ Participant inserts a picture representing asking for feedback on the iPad2 (question mark.)

☐ Participant types the feedback script, with assistance, on iPad2/S2L application

☐ Participants practice asking members for feedback (use iPad2/S2L application)
APPENDIX J: LESSON RELIABILITY CHECKLIST

Participants:

Date:

Lesson 5 Summary

☐ Evaluation Preview Lesson (show picture prompt)

☐ Discuss options for independent living (use pictures/videos to represent choices)

☐ Have participants make independent living choice.

☐ Discuss options for employment (use top 3 pictures/videos from completed YES assessment.

☐ Have participants choose an employment preference.

☐ Participants review transition preferences.
APPENDIX J: LESSON RELIABILITY CHECKLIST

Participants:

Date:

Lesson 6 Summary

☐ Review

☐ Preview Lesson (show picture prompt)

☐ Discuss transition goals

☐ Discuss goals for independent living and employment

☐ Participant inserts a picture in iPad2 representing independent living and employment preferences.

☐ Participant types the transition goal script, with assistance, on iPad2/S2L application

☐ Participants practice stating transition goals (use iPad2/S2L application)

☐ Evaluation
APPENDIX J: LESSON RELIABILITY CHECKLIST

Participants:

Date:

Lesson 7 Summary

☐ Review (Participants practice the previous four steps using iPad/S2L application)

☐ Preview Lesson (show picture prompt)

☐ Show Video

☐ Discuss IEP goals (use pictures)

☐ Participant chooses IEP goals (use pictures)

☐ Participant inserts a picture representing IEP goal choices on the iPad2

☐ Participant types the IEP goal script, with assistance, on iPad2/S2L application

☐ Participants practice stating IEP goal ideas and asking for suggestions. (use iPad2/S2L application)

☐ Evaluation
APPENDIX J: LESSON RELIABILITY CHECKLIST

Participants:

Date:

Lesson 8 Summary

☐ Review (Participants practice the previous five steps using iPad/S2L application)

☐ Preview Lesson (show picture prompt)

☐ Discuss and demonstrate answering questions

☐ Participants practice answering yes/no questions.

☐ Evaluation
APPENDIX J: LESSON RELIABILITY CHECKLIST

Participants:

Date:

Lesson 9 Summary

☐ Review (Participants practice the previous six steps using iPad/S2L application)

☐ Preview Lesson (show picture prompt)

☐ IEP Vocabulary (use pictures for each new word)

☐ Show Video

☐ Discuss supports from video

☐ Discuss examples of supports to help participant.

☐ Participants insert a picture representing an example of a support on the iPad2

☐ Participant types the support script, with assistance, on iPad2/S2L application

☐ Participants practice stating supports needed (use iPad2/S2L application)

☐ Evaluation
APPENDIX J: LESSON RELIABILITY CHECKLIST

Participants:

Date:

Lesson 10 Summary

☐ Review (Participants practice the previous seven steps using iPad/S2L application)

☐ Preview Lesson (show picture prompt)

☐ Show Video

☐ Discuss summarizing goals from video

☐ Discuss how to summarize goals

☐ Participants insert a picture representing summary of goals on the iPad2.

☐ Participant types the summarizing script, with assistance, on iPad2/S2L application

☐ Participants practice summarizing goals (use iPad2/S2L application)

☐ Evaluation
APPENDIX J: LESSON RELIABILITY CHECKLIST

Participants:

Date:

Lesson 11 Summary

☐ Review (Participants practice the previous eight steps using iPad/S2L application)

☐ Preview Lesson (show picture prompt)

☐ Show Video

☐ Discuss closing of meeting from video

☐ Discuss how to say thank you.

☐ Participants insert a picture representing thank you on the iPad2.

☐ Participant types the feedback script, with assistance, on iPad2/S2L application

☐ Participants practice closing the meeting and saying thank you (use iPad2/S2L application)

☐ Evaluation
APPENDIX J: LESSON RELIABILITY CHECKLIST

Participants:

Date:

Lesson 12 Summary

☐ Preview Role-playing IEP

☐ Have participants lead seven IEP meeting steps using iPad 2 and S2L application.

☐ IEP team members give feedback when prompted by participants

☐ Have participants close IEP meeting using iPad 2 and S2L application

☐ Evaluation
Self-Directed Actual IEP Meeting Reliability Checklist

Date:

Evaluator:

☐ Researcher gives iPad 2 with S2L application and correct IEP meeting steps to participant

☐ Participant begins and leads meeting

☐ Researcher prompts after 5 second delay if student is unable to complete a step independently

☐ Participant ends meeting

☐ Researcher gives each team member a post self-directed IEP rating scale to complete.

☐ Researcher collects self-directed IEP rating scale responses.

☐ Researcher gives participant social validity questionnaire by reading questions aloud and asking participants to respond or by letting the participant read the questionnaire independently and circling their response.