

ATTAINMENT'S

# Whose Future Is It?

## student workbook

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## Chapter

# 1

# Getting Started



At your IEP meetings you plan for your future. It is your meeting and you are in charge. You help your teachers and others make decisions about your education. You start the Transition Planning Process in high school. Transition meetings are a bridge from school to the adult world of living and working on your own. You are in charge of your future.



## Vocabulary words or phrases

- 1** **planning meeting** – when people meet to make decisions about your school program
- 2** **take charge** – to take responsibility for your own affairs
- 3** **individual** – a single person, you are an individual
- 4** **transition** – to go from one place or thing to another, moving on with your life

- 1** A **planning meeting** is...
  - a** when your softball team gets together
  - b** a civic organization
  - c** when you meet with others to make decisions about your school program
  
- 2** When you **take charge**, you are...
  - a** taking responsibility for your own affairs
  - b** forcing others to do what you want
  - c** taking over driving the car
  
- 3** An **individual** is...
  - a** a group of people
  - b** just two people
  - c** a single person
  
- 4** A **transition** is when you...
  - a** stand in one place
  - b** go from one place or thing to another
  - c** run really fast

# Getting Started

**At your IEP meetings, you plan for your future.** It is your meeting, and you are in control of it. You help your teachers and others to make decisions about your education. When you are in high school you start the Transition Planning Process. Transition meetings are a bridge from school to the adult world of living and working on your own. You are in control of your future.

Think back to your last IEP or planning meeting and answer these questions.

1. Did you attend your last IEP meeting? Yes No

**If so...**

2. Who was there?

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3. What did they talk about?

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4. Who was the leader of the meeting?

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5. Did you say anything? Yes No

6. Did you prepare for the meeting? Yes No

7. Did you talk about things that are important to you? Yes No

8. If yes, did people listen when you talked during the meeting? Yes No

9. Do you know what your IEP goals or objectives are? Yes No

10. If yes, have you talked with anyone about them? Yes No

11. Describe one of your goals:

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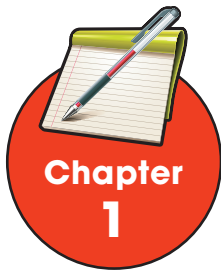
12. Are you making progress on your goals? Yes No I don't know

13. How did you feel about your last IEP meeting?

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# Chapter Review

## The Planning Meeting

**Goal:** You will learn about planning meetings and help make decisions about your school program.

- ✓ You found out that **Whose Future Is It?** will help you learn how to take control of your planning meetings.
- ✓ You decided there are a lot of good reasons why you should take control.
  1. You are the real expert on you.
  2. You will get more from school if you help choose your own goals.
  3. You have the right to make choices about your life.
  4. You have the right to know your rights.
  5. If you don't let other people know what you want to do after you graduate, they won't know.
- ✓ You learned that educational planning meetings:
  1. Have different names: transition meetings and IEP meetings. They are often the same meeting, just different names.
  2. Are held at least every year.

# Chapter Review (continued)

3. Have several purposes:

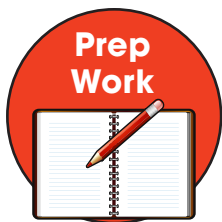
- To see if you get special services.
- To make plans for your adult life.
- To talk about how you did during the school year.
- To set new goals for next year.
- To change your class schedule.
- To make graduation plans.



You discovered that transition skills are things you need to know to be successful as an adult.



You found out that transition planning is part of your IEP.



## **Before the next lesson, you should have:**

- A copy of the transition plan your school uses.



## Chapter

# 2

# Who Attends Your IEP?



It is important for you to have certain people at your IEP meetings. First of all, **YOU** should be there. Your special education teacher and other teachers will be there. So will related service people and your parents. Friends, siblings, and your principal can come too. They are part of your education and have ideas that will help you plan your future.



## Vocabulary Words or Phrases

- 1 IEP meeting** – a time to discuss and make educational goals for students with disabilities
- 2 independence** – being on your own
- 3 pie charts** – a way to show how much you have of something
- 4 form** – a way to keep records

- 1** Who could come to your **IEP meeting**?
  - a** your best friend
  - b** your favorite police officer
  - c** a famous pro athlete
  
- 2** Why is it important to be **independent**?
  - a** it isn't important
  - b** so you don't live forever with your parents
  - c** you can save more money that way
  
- 3** What is a **pie chart**?
  - a** a way to order pie
  - b** something you eat
  - c** a way to show how much of something you have
  
- 4** What is a **form**?
  - a** a way to keep records about things like school work
  - b** what you look like from the side
  - c** a way to bet on horse races

Look at the **pie chart** on the next page. It is called a pie chart because it is cut into different pieces. Like a pie.

Start by writing your name in the center.

There are six pie pieces in the circle. They are for:

- 1** Friends
- 2** Family
- 3** School
- 4** Work
- 5** Neighbors
- 6** Church/Community

Write the name of a person in each of the six pie pieces. You can write as many names as you want in each one.

Start with **Friends**. Who is your best friend? Write that person's name in the circle. How about other friends? Write the names of any other friends you might like to have as part of your planning team.

Next, go to **Family**. Who do you feel closest to in your family? Your mother, father, sister, brother, grandparent, uncle, aunt or cousin? Write these names in the circle.

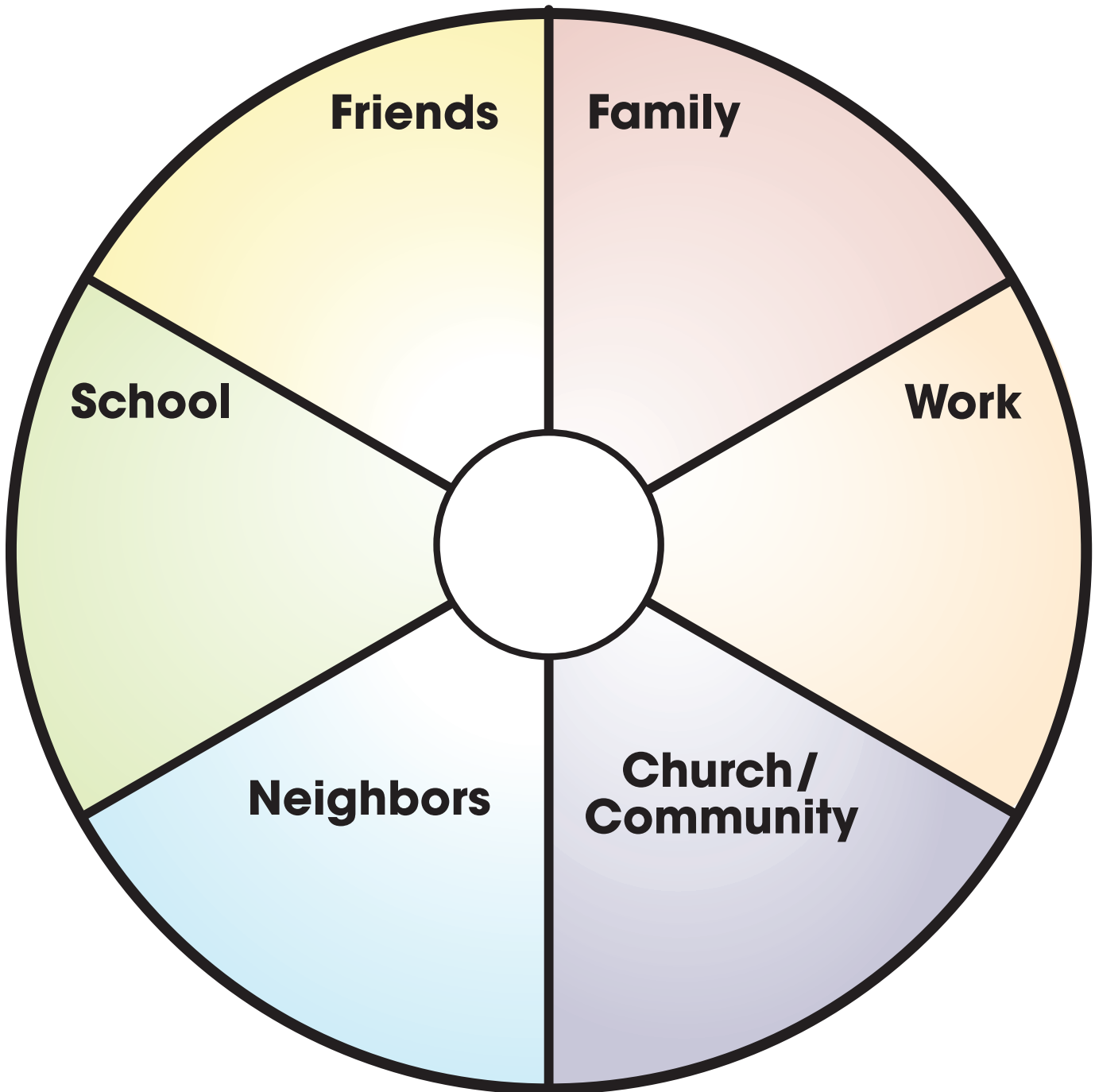
Go to the **School** pie piece. Who do you feel close to at school? Your special or general education teachers? Another adult? The principal? Your therapists? Write their names into the School pie piece.

Go to the **Work** pie piece. Is there anyone you feel close to at work? Your supervisor? Job coach? Advocate? Vocational rehabilitation counselor? Write their names into the Work pie piece.

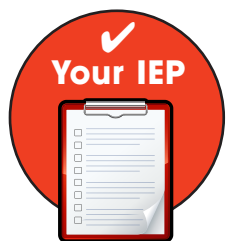
Go to the **Neighbors** pie piece. Do you have a neighbor you talk to and trust? Would you want them to come to your next IEP meeting? If so, write that person's name in the circle.

In the pie piece for **Church/Community**, write in the names of people you like and trust. Think about people at your church, in the community, or any place you spend time.

Name \_\_\_\_\_ Date \_\_\_\_\_



# Who Came to Your Last IEP Meeting?



Who was at your last IEP? Were you there? Your parents, too? Which of your teachers were there? Many adults may come to your IEP because you are working with them on goals for your future. You need to make future plans with their help. This is a time to discuss your needs and future.

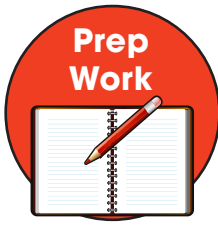
Have your instructor get a copy of your last IEP. Put a check mark next to those who were at your last planning meeting. Write down the name of that person.

- ☐ You (student) \_\_\_\_\_
- ☐ Your parents \_\_\_\_\_
- ☐ Your friend(s) \_\_\_\_\_
- ☐ Your brother/sister \_\_\_\_\_
- ☐ Your general education teachers \_\_\_\_\_
- ☐ Your special education teachers \_\_\_\_\_
- ☐ Related Services People \_\_\_\_\_
- ☐ Psychologist or diagnostician \_\_\_\_\_
- ☐ Your principal \_\_\_\_\_
- ☐ Vocational Rehabilitation Counselor \_\_\_\_\_
- ☐ An advocate for you \_\_\_\_\_
- ☐ Your boss at work \_\_\_\_\_
- ☐ Your job coach \_\_\_\_\_
- ☐ Your neighbor(s) \_\_\_\_\_
- ☐ Other \_\_\_\_\_

Now you know who was at your last meeting.

Was everyone there who should be?      Yes      No

If so, great. If not, who should also be there? \_\_\_\_\_



It is important to have certain people at your IEP. First of all, you should be there. Your special education teacher and other teachers will be there. So will related services and your parents. Friends, siblings and your principal can come too. They are part of your education and have ideas to help you plan your future.

Write down the names of people you want at your next planning meeting. Look at your pie chart and decide if there is anyone there who should be at your next IEP meeting. If there are, add their names below.

**First, the people who should be at every meeting:**

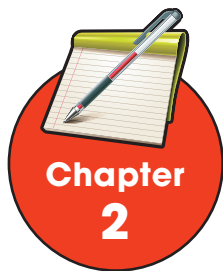
1. Me (That is you!) \_\_\_\_\_
- 2a. \_\_\_\_\_ (Mom)
- 2b. \_\_\_\_\_ (Dad)
- 3a. \_\_\_\_\_ (teacher)
- 3b. \_\_\_\_\_ (teacher)
- 3c. \_\_\_\_\_ (teacher)
- 4a. \_\_\_\_\_ (principal)
- 4b. \_\_\_\_\_ (vice-principal)
- 4c. \_\_\_\_\_ (psychologist/diagnostician)

**If you are 16 or older, make sure people who can help you be an independent adult are at the meeting, like:**

- 5a. \_\_\_\_\_ (VR Counselor)
- 5b. \_\_\_\_\_ (Job Coach)
- 5c. \_\_\_\_\_ (Work person)
6. \_\_\_\_\_ (Live-in help)

**Who else? Look at your pie chart and add people you want at your next IEP meeting:**

- 7a. \_\_\_\_\_ (friend)
- 7b. \_\_\_\_\_ (friend)
- 8a. \_\_\_\_\_ (relative)
- 8b. \_\_\_\_\_ (sister/brother)
- 9a. \_\_\_\_\_ (other people)
- 9b. \_\_\_\_\_ (other people)

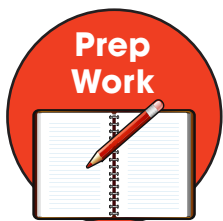


# Chapter Review

## Choosing People to Attend Your Planning Meetings

**Goal:** You will choose the people who you think should be at your transition planning meeting.

- ✓ In this chapter, you looked at people you want to attend your transition planning meetings.
- ✓ You found your most recent IEP file and identified professionals who should be there, like your teachers.
- ✓ You saw that parents, siblings, friends and others can come too, if you want them to. Now you know who to invite to your meetings in the future.
- ✓ You made a list of people to invite for the next planning meeting.



## Before the next lesson, you should have:

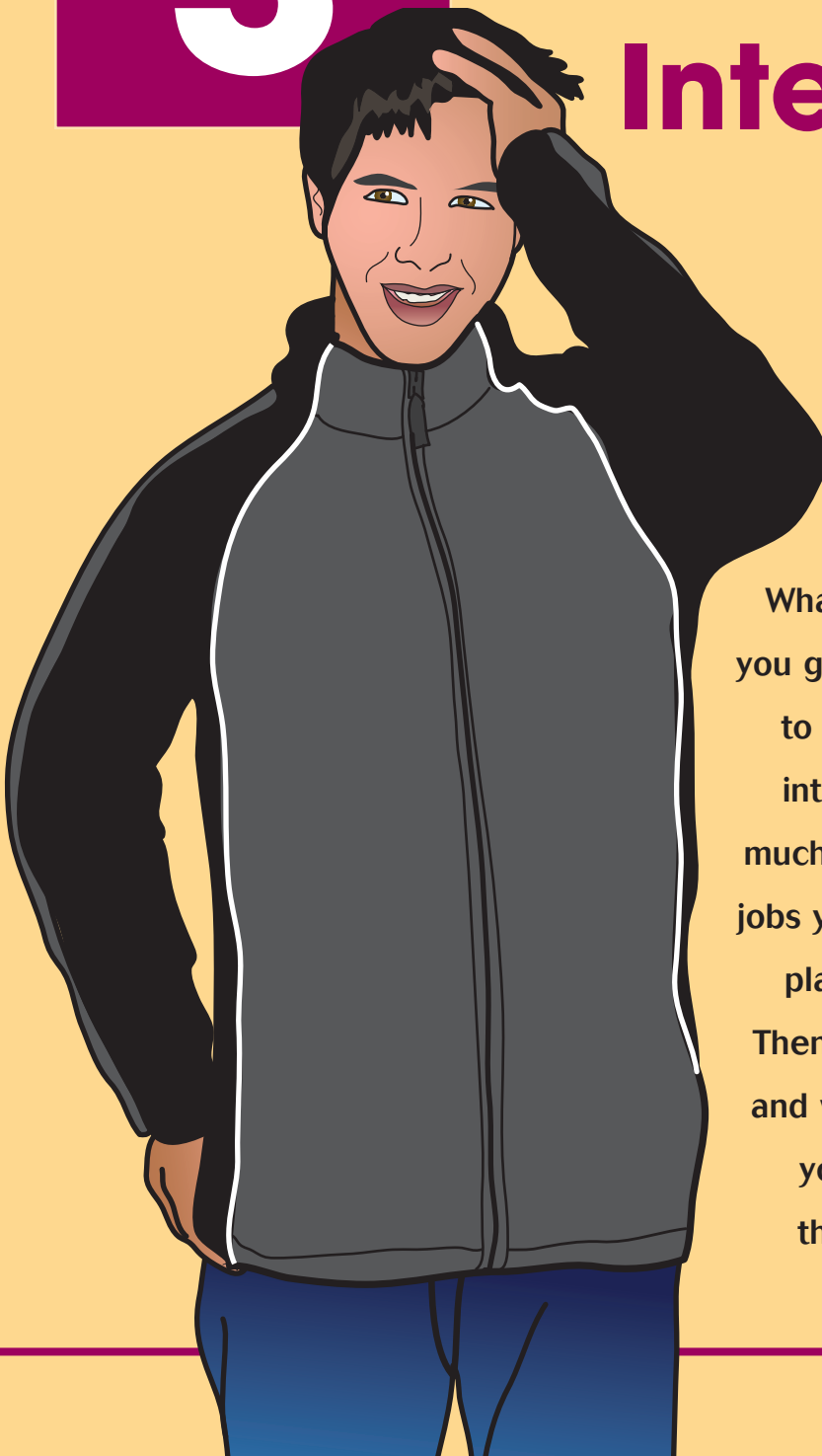
- Finished listing who you want to be on your planning team.



Chapter

# 3

# Your Preferences and Interests



What do you want to do when you graduate? What do you like to do? Some jobs may sound interesting and others not so much. Think about what kind of jobs you would like to work and places you would like to live. Then think about what you like and what you are best at, what your skills are and what you think you would be good at.



## Vocabulary words or phrases

- 1** **IDEA** – America’s special education law that determines education and related services for children with disabilities in public schools (stands for Individuals with Disabilities Act)
- 2** **preferences** – liking one thing more than another
- 3** **interests** – something you like to do or learn more about
- 4** **apartment** – a room or small rooms to rent



## Multiple-choice questions

1

IDEA is...

- a a bad idea
- b special education law
- c a bright lightbulb

2

Preferences mean...

- a you like a lot of things
- b you don't like anything
- c you like some things more than others

3

Interests are...

- a wanting to know or learn something
- b things you want to be perfect
- c something you don't like

4

An **apartment** is...

- a a big house
- b a small house
- c a room or small rooms to rent

Here are some questions to help you think about who you are and what kinds of things you like. Write down the first answer that comes to mind:

1. What is your favorite food?  
\_\_\_\_\_
2. Who is your favorite singer?  
\_\_\_\_\_
3. What do you like best about yourself?  
\_\_\_\_\_
4. What would you change about yourself?  
\_\_\_\_\_
5. What has been your greatest accomplishment so far?  
\_\_\_\_\_
6. What makes you feel guilty?  
\_\_\_\_\_
7. What makes you feel angry?  
\_\_\_\_\_
8. What do your friends say about you?  
\_\_\_\_\_
9. What new skill have you learned in the last 6 months?  
\_\_\_\_\_
10. If you were 21 today, what would you be doing?  
\_\_\_\_\_
11. Who taught you to tell time?  
\_\_\_\_\_
12. Who taught you to count money?  
\_\_\_\_\_
13. How old do you feel?  
\_\_\_\_\_
14. Who do you admire the most?  
\_\_\_\_\_
15. What are you most afraid of?  
\_\_\_\_\_
16. Would you like to get married someday?      **Yes**      **No**      **I don't know**  
\_\_\_\_\_
17. Name three people you would invite to dinner, if you could.
  1. \_\_\_\_\_
  2. \_\_\_\_\_
  3. \_\_\_\_\_

Before your next transition planning meeting, think about your interests and preferences. Think about what things you like to do in your spare time. Think about what work you would like to find. And think about where you would like to live.

On June 1 of the year you graduate, where do you want to live?  
A house? An apartment? A bus? In a city? What part of the city?  
Do you want to live on your own or with someone else?  
Think about it and write down one or more answers:

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What do you want to be doing during most days?  
Working? Where? Doing what? Going to school? Where? Learning to do what?  
Think about it and write down one or more answers:

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How do you want to spend your free time?

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**Abilities** are things you can do, things that you are good at, like working on computers.



**Interests** are things you like to do, things you do in your spare time, like listening to music or watching movies.

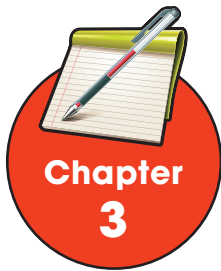
**List 3 abilities:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**List 3 interests:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Compare your lists of abilities and interests and see what items are the same or similar. Mark the things that appear on both lists and show your planning team what you discovered about your interests and abilities.



# Chapter Review

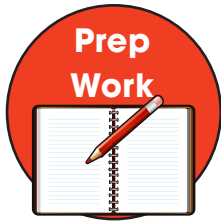
## Getting to Know You— Your preferences and interests

**Goal:** You will identify your transition needs based on your preferences and interests.

Let's look at what you've covered this chapter.

- ✓ You learned transition goals have to be based on your needs that take into account your preferences and interests. You saw that your interests and preferences will be different from those of others. And you found that you bring a unique viewpoint to your transition planning meetings.
- ✓ You figured out when you would leave high school. And you thought about some things you would like to do once you are independent.
- ✓ You learned that transition services are exercises that help you to move from school to the adult world.
- ✓ You thought how your abilities and interests could lead to transition goals. You also thought about goals like drawing or computer work and considered if they would be realistic for you to go into.

# Chapter Review (continued)



## **Before the next lesson, you should have:**

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- Thought about your abilities and interests. Write down those interests and abilities that were on both lists. Ask yourself which ones might make good transition goals for where you want to work? Where you will live? And what things to do for fun?
- Talked about these interests and abilities with someone on your planning team list.



## Chapter

# 4

# Disability and You



You have a disability. So what? It does not mean you do not have abilities. You have skills. You can do many things. But some people might think you don't. You cannot let that bother you. You can not control other people's expectations of you. You can only control your own expectations for yourself. But you might need some support services. That's okay. Find out what services you need and which ones you can get.



## Vocabulary words or phrases

- 1** **unique** – different, one of a kind
- 2** **disability** – any condition that limits movement, senses, or activities
- 3** **future** – not now, something that will happen at a later time
- 4** **services** – agencies that help or do something for you



## Multiple-choice questions

1

**Unique** means...

- a** you are one of a kind
- b** you are just like other people
- c** something brand-new

2

A **disability** is...

- a** a televised game show
- b** a new sport
- c** any condition that limits movement, senses, or activities

3

**Future** means...

- a** something happened
- b** something is happening
- c** something that will happen later on

4

**Services** are...

- a** gas stations
- b** agencies that help or do something for you
- c** people that serve you ice cream cones

Here is a stereotype: Blondes are dumb.

Wrong! There are lots of smart men and women who are blonde.  
To say that “blondes are dumb” is both a stereotype and not true.

List 3 more stereotypes:

1.

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2.

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3.

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What does the word “disability” mean to you? Does a person with disabilities have rights? Can a person with a disability work? Think about these issues and what they mean to you.

Think about these questions and answer them:

1. What is a disability?

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2. What does the word “disability” mean to you?

---

---

3. What does a person with a disability look like?

---

---

4. What happens to people when they have a disability?

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---

5. What is your first thought when you see a person with a white cane?

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6. What is your first thought when you see someone with a hearing aid?

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---

7. What is your first thought when you are told a person has an intellectual disability?

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---

8. What do you think of first when you know a person has a learning disability?

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9. What is your first thought when you see a person using a wheelchair?

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---

10. What rights do people with disabilities have?

---

---

11. Where should people with disabilities live?

☐

Wherever they want to

☐

Someplace special

---

12. Should people with disabilities work?

☐

yes

☐

No

☐

Maybe

---

13. Should a person with a disability get married?

☐

yes

☐

No

☐

If they want to

---

14. Should people with disabilities have children?

☐

yes

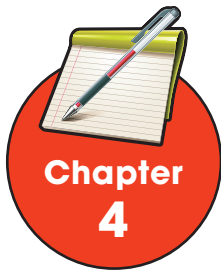
☐

No

☐

If they want to

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# Chapter Review

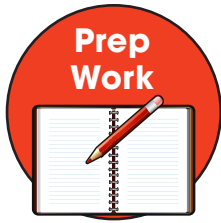
## Disability and You

**Goal:** You will identify unique learning needs related to your disability.

Okay. Let's look at what you've covered this session.

- ✓ You learned that you receive unique learning and educational services.
- ✓ You learned that the purpose of these supports is to let you learn better.
- ✓ You looked again at the types of services the law lets you have:
  - individual transition and planning services
  - related services like speech, hearing, and physical education
- ✓ You thought about how the word disability makes you feel.
- ✓ You looked at stereotypes you have about people and stereotypes other people have about people with disabilities.

# Chapter Review (continued)



## **Before the next lesson, you should have:**

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- Finished thinking about your disability. You could talk with someone else about how you learn best. You could also just think about these things on your own.