

Your Journey to Self-Determination

Course 6: Educational Planning Meetings

Lessons 1-3

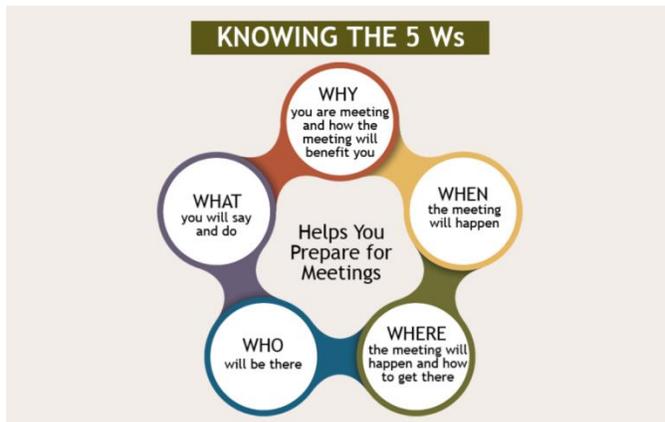
Lesson 1

Slide 1

Narrator

Welcome to the Educational Planning Meetings course. Self-determination skills are very helpful in all parts of your life and a great time to practice your skills is during educational planning meetings. This may include informal meetings with a teacher or guidance counselor, or more formal meetings with a larger group, such as IEP meetings or 504 meetings. This course is going to give you some information about how you can prepare for and participate in any educational planning meeting.

Slide 2



Narrator

Let's begin by taking a look at how you can better prepare for these meetings. Maybe you need to talk to your teacher about an assignment, a class or a problem. Or, perhaps you have been invited to some other educational planning meeting. For any type of meeting, it helps to prepare yourself by knowing the 5 W's.

- Why you are meeting and how the meeting will benefit you;
- When the meeting will happen;
- Where the meeting will happen and how to get there;
- Who will be there; and
- What you will say and do.

Slide 3

Narrator

If the meeting is your idea, have in mind what you hope to get out of it. Maybe you need to talk to your teacher about assignments you didn't turn in. What do you hope to get out of the conversation? Do you want to still earn credit for the work? Knowing what you want will help you know what to say. You'll also need to find a time to talk with your teacher. It's usually better to ask to talk with your teacher before or after class or during a break.

If you've been invited to a more formal meeting, understanding what the meeting will be about and what to expect will help you prepare for it. If you are not sure of the purpose of the meeting and who will be there, be sure to ask your parent/guardian or one of your teachers.

Slide 4

Narrator

Now try to put yourself in the following situation.

You didn't understand your last homework assignment. You wish you could redo it and get a higher score what do you do?

- A. [Accept the bad grade. This is going to be a hard class for me.](#)
- B. [Ask my teacher if I can talk with her after class.](#)
- C. [Do nothing this time, but ask for help the next time I don't understand an assignment.](#)

Slide 5

Narrator

So, you've asked your teacher if you could talk with her after class (if not, let's pretend that you did). She said, "yes".

Let's see how the 5W's can help you get ready. First, why are you meeting?

- A. [To tell her that I need more time to complete my assignments](#)
- B. [To tell her that I don't like her class](#)
- C. [To ask her if I can redo the assignment to improve my score](#)

Slide 6

Narrator

Next, when will you meet?

- A. [Right now](#)
- B. [When class is over](#)

- C. [Tomorrow morning](#)

Slide 7

Narrator

Where will you meet with your teacher?

- A. [We didn't discuss where but since we are meeting right after class, we'll likely meet in the classroom.](#)
- B. [In the school library](#)
- C. [In the school office](#)

Slide 8

Narrator

Who will be there?

- A. [My teacher, the principal, and me](#)
- B. [My teacher and my parents](#)
- C. [My teacher and me](#)

Slide 9

Narrator

And lastly, what will you say and do?

- A. [I will listen when the teacher is talking and not interrupt.](#)
- B. [I will explain that I didn't understand the assignment. I will ask if I can redo it to try and get a higher score. If she says no, I will ask if there is any extra credit I can do.](#)
- C. [All of the above.](#)

Slide 4 Responses

You didn't understand your last homework assignment. You wish you could redo it and get a higher score what do you do?

Response to Option A. (Accept the bad grade. This is going to be a hard class for me.)- You may be able to do something about your last homework assignment, but you won't know if you don't try to talk to your teacher about it. Remember, a can do attitude can help you reach your goals and have greater say in your life.

[Continue](#)

Response to Option B. (Ask my teacher if I can talk with her after class.)- Great! That is the first step to possibly improving your score.

[Continue](#)

Response to Option C. (Do nothing this time, but ask for help the next time I don't understand an assignment.)- It's great that you are thinking about how you'd do things differently next time. And, there's still a chance for you to improve your score on your last assignment if you talk to your teacher about it. Remember, a can do attitude can help you reach your goals and have greater say in your life.

[Continue](#)

Slide 5 Responses

First, why are you meeting?

Response to Option A. (To tell her that I need more time to complete my assignments)- No, that's incorrect. You are meeting with her to ask if you can redo your assignment to improve your score.

[Continue](#)

Response to Option B. (To tell her that I don't like her class)- No, that's incorrect. You are meeting with her to ask if you can redo your assignment to improve your score.

[Continue](#)

Response to Option C. (To ask her if I can redo the assignment to improve my score)- Correct. This time the purpose of the meeting was pretty simple. Sometimes there are multiple reasons for meeting. The answers to this question will help you prepare what you will say and do.

[Continue](#)

Slide 6 Responses

Next, when will you meet?

Response to Option A. (Right now)- No, that's not correct. You've asked to meet with her after class. It's best to stick to the agreed upon time.

[Continue](#)

Response to Option B. (When class is over)- Correct. You and your teacher agreed to talk after class. This is a great time to meet. You will likely have a bit of privacy and she may not have as many interruptions.

[Continue](#)

Response to Option C. (Tomorrow morning)- No, that's not correct. You've asked to meet with her after class. It's best to stick to the agreed upon time.

[Continue](#)

Slide 7 Responses

Where will you meet with your teacher?

Response to Option A. (We didn't discuss where but since we are meeting right after class, we'll likely meet in the classroom.)- Correct. It's always a good idea to check with the other person to make sure you both have the same understanding.

[Continue](#)

Response to Option B. (In the school library)- No, that location wasn't mentioned. The meeting will most likely take place in the classroom since it's happening right after class. It's always a good idea to check with the other person to make sure you both have the same understanding.

[Continue](#)

Response to Option C. (In the school office)- No, that location wasn't mentioned. The meeting will most likely take place in the classroom since it's happening right after class. It's always a good idea to check with the other person to make sure you both have the same understanding.

[Continue](#)

Slide 8 Responses

Who will be there?

Response to Option A. (My teacher, the principal, and me)- No, not this time. This meeting is just between you and your teacher.

[Continue](#)

Response to Option B. (My teacher and my parents)- No, not this time. This meeting is just between you and your teacher.

[Continue](#)

Response to Option C. (My teacher and me)- Correct. This meeting is small and informal. These types of meetings are great for practicing advocacy skills. These small and informal meetings can add up and have a big impact on helping you reach your goals.

[Continue](#)

Slide 9 Responses

And lastly, what will you say and do?

Response to Option A. (I will listen when the teacher is talking and not interrupt.)- This is partially correct. It is important that you listen when the teacher is talking and not interrupt her. You will also need to ask her if you can redo the assignment and to try and get a higher score. The best answer was C, all of the above.

[Continue](#)

Response to Option B. (I will explain that I didn't understand the assignment. I will ask if I can redo it to try and get a higher score. If she says no, I will ask if there is any extra credit I can do.)- This is partially correct. It is important that you listen when the teacher is talking and not interrupt her. You will also need to ask her if you can redo the assignment and to try and get a higher score. The best answer was C, all of the above.

[Continue](#)

Response to Option C. (All of the above.)- Correct. You explained the problem and asked the teacher what you wanted to do. You even had a back up plan if she said no. You also know how important it is to listen when the teacher is talking and not to interrupt her. It looks like you're ready for your meeting.

[Continue](#)

Slide 10

Narrator

Here are some things you can do to help you prepare for any meeting. First, make a list of information you want to share and questions you want to ask. Next, focus on what is working well for you and what is still a challenge. It may also help to practice with a trusted adult who can give you some guidance and feedback. Remember that you can always ask for a break if you need time to think or calm down or if someone asks you to do or say something that makes you uncomfortable.

Slide 11

You've completed your first lesson of the *Educational Planning Meetings* course.

Lesson 2 (IEP Meetings)

Slide 1

Narrator

This lesson is specifically for students who have an Individualized Education Program (also known as an IEP). If you don't have an IEP, you can skip this lesson. If you're not sure whether or not you have an IEP, ask your parent/guardian or teacher.

[Continue lesson](#)

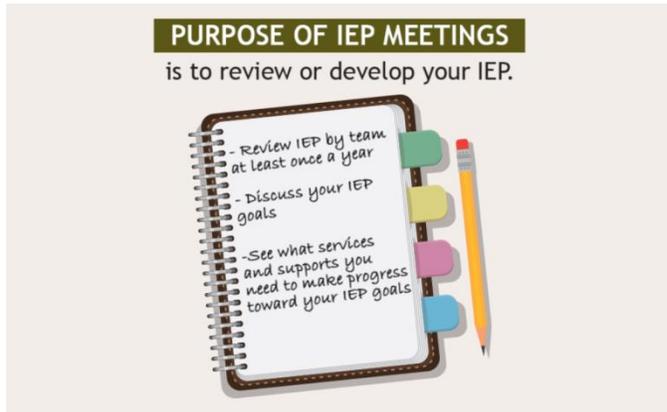
[Skip lesson](#)

Slide 2

Narrator

Attending your IEP meeting is a good opportunity to have a voice in planning your education. You will be able to share important information about yourself with the team, including your interests, strengths, preferences and challenges. You will hear about your disability and how it impacts your learning. You will also hear about what sort of progress you are making toward your goals. You will be able to share your point of view about what is discussed and can let others know what you need to help you learn.

Slide 3



Narrator

Every IEP must be reviewed by the IEP team at least once every year. The purpose of the IEP meeting is to discuss your goals and determine what services and supports can help you make progress toward your IEP goals. IEP meetings may be scheduled at the request of a team member. If you are struggling at school with your work or behavior, the team may want to meet again to make sure you are getting all of the support you need to be successful.

Slide 4



Narrator

Whenever a member of your IEP team decides a meeting is needed and a date is picked a written invitation to the meeting will be sent home. This invitation includes important information that will help you and your parents/guardians prepare for the meeting. It will tell you the purpose of the meeting, the date, time, and location of the meeting, and it will list everyone who's been invited. The invitation tells you what the meeting is about and who will be there. No surprises. If you receive your invitation to the meeting, and you see that the date or time is not going to work for you, you have the right to ask for it

to be rescheduled. Also, it's important to remember that you and your/parent guardian can invite anyone who can help your team make educational decisions. If you do invite someone else to the meeting, it's important to let the school know. Again, no surprises.

Slide 5



Narrator

Here are a few additional tips to help you prepare. First, review your current IEP. You can do this with your parent, teacher, or trusted adult. Make a list of questions you have and information you feel is important to share (like your interests, preferences, strengths, and needs). Be sure to include what is working well for you, and what is still a challenge. Writing it down ahead of time gives you something to refer to during the meeting. Some students find it helpful to create a PowerPoint and use technology to share their ideas with the team. If you think this would work for you, talk to your teacher about using this as a tool during the meeting. Practicing what you will say with a trusted adult can also help you prepare. They can give you guidance and feedback. Finally, remember that if at any time you are too uncomfortable during the meeting, you can ask for a break.

Slide 6

Narrator

Let's bust some myths about IEP meetings. Is this statement a fact or myth?

1. [IEP meetings are only for adults.](#)
2. [A written invitation will include who has been invited to the meeting.](#)
3. [Writing down what you want to ask and share with the team can help you remember what to talk about.](#)
4. [If you attend your IEP meeting, you must stay for the entire meeting.](#)
5. [Practicing what you will say with a trusted adult is a strategy that can be helpful.](#)
6. [Reviewing your current IEP with your parent or teacher will help you prepare for the meeting.](#)

Slide 6 Responses

1. IEP meetings are only for adults.

Congratulations! You found a myth. You are a member of your IEP team. IEP teams decide what goals and services get included in your IEP during your IEP meeting. It is great for you to be a part of the decision-making process.

[Go back](#)

[Continue](#)

2. A written invitation will include who has been invited to the meeting.

This statement is true. [Try again.](#)

3. Writing down what you want to ask and share with the team can help you remember what to talk about.

This statement is true. [Try again.](#)

4. If you attend your IEP meeting, you must stay for the entire meeting.

Congratulations! You found a myth. You don't have to stay for the entire meeting. You and your parents or teacher may have planned for you to be there for only part of the meeting or maybe you leave halfway through the meeting because you're having a hard time managing your emotions.

[Go back](#)

[Continue](#)

5. Practicing what you will say with a trusted adult is a strategy that can be helpful.

This statement is true. [Try again.](#)

6. Reviewing your current IEP with your parent or teacher will help you prepare for the meeting.

This statement is true. [Try again.](#)

Slide 7

You've completed your second lesson of the *Educational Planning Meetings* course.

Lesson 3

Slide 1

Narrator

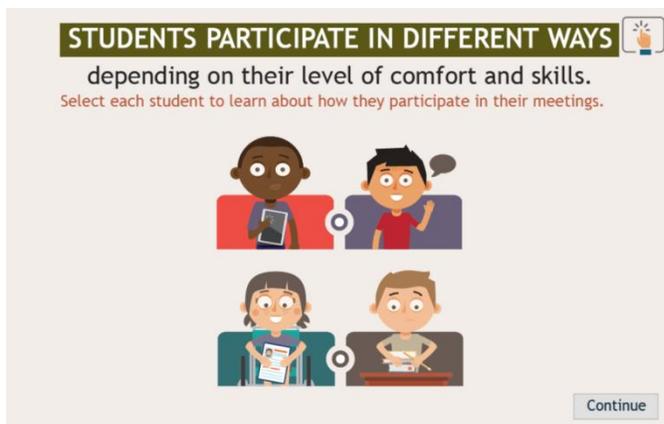
In this lesson, you will learn about strategies that can help you participate in educational planning meetings.

Slide 2

Narrator

The first time you attend an educational planning meeting may feel a bit overwhelming. You may be more comfortable not saying much in your first meeting and just watching what happens. The more meetings you attend, the more comfortable you may feel sharing your thoughts and ideas about your interests, preferences, strengths, and needs.

Slide 3



Narrator

Students participate in educational planning meetings in different ways. Select each student to learn about how they participate in their meetings.

[Student A](#)

[Student B](#)

[Student C](#)

[Student D](#)

Slide 3 (Ways to Participate)

Student A- I use technology to help tell my story. It's kind of cool because I get to show off some of my tech skills at the same time.

[Go back](#)

[Continue](#)

Student B- I am getting better at speaking up at my meetings. I use my profile document as a guide to help me tell my story.

[Go back](#)

[Continue](#)

Student C- I've been attending my meetings for a while now. I just started to lead parts of them. I like when we talk about my interests and career goals.

[Go back](#)

[Continue](#)

Student D- I mainly listen at my meetings. I sometimes whisper my thoughts to my mom if I'm not comfortable sharing them with the whole team.

[Go back](#)

[Continue](#)

Slide 4

Narrator

Before today's meeting you spent time planning what you would say and do. Now, it's time to follow through on your plan. Make sure you have everything you need to put your plan in motion. If you developed a profile, Powerpoint, or notes for the meeting, be sure to bring them with you. Also, make sure that everything is organized and ready to go so that you can easily find and use it when you need to during the meeting.

Before walking into the meeting, it's also a really good idea to make sure someone knows your plan and can support you during the meeting. You might want this support person to sit right next to you so you can lean over to whisper something if you need to. Or maybe, you'd be more comfortable if you see their friendly face across from you.

Slide 5

Narrator

Figuring out when to share your thoughts and ideas with others isn't always easy. Remember to listen carefully, and wait for a pause in the conversation to ask your questions or share information. You may find it helpful to work out a plan or signals with someone who'll be at the meeting. These signals can let you know when it is an appropriate time for you to share or ask questions. If you agree or disagree with

something that is said, it is also very important to let the team know. Sometimes you can do this through your body language, such as nodding or shaking your head, when you don't want to interrupt the speaker or are having a difficult time speaking up. If this all sounds too hard, you can ask the team to give you a time to speak.

Slide 6

Narrator

Most meetings go very smoothly, and if you prepare, and share your thoughts, you will generally leave feeling great! There may be times when the discussion at an educational planning meeting is upsetting or a meeting doesn't go very well. You may feel angry or upset if someone is saying something you do not agree with. Or maybe you don't think people listen to you the same way they listen to your teacher. Sometimes the adults on the team will disagree and the situation may become tense. If you find yourself in an uncomfortable situation there are a few strategies you can use:

- 1) Stay Calm. Use slow, long, calming breaths.
- 2) Speak Up. Say what is going on, out loud to the team. For example, you can say "I feel like no one is listening to what I have to say."
- 3) Ask for a break. If you don't want to share your feelings with the group, you can always use the break time to tell a trusted adult what is bothering you and have that person share with the group after the break.
- 4) Ask to leave, if things are really not going well. You do not have to stay in an uncomfortable situation. If you leave, be sure to speak to a trusted adult about what happened and how it can be fixed for the next meeting.

The most important thing to remember is to stay calm and remember that everyone in the room is there because they want to help you succeed.

Slide 7

You've completed your third lesson of the *Educational Planning Meetings* course.