

# Whose Future Is It *Anyway?* 2<sup>nd</sup> Edition

A STUDENT-DIRECTED TRANSITION PLANNING PROCESS

## COACH'S GUIDE



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## Coach's Guide Table of Contents

Introduction and Overview.....	4
What is Student-Directed?.....	4
What is the Teacher's Role?.....	4
How are the Materials Used?.....	5
What Should You Expect as an Outcome? .....	5
Suggestions for Involving Students.....	6
Tips and More Tips... for Ensuring Student Success .....	6
 Intro: Getting Started .....	 7
 Section 1: Getting to know you .....	 8
Session 1: The planning meeting .....	8
Session 2: Choosing people to attend .....	10
Session 3: Your preferences & interests .....	12
Session 4: Disabilities .....	13
Session 5: Your unique learning needs .....	15
Session 6: Supports .....	17
 Section 2: Making Decisions .....	 18
Session 7: Introduction to <b>DO IT!</b> .....	18
Role play script A & Applying <b>DO IT!</b> .....	21
Role play script B & Applying <b>DO IT!</b> .....	23
Session 8: Steps 1 & 2 of <b>DO IT!</b> .....	25
Session 9: Steps 3 & 4 of <b>DO IT!</b> .....	26
Session 10: Using <b>DO IT!</b> .....	27
Session 11: Real life stories to use <b>DO IT!</b> .....	28
Session 12: Giving informed consent .....	29
 Section 3: How to Get What You Need, Sec. 101.....	 30
Session 13: Community resources in your plan .....	30
Session 14: Community resources for work .....	32
Session 15: Community resources for more school .....	34
Session 16: Community resources for living .....	35
Session 17: Community resources for fun .....	36
Session 18: Community resources you want .....	37
 Section 4: Goals, Objectives, and the Future.....	 38
Session 19: Identifying goals in your plan .....	38
Session 20: Identifying goals for work .....	39
Session 21: Identifying goals for more school .....	39
Session 22: Identifying goals for living .....	40
Session 23: Identifying goals for fun .....	40
Session 24: Keeping track of your goals .....	41

## Table of Contents (cont.)

Section 5: Communicating (or: I thought you said she said he said?) .....	42
Session 25: Communicating in small groups	42
Session 26: Body language and assertiveness	43
Session 27: Advocating and appealing	44
Session 28: Timing and persuasion	45
Session 29: Keeping your ideas out there	45
Session 30: Listening and the team	46
Section 6: Thank You, Honorable Chairperson.....	47
Session 31: Different kinds of meetings	47
Session 32: Step to planning a meeting	48
Session 33: Being a good team member	49
Session 34: Managing the meeting	49
Session 35: Sessions 1-18 review	50
Session 36: Sessions 19-34 review	50
Appendix: Icons.....	

# A STUDENT-DIRECTED TRANSITION PLANNING PROCESS

## COACH'S GUIDE

### Introduction and Overview

*Whose Future Is It Anyway?* is a transition planning process emphasizing student preferences, needs and interests. The curriculum provides opportunities for students with disabilities to explore issues of self-awareness and acquire problem-solving, decision-making, goal-setting, and small-group communication skills. The outcome of this process is that students learn how to be meaningfully involved in their transition planning process. The *Whose Future Is It Anyway?* curriculum is based on the conviction that: 1) students who are involved in planning for their future will more likely be full participants in the planned educational activities resulting from that plan; 2) students of all abilities can learn the skills to be involved; and 3) students who believe that their voice will be heard will be more likely participate in the planning process and ongoing educational decisions.

To begin, this Coach's guide explains what *student-directed* means. Next, the guide describes the teacher's role in *Whose Future Is It Anyway?* and explains how to use the *Whose Future Is It Anyway?* materials. The guide also describes what students should learn by working through the curriculum and provides some general ideas to increase student involvement for all learners. *Whose Future Is It Anyway?* has activities in some chapters that may benefit students, in general, not only those students with disabilities. The remainder of the Coach's guide includes teacher preparatory activities, key words/concepts, icons, and *more tips...* for engaging students in the *Whose Future Is it Anyway?* curriculum.

### What is Student-Directed?

*Whose Future Is It Anyway?* is a student-directed, transition planning process. The end-users of the materials are youth with significant disabilities, mild/moderate mental retardation, specific learning disabilities or other developmental disabilities, who are involved in transition services. Student-direction will vary according to individual student strengths and limitations. The included materials are intended to ensure that students learn about and retain some control over the process while at the same time getting support needed to succeed. Teachers can provide varying levels of support, depending on the individual needs of their students. The process of being involved in transition planning can still be student-directed even if students do not perform every aspect independently. Teachers and other adults can provide support for student direction and involvement in the transition planning process.

### What is the Teacher's Role?

Your job in *Whose Future Is It Anyway?* will combine a number of coaching roles: facilitator, instructor, and advocate. *Whose Future Is It Anyway?* asks that you serve as a facilitator; someone who will provide support without acting like an authoritarian figure who has all the answers. Through dialog and discussion, you can guide students to think through their interests and concerns.

The second role is that of instructor. An instructor is someone who has expertise in an area and uses that expertise to enhance students' knowledge and/or skills. *Whose Future Is It Anyway?* emphasizes to students that teachers are valuable resources for information about education and the educational planning process. The student can tap into that expertise and information if she/he realizes that instructors expect students to identify needed resources and supports. The key is that it is the student who takes a more active role in requesting or seeking out the information.

The third role is to be an advocate for the student. Your advocacy role is to communicate to students that you believe she or he can succeed, that you will be there through the process, and that you share common goals: student involvement in educational planning and a successful transition to adulthood. It may be that your role of advocate will lead you to push for system or structural changes in the education planning process. However, the important aspect of this role is that you work collaboratively with students to achieve a shared goal. For example, as a student's advocate, you may need to work with administrators, diagnosticians, transition specialists, parents, or employees to make sure they understand that the student is working to achieve meaningful participation in his or her IEP/transition planning meeting. Then, the student can feel more empowered to make his/ her wishes known to others in order to be more involved in the process.

## How Are the Materials Used?

A key to student involvement is facilitating support, learning, and self-advocacy for students in ways that allow your help to fade as students gain capacities for involvement and self-determination. Initially, *Whose Future Is It Anyway?* is written so that a student can: 1) prepare for his or her transition IEP meetings and 2) gain skills related to self-determination. Completing all the *Whose Future Is It Anyway?* sessions to accomplish both of these objectives may require several weekly sessions. However, teachers can decide to select sessions introducing targeted skills such as communication, decision-making, or self-advocacy, to name a few of the general sessions available in *Whose Future Is It Anyway?*

*Whose Future Is It Anyway?* is intended to be used with students ages 14 through 21 years. Most students will benefit from early and repeated use of the materials. The materials can serve as a structure by which you involve students in their educational planning each year. Depending on the strengths and limitations of individual students, some may be able to pick up the *Whose Future Is It Anyway?* materials and work through the pages without much teacher support. However, other students may work one-to-one with teachers or paraeducators or in groups as they progress through modified lessons. Regardless of the way the sessions are approached, it is important to focus student attention on the key concepts and ideas in each session. Some review may be necessary each time to recall the concepts and ideas from previous sessions, as some sessions are continuations of previous sessions.

## What Should You Expect as an Outcome?

Student outcomes will vary a great deal. Some students will complete the process and go on to take a very active role in their IEP meetings. Other students will participate in the

process but may not *lead* their planning meeting. The intended outcome is that students increase their participation in the educational planning and decision-making process. Research indicates that students who use *Whose Future Is It Anyway?* have a better understanding of transition planning.

## Suggestions for Involving Students

From the start, involve students in taking responsibility for learning. The following are just a few simple ideas to help increase active student engagement for all learners while using this curriculum.

- Post over-sized images of key icons and words or use poster-sized Post-its™ or chart paper to display key icons and words. Included at the back of this guide are enlarged versions of key icons. As these key words/concepts appear during sessions, post enlarged icons. Encourage students to describe the icons and discuss the meanings of these words and concepts in the sessions.
- Students can lead reviews of key words, concepts and symbols. At the start of each session, encourage students to review key words and concepts. Involve students who do not always share their ideas during class. Non-readers may find leading their peers in a review to be an especially empowering experience. Students who are uncomfortable leading a review can help with posting the icons around the room, gesturing to posted icons, or calling upon other students who wish to respond.
- Students can give feedback to each other. This can be a useful way to help students gain confidence speaking in small groups—such as their planning meetings. Students can be encouraged to listen to one another, and express their opinions. They can learn and gain practice in assertive communication skills.
- Students can choose pictures from photos or magazines to represent curriculum concepts and responses. This activity can be helpful for students who have difficulty reading. Consider having a file of pictures from magazines, photos, or the Internet to provide concrete examples of subjects discussed in the curriculum. Students can contribute to the picture file. Categories might include pictures of potential student interests related to employment, at-home activities, or recreation/leisure.

## Tips and More Tips... for Ensuring Student Success

The remainder of the Coach's Guide is divided into the curriculum sessions. As described earlier, each session description provides preparatory teacher activities, key words/concepts and symbols for that session. Additionally, certain sessions include a section titled More Tips... with suggestions for engaging students, including those who experience more significant disabilities, with the *Whose Future Is It Anyway?* curriculum.

## Getting Started (Introduction)

*Getting Started* includes a general introduction to the curriculum, its purpose and plan. This is a good time to begin using the icons. Remember to involve students in creating signs during each session and placing signs on walls at the beginning of each session.

### Key words/concepts and symbols:

*Your future*



*The mouth*

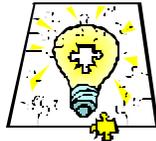


*The ear*



Listen, hear

**IDEA**



Individuals with Disabilities Education Act

# Getting To Know You (Sessions 1-6)

## SESSION 1: The Planning Meeting

Session 1 provides information about educational planning meetings, including details such as when and why meetings are held. Students are asked to identify the school-district specific name of their meeting and who may be involved in that meeting. Because this session includes introductory material, it is the longest session and usually takes more than one class period.

### PREPARATION BY COACH:

Read the *Getting Started* materials and *Session 1*. Students will need copies of the transition planning or IEP form used by your school district. Locate and make a copy for each student to save time during the class session. A composite transition planning form has been included at the end of this session in case there is no form available. However, it is preferable to use the district's form so students will become familiar with the actual document as they prepare for their planning meeting. Although the chapter asks that students have their last IEP document, it is the instructor's choice whether this complete form or a blank form will be used.

### Key words/concepts and symbols:

*The Thinker*  stop, think

*Clapper*  action, time to do something

**IEP** Individual – one person/me  
Education – school/classes  
Plan – what you do/ *things I will do*

*Transition* moving from one place to another place

*The transition process* 

*Umiak*

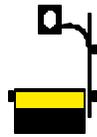


A boat, usually made with animal hide, kind of like a canoe

*Planning meeting*



*Overhead projector*



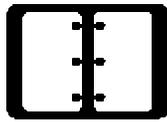
review questions

*Notepad*



homework

*Summary sheet*



review listing

*Sample transition planning form*

local form, if available

## **SESSION 2: Choosing People to Attend**

This session encourages students to determine who attended their last IEP meeting. If the student does not have a copy of their last IEP, he or she can identify people who should be at the meeting, including family members and others, and consider which individuals to invite to their next planning meeting. Students complete an exercise that helps them identify people who are important in their day-to-day lives. In addition, school and other support personnel who are either required to attend or should be at their meeting are identified.

### **PREPARATION BY COACH:**

Read *Session 2*. Post additional icons introduced in this session. Students will need a copy of their most recent IEP or transition planning document. Students can search their individual school documents and record the information they need or you can make a copy of each student's IEP and have it available to that student. If students search for the school documents you will need to arrange with the counselor or other appropriate staff to ensure that records are available to the student. Because students will be referring to this document throughout *Whose Future Is It Anyway?* it is probably best that they have a copy of their IEP/transition planning form and that it is conveniently located. You may want to keep copies of the document in an extra student folder for class time.

Access to school records is a sensitive topic for a number of reasons. First, school districts may have reservations about allowing students to access their records. Second, since such forms frequently include information about student diagnosis, the information might be unsettling or upsetting to some students. For students who might become emotional or even aggressive if confronted with a document with a specific educational diagnosis (e.g., mental retardation, serious emotional disorder, specific learning disability, etc.), you may want to avoid this. In such circumstances, the copy could have sensitive information deleted before being given to the student. The objective of the process is to help students come to a comfortable acceptance of themselves, disability and all. There should be no attempt to *force* students to accept their disability. However, strengths and needs can be emphasized in a way that help students understand their services and future need for supports.

### **MORE TIPS ...**

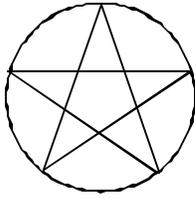
- Adapt the Support Circle.  
Student may wish to include pictures of the individuals he/she feels are part of their support network. This may be a more comfortable way of recording this information for a student who has difficulty reading or writing.

### **Key words/concepts and symbols:**

*Advocate*                      person who speaks up for you

*Self-advocate*                me, when I speak up for myself; say what I want; ask for help

*My support circle*



### SESSION 3: Your Preferences and Interests

The third session encourages students to identify individual abilities, preferences, and interests and to think about transition service needs based on their preferences and interests.

#### PREPARATION BY COACH:

Read *Session 3* and support students in completing activities from the previous session. Update the icon signs as needed. For this session, you will need a clock in your classroom, in case students are not wearing a watch. If you don't have a clock in the classroom, you will need to locate one.

#### MORE TIPS ...

- Think aloud.  
Many students with disabilities find it difficult to identify and talk about their abilities. You might want to spend some time thinking about each student and identifying one or two abilities and interests of which you are aware. Support a student in thinking of his/her abilities using your list only if students have difficulty thinking of their abilities. Think about several of your own abilities, as well as some general ones, to share with students to support the process.

#### Key words/concepts and symbols:

*Unique*                      individual; things that are all about me

*Abilities*                                            things I am GOOD at doing

*Interests*                                            things I really like to do

## SESSION 4: Disabilities



This session introduces an acronym (MULES, My Unique Learning and Educational Supports) that will be used to discuss student learning needs and supports. The activities focus on types of disabilities, stereotypes associated with disability, and unique learning needs and supports related to these disabilities.

### PREPARATION BY COACH:

You should read *Session 4* and plan your approach for the topic of disability with individual students. There should be no attempt to force students to confront their disability. However, a discussion of students' concerns about *labels* and feelings about the advantages and disadvantages of receiving special education services could be held. Such a discussion may need to be confidential and private, depending on individual needs. In general, this session is intended to be a general discussion of this topic.

### MORE TIPS ...

- Discuss M.U.L.E.S.

Take some time to discuss the concept of educational supports. Students can generate lists of things, like mules, that keep us moving or help us along as we go through life. Think *supports* when you see the Mules icon. (Later, the MULES acronym can also be used for adult services by rephrasing it as My Unique Life Elevating Supports.)

- Post pictures of famous people who experience various disabilities.

It can be helpful to have a listing of names and pictures of famous people who have disabilities. Students can contribute to this ongoing search for famous people that have a disability.

- Brainstorm things that are difficult depending on varying disabilities.

It may be helpful to provide some specific examples of tasks that might be difficult to do if a person is blind, deaf, has a hearing impairment, or other learning limitations. This would be a good time to involve students in making lists of their responses on chart paper. The lists can be saved and used in Session 6 when students begin identifying supports to meet their own learning needs.

### Key words/concepts and symbols:

<i>Stereotypes</i>	beliefs about groups of people what other people think and expect from a group of people
<i>Disability</i>	a physical or mental impairment/limitation not a person, but a limitation in doing something
<i>Limitations</i>	things you have a hard time doing

*Supports*

people/things/community resources that help you do things

**MULES**



**My Unique Learning and Educational Supports**

## SESSION 5: Your Unique Learning Needs

Session 5 begins by introducing a list of famous people who have a disability. You may update it with others your students might identify with more readily. This session continues the discussion about disability and learning supports. Be prepared to spend as much time as needed for students to develop an understanding of limitations and support, since this may be difficult. This session encourages students to examine things about themselves that can and cannot be changed. This session also prompts students to think about four different outcome areas. Icons are provided that represent possible outcomes in the areas of employment, living, post-secondary education and recreation/leisure. However, your students may add others that are more relevant to them.

### PREPARATION BY COACH:

Begin by reading *Session 5* and add the *Whose Future Is It Anyway?* icons. The cautions expressed in Session 4 about forcing disability awareness pertain to this session as well. Students will need copies of their IEP/transition planning forms to find the label used to describe their disability and locate adult outcomes and services indicated on their transition plans. If students are not comfortable with confronting their label, focus only on the last two items.

### MORE TIPS ...

- Generate examples of *outcomes*.  
To help students understand the concept of outcome, offer additional examples such as when a driver turns the key in the car, the outcome he/she expects is...the car will start or when someone orders a pizza to be delivered, the outcome they expect is...the pizza delivery person will soon arrive with the pizza.
- Generate examples of limitations and educational supports for those specific limitations.  
Assist students in grasping the concept of *limitation* by defining it as *something that you have a very hard time doing or something you cannot do* (but can compensate for or replace). Explain that a person who has poor vision has a limitation in seeing or can't see very well. However, they may get glasses to see better. Explain how a person who has difficulty counting money has a limitation in learning. However, that same person might get help by using a calculator or learning a strategy to estimate cost of items.

**Key words/concepts and symbols:**

*Adult outcomes*      what you expect to do when you graduate

*Employment*      jobs; where I will work

*Employment outcome*  what you expect to do about work

*Residential or living outcome*  where you expect to live

*Post-secondary education*      more learning I will do after I graduate

*Post-secondary outcome*  what you expect to do about more school after you graduate

*Recreation/leisure*      what I do for fun - things I do in my free time

*Recreation or leisure outcome*  what you expect to do with your free time (and money!)

*Unique*      what makes you different; things you can't change about yourself

## SESSION 6: Supports

This session emphasizes the idea that all people have needs that require some type of support. The session focuses on ways students can do better in school by identifying personal limitations of learning and possible supports to address learning needs. Be sure to explain to students that there are many different kinds of limitations that people may have. Be prepared to spend time with this discussion to clarify the concepts.

### PREPARATION BY COACH:

Read *Session 6*. As you read through the text, think about your students and write down two or three limitations that impact their learning and possible supports to overcome those limitations. Share these if students have difficulty thinking of their own limitations. You might very briefly share some of your own to start the discussion.

### MORE TIPS ...

- Brainstorm limitations and supports such as:

Limitation: Reading long books with big words

Supports: Peer can read to me

Get book on tape or CD

Find books with same topic written at a lower reading level

Limitation: Learning new things at school.

Supports: Develop a graphic organizer that presents the big ideas of new material

Tutoring

Ask another student (or teacher) for a copy of notes

### Key words/concepts:

*ADA* Americans with Disabilities Act

*Supports* things that help something else be better

*Limitations* things that make learning harder

## MAKING DECISIONS (Sessions 7-12)

### SESSION 7: Introduction to DO IT!

This session introduces: 1) a simple decision-making process (**DO IT!**), 2) prompts students to look at who made the decisions on their current IEP/transition planning forms and 3) encourages students to become more responsible for making decisions that affect them.

#### PREPARATION BY COACH:

Read *Session 7*. Think about decisions that students may need some support to make decisions that students could probably make without support. Become familiar with the **DO IT!** process since this will be repeated across several sessions. The best way to do this is repeat the words and meanings several times, then try to write them down in **DO IT!** order. Keep in mind that as students learn about the decision making process they might begin to think that making a decision is all about having a problem (negative thought) because the first step in the **DO IT!** process is define the problem. Therefore, part of your job is to spend time with students discussing that a problem is not always a bad thing. A problem may be something like “I don’t know where I want to go for my vacation.”

#### MORE TIPS ...

- Assist students to generate lists of problems or issues.  
Students can generate examples of problems they face in school. For example, a student might say that he/she is faced with the problem of choosing classes for next semester. Other problem areas such as peer relations, job-related problems, or leisure activities could be discussed.
- Teach students the difference between an *option* and a *choice*.  
To better understand the words, *options* and *choice*, have students draw a group of cans of food such as beans, corn, tomatoes, and peas next to the word *options*. Then have students circle only of the cans and write the name beside the word *choice*. The same illustration might be made with DVDs of various movies, different kinds of hats, or other items.
- Role-play the decision-making process.  
This session includes a role-play script. Make copies of the script and have students act it out and work through the decision-making process. The Coach’s guide also includes a second role-play script for extra practice titled, *My Interests, My Job*.

- Students can work as a group through a decision-making activity.  
Encourage students to share examples of decisions that they need to make (e.g., choosing a specific class to help prepare for a job interest). Then, help students select one of their examples and work through the **DO IT!** Process.
- Students can share experiences applying what they have learned.  
Encourage students to share examples of decisions made by applying **DO IT!**

**Key words/concepts and symbols:**

<b><i>DO IT!</i></b>	<b>D</b> efine the problem, <b>O</b> utline your Options, <b>I</b> dentify the outcomes, <b>T</b> ake action, <b>!</b> Get excited
<i>Process</i> finished	something that has a lot of steps/things to do before it is finished
<i>Decision</i>	making up your mind
<i>Decision-making</i>	getting information, making choices, figuring out what will happen, and taking action
<i>Outcome</i>	what you expect to happen
<i>Options</i>	things you can choose from
<i>Choice</i>	the one thing/option you pick

## **Role-Play Script A: Ice Cream, Ice Cream**

The following role-play is included in Session 7. Questions to prompt students as they work through the role-play and an application of the decision-making process are also provided.

Customer:

**Hmmm...I wonder which flavor of ice cream I want?**

- What is the customer going to do to figure out what kind of ice cream to get?
- How will he/she know what flavors there are?
- What are the ways he/she can find out?

Customer:

**I have some time since there's a line. I love Fudge Brownie©, but they don't always have it.**

**Let's see if they have it today.**

- How can the customer find out if there's any Fudge Brownie© today?
- The clerk is busy helping those other people, so what could the customer do to find out?

Customer:

**Bummer...they're out of Fudge Brownie©!**

- So what will the customer do now?
- What would happen if the customer didn't check to see if there was any Fudge Brownie©? What would happen if he/she just went ahead and ordered that flavor?

Customer:

**Let's see what else looks good. Here's Rocky Road©. That would be good. I think I want a double dip in a waffle cone.**

- What is something else the customer must do before he/she orders the cone?

Customer:

**I better check how much money I have. OK, I've got \$2.00. The double dip cone costs \$2.10. I wonder what I can get for less than \$2.00.**

- Now what must the customer do before he/she makes a decision on what to order?

Customer:

**The sign says I can get a single dip cone for just \$1.30. And if I get a double dip in a cup it's only \$1.80. So, it looks like I've got enough money for either the single dip cone or the double dip cup.**

- What's one last thing the customer must do before ordering?

Customer:

**Great! Those other people have finished getting their order. Now it's my turn.**

Clerk:

**Can I help you?**

Customer:

**Thanks... I think I'll take a single dip of Pralines and Cream© in a waffle cone.**

- The customer changed his/her mind! Is there anything wrong with that? Why or why not?

### **Applying the DO IT! Decision-Making Process**

What are the parts of making a decision?

1. You check out what kind of ice cream is in the store.
2. When you see that your favorite flavor is sold out, you have to think about what would be your second choice.
3. Check and be sure the store has that flavor today.
4. Find out how much a double-dip waffle cone costs.
5. Figure out how much money you have.
6. You see that the people in front of you have finished getting their order. Now you know it's your turn next.
7. Make your final choice (and you change your mind at the last minute!).
8. Place your order.

Another way to put it is ....

- You start out with **making a choice**.  
I want Fudge Brownie©.
- You have to **get information about options (choices)**.
  1. Does the store have any Fudge Brownie© today? If I pick a second flavor, does the store have any of that flavor today?
  2. What kind of cone do I want? A double-dip? A single dip? In a waffle cone? In a cup?
  3. How much money do I have?
  4. Which kind of cone or cup do I have enough money for?
- You have to decide **what would happen if you chose a particular option**.
  1. If I choose Fudge Brownie© anyway, the clerk will tell me there isn't any.  
Then I'll have to make another choice—choose a different option.
  2. If I choose a double-dip in a waffle cone, I won't have enough money to pay for it.
- You have to **get information about when it's time to make your choice**.  
I notice when the other people have finished getting their order.
- You **choose the option you want** (the one that provide the best fit for you).  
I order my cone!

## **Role-Play Script B: My Interests, My Job**

As described earlier, this second role-play is provided as a supplementary activity to practice decision-making skills.

Max:

**I'm thinking about finding a job. I could get a job at *BIG GIANT Burgers*. But I don't know....what kind of job can I do? What do I really want to do?**

- What are some things Max should ask himself to start figuring out what kind of job he'd want?

Max:

**I need to figure out what kind of job I want. Maybe I can start by thinking about things I like. Like listening to my favorite CDs...my dogs...computer games...videos...**

- Max has thought of things he likes, but what does he know how to do? How will he start to figure out what he's good at? What are the ways he can find out?

Max:

**Well, what do I already know how to do? I know I can hang up clothes...like when I used to work at that store. At the Y I learned how to put the weight on the right number.**

- What would happen if Max just started going to find a job? Where would he go? How would he know where to even start?

Max:

**Maybe I just need to go out looking for jobs...in the mall or somewhere... But, hold on there are a lot of stores at the mall. I need to focus my job search. I mean I know I learned how to do some other stuff at that store, I just don't remember.**

- What can Max do to figure out some skills he already has?
- What can Max do now? Who can he talk to?

Max:

**Maybe I can go back to that store and ask...but I don't think that store is even there anymore! I wonder if I asked my parents...they might know...but they didn't see me working at the store. They probably won't remember any more.**

- Are there other people who could help him figure out the skills he already has?

Max:

**Hey! What about my job coach, Mr. Hodges? I bet he remembers! And I can talk to that other teacher, Ms. Garcia...maybe she knows something, too.**

- Now what must Max do before he/she makes a decision on who to ask?

Max:

**I don't see Mr. Hodges around. He's not on campus very much. But I know Ms. Garcia is here, 'cause I see her every day.**

- What's one more thing Max will need to do?

Max:

**I think I'll ask Ms. Garcia. She'll know when Mr. Hodges is here.**

## **Applying the DO IT! Decision-Making Process**

If Max used **DO IT!** this might be how his decision-making would look:

**Define the problem:** I want to figure out what kind of job to look for.

**Outline options:** What different ways did Max come up with to figure out what his skills are?

1. I can remember some things I've done...
  - at a job (working at the store)
  - at the Y (setting the weights)
2. I can just start looking for a job and seeing if could find *something I can do* (looking for a job anywhere at the mall).
3. I can ask my parents to help me.
4. I can ask Mr. Hodges, who was my job coach at the store, or Ms. Garcia, another teacher.

**Identify the outcome of each option:**

1. I'll have some things on a list, but I don't really know what my skills are.
2. I might waste a lot of time because I'm not sure what I'm looking for.
3. My parents might not remember much about that old job.
4. My job coach will probably be able to help me remember all I learned to do at that store. That'll help me know what skills I already have.

**Take action:**

I'm going with #4 – talk to Mr. Hodges, the job coach. I think that will be the best place to start.

## SESSION 8: Steps 1 & 2 of DO IT!

This session establishes the link between decision-making in the transition planning process. Students apply steps 1 & 2 of the decision-making process to the challenge of finding an apartment. The session includes profiles of two students and prompts participants to think about the unique needs, interests, and options for these two students.

### PREPARATION BY COACH:

Read *Session 8*. Be prepared to help identify potential living arrangements for students and family members who can support students as they make living arrangement decisions.

### MORE TIPS ...

- Adapt the examples provided in the text when necessary.  
Some students may have difficulty maintaining interest when working through the stories of the two students. You may want to talk about the examples with students, encouraging them to come up with similar examples, but ones that they suggest and relate to.

### Key words/concepts and symbols:

**DO IT!**      **D**efine the problem,    **O**utline your Options

*Employment outcome*



what you expect to do about work

*Residential or living outcome*



where you expect to live

*Post-secondary outcome*



what you expect to do about more school after you graduate

*Recreation or leisure outcome*



what you expect to do with your free time (and money!)

*Aardvark*



something that doesn't fit or something that doesn't work

**NOTE:** Support students in understanding the use of the aardvark here as something that obviously does not fit or won't work. This meaning of the image is reinforced throughout the text each time options are termed *aardvarks* and are then discarded.

## SESSION 9: Steps 3 & 4 of DO IT!

During this session, students apply steps 3 & 4 of the **DO IT!** process to the task of finding an apartment.

### PREPARATION BY COACH:

Read *Session 9*. When necessary, review the **DO IT!** process with students and the outcomes from applying steps 1 & 2 in session 8.

### MORE TIPS ...

- Keep resources out and available for students.  
Have phone books available for students to look up names and numbers of resources.  
Have websites about housing/local apartments listed for students to locate and browse.

### Key words/concepts and symbols:

**DO IT!**      **D**efine the problem  
                  **O**utline your Options

**I**dentify the outcomes  
                  **T**ake action

**!** Get excited

## **SESSION 10: Using DO IT!**

This session is a review of the four transition areas. In this session, students also apply the **DO IT!** process to make decisions about living arrangements. However, the intent of this and subsequent exercises is not to reach final decisions about student outcomes. The intent is to provide an opportunity for students to apply skills like decision-making to meaningful activities.

### **PREPARATION BY COACH:**

Read *Session 10* and think of skills you use to live independently. Think of skills that build on other skills or those that are prerequisites to learn other skills. Thinking about these ideas before working with students will help you assist students when they prioritize what they need to learn.

### **MORE TIPS ...**

- Encourage *what if* and *what about* questions.  
Support students as they question their future. Emphasize, particularly to younger students, that the decisions made during this session are not final or absolute, but that they are practice for making real decisions so that when it comes time to do so, they will be prepared.

### **Key words/concepts:**

*Prioritize*      put things in order based on how important they are or what needs to be done first

## SESSION 11: Real Life Stories to Use DO IT!

Session 11 provides continued practice using the **DO IT!** process by examining several stories of three people with disabilities. Students are asked to apply the **DO IT!** process to make decisions about each story's situation. Actual outcomes for the stories are given.

### PREPARATION BY COACH:

Read *Session 11* and review the **DO IT!** process. At the end of the session students are asked to talk to an adult about decisions they have made that were important in their life. Be prepared to identify a decision that you have made and share it with your students. You might consider asking a parent to come and share an example. Involving parents is an important element in transition. When parents are involved and supportive, the student will likely be more confident and share their goals and ideas more easily.

### MORE TIPS ...

- Have students share their own experiences about past decisions.  
Engage students by having them share decisions that they have already made. This sharing can boost student attention and interest in learning to work the **DO IT!** process. Even if a student brings up a very short-term problem, choosing what movie to see, using the student's example makes this learning activity relevant.
- Students can share examples of decisions they would like to make.  
Encourage each student to identify a decision he/she is considering. For example, provide an opportunity for students to share personal concerns about choosing which classes to take, where to go on a vacation, and deciding whether to get a dog. Using student-identified interests and immediate needs for decision-making will support use of **DO IT!**

### Key words/concepts and symbols:

**DO IT!** Review

**D**efine the problem  
**O**utline your options

**I**dentify the outcomes  
**T**ake action

**!** Get excited!

*Decisions review*

## SESSION 12: Giving Informed Consent

This session focuses on the topic of informed consent and works with students to apply the decision-making process to a situation where they are asked to approve their transition planning/educational services.

### PREPARATION BY COACH:

Read *Session 12* and review student's IEP/transition planning forms to find the signature statement and to identify who signed your student(s) form. Be prepared to revise the scenario in this session to fit your local circumstances.

### MORE TIPS ...

- Review the meaning of key words.  
Before beginning the session, be sure to review words such as Transition and Employment Outcomes. Spend adequate time going over the meaning of legal language in the IEP form. For example, break down the new concept *Informed Consent* into its two words:  
Informed            I know what this is all about...  
  
Consent            ...and I say "yes."
- Ask students about their IEP.  
Ask students, "What was one of your goals on your IEP?" This is a question that truly stumps many students. Many can't name a single goal. Be sure to do this with sensitivity. If necessary, use an example in order to avoid causing embarrassment. The idea, of course, is not to create discomfort but to help students be sure know their goals.
- Encourage students that they think about their last IEP meeting.  
Explain that while it can be very hard for anyone to recall things that happened last year it is still important to think about the following questions:
  1. Did you talk with anyone such as a teacher or parent about your interests and objectives before the meeting?
  2. Did you say anything during the planning meeting...if yes, what did you say/what did you talk about?
  3. Did you still sign the form without asking any questions?

### Key words/concepts and symbols:

*Informed consent*            giving someone permission to do something knowing what will happen to you

*Undersigned*                all the people who sign their name below

## HOW TO GET WHAT YOU NEED, Sec. 101 (Sessions 13-18)

These sessions provide an overview of community resources, including generic resources used by most citizens and specific resources available to meet disability-related needs.

### SESSION 13: Community Resources in Your Plan



This session uses the **MULES** (My Unique Learning and Educational Supports) acronym from Session 4.

#### PREPARATION BY COACH:

Read *Session 13* and then examine students' IEP/transition planning documents to identify agencies or individuals identified as support services. The intent of this and subsequent sessions is to enable students to take greater control over finding the resources they will need to succeed as young adults. The fact sheets following Sessions 14-17 provide an outline for needed information. In some cases, you may need to provide networking between the student and the resource, although some of these resources may not apply to your community or students.

This session also introduces a number of acronyms that are common in disability services. Scan this list, identify, and write down any additional acronyms that are unique to your city, county or state.

#### MORE TIPS ...

- Begin with *If you wanted, you would go to a...* activity.  
Many students will have success (and fun) working through the exercise in the session, *If you wanted to...you would go to \_\_\_\_\_*. This is well worth the time and can help students feel accomplished in an activity that has value in learning about community resources. It may be useful to do this activity at the very start of the session as a way to introduce the variety of acronyms in this session.
- Review the meaning of key words.  
Better explain *community resource* and *supports* by breaking down these words:

Community	Place near where I live; in my neighborhood; in my town/city.
Resources	Organizations or places (and people) where you get something you need or want.
Supports	A thing or a person that helps me do something I want or need to do; a thing or a person that helps me with something that is hard for me to do.
- Discuss the meaning of *community* to provide an opportunity for students to talk about their neighborhood, city, county, and state.



## SESSION 14: Community Resources for Work

Session 14 focuses on community resources that will assist students with choices and

decisions related to where they want to work after graduation.



Students use their current IEP/transition planning forms to identify employment outcomes that were identified. The session concludes with students obtaining information about one of the resources they have identified for employment outcomes.

### PREPARATION BY COACH:

Read *Session 14*. Compare the items on transition planning forms your district uses with the types of employment outcomes discussed in the session and be prepared to explain any that differ. You will need to have student IEP forms available or any documents that include student employment outcomes. When IEP forms are not available, assist students in identifying employment resources that are related to interests. Most of this session should involve students getting information about resources. Ideally this would involve an interview either in person or by telephone. If students are unable or not interested in completing an interview, make sure information about resources is available in some form. Some states have books and handouts that describe various service agencies and students could use this as an alternative to an interview. Many agencies have websites that may provide the needed information. The vocational counselor may be a good resource for this type of information. If students do interviews, you will probably need to assist them in finding phone numbers, setting up appointments, practicing interview skills/questions, and locating agency offices. As with other sessions, practice role-playing with students who may have little or no experience making phone calls. Support students in rehearsing what to do when confronted with taped voicemail options, and have other students observe and give feedback.

### MORE TIPS ...

- Help students make the connection between resources and achieving outcomes.  
Talk with students about why it is important that we all have a network of people to help/support us.
- Support students to think about employment-related M.U.L.E.S.  
Discuss different examples of community resources/supports. Talk about the similarities and differences between community agencies.
- Discuss the concept of time-limited supports.  
Discuss what *time-limited supports* are and how long *time-limited* might be. Encourage students to brainstorm times when they were being helped with something and did not need the support. Conversely, talk with students about times when they would have liked more support. Ask students how they dealt with these situations.

**Key words/concepts:**

*Employment (job) + Outcome* what you expect to have happen

*Employment outcome* the job you expect to have

*Competitive* more than one person may apply for one job, so only one person gets picked to get that job

*Competitive job* *a real job in the real world (the community) for real pay*

*Time-limited support* things that happen to support me in the job for a short time (a few days, weeks, months) to help me do better

*Long-term support* things that happen to support me in the job for a long time (months, years) to help me do better

## SESSION 15: Community Resources for More School

This session focuses on identifying community resources related to post-secondary

education and training.  Students use their transition planning forms to identify post-secondary education and training outcomes and then obtain information about resources supporting their outcomes.

### PREPARATION BY COACH:

Read *Session 15* and identify post-secondary outcomes and potential resources from students' IEP/transition planning forms. As with Session 14, the following practices are recommended:

- Be prepared to explain outcomes and to identify additional local resources.
- Work with students to gather information about specific community resources (preferably in person or by telephone).
- Assist students in finding phone numbers, setting up appointments, practicing interview skills/questions, and locating agency offices.
- Practice role-playing with students who may have little or no experience making phone calls.
- Help students rehearse what to do when they reach taped voicemail options.
- Have other students observe and give feedback.
- Use icons for all post-secondary options listed in transition planning forms.

### Key words/concepts:

*Community college*                      local school with basic college courses

*Technical or trade school*        classes with job skills training

*University*                              college with 4-year degree programs

*Adult education*                      classes for adults to learn something- maybe dancing or crafts or a skill or to get a GED certificate

## SESSION 16: Community Resources for Living

This session focuses on community resources to assist with residential and living

arrangements.   Students use their current IEP/transition planning forms to identify residential and living outcomes and then obtain information about one such resource.

### PREPARATION BY COACH:

Read *Session 16* and identify residential and living outcomes and potential resources from students' IEP/transition planning forms. As in Session 14 and 15, continue to implement the following practices:

- Be prepared to explain additional outcomes and to identify any *local resources*.
- Work with students to gather information about *specific community resources* (preferably in person or by telephone).
- Help students in finding phone numbers, setting up appointments, practicing interview skills/questions, and locating agency offices.
- Practice role-playing with students who may have little or no experience making phone calls.
- Help students rehearse what to do when they reach taped voicemail options.
- Have other students observe and give feedback.
- Make wall signs for all residential and living options listed in transition planning forms.

### Key words/concepts and symbols:

*Independent living*   your own house or apartment

*Supervised apartment*  apartment with support to learn independence

*Group home*  3-8 people living in house with staff support

## SESSION 17: Community Resources for Fun

This session focuses on community resources to assist with recreation and leisure

outcomes.  Students use their current IEP/transition planning materials to identify post-secondary education and training outcomes from forms and then obtain information about resources.

### PREPARATION BY COACH:

Read *Session 17* and identify recreation and leisure outcomes and potential resources from students' IEP forms/transition planning documents. As in sessions 14, 15 and 16, the following practices are recommended:

- Be prepared to explain outcomes and to identify additional local resources.
- Work with students to gather information about specific community resources (preferably in person or by telephone).
- Assist students in finding phone numbers, setting up appointments, practicing interview skills/questions, and locating agency offices.
- Practice role-playing with students who may have little or no experience making phone calls.
- Help students rehearse what to do when they reach taped voicemail options.
- Have other students observe and give feedback.
- Make wall signs for all options listed on transition planning forms.

### Key words/concepts:

*Specialized recreation activities*

programs set up especially for people with disabilities, like Special Olympics or therapeutic horse riding; programs set up to teach a specific skill, such as rock climbing or skiing

## **SESSION 18: Community Resources You Want**

This session concludes the focus on community resources, emphasizing areas of adult outcomes that did not fall into the four areas discussed previously. Students reference their IEP/transition planning forms to identify other listed outcomes and think about the types of community resources they might need.

### **PREPARATION BY COACH:**

Read *Session 18* and think about types of community resources students might need to access outcomes that were not discussed previously. Like in sessions 14, 15, 16, and 17 the following practices are recommended:

- Be prepared to explain outcomes and to identify additional local resources.
- Work with students to gather information about the specific community resources (preferably in person or by telephone).
- Assist students in finding phone numbers, setting up appointments, practicing interview skills/questions, and locating agency offices.
- Practice role-playing with students who may have little or no experience making phone calls.
- Help students rehearse what to do when they reach taped voicemail options.
- Have other students observe and give feedback. Students are empowered as they support and encourage each other while simultaneously gaining experience with this important independent living activity.

### **Key words and concepts:**

*Adult responsibilities*                      for example, voting or driving a car

*Medical services*                         doctor or dentist; therapies

*Income/resources*                        Social security benefits, investments

*Transportation*                            getting rides-bus, friend, family or taxi or buying a car or truck

## Goals, Objectives and The Future (Sessions 19-24)

This section helps students: 1) identify existing goals on IEP/transition planning forms, 2) introduces a process for writing goals and objectives, and 3) suggests three ways for students to measure progress on their goals and objectives.

### SESSION 19: Identifying Goals in Your Plan



Session 19 defines goals and introduces students to the concept of

objectives. Students also learn the

**WIGOUT!**

process for writing goals.

#### PREPARATION BY COACH:

Read *Session 19* and review students' goals and objectives in their IEP/transition planning forms. Locate city or state maps for each student working with *Whose Future Is It Anyway?*; this session includes an exercise in which students work briefly with a map.

#### Key words/concepts and symbols:

<i>Goal</i>	something I set out/want to do/have; something I aim for/ do; something I work on to make it happen
<i>Future</i>	next week, next month, next year, the rest of my life
<i>Short term</i>	something you can do in a small amount of time: minutes, hours, days, weeks
<i>Long term</i>	something you can do that takes more time: weeks, months, years
<i>Objectives</i>	things I do/steps I take to reach my goal

**WIGOUT!**

Writing Instructional Goals & Objectives for Use in Transition

*Measurable* a way to tell how you are doing on a goal

## **SESSION 20: Identifying Goals for Work**

This session reviews the definition of goal and the rules for effectively writing goals. Students identify vocational and employment goals listed on the IEP/transition planning form and use a checklist to evaluate at least one of their goals. Next, students use an activity sheet,

**WIGOUT!**  
the **WIGOUT!** Workup, to write a new goal related to employment.

### **PREPARATION BY COACH:**

After you read *Session 20*, review students' vocational/employment goals and objectives to make sure these goals exist and to assist students in identifying them. Brainstorm and list additional vocational or employment goals/objectives for each student and identify the skills they would need to achieve outcomes based on these goals.

#### **Key words/concepts:**

*Review* spend time on their current goals and any terms that are on them that are not familiar

## **SESSION 21: Identifying Goals for More School**

The purpose of Session 21 is for students to identify and evaluate post-secondary education goals and objectives. Students will also use an activity sheet,

**WIGOUT!**  
the **WIGOUT!** Workup, to write a new goal related to post-secondary education.

### **PREPARATION BY COACH:**

Read Session 21, and review student post-secondary education goals and objectives. Be ready to assist students in finding these goals on paperwork. As in Session 20, brainstorm and list additional post-secondary education goals and objectives for each student. Identify the skills needed to achieve outcomes based on these goals and encourage students to share their own goal or objectives with others and/or get some new ideas from fellow classmates.

#### **Key words /concepts:**

*Review* spend time on current goals and any terms that are included that are not familiar

## **SESSION 22: Identifying Goals for Living**

In session 22 students will identify and evaluate current living arrangement goals and objectives. Students will also use an activity sheet, ~~WIGOUT!~~ Workup, to write a new goal related to living.

### **PREPARATION BY COACH:**

Read *Session 22* and review students' living arrangement goals and objectives. Be ready to assist students in identifying these goals on existing forms. Session 20 and 21 also suggest brainstorming and listing additional living arrangement goals and objectives for each student. Identify the skills they would need to achieve outcomes based on these goals and encourage students to share their own goal/objective ideas with others and/or get some new ideas from fellow classmates.

### **Key words/concepts:**

*Review* spend time on current goals and any terms that are included that are not familiar

## **SESSION 23: Identifying Goals for Fun**

Students will identify and evaluate current recreation/leisure goals and objectives in session 23. They then will use the ~~WIGOUT!~~ Workup to write a new goal related to recreation and leisure.

### **PREPARATION BY COACH:**

Read *Session 23* and review students' recreation/leisure goals and objectives. Be prepared to assist students in identifying these goals if they exist. Like in Session 20, 21, and 22 brainstorm and list additional recreation/leisure goals and objectives for each student. Identify the skills they would need to achieve outcomes based on these goals and encourage students to share their own goal/objective ideas with others and/or get some new ideas from fellow classmates.

### **Key words/concepts:**

*Review* spend time on current goals and any terms that are included that are not familiar

## SESSION 24: Keeping Track of Your Goals

This session focuses attention on methods to measure and track progress on goals and objectives. Activities stress the importance of knowing how close one is to meeting specific goals and objectives and introduces three methods for tracking goals and objectives.

### PREPARATION BY COACH:

Read Session 24 and think about how students might track goals in progress or goals they wrote during the last few exercises.

### MORE TIPS ...

- Practice tracking other activities besides transition goals.  
Encourage students to track activities other than their goals/objectives. Students can practice recording hours watching television, money spent at lunch, hours spent talking on the phone. Discuss the power of measuring activities with students and point out that people with and without disabilities often track behaviors (ie., counting calories).
- Encourage students to create their own tracking systems.  
Many students may choose to create their own tracking system that is meaningful and easy for them. Encourage your students to come up with a system that works for them. It may change from goal to goal. This provides a good opportunity to support student involvement by tracking progress on current goals and/or objectives.

### Key words/concepts:

<i>Track</i>	how you keep up with how you're doing on meeting your goal
<i>Check-a-box</i>	method of tracking where you check a box every time you do what you need to do to meet your goal
<i>Check-a-row</i>	method to track objectives over time...you check consecutive boxes so that you know how many times <u>in a row</u> you completed an objective
<i>Check-a-point</i>	method of tracking where you use a chart to tell how things are going on meeting your goal

## **COMMUNICATING (Or: I Thought You Said She Said He Said?)** (Sessions 25-30)

Section 5 focuses on communication in small groups or the team meeting. It begins with a review of what students have learned and then outlines different methods of communication. This section also provides ideas of what students should do and should not do when trying to be heard.

### **SESSION 25: Communicating in Small Groups**

This session introduces communication skills, particularly within small group settings like an educational planning meeting. The session begins with a review of skills students have acquired to this point. Students then work through a process used to improve communication, explore different ways to communicate, and learn about how miscommunication often occurs.

#### **PREPARATION BY COACH:**

Read Session 25 and think about possible student responses to the communication scenarios provided. Be prepared to discuss your responses with students.

#### **Key words/concepts:**

*Process*            something that has a lot of steps/things to do before it is finished

*Communication*    a process that leads to a sharing of information between people; steps you use to get your point/ideas across to other people; talking, writing, signing, singing, body language, facial expressions, tone of voice, volume, etc.; listening

*Mixed messages*    when a person says one thing, but seems to mean another

## SESSION 26: Body Language and Assertiveness

This session focuses on body language and teaches students to recognize this form of communication in others and themselves, particularly during IEP/transition planning meetings. The session also defines assertive and aggressive actions and provides examples of the both. Additionally, students are introduced to rules for being assertive, instead of aggressive.

### PREPARATION BY COACH:

Read this session and think about body language and assertiveness examples from previous planning meetings. Be prepared to share these examples with students.

### MORE TIPS ...

- Play *Body Language Charades*.  
Ask students to act out different emotions (e.g., angry, tired, bored). Encourage students to practice *reading* body language and the practice using positive body language.

### Key words/concepts and symbols:

*Communication* a process that leads to a sharing of information between people; steps you use to get your point/ideas across to other people; talking, writing, signing, singing, body language, facial expressions, tone of voice, volume, etc.; listening

*Body language* communication that occurs between people that does not involve spoken words or text



standing up for yourself; being confident; making sure your opinions are listened to

*Aggressive*  being hard to deal with; arguing; attacking other people

## **SESSION 27: Advocating and Appealing**

This session continues the topic of assertive actions. It also introduces the role of advocate and being a self-advocate. During this session, students are encouraged to decide what is important to them and balance that with what is important to others. The session also discusses students' rights and the responsibilities that accompany those rights.

### **PREPARATION BY COACH:**

Read *Session 27* and complete the assertiveness quiz. Gather copies of your school district's rights booklet or information sheets for your students.

### **Key words/concepts and symbols:**

*Assertive review*



*Aggressive review*



*Advocate* speak up for or to support; stand up for things that are important to you

*Appeal* ask someone to look at something again or think about a decision that has been made again)

## SESSION 28: Timing and Persuasion

This session provides an example of how to communicate effectively and get what you want. Students are introduced to the concepts of persuasion, negotiation, and compromise.

### PREPARATION BY COACH:

Read *Session 28* and become familiar with the basic concepts in the session.

### Key words/concepts and symbols:

*Timing* when you bring up a topic, idea, or subject 

*Persuasion* convince people that what you have to say is worth listening to and might be better than other plans

*Persuasion shuffle*   
Let people know you understand what they are saying - Restate what they said. Show how you can achieve the same thing a different way - your way. Tell all the other advantages/benefits of your plan.

## SESSION 29: Keeping Your Ideas Out There

This session continues the illustration of the car salesperson scenario introduced in the last session. Students learn to identify when they are talking too much or too little and the importance of keeping one's ideas in front of everyone. The session provides some commonsense rules to help students decide when to say something and when to remain quiet. Students identify four things they would like to talk about at their IEP/transition planning meeting and put those ideas into a format that can be carried in and distributed to team members. The session concludes with illustrations of negotiation and compromise.

### PREPARATION BY COACH:

Read *Session 29* and consider ways to help students prepare a list of things they would like to share at their IEP/transition planning meeting. Support students as they prepare copies to distribute to team members.

### Key words/concepts and symbols:

*Negotiation* \$  work out a deal on something, like buying a car

*Compromise*  when you agree to something that is different from what both people started with, like what kind of toppings to get on a pizza

## **SESSION 30: Listening and the Team**

The final session in this section focuses on listening and being a good team member. Students learn what it takes to be a team member, why teams are useful, and traits of teams. A set of rules (get reAL rules) prepare students to be good team members.

### **PREPARATION BY COACH:**

Read *Session 30* and become familiar with keywords and concepts introduced.

### **Key words/concepts and symbols:**

*Team*



a group of people on the same side who work together for a common goal

*Goal review*



*Get reAL rules*

get results from Active Listening

# Thank You, Honorable Chairperson

(Sessions 31-36 includes review)

## SESSION 31: Different Kinds of Meetings

The final sessions discuss the importance of meetings and teach students how to become effective leaders. This session discusses four reasons for having a meeting and presents five kinds of meetings.

### PREPARATION BY COACH:

Read *Session 31* and become familiar with the keywords and concepts introduced.

### Key words/concepts and symbols:

- Team building meetings*  purpose: to build team spirit; the adult version of pep rallies!
- Information & instruction meetings*  purpose: to give large groups of people some information they will need to do something
- Consultation meetings*  purpose: to consult with someone else; ask for his or her opinion...usually you ask someone's opinion if you think she/he knows a lot.
- Decision-making meetings*  purpose: to build a team with members who have a lot of information about something and to have those team members work together to make a decision about something
- Parliamentary meetings*  purpose: to use rules for doing business; good when you have 50 or 100 people at the meeting...you have to use parliamentary procedures to achieve the purpose of your meeting.

## **SESSION 32: Steps to Planning a Meeting**

This session prompts students to find out who plans their IEP/transition planning meeting and introduces them to four steps to planning a successful meeting. The materials also introduce students to the role of team leader.

### **PREPARATION BY COACH:**

Read *Session 32* and identify who is responsible for planning your students' IEP/transition planning meetings. Consider ways to involve the student in planning, and meet with the person in charge of planning, if it is someone other than you.

### **MORE TIPS ...**

- Mock planning meetings.  
Set up mock planning meetings. Ask students to play different roles. Have students practice contacting *the person in charge of the planning meeting*; encourage them to incorporate key concepts of this session into their mock meeting. Following the mock meeting, brainstorm ways with students that they increase their involvement in the planning process.

### **Key words/concepts:**

*Define the purpose*     writing down why the meeting is held

*Outcome of meeting*     coming up with a plan for your future

*Follow-up*                making sure you do what you said you'd do and everyone does what they said they'd do

## SESSION 33: Being a Good Team Member

This session reviews the purpose of meetings and stresses the importance of good team members and an effective leader. Students learn three things that make a good team member and nine things that they can do to demonstrate that they are good team members. This session also introduces and discusses the term chairperson.

### PREPARATION BY COACH:

Read *Session 33*. If you are not responsible for planning the meeting, you should serve as a liaison between the student and the person who is responsible. Therefore, if the student prefers, arrange a meeting between the student and person responsible for meeting.

### Key words/concepts and symbols:

*Commitment*                      doing what you said you'd do

*Chair*                                            people who lead meetings; chairperson

*Co-chairs*                                            two people who share the responsibilities of leading the meeting

## SESSION 34: Managing the Meeting

This session reviews the responsibilities of the chairperson. Students also review six tips for dealing with situations that might arise in a meeting (*what do I do if...*). Finally, students learn ways to help their team reach decisions.

### PREPARATION BY COACH:

Read *Session 34*. Facilitate communication between the student and team leader so students can take an active role in their meeting. Educate the team leader about the importance of acknowledging and reinforcing students' expectations fostered through the curriculum.

### Key words/concepts:

*Review words such as a team, chair, decisions, commitment, etc. and any other concepts you and your students think are needed for the meeting.*

## *REVIEW SESSIONS*

### **SESSION 35: Sessions 1-18 review**

This session includes questions to help students review **Sessions 1-18**.

#### **PREPARATION BY COACH:**

Prepare to be as an additional resource for students as they answer review questions. Support students in assembling materials they will need for their meeting.

### **SESSION 36: Sessions 19-34 review**

This session includes questions to help student review of **Sessions 19-34**.

#### **PREPARATION BY COACH:**

Help students answer review questions, if needed. Again, students may need help assembling materials they will need for their meeting.