Self-directed IEP Checklist
Did you know that inviting students to their Transition IEP meeting is required by law?
Did you know that best practice is for students to be actively involved and participating in their Transition IEP meeting?
Do you need a simple checklist to help students self-assess the extent of their involvement in their Transition IEP meeting?

Here is an adapted checklist from the Self-directed IEP curriculum (Martin, et al., 1996) that may be used not only as a self-assessment checklist for the Transition IEP meeting but as specific lessons/activities for students to learn throughout the year. Through role playing, modeling, and corrective feedback, students can learn social skills, communication skills and self-determination skills like goal-setting and monitoring, as well as understanding individual preferences, interests, and support needs. All of these help students to take a leadership role in their Transition IEP process. Don't forget, all students, can participate at some level in their Transition IEP meeting (including partial participation)!