Self Directed IEPs: TIG CCR IEP Guide
Objectives

1. Participants will learn the value of self advocacy in youth.

2. Participants will learn about the CCR Self Directed Guide
What we do now MATTERS!

“Students with higher self determination skills were more likely to be engaged in post school employment.” (Wehmeyer and Schwartz, 1997)
# Post School Outcomes by Predictors

<table>
<thead>
<tr>
<th>Predictors/Outcomes</th>
<th>Education</th>
<th>Employment</th>
<th>Independent Living</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal-Setting</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Advocacy/Self-Determination</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Youth Autonomy/Decision-Making</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
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Source: NTACT:C
Wisconsin Self Advocacy Suite
Student Rubric for IEP Participation
CCR Sections

- Getting Started
- Communication Letters
- Section 1: Welcome to my meeting
- Section 2: Outside Agencies
- Section 3: I-4, Linking Form
Continued CCR Sections

- Section 4: Goals
- Section 5: Accommodations
- Section 6: PTP Online Module
Tips for Getting Started