The “I” in IEP

Self Directed IEP Template for Middle and High School

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Self Directed IEP Template

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My Individual Education Plan

NAME – DATE – SCHOOL NAME
Purpose of this meeting

The purpose of this meeting is to.....

1. Review my past performance
2. Update my goals for this year
3. Discuss the support I will need for these goals.
Welcome

I’d like to introduce the people who will support me in my goals this year:

(Introductions)

1. Parent
2. Teacher
3. Case Manager
4. Special Education Coord. (If present)
5. Related Services Providers (If present)
6. Additional Assessors (If present)
My strengths include:
My Interests include:

Thumbs Up icon
Challenges to my success include:
Last Year’s **Education/Training** goals & actions

From Previous IEP

<table>
<thead>
<tr>
<th>POST-SCHOOL GOALS</th>
<th>ANNUAL GOALS</th>
</tr>
</thead>
</table>

**Actions I took....**
My new **Education/Training**
goals & Supports Needed

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**POST-SCHOOL GOALS**

**ANNUAL GOALS**

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Who will help me....*(services)*

- Add service providers & transition services
Last Year’s Employment goals & actions
From Previous IEP

POST-SCHOOL GOALS

ANNUAL GOALS

Actions I took....
My New Employment goals & Supports

POST-SCHOOL GOALS

ANNUAL GOALS

Who will help me....(services)

- Add service providers & transition services
<table>
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</table>

Actions I took....
My New Independent Living goals & Supports

POST-SCHOOL GOALS

ANNUAL GOALS

Who will help me....(services)

- Add service providers & transition services
Summary Statement

My goal of pursuing a _____ career is realistic and attainable and may be challenging.

My _________ will assist me in attaining my goal.

While I have weaknesses in _________, I _____________.
I will improve _________ skills to the level where I will be successful.

(This section ties everything together. Where am I? Where am I going? How do I get there?)
Course of Study

CLASSES I WILL TAKE...

List classes and skills I need and how they will help achieve goals...
Support I will need in order to be successful in reaching these goals . . .

ACCOMMODATIONS

XXX

PBIS strategies

MODIFICATIONS

XXX

ESY Service Statement
Thank you!
Finalize IEP Document
This publication is supported in part by a cooperative agreement from the Administration on Intellectual and Developmental Disabilities, Administration for Community Living, U.S. Department of Health and Human Services. Grantees undertaking projects under government sponsorship are encouraged to express freely their findings and conclusions. Points of view or opinions do not, therefore, necessarily represent official Administration on Intellectual and Developmental Disabilities policy.
The Self Advocacy Resource and Technical Assistance Center (SARTAC) seeks to strengthen the self-advocacy movement by supporting self advocacy organizations to grow in diversity and leadership. The resource center is a project of Self Advocates Becoming Empowered (SABE), the oldest national self-advocacy organization in the country. SARTAC is a Developmental Disabilities Project of National Significance, funded by the Administration for Community Living – Administration on Intellectual and Developmental Disabilities (AIDD). The information in this product was written to provide guidance for self advocates and their allies to assist in understanding policy issues affecting their lives. It is not to be used to determine a person's legal rights or an organization's legal responsibilities under Section 504 of the Rehabilitation Act of 1973, as amended; the Americans with Disability Act of 1990, as amended or any other federal, state or local laws written to protect the rights of people with disabilities.
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The “I” in IEP is a project created by Ashley Mabry to help students become self advocates in their IEP meetings. For additional information, please contact advocacy@thearcppr.org