

STUDENT-LED IEP MEETING TOOLKIT

Three levels of leading and a four-week prep plan, the student's own pages (all about me, my disability in my words, goals, accommodations, progress, future), a student agenda, script, slide outline, practice log, question cards, checklist, reflection, rubric, family letter. Fillable PDF.

STUDENT All About Me

Written by the student, in their words, with an adult writing for them if they ask. Big boxes on purpose, a drawing counts.

MY NAME _____ GRADE _____ WHO HELPED ME WRITE THIS (DR-ME) _____

My strengths Things I am good at, in school and out. Who says so?	What I like Subjects, activities, people, places, what I do on a weekend.
What is hard for me At school, with work, with people, with the day.	How I learn best Alone or with someone, seeing it or hearing it, moving, quiet, extra time.

STUDENT My Goals in My Words

The teacher types the goal as it is written in the IEP. The student writes what it means to them, how they are doing, and what helps.

MY NAME _____ DATE / WHO HELPED _____

GOAL 1	
PART	IN MY WORDS
The goal as written (teacher types it)	
What it means to me	
How I am doing (numbers from page 10)	
What helps me with it	
GOAL 2	
PART	IN MY WORDS
The goal as written (teacher types it)	
What it means to me	
How I am doing (numbers from page 10)	

MEETING Meeting Agenda, Student Version

Ten rows. The teacher types each item and who speaks; the student writes what they will say in the notes column. This is the page the student holds during the meeting.

STUDENT _____ MEETING DATE / TIME / ROOM _____ LEVEL (1 / 2 / 3) _____

NO.	ITEM (TEACHER TYPES IT)	WHO SPEAKS	MY NOTES: WHAT I WILL SAY
1			
2			
3			
4			
5			
6			
7			
8			

STUDENT My Script and Talking Points

Sentence starters in the order the meeting runs. Finish the ones you level uses, skip the rest, and practice it aloud at least twice (page 15).

MY NAME _____ LEVEL (1 / 2 / 3) _____ PRACTICED ON _____

- Thank you for coming to my meeting. My name is ... and I am in ... grade.
- We are here today to ... talk about my IEP / look at my goals / plan next year.
- Some of my strengths are ...
- Some things I like are ...
- One thing that is hard for me is ...
- What helps me most is ...
- A goal I am working on is ... Right now I am at ... and my target is ...
- The accommodations I use are ... They help because ...

PRACTICE Team Question Cards

Twelve questions a team member may ask the student at the meeting. Write an answer under each, then have someone ask them out of order.

The team asks questions like these. An answer written here once is an answer the student does not have to find at the table. The adult asks them out of order at the second practice.

1. What do you like best about school?	2. What is something you are really good at?
3. What is the hardest part of your day?	4. What helps you when the work is hard?
5. Which accommodation do you use the most?	6. Is there one you do not use? Why not?
7. How are you doing on your goals?	8. Which goal do you want to work on next?

AFTER Self-Advocacy Rubric

Five skills, four levels in plain words, scored by the teacher after the meeting. The total is a starting point for next year, not a grade.

STUDENT _____ MEETING DATE _____ SCORED BY _____

SKILL	1 BEGINNING	2 DEVELOPING	3 SOLID	4 ON THEIR OWN	SCORE	WHAT I SAW
Knows and states strengths and needs	Names one strength when asked	Names strengths and one thing that is hard, from the page	States strengths and needs in own words without reading	States them, and links each need to what helps		
Explains accommodations	Can point to the list	Names the ones used	Names them and says when each is used	Names them, says why each helps, and asks for a change		
Talks about goals and progress	Says a goal exists	Says the goal in own words	Says the goal and one number (near or target)	Says the goal, the start, the now and the target, and what the gap is		
Speaks for self	Answers yes or no, adult fills in	Answers in a sentence when asked	Answers in sentences, looks at the person, asks one question	Answers, asks, and disagrees or adds politely without a prompt		
Leads the	Attends and says	Says the welcome and	Presents several actions, past tense	Runs the agenda, start to finish, uses		

Pick how much the student leads, then work the four weeks. A student who only reads one strength aloud has still led part of the meeting; start there if you need to.

HOW MUCH THE STUDENT LEADS (PICK ONE ON THE PLANNING SHEET)

LEVEL	THE STUDENT	WHAT THE STUDENT DOES	WHAT THE TEACHER DOES	PAGES
1	Attends and shares	Comes to the meeting, reads or says the All About Me page and one strength; an adult runs everything else.	Types the agenda (12) with one row for the student; one practice (15); sits beside the student.	5, 6, 13, 15, 17
2	Presents a section	Presents two or three sections: strengths, goals in my words, accommodations, or progress; may use slides.	Marks the student's rows on the agenda; two practices; runs the question cards (16) once.	5 to 10, 12 to 17
3	Runs the agenda	Opens the meeting, introduces each item, presents their sections, hands off to the adults, closes; uses the signal if stuck.	Sits beside, not across; steps in only on the signal; scores the rubric (19) and leads the reflection (18) after.	5 to 20

THE FOUR WEEKS BEFORE THE MEETING

WHEN	THEME	STUDENT DOES	TEACHER DOES
Week 1	Decide and tell	All About Me (6) and My Disability in My Words (7), with an adult if they want one.	Planning sheet (5); pick the level; family letter (20) goes home with the district's invitation.
Week 2	Write the content	Goals (8), accommodations (9) and progress (10) with the teacher and the data open; future (11).	Types the goals and accommodations onto pages 8 and 9; types the agenda (12) with who speaks.
Week 3	Build the script	Script (13), slides if any (14), the first two practices (15), the question cards (16).	Listens to each practice and fixes one thing; asks the question cards out of order.
Week 4	Rehearse and run	Last practice, the checklist (17) the morning of, the meeting.	Seating, tech and timing (17); rubric (19) and reflection (18) within the week.

What this file is not

Not a rule about who must attend the meeting or at what age a student takes part; your district decides that, and the line below is for its rule. Not a script for the adults. The student's pages are the student's; an adult may write for them, never instead of them.

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The three habits the file assumes

- ☐ The student writes pages 6 to 11 before the teacher types the agenda, so the agenda is about what they said.
- ☐ Every practice (page 15) fixes one thing. Three practices is plenty; six is the log's limit.
- ☐ The rubric (page 19) is scored after every meeting the student leads, so next year starts from a number.

Written by the student, in their words, with an adult writing for them if they ask. Big boxes on purpose; a drawing counts.

MY NAME

GRADE

WHO HELPED ME WRITE THIS (OR: ME)

My strengths

Things I am good at, in school and out. Who says so?

What I like

Subjects, activities, people, places, what I do on a weekend.

What is hard for me

At school, with work, with people, with the day.

How I learn best

Alone or with someone, seeing it or hearing it, moving, quiet, extra time.

Three things I want my team to know about me

The things that do not show up on a report card.

The teacher types the goal as it is written in the IEP. The student writes what it means to them, how they are doing, and what helps.

MY NAME

DATE / WHO HELPED

GOAL 1

PART	IN MY WORDS
The goal as written (teacher types it)	
What it means to me	
How I am doing (numbers from page 10)	
What helps me with it	

GOAL 2

PART	IN MY WORDS
The goal as written (teacher types it)	
What it means to me	
How I am doing (numbers from page 10)	
What helps me with it	

GOAL 3

PART	IN MY WORDS
The goal as written (teacher types it)	
What it means to me	
How I am doing (numbers from page 10)	
What helps me with it	

Meeting Agenda, Student Version

Ten rows. The teacher types each item and who speaks; the student writes what they will say in the notes column. This is the page the student holds during the meeting.

STUDENT

MEETING DATE / TIME / ROOM

LEVEL (1 / 2 / 3)

NO.	ITEM (TEACHER TYPES IT)	WHO SPEAKS	MY NOTES: WHAT I WILL SAY
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Typed by the teacher, said by the student

Item one is always the welcome and item ten is always the thank-you, whatever the level; a student who says only those two has opened and closed the meeting. The rows in between follow the order your district's meeting uses.

If I get stuck: my signal, and who steps in

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My Script and Talking Points

Sentence starters in the order the meeting runs. Finish the ones your level uses, skip the rest, and practice it aloud at least twice (page 15).

MY NAME

LEVEL (1 / 2 / 3)

PRACTICED ON

1 Thank you for coming to my meeting. My name is ... and I am in ... grade.

2 We are here today to ... (talk about my IEP / look at my goals / plan next year).

3 Some of my strengths are ...

4 Some things I like are ...

5 One thing that is hard for me is ...

6 What helps me most is ...

7 A goal I am working on is ... Right now I am at ... and my target is ...

8 The accommodations I use are ... They help because ...

9 One thing I want to ask my teachers for is ...

10 After this year I want to ...

11 Thank you for listening. Does anyone have a question for me?

Self-Advocacy Rubric

Five skills, four levels in plain words, scored by the teacher after the meeting. The total is a starting point for next year, not a grade.

STUDENT

MEETING DATE

SCORED BY

SKILL	1 BEGINNING	2 DEVELOPING	3 SOLID	4 ON THEIR OWN	SCORE	WHAT I SAW
Knows and states strengths and needs	Names one strength when asked	Names strengths and one thing that is hard, from the page	States strengths and needs in own words without reading	States them, and links each need to what helps		
Explains accommodations	Can point to the list	Names the ones used	Names them and says when each is used	Names them, says why each helps, and asks for a change		
Talks about goals and progress	Says a goal exists	Says the goal in own words	Says the goal and one number (now or target)	Says the goal, the start, the now and the target, and what the gap is		
Speaks for self	Answers yes or no; adult fills in	Answers in a sentence when asked	Answers in sentences, looks at the person, asks one question	Answers, asks, and disagrees or adds politely without a prompt		
Leads the meeting	Attends and says the welcome	Says the welcome and presents one section	Presents several sections and hands off to adults	Runs the agenda start to finish, uses the signal if needed		
Total (out of 20)						

How to score

Score what happened at the meeting, not what happened in practice. A student who read every word from the script and got through it is a 2 on most rows, and a 2 is a fine place to start. Score it again after the next meeting; the change is the point.

Goal for the next meeting (one row to move up one level, and how)

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EXAMPLE

Goals, Agenda and Rubric, Filled In

Dani is invented, and so is every number. Notice that what Dani says at the meeting comes from cells that were already written on pages 8 and 10.

My Goals in My Words (page 8) — Dani, seventh grade, level 3 (invented)

GOAL	AS WRITTEN (TEACHER TYPED IT)	WHAT IT MEANS TO ME	HOW I AM DOING	WHAT HELPS
1	Given a seventh-grade passage, Dani will read 120 words per minute with 97% accuracy on 3 of 4 weekly probes.	Read faster without losing the words.	Fall: 84 a minute. Now: 101. Up 17, 19 to go.	Reading it once silently first; a bookmark under the line.
2	Dani will write a five-sentence paragraph with a topic sentence and three details, scoring 4 of 5 on the rubric in 4 of 5 samples.	Get my ideas in order before I write.	Fall: 2 of 5. Now: 3 of 5 on the last four samples.	The paragraph planner; typing instead of handwriting.
3	Dani will ask for a break or an accommodation, with the help card or words, in 4 of 5 observed chances.	Say what I need instead of putting my head down.	Fall: 1 of 5. Now: 3 of 5 in the last two weeks.	The card on my desk; teachers who wait a few seconds.

Agenda, student version (page 12)

NO.	ITEM	WHO	DANI'S NOTES
1	Welcome and introductions	Dani	Thank you for coming. I am Dani, seventh grade.
2	Why we are here	Ms. Okafor	Annual review. Dani leads items 3 to 7.
3	All about me	Dani	Art, directions, helping the sixth graders.
4	What is hard and what helps	Dani	Long pages. Extra time and the bookmark.
5	My goals in my words	Dani	Three goals, from page 8.
6	My accommodations	Dani	Uses 4 of 6; asks to drop the separate room.
7	My progress	Dani, then Ms. Okafor	Reading 84 to 101; writing 2 to 3 of 5.
8	New goals and services	Team	Dani listens, asks one question.
9	Family questions	Dani's father	Dani answers first; an adult adds.
10	Next steps and thank you	Dani	Thanks everyone; says the next check-in date.

Self-advocacy rubric (page 19), scored the same afternoon

SKILL	SCORE	WHAT I SAW
Knows and states strengths and needs	4	Named three strengths and two needs, each with what helps, no page in hand
Explains accommodations	3	Named the four she uses and when; did not say why
Talks about goals and progress	4	Gave the start, the now, the target and the gap for reading
Speaks for self	2	Read most of the script; answered her father in one word
Leads the meeting	3	Ran items 1 to 7 and 10; used the signal once at item 6
Total (out of 20)	16	—

Why it holds up

Every number Dani said came from page 10: 84 to 101 with 19 to go; 2 to 3 of 5. The scores add to 16; the lowest row (speaks for self, 2) is next year's goal: answer her father in a sentence. No label is named anywhere; what is hard and what helps is.