

## MEET KEENAN

### Pre-Reading Question

- *How can your students be actively involved in their own transition planning?*

Keenan is a high school student diagnosed with emotional behavioral disorder as well as a learning disability in reading. He struggles with social interactions with peers and has a history of aggressive and disruptive behaviors. Through an informal interview, Keenan's teacher learns that Keenan is excited to turn 16 and work towards obtaining a driver's license. He ultimately wants to work at his family's auto mechanic shop. Keenan's teacher conducted several assessments and determined that he has the knowledge, skills, and interests to be successful as an auto mechanic. Keenan is working at the school's auto mechanic shop, and a work observation form shows that Keenan would need some behavior supports as well as some additional instruction in "soft skills" in order to be successful on the job.

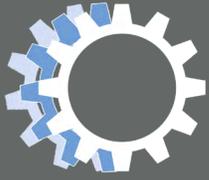
Due to Keenan's difficulty with social interactions, Keenan's teacher decides against having him lead his own IEP meeting. She doesn't want him to become combative with other IEP team members. Keenan attends the meeting, but is disengaged with his head down for the bulk of the time. Keenan's teacher leads most of the conversation, discusses assessment results and shares that she believes that with behavior supports in place, Keenan is in great shape to achieve his goal of working in the family business. Keenan does not give any input.

### What's the Problem?

Keenan is not given the opportunity to speak for himself at this meeting, so the decisions being made at the meeting may not reflect Keenan's wishes. Keenan is not learning any self-determination skills and does not feel prepared to advocate for himself in the workplace.

### What's the Solution?

Keenan's teacher prepares Keenan to lead the next IEP meeting. Well in advance of the meeting, she explains to him what the purpose of the meeting is and who will be in attendance. She gives some definitions to help him understand what's going on. She asks him what he wants to share with the planning team, and works with him to develop a short presentation about his strengths and interests to share with the group. Keenan expresses concern that he will feel overwhelmed during the meeting and will become angry if someone disagrees with something he says. Keenan's teacher role-plays with him how to handle potential areas of conflict that might come up in



# Transition

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the meeting. They agree that periodically throughout the meeting, his teacher will pause the meeting to allow Keenan a chance to give his input.

## Post-Reading Questions

- *How could Keenan and his family have been more involved in the transition planning?*
- *What are some strategies you might use to implement student-led IEP meetings?*