

BOERNE ISD
Student-led ARD



This book belongs to: _____
Book Three




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1. Working Together
2. Instructional Topics
3. Developing My IEP
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5. After My ARD Meeting



Finding My Voice/TCDD



This workbook helps me
to keep all of my information
organized that I need for my
ARD meeting.

1. *I am...*

2. *I like...*

3. *I want to...*



We have rules for working together.

Those rules are:

1. I do not talk about what I find out about other students when we are working on our IEP's.
This is called
CONFIDENTIALITY.
2. I am respectful toward other people.
3. I do my share when I work in groups.

Other rules that we have are:

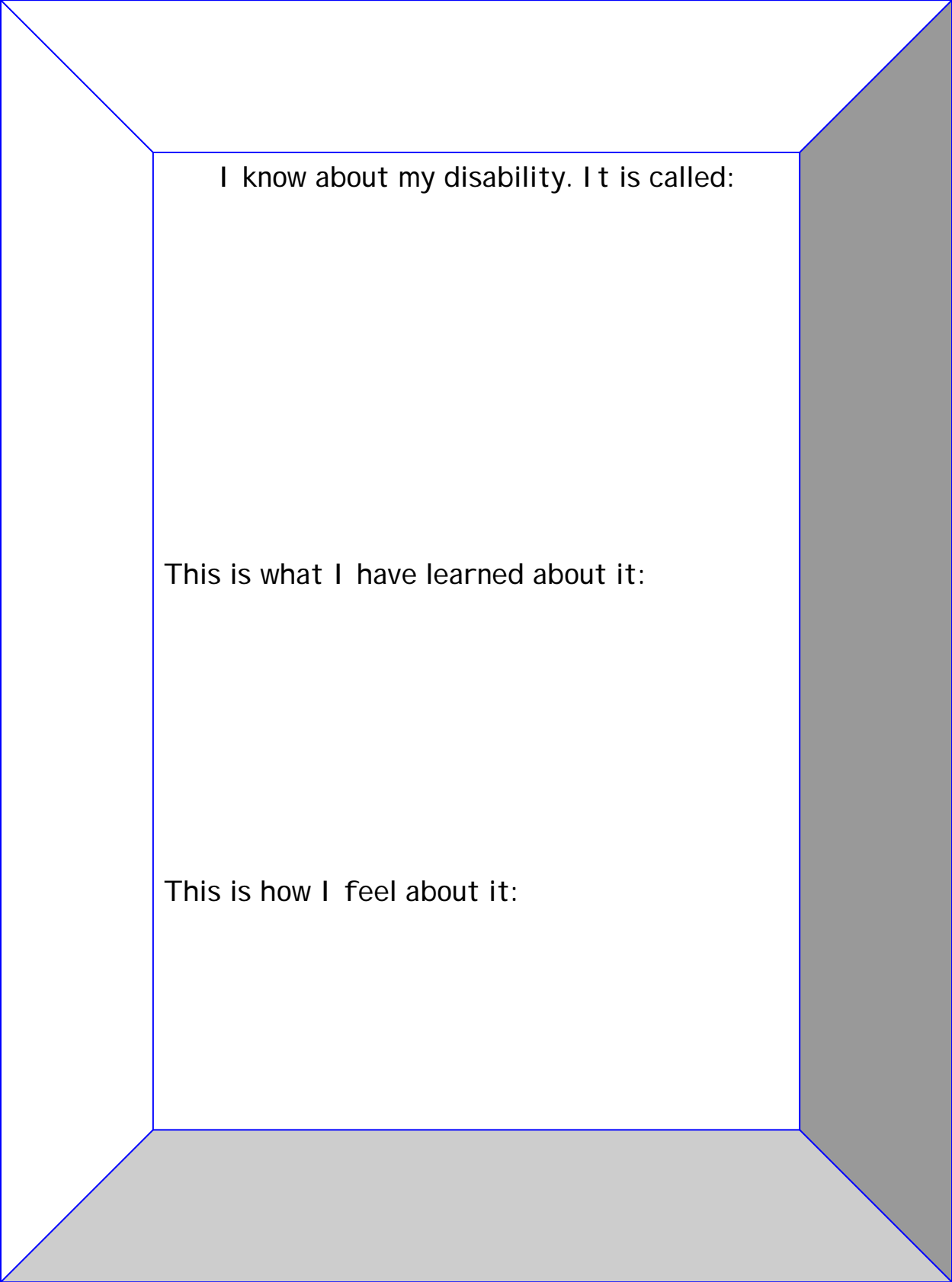




I know that there are lots of ways for people to go through the process of a student-led ARD. I have outlined the way we do it on this page.

I can use this information to explain it to others, and to use each time I have an ARD meeting.

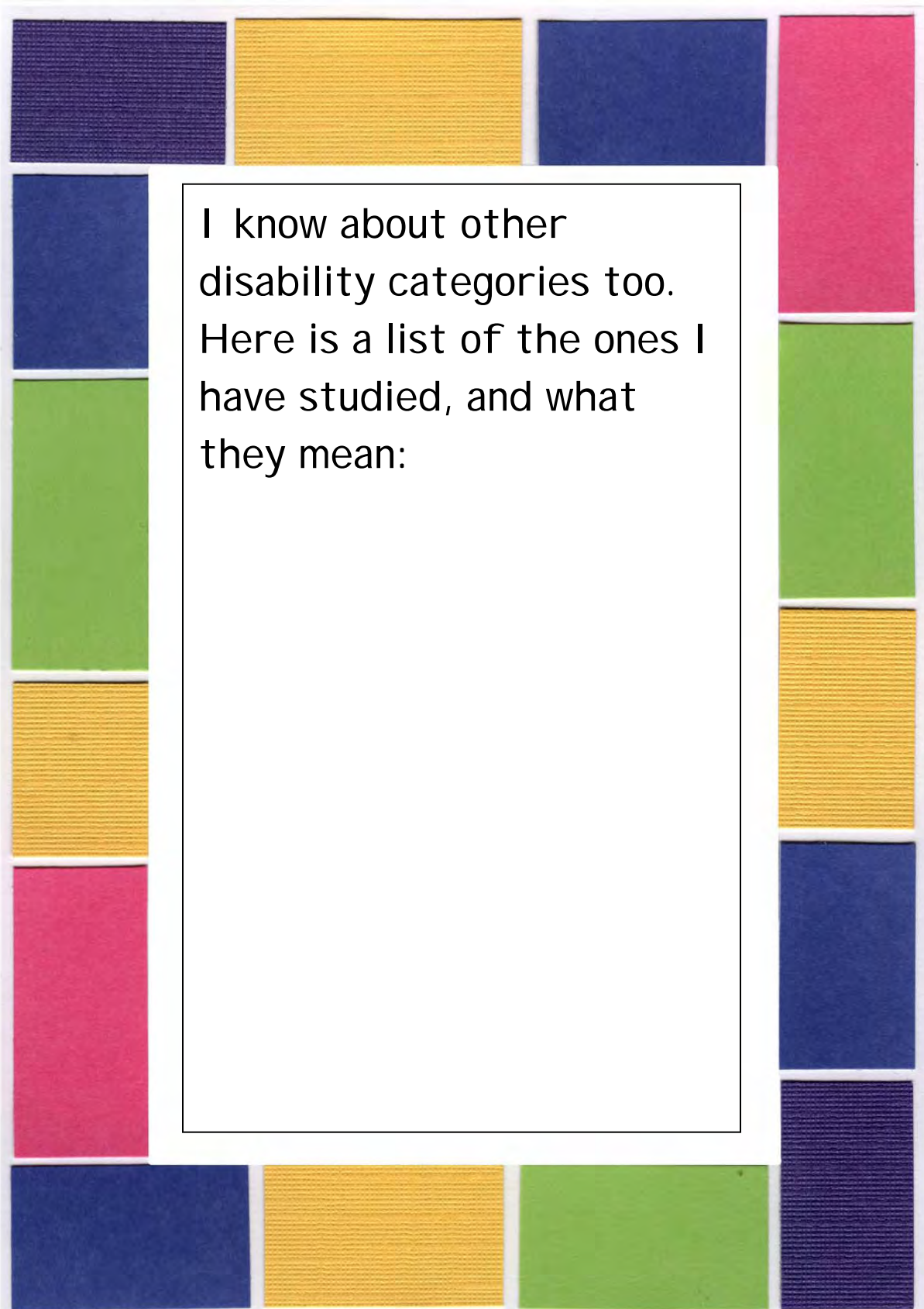




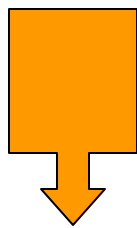
I know about my disability. It is called:

This is what I have learned about it:

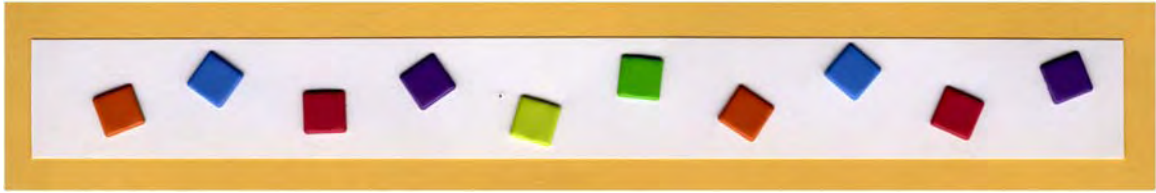
This is how I feel about it:



I know about other disability categories too. Here is a list of the ones I have studied, and what they mean:



This is why I have been identified as having a disability. I got this information from my most recent evaluation:



I know about other disability categories too. Here is a list of the ones I have studied, and what they mean:

Finding My Voice/ TCDD





These court cases are important in understanding the rights and responsibilities I have as a person with a disability. Next to each case I have written what I have learned about it.

Plessey v Ferguson

Grown v Board of Education

PARC v Commonwealth of Pennsylvania

Mills v Board of Education of the District of Columbia



These laws are important in understanding the rights and responsibilities I have as a person with a disability. Next to each law I have written what I have learned about it.

Section 504 of the Rehabilitation Act

P.L.94-142, Education for All Handicapped Children's Protection Act

P.L.101-476, Individuals with Disabilities Education Act (IDEA)

P.L.101-336, Americans with Disabilities Act (ADA)

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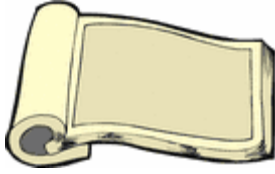


P.L.105-17 IDEA Amendments, 1997

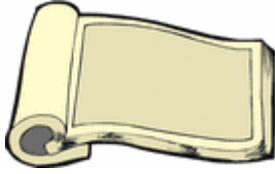
**Individuals with Disabilities Education Improvement
Act of 2004**

These are other laws I have learned about:

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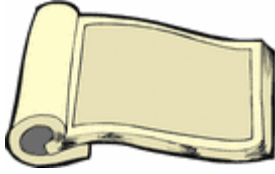


I have learned about the Individuals with Disabilities
Education Act (IDEA) Procedural Safeguards.
Some of them are:

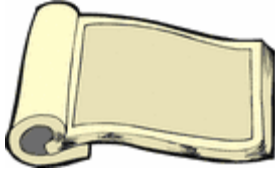


I have learned about the **Transfer of Rights** at legal age.

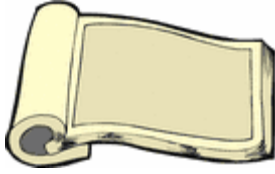
This means:



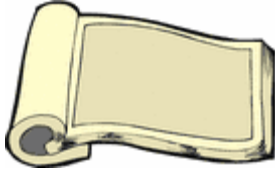
My parents and I have some very important rights under the IDEA. The ones that I think are the most important are listed here.



We also have important rights from **The Americans with Disabilities Act (ADA)** and **Section 504 of the Rehabilitation Act**. The ones that I think are the most important are listed here.



I have thought about what it might be like if my civil rights, as a person with a disability, were denied to me. This is what I think would happen:



The TAKS/SDAA test is important to my education and my future. This is why it is important and this is what I think about them.



I have learned about **accommodations** and **modifications**. I know that they are different, and how they can help me. Below is a definition of each word, and what they are intended to be used for.

Accommodation –

Modification -

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This is how accommodations and modifications can help me in each of my classes.

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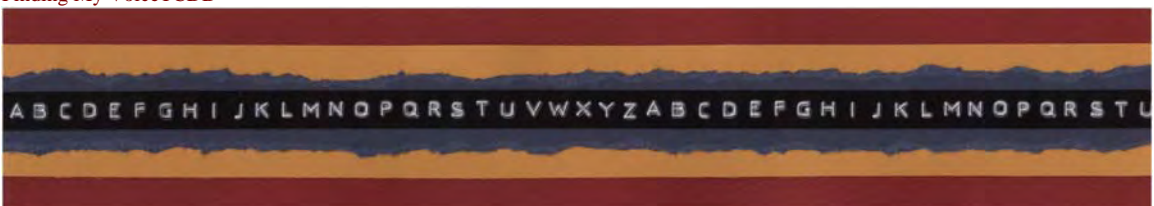
This is how accommodations and modifications can help me in testing situations.

Finding My VoiceTCDD





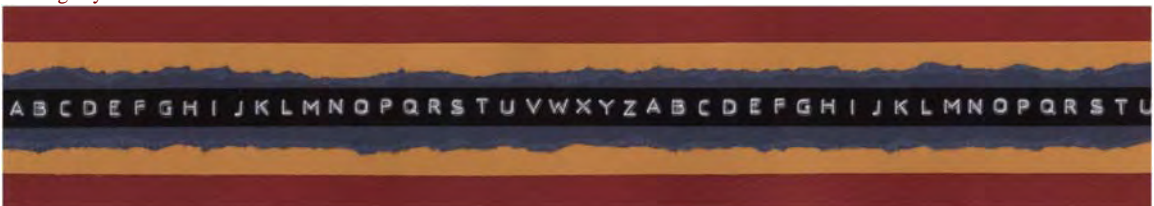
Accommodations and modifications will also help me after I finish high school. These are some of the ways I think they will be useful in the future.





This is how accommodations and modifications can help me in non-academic and extra-curricular activities.

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This is how accommodations and modifications can help me outside of school, like at my job or in other situations.

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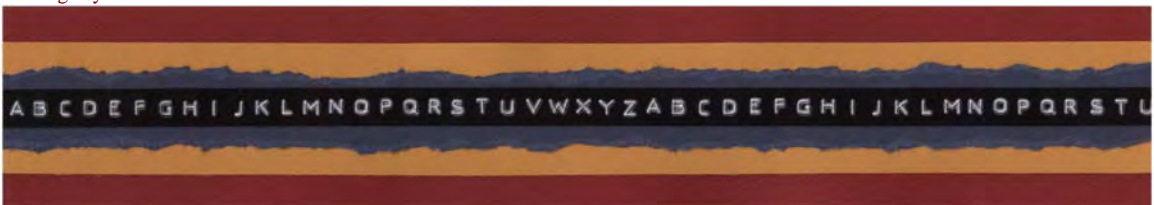




Other students might notice that I have accommodations and modifications in my classes. I think they will react in the following ways:

If this happens, I can respond like this:

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My teachers might react to my accommodations and modifications too. I think they might react by:

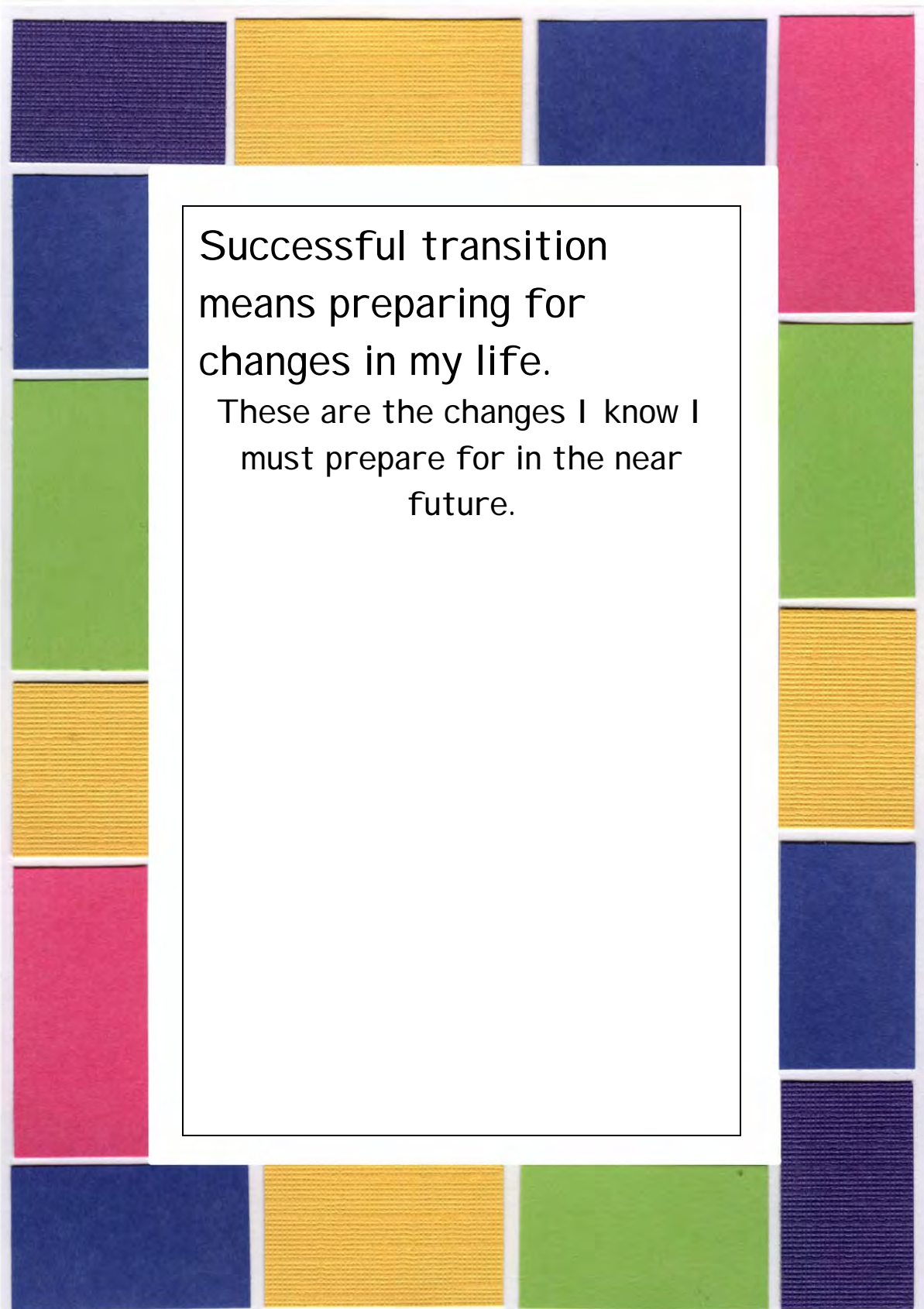
If this happens, I can respond like this:





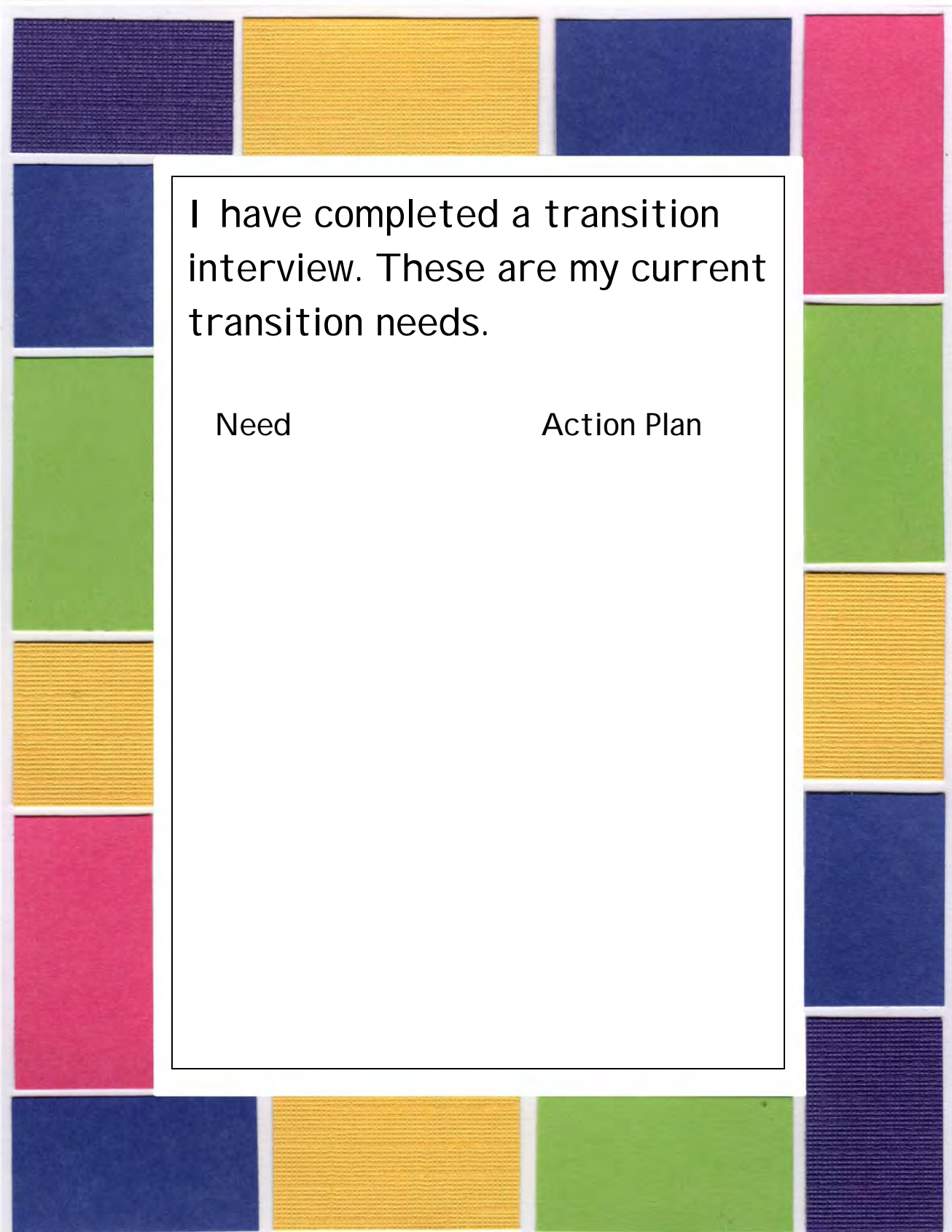
I would rather have a student-led ARD meeting than a traditional ARD meeting. The benefits are:





Successful transition
means preparing for
changes in my life.

These are the changes I know I
must prepare for in the near
future.



I have completed a transition interview. These are my current transition needs.

Need

Action Plan



Self-determination is:

To act in a self-determined way means that I :



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The benefits of having self-determination at school are:

The problems with not having self-determination at school would be:





Self-determination can be demonstrated by being able to do the things listed here. I know I can do them – next to each I have recorded an experience to share with others or keep to myself.

Choice making: I can make choices about developing and implementing a student-led ARD.

Decision making: I can weigh the consequences of decisions about using a student-led ARD approach before making them.

Problem solving: I have determined what problems could occur in doing a student-led ARD, some solutions, and the effects that the solutions might have.

Goal setting and attainment: I have set goals for improving my knowledge and skills about developing and implementing a student-led ARD.

Self-advocacy: I ask for help to improve my knowledge and skills about developing and implementing a student-led ARD.

There is more.....





,,,Self-determination skills continued.

Self- awareness: I explain my interests, beliefs, and values to others who help me to design my ARD.

Self-control: I treat others courteously. When preparing for my ARD meeting. I work well with other students and adults. I am mature and responsible during my ARD meeting.

Self-Knowledge: I am able to defend what I know about myself to others who might not agree.

Self-observation, evaluation and reinforcement: I know my own strengths and challenges in developing and implementing a student-led ARD.

Self- observation, evaluation and reinforcement: I have developed strategies to improve my skills and knowledge at developing and implementing a student-led ARD.



Finding My Voice/TCDD



I have learned about the parts of my ARD. I know what each of these sections is for.

Present Level of Educational Performance:

Goals:

Related Services:

Participation in General Education Classes:

More to come...



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Dates and Places (how long the ARD will last and where will I receive services):

Participation in state assessments (TAKS, SDAA)

Measuring Progress:

Transition Services:

Accommodations:





These are the benefits to having an ARD. As I see it, the benefits are:

There are also benefits to being a part of developing my IEP's and participating in my ARD meeting. I think the benefits are:





We have chosen a date, time and location for my ARD meeting: It will be:

These are the people who must be invited to my meeting:

Other people that I would like to invite to my ARD meeting are:

I have permission from my parent(s) to invite special people, such as a friend. I have a copy of the permission letter in my file.



I have reviewed my current goals and objectives.
These are the ones I have mastered:

These are the goals that I have not yet mastered:

I have questions about these goals and/or objectives:



I made this invitation for my ARD meeting.

I've asked my teachers about how I am doing in classes.



They said I am doing well with:



They said I need help with:

I've asked my parents what they think about my progress.



They said I am doing well with:



They said I need help with:



This is how we were able to decide which goals were met and which were not:



I have taken a learning styles inventory. I know how I learn best.
These are the best ways for me to learn:

These are the things I am most interested in. This is how those
things can help me to learn better.



I would like to improve my grades and success with school subjects. This is my plan for doing that:

I would like to improve my student-led ARD skill too. This is what I would like to work at, and how I plan on accomplishing my goal(s).



After I finish high school I would like to:

To do this, I will need to:



There are **transition services** that must be in my ARD. I have thought about them and this is what I would like to see included for each of the following areas:

Instruction:

Related services:

Community Experiences:

Employment and post-school objectives:

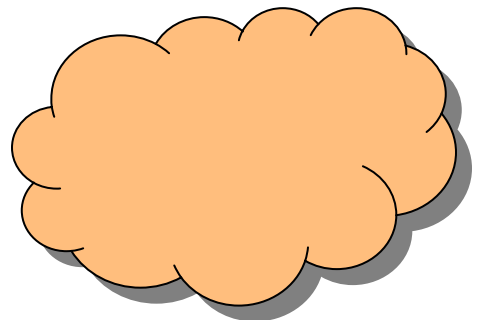
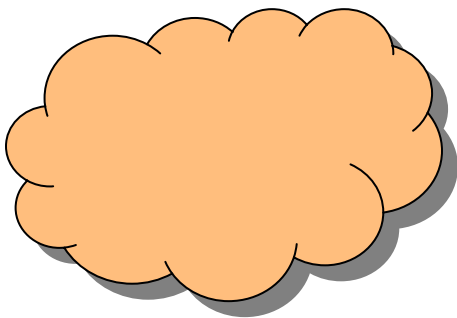
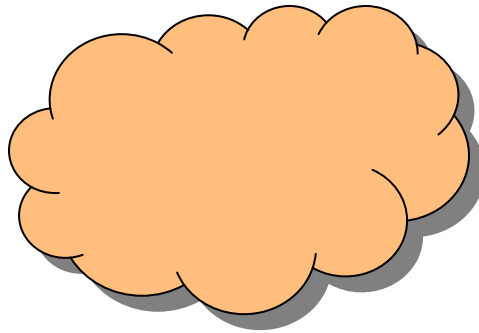
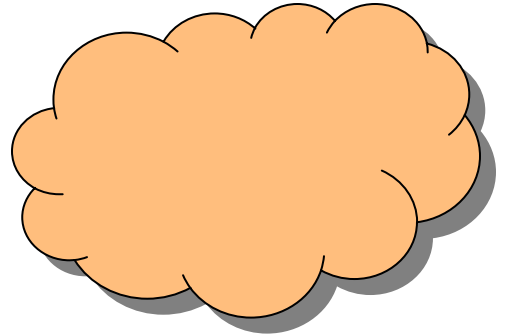
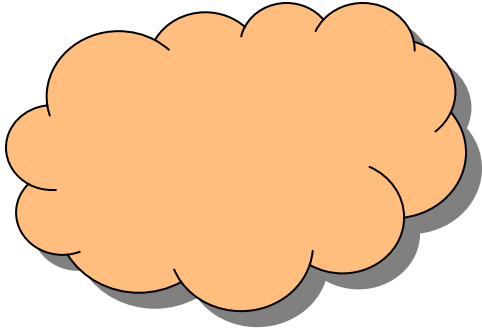
There are other transition services that I might need in my ARD.
This is what I would like to see included for each of these areas
if they are needed:

Daily living skills:

Functional Vocational evaluation:



I have been thinking about this very carefully. These are the goals and objectives/benchmarks I would like to work at next.



I have selected the Texas state assessment that is best related to my goals and level of performance. Those tests would be:

Test	Level
English/Language Arts	
Math	
Science	
Social Studies	



Finding My Voice/TCDD

I have helped to select **accommodations and modifications** for each of my classes. They are:

Class	Modification/accommodation

I have helped to select accommodations and modifications for other activities at school.

They are:



Finding My Voice/TCDD

I have helped to select **accommodations and modifications** that might be helpful at my job or other transitional activities.

They are:



I have helped to select **accommodations and modifications** that would be helpful when I take tests. They are:

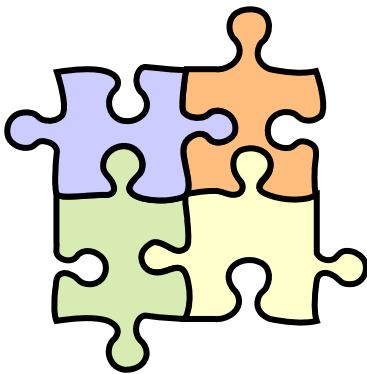


I have helped to decide how we will choose whether or not I need **Extended School Year services**. This is what we've decided:

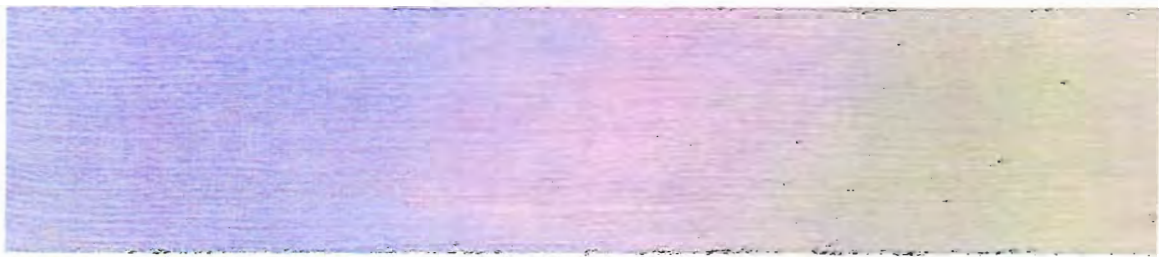
I have helped to choose my **Educational Placement**. This is where I will receive special education services:

These are other services I will need to be successful in school:

There are lots of ways for me to participate in my
ARD meeting. This is what I decided to do:



This is the agenda for my ARD meeting.

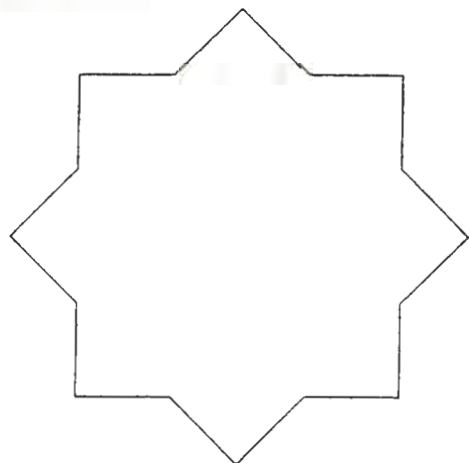
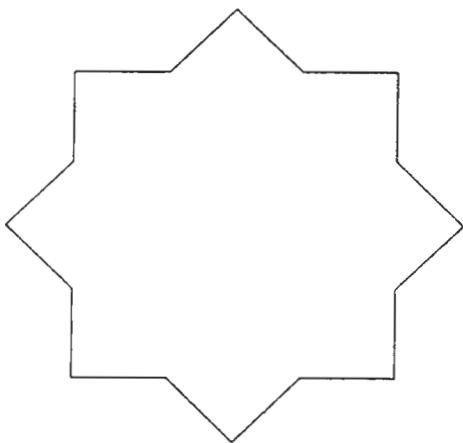
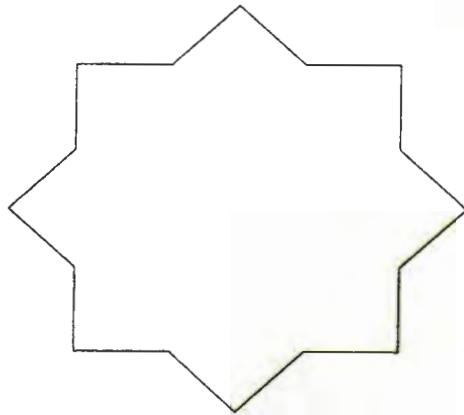
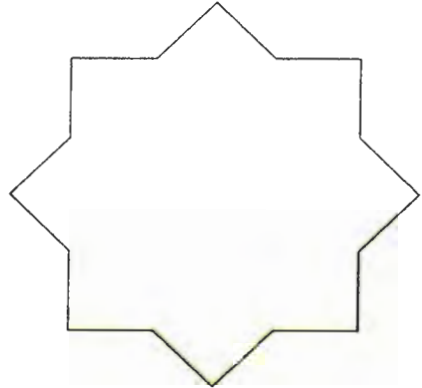
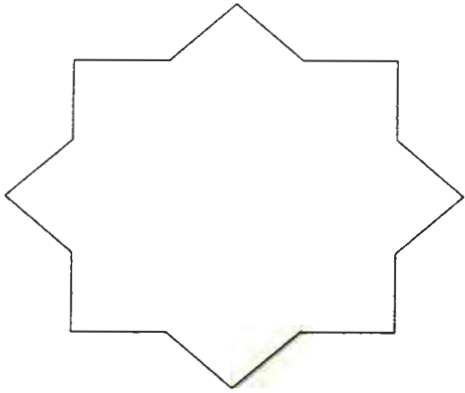


Finding My Voice/TCDD

I talked about myself at my ARD meeting. These are some of the things that I said:

A large, empty scroll-shaped box with a decorative top and bottom edge, intended for writing notes. The box is outlined in black and has a light green background. The top edge is rounded and has a small scroll-like detail on the left side. The bottom edge is also rounded and has a small scroll-like detail on the left side. The interior of the box is blank, with a few faint, light green rectangular marks scattered across it.

Other people talked about me too.
They said:





Questions?

I had questions at my meeting. I asked about:

Other people had questions too. They asked:

AWESOME



I AM VERY PROUD OF MY ARD MEETING! THIS IS WHAT I AM MOST PROUD OF:

THESE ARE THINGS I WANT TO REMEMBER TO DO NEXT TIME:

THESE ARE CHANGES I WOULD LIKE TO MAKE NEXT TIME:

I made a thank you note for each of the people who came to my ARD meeting. This is what it looked like.





This is how I will share my student-led ARD experience with others and what I want to tell them: