Seekonk High School

Our Journey toward Developing Student Self-Determination
Where we began...

April 2013 DESE Statewide Transition Capacity Building Conference

November 2013 DESE grant money used for professional development curriculum work

October 2014 DESE Drop-out Prevention Work Group presentation
Mini-Lesson Curriculum

- Emphasize self-awareness
- Develop skills and attitudes to take ownership of academic and personal success via academic support, social skills & transition activities
- Focus on key parts of the IEP and TPF

Self-Awareness Project
Pre & Post IEP Understanding Inventory

• 14-item survey; multiple choice & open response
• Pre IEP Understanding Inventory administered in September or after initial qualification
• Post IEP Understanding Inventory administered in May
• Data is compared to determine growth
IEP Meeting Facilitation

- Student prepped for IEP meeting @ one week prior by staff member
- Student meeting prep notes sheet
IEP Meeting Facilitation

- During meeting, teacher prompts student as needed to lead meeting

Jacqui’s Introduction/Vision
Jacqui’s Mom’s Reaction
Pre and Post IEP Confidence Indicator

• 8-item survey; Likert scale: 1(not at all confident)-5 (extremely confident)
• Pre IEP Confidence Indicator is administered before meeting prep prior to IEP meeting
• Post IEP Confidence Indicator is administered within one week after IEP meeting
Pre-Post IEP Meeting Confidence Survey Results

Student Confidence

- making introductions
- discussing personal strengths
- discussing personal concerns
- discussing vision
- identifying goals towards vision
- asking for feedback on strengths
- asking for feedback on concerns
- asking for feedback on vision

Pre-meeting

Post-meeting
Challenges/Lessons Learned

- Differentiating for different groups and grade level—a constant issue
- Measuring effectiveness, student growth
- Finding time to meet as group/constant reflection and modification
- Streamlining with Google docs to--secure district-wide system NOT personal Google
Where we’re headed...

Use data to measure effectiveness and plan programming

Develop more comprehensive 9-12 curriculum/ portfolio system to demonstrate student growth in self-determination

Continue to reflect and collaborate
Alignment with Evaluation System

Pre and post tests used for DDM’s

Student Learning Goal: By June 2015, special education students will increase their confidence in participating in the IEP process as measured by moderate growth on the IEP Confidence Indicator.

Professional Practice Goal: By June 2015, I will revise the current Skills Lesson Curriculum in order to continue creating rigorous, well-structured, standards-based lessons, which are designed to increase a student’s ability to contribute to the development of their Individual Education Plans and facilitation of IEP meetings.
For more information

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