Student-Directed Transition Planning

Lesson 8

Summary of Performance

By

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| **Goal:**  With their family and teachers, students will develop a Summary of Performance script for participation in their transition IEP meetings.  **Objective:**  Students develop a Summary of Performance script that helps them achieve their visions for employment, further education, and adult living.  **Location:**  School and Home | Summary of Performance  Materials Needed   * Summary of Performance PowerPoint * Summary of Performance Script * Summary of Performance teacher sections * Computer and LCD Projector, or Overhead Projector |
| **Parent/Family Involvement:**  Family members will have input into the student’s summary of performance script. Students should return homework signed by parent or family member. | Lesson Overview   * Students and teacher viewPowerPoint. * Students and teacher discuss participation in student’s transition IEP meeting. * Students develop a Summary of Performance Script to help them lead their meeting.   Lesson Summary   1. Introduction and Overview: Show Summary of PerformancePowerPoint 2. Transition IEP meetings |
|  | D. Writing your script   * + - * 1. Information section         2. Ask permission         3. Bring meeting to order         4. Goals for life after graduation         5. Perceptions of my disability         6. Supports and accommodations         7. Family input         8. Review |
|  | Optional Activity:  You may want to teach your students to lead their IEP meetings using the Self-Directed IEP, available from Sopris West. The meeting leadership steps taught in the Self-Directed IEP can be used in conjunction with the Summary of Performance.  Martin, J. E., Marshall, L. H., Maxson, L. M., & Jerman, P. L. (1997). *The Self-Directed IEP*. Longmont, CO: Sopris West. |
|  | ***Show Title Slide.*** |
|  | ***Show Slide 1.***  *Teacher: This lesson is designed to help you develop a script that you will be able to present at your transition-planning meeting.* |
|  | ***Show Slide 2.***  *Teacher: You have gathered lots of information about what you and your family want for your future. You have also learned about what it takes to transition from high school to adult life.* |
|  | ***Show Slide 3.***  *Teacher: You will soon have a meeting to discuss how you are doing in school and what you want to do with your life. You can be an active participant, or even lead your meeting. Who knows this stuff better than you?* |
|  | ***Show Slide 4.***  *Teacher: Who will be at the meeting?*  *Teacher: Mostly people you know. A family member, your teachers, and an administrator. There may be someone there you don’t know yet, like a voc rehab counselor, but they are all there for you.*  Teacher Note: Have the students share their recollections of IEP team members from meetings that they have attended. |
|  | ***Show Slide 5.***  *Teacher: What will we talk about?*  *Teacher: You…how you are doing in school, your goals for next year and the future, what you have learned in these lessons, and your strengths, needs, interests, and accommodations.* |
|  | ***Show Slide 6***.  *Teacher: When you get ready to graduate from high school you will have a Summary of Performance to take with you to your adult life. We can begin the process early in your high school career and use the information to build your IEP transition plan.* |
|  | ***Show Slide 7***.  *Teacher: There are four sections in a summary of performance. Your script will include your background information, and sections one and two. I will talk about sections three and four at your meeting.* |
|  | ***Show Slide 8.***  *Teacher: Some of you may be uncomfortable talking in a room full of adults. All of the adults in the room are there because of you and want to hear what you have to say.* |
|  | ***Show Slide 9.***  *Teacher: You have already gathered the information you need for your script. You will bring your script to your meeting to help you remember what to say.* |
|  | ***Show Slide 10***.  *Teacher: The top part of your script is for background information about you. You may already know a lot of this information.* |
|  | ***Show Slide 11***.  *Teacher: As the youngest member of your IEP team, it is probably a good idea to ask permission from your elders to lead the meeting. There are several ways to show this respect. You can pick one or write your own.* |
|  | ***Show Slide 12***.  *Teacher: As leader you will then bring the meeting to order. Who can tell me the purpose of the meeting?* |
|  | ***Show Slide 13***.  *Teacher: You can introduce everyone at the table by briefly telling everyone who the team members are and why they were invited.* |
|  | ***Show Slide 14.***  *Teacher: In the next section you will be writing your transition goals. You get this information from the inner circles of your input circles.* |
|  | ***Show Slide 15.***  *Teacher: The information that goes into the strengths sections come from the strengths summary or inner circles of your adult living, further education, and employment input circles.* |
|  | ***Show Slide 16***.    *Teacher: The needs for each area likewise come from the inner circles of your input circles.* |
|  | ***Show Slide 17.***  *Teacher: The goal sections will come from the inner circles of your vision input circles.* |
|  | ***Show Slide 18***.  *Teacher: To meet your long-term goal you will have to accomplish several smaller steps over time. This section tells what you plan to do in the next year to reach your goal.* |
|  | ***Show Slide 19***.  *Teacher: This section is for accommodations that will help you reach your goal.* |
|  | ***Show Slide 20***.  *Teacher: The information in the next section comes from the “Defining Your Disability” activity we did in the first lesson.* |
|  | ***Show Slide 21***.  *Teacher: Defining your Disability also listed how your disability impacts certain areas of your life.* |
|  | ***Show Slide 22.***  *Teacher: Next you will fill in what supports you have used that were helpful and not helpful.* |
|  | ***Show Slide 23.***  *Teacher: This section lists accommodations that you can use to be successful.* |
|  | ***Show Slide 24***.  *Teacher: You will now take your script home and discuss it with your family*. *They may have some ideas about how to improve it and it may give them an idea of what they will want to talk about at the meeting.* |
|  | ***Show Slide 25.***  *Teacher: The sections of the Summary of Performance that I will talk about during the meeting include what the school thinks about your disability, accommodations, and any testing that we may have done with you.*  Teacher Note: You don’t have to fill these out on all students right now, but they should be filled out and gone over with the student prior to the meeting. Think of it as a way to organize and prepare for the meeting. |
|  | ***Show Slide 26***.  *Teacher: Remember that transition planning is an ongoing process. As you set goals, develop a plan, manage your plan, and reflect and adjust, new goals and plans may develop. Transition is change and we learn when we adjust to change.* |