

Individualized Education Program (IEP) Meeting Checklist for Teachers of Transition-age Students

Before the meeting.....

- Talk with your student about the reason for the meeting, and ask for their input about any questions, topics, or ideas they'd like to share with their IEP team.
- Work with your student to schedule the meeting at a time of the day when they feel they're at their best, and in a room where they feel comfortable and have access to any assistive technology or other accommodations that they feel will help them engage.
- Ask your student how they would like to participate in the meeting and how you can help them prepare, including anything they'd like to show or materials they'd like to create and present.

During the meeting.....

- Check in with your student regularly. Stay in tune with their non-verbal communication, ask them questions to get their perspective, bring them back into the conversation when their voice is getting lost, and make sure their accommodations are working for them.
- Help other teachers and service providers on the IEP team support the student's participation. Model patience. Cue them to avoid jargon, make space for the student's questions and ideas to be heard, and help the student try again if they don't get their message across the first or second time.
- Expect the unexpected. IEP meetings can be stressful for students. Self-determination takes practice and lots of learning from their mistakes. When things don't go as planned, be flexible and accompany your student through a collaborative problem-solving process with support from everyone on their team.

After the meeting.....

- Talk with your student about their experience in the meeting, what went well, and what didn't go well. Ask them how they would like the next meeting to be different. Remind your student that you and everyone on their IEP team are learning right along with them.
- Talk about what happens next in the process and how you can support your student to stay engaged with the next steps.
- If your student is 18 or older and their own guardian, and a school district proposal is coming their way, talk with them in plain language about their right to consent or object. When the proposal is in their hands, offer your help to review it with your student and answer questions they may have. If they don't agree with the proposal, help them understand their dispute resolution options and encourage them to call a PACER advocate for further assistance.

PACER Center has developed many resources to help transition-age students actively participate in IEP meetings, advocate for themselves with confidence, and grow their decision-making skills on their journey toward self-determination. All are free to download, at PACER.org/students/transition-to-life/advocating-for-myself.asp.

See PACER's Companion Document: [Before Your Next IEP Meeting: Tips for Teachers of Transition-age Students](#)