

### Learning Focus / Common Core Essential Elements:

- Reading: Informational text
- Speaking and listening

### Learning Level:

- Essential
- Intermediate
- Advanced

### Materials:

- "Understanding My IEP" social script (provided)
- Scissors
- Hole punch
- Ring for binding purposes (1 per prepared script)

### Preparation:

1. Print the social script pages (1 set per student or 1 set for the entire class).
2. Cut along the dashed lines.
3. Laminate and assemble the pages.
4. Hole-punch the top left corner.
5. To bind the book, place a ring through the punched hole.

### Instructions:

1. Schedule a time to read the social script to students at least one week before the expected event and each day leading up to the event or expected behavior.
2. As needed, increase the frequency with which you read the social script to assist students' skill acquisition.
3. Social scripts are most effective when combined with opportunities to practice and receive feedback. Give adequate opportunities to practice skills and provide reinforcement to increase positive behaviors.

### Considerations:

- Social scripts are not intended for use following challenging behavior. They are to be used as a teaching tool prior to the event or targeted behavior. If needed, schedule additional times throughout the day to review the script with students.
- To promote maintenance of the desired skills, begin to increase the amount of time between each reading.
- To promote generalization of the desired skills, ask other adults and students to review the script with students and practice the specific skills.
- For learners who would benefit from participating in the development of a social script, allow them to find their own images and/or use some of their own words.
- For learners who are readers and learn independently from social scripts, allow them to read the script on their own.

# Understanding My IEP



Participating in an IEP Meeting - Visual Supports: Understanding My IEP Social Script

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Student ID: \_\_\_\_\_

**Individualized Education Program**

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Student's Name: \_\_\_\_\_ IEP Date: \_\_\_\_\_  
 Grade: \_\_\_\_\_ Age: \_\_\_\_\_ Disability (if identified): \_\_\_\_\_  
 Parent/Guardian/Adult Student: \_\_\_\_\_ Primary language of home: \_\_\_\_\_  
 Parent interpreter needed?  Yes  No Surrogate parent?  Yes  No If yes, name: \_\_\_\_\_  
 Home Address: \_\_\_\_\_  
 Phone # (H): \_\_\_\_\_ Phone# (W): \_\_\_\_\_  
 Attending School: \_\_\_\_\_ Is this student's neighborhood school?  Yes  No  
 Most recent evaluation date: \_\_\_\_\_ Plan start date: \_\_\_\_\_  
 Next re-evaluation must occur before: \_\_\_\_\_ Plan end date: \_\_\_\_\_  
 Date of Plan meeting: \_\_\_\_\_  
 Date parent notified of Plan meeting: \_\_\_\_\_ Date student notified of Plan meeting: \_\_\_\_\_  
 Primary Staff Contact: \_\_\_\_\_  
 Phone Number: \_\_\_\_\_

The list below indicates that the individual participated in the development of this Plan and the placement decision; it does not authorize consent.

Exused	Name of Participant	Title
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____
<input type="checkbox"/>	_____	_____

\*The student must be informed at least one year prior to turning 18 that the IDEA procedural safeguards (rights) transfer to them at age 18 and be provided with an explanation of those procedural safeguards.  
 Date informed: \_\_\_\_\_ Projected Graduation/Exit Date: \_\_\_\_\_  
 Comments: \_\_\_\_\_  
 If the parent did not attend, what method was used to ensure their participation: \_\_\_\_\_

I have an IEP. An IEP is a plan that helps teachers teach me things I need to learn in a way I can understand them. Every year, we have a meeting about the plan to make sure it meets my needs.



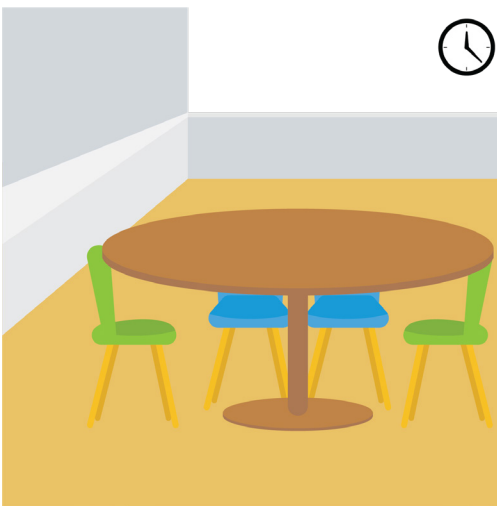
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Before the IEP meeting, I might talk with my teacher about how I think school is going. The teacher will ask me questions about things I have learned and about the things I still want to learn.

2



Meetings usually take place before school or after school. It might be in my classroom or in a conference room somewhere else in the school building.

3



Several people will come to my meeting. My parent(s)/ guardian(s), my teacher, special service providers and other people who work with me at school are all invited to attend.

4

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When it is time for the meeting, I will enter the room, find an empty seat, and sit down. When all the participants are seated, my teacher will begin the meeting. If they start with introductions, I will say my name when it is my turn.

5

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MEASURABLE ANNUAL GOALS			
The following goals are recommended to enable the student to be involved in and progress in the general education curriculum, address other educational needs that result from the student's disability, and prepare the student to meet their postsecondary goals.			
ANNUAL GOALS	CRITERIA	CRITERIA METHOD	SCHEDULE
What the student will be expected to achieve by the end of the year in which the IEP is in effect	Measure to determine if goal has been achieved	How progress will be measured	When progress will be measured
Short-term instructional objectives and/or benchmarks   Intermediate steps between the students present level of performance and measurable annual goal			

Next, my teacher will talk about the old goals on my IEP and tell everyone what I learned. All the other teachers that work with me will talk about my progress too. Then we will talk about the new goals. Sometimes I have to keep working on goals and other times my teachers will suggest new goals to work on.

6



All the adults will talk about how they will help me work on these goals when I am at school. Sometimes, this can be a very long discussion. I can sit quietly and listen while they talk. Sometimes they will ask me a question and I will do my best to answer it.

7



At the end of the meeting, everyone who attended will sign a piece of paper. The paper is passed around the table and when it is my turn, I can use a pen to write my first name, last name and the date.

8



When everyone has signed their name, the meeting is over. I can get up from the table, push in my chair and leave the meeting area. I am glad I have a plan in place to help me learn at school!

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