Teacher Guide: Transition from a Student Perspective: I'm Determined

Webinar Part 1: Dreams, Goals, and the IEP (7 Minutes)

- **Play the video until the student mentions being a YouTuber.**
    - **PAUSE TO DISCUSS:**
    - **Goal Setting:** What is a dream that you have right now?
        - Why is it important to turn a "dream" into a "goal" with specific steps?
        - What happens if we have a big dream but no plan to get there?
        - What do you consider a "good job"?
    - **IEP Participation:** Raise your hand if you have attended your IEP meeting.
        - Why is your voice the most important one at your IEP meeting?
        - How does being involved in your IEP help you get "better jobs" or "better grades" in school?

Webinar Part 2: The One Pager & My Team (8 Minutes)

- **Resume Video: Play the section about the One Pager and "SPIN".**
- **ACTIVITY: Identifying Your Team**
    - **Instruction:** Provide each student with a copy of the I'm Determined One Pager.
    - On your **One Pager**, identify at least 1 strength, preference, interest and need.
    - Students can access the One Pager online at this link: https://bit.ly/OnePagerTool
- **Team Map:** Using the **Support Circle** concept, list three people (teachers, family, or friends) who can help you with these needs.
    - **How to Use the Support Circle:**
        - **Look at Your Needs:** Think about the things that are hard for you at school or at home (your "Limitations").
        - **Identify Your Team:** Think of the people you see every day—like teachers, family members, or friends—who can help you with those hard tasks.
        - **Fill the Circle:** Put the names of these people inside your circle icon. If you don't want to write names, you can use **photos or drawings** of your supporters instead.
        - **Connect to Your IEP:** Use this list to decide who should be invited to your next planning meeting to speak up for what you want
- **Discussion:** Who are the people you trust most to help you figure out problems?

Webinar Part 3: Autonomy, Competence, and Relatedness (10 Minutes)

- **Resume Video: Watch the clips for Competence, Autonomy, and Relatedness.**
    - **PAUSE TO DISCUSS after each video:**
        - **Competence:** What is one thing you are an "expert" at right now? How does it feel to do something without being told what to do?

        - **Autonomy:** What is one choice you made today all by yourself? Why does making your own decisions build independence?
        - **Relatedness:** Where is one place at school where you feel like you truly "belong"? How does it help to connect with other students who have similar goals?

Webinar Part 4: The "DO IT!" Decision Maker (5 Minutes)

- **ACTIVITY: Solving a Classroom Problem**
    - **Instruction:** Give students a scenario, like needing a quiet place to work. Use the **DO IT!** steps to solve it:
        - **D**efine the problem: "I can't focus because the room is loud".
        - **O**utline options: List at least three ideas. (Note: Remove "aardvarks"—options that clearly won't work, like leaving school).
        - **I**dentify outcomes: What will happen if you pick Option A vs. Option B?
        - **T**ake action: Pick the best plan and try it.
        - **!** Get excited!
    - Explain how this process is something that students can use in their day to day to practice self-determination and advocate for their needs to be met.

Webinar Part 5: The Rubric & Game Plan (5 Minutes)

- **Resume Video: Play the section about the Rubric.**
- **FINAL ACTIVITY: The Game Plan**
    - **The Rubric:** Hand out the **Student Rubric for IEP Participation**.
        - Students can access this electronically at this link: https://bit.ly/StudentRubric4IEP
    - **Check-In:** Pick one area, like "Sharing my Strengths," and find your current level. Spend some time here reviewing where students are at and where they want to go.
    - **Move:** Use the **I'm Determined Goal Plan** to write down one step you will take this week to move up one level on that rubric. Ensure students complete the 5 steps of the game plan.
        - Teacher tip: This is a great authentic transition activity that has a transition assessment embedded in it!

Extended Learning Opportunities: To build on this webinar, utilize these resources over the next few weeks:
ME! Lessons (Unit 6): Have students complete the **Self-Awareness Research Project** to identify their abilities and disability history in-depth.

The Arc's Self-Determination Scale: Administer this self-report measure to help students evaluate their own beliefs about autonomy and self-regulation.

AIR Self-Determination Assessment: Use this to produce a profile of the student's **capacity** (knowledge/abilities) and **opportunity** (chances to use those skills).

Whose Future Is It Anyway?: Use the "Coach's Guide" to lead students through identifying community resources (MULES) for employment and independent living