Own My Goals

Student-Authored IEP Framework











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Overview

What Own My Goals is

Own My Goals is a strengths-based, UDL-aligned framework that helps schools gather and use student input in IEP development. Its 12 storytelling tools help students understand how they learn, describe their strengths and needs, connect their experiences to their goals, and communicate what helps them succeed.

The framework shifts the IEP process from making decisions about students to making decisions with students. It is designed to fit within existing preparation, instructional, and meeting routines rather than operate as a separate curriculum or compliance process.

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Who it is for

Primary audiences are students with IEPs approximately ages 10–18, case managers, special educators, related service providers, general educators, school administrators, special education directors, district leaders, and families or caregivers supporting student reflection.

How to use the three resources

1. Start with the **Framework** to understand the developmental progression and select the milestone that best matches the student's current readiness.
2. Use the **Student Templates** to choose one or two tools. Offer more than one way to respond and provide scaffolds without replacing the student's meaning or voice.
3. Use the **Completed Student Templates** as an educator model. The example illustrates the process; it is not a script or standard the student must imitate.
4. Bring the student-created artifact into IEP preparation and discussion, connect it to present levels, goals, accommodations, supports, and transition planning where appropriate, and revisit it after the meeting.

The developmental progression

The age ranges are approximate guides, not eligibility rules. Milestones intentionally overlap because students develop self-awareness, goal understanding, advocacy, and transition readiness at different rates. Teams should select tools based on the student's communication preferences, experience, goals, and readiness—and may use tools from more than one milestone.

Milestone 1 — Self-Awareness | Approximately ages 10–13

Students identify strengths, interests, challenges, learning preferences, and supports that help. The About Me One-Pager, Learning Identity Map, and Short Strengths Video establish a strengths-first foundation for future participation.

Milestone 2 — Understanding My Goals | Approximately ages 13–15

Students translate IEP goals into their own words, connect those goals to daily learning, track progress, and identify what helps. The tools are My Goals in My Words, the Visual Goal Tracker, and How I Learn Best.

Milestone 3 — Self-Advocacy | Approximately ages 14–16

Students practice explaining their learning needs, requesting support, and contributing to conversations with teachers and IEP team members. The tools are Advocacy Scripts, the Teacher Introduction Video, and the Strengths-Based Personal Profile Card.

Milestone 4 — Transition Storytelling | Approximately ages 16–18

Students connect their learning identity to postsecondary education, training, employment, and adult life. They practice communicating strengths, goals, preferences, and support needs to new audiences using My Transition Story, the Employer Communication Script, and the Transition Readiness Checklist.

> AGE-BAND NOTE
>
> Own My Goals grows with students from early self-awareness to transition readiness. Approximate age bands help teams choose a starting point: ages 10–13 focus on understanding oneself as a learner; ages 13–15 on understanding goals; ages 14–16 on self-advocacy; and ages 16–18 on communicating strengths and needs beyond high school. Because development is not linear, the bands overlap and should be adapted to each student's readiness, communication preferences, and goals.

A simple before–during–after cycle

Before the IEP meeting

Begin reflection two to three weeks before the meeting. The student completes one or more selected tools during an existing resource period, advisory block, class, or check-in. An educator reviews the response with the student and identifies insights that can inform the IEP draft.

During the IEP meeting

The student may share the artifact, use prepared language, participate verbally, use AAC, show a visual, submit audio or video, or ask an adult to help communicate their ideas. The team explicitly references the student's input and connects it to decisions about goals, supports, accommodations, services, and transition planning.

After the IEP meeting

Save the student's artifact with locally approved records, revisit it during the year, and update it as the student grows. Student input should remain active rather than appear only at the annual meeting.

Implementation recommendations for schools and districts

Implementation principles

- **Start small and build consistency.** A school can begin with one grade band, one case-management team, or one or two tools.
- **Build the work into existing routines.** Use advisory, resource periods, transition instruction, case-management check-ins, or scheduled IEP preparation time.
- **Preserve authentic student voice.** Adults may clarify, scaffold, transcribe, or support communication, but should not rewrite a student response into adult language without the student's agreement.
- **Provide multiple means of participation.** Writing and live speaking are options, not requirements. Offer drawing, visuals, audio, video, dictation, AAC, sentence starters, choice-based prompts, or supported conversation.
- **Use student input in decisions.** Completion of a template is not the goal; the value comes when the team references it in drafting, discussion, and follow-through.
- **Treat implementation as an improvement cycle.** Gather student, family, and educator feedback and revise local routines before scaling.

Recommended readiness steps

1. Name a school or district implementation lead and a small vertical team that includes special education, general education, related services, administration, and—where possible—student and family perspective.
2. Select a starting cohort and milestone based on a clear local need, such as stronger present levels, student understanding of goals, meeting participation, or transition preparation.
3. Review the 12 tools for accessibility and local fit. Identify supports needed for multilingual learners, AAC users, younger learners, and students with lower literacy or cognitive-developmental support needs.
4. Decide when student reflection occurs, who supports it, how student consent and choice will be honored, where artifacts are stored, and who brings insights into IEP drafting.
5. Give participating staff a short orientation on the purpose, workflow, facilitation stance, and UDL choices before use.

Pilot sequence: one IEP cycle

1. **Two to three weeks before:** educator introduces the purpose, offers tool and format choices, and schedules completion.
2. **One to two weeks before:** student completes the selected tool with needed supports; educator checks that the response reflects the student's intended meaning.
3. **Before drafting is finalized:** case manager identifies relevant insights and considers how they connect to present levels, goals, accommodations, supports, and transition planning.
4. **During the meeting:** team creates a planned opportunity for the student's contribution and explicitly references the artifact.
5. **Within one week after:** educator debriefs with the student, documents what worked, and identifies what should be revisited during the year.
6. **Every six to nine weeks or at a natural progress-review point:** revisit the relevant artifact or goal tracker and update it with the student.

Roles and responsibilities

- **Student** — chooses a participation format, reflects on strengths, needs, experiences, and goals, and decides how to share.
- **Case manager or special education lead** — coordinates the timeline, supports completion, integrates student insights into preparation, and ensures that required IEP procedures remain intact.
- **General educator and service providers** — connect student reflections to classroom or service-setting evidence and reinforce supports the student identifies.
- **Administrator or district lead** — protects time, removes workflow barriers, supports training, monitors equitable access, and determines how the practice will scale.
- **Family or caregiver** — offers context and reflection when invited while preserving the student's authorship and preferences.

Implementation fidelity checks

- The student was offered meaningful choices about tool, format, support, and level of participation.
- The completed artifact reflects the student's meaning and was reviewed with the student.
- The team reviewed student input before or during drafting—not only after the document was written.
- The student's input was referenced during the meeting and connected to at least one substantive discussion or decision.
- The artifact or insight was revisited after the meeting.

Suggested early measures

- **Student experience:** Can the student explain at least one strength, goal, helpful support, and next step? Did the student feel heard and have choices in how to participate?
- **Educator practice:** Did staff review student input before drafting? Was it used in discussion or decisions? How much preparation time was required?
- **Process:** Which tools and formats were used? Were artifacts revisited? What barriers affected access or scheduling?
- **Equity and accessibility:** Who could not use the tools as designed? What alternate formats, language supports, communication supports, or adult facilitation were needed?

> Do not present these early measures as proof of impact. They are practical indicators for implementation learning until student-centered pilot and outcome research are completed.

Dissemination plan

Dissemination goals

- Make the complete toolkit easy to find, understand, download, and share.
- Help schools and districts identify a low-lift starting point.
- Communicate the framework's research basis accurately, including the limits of the current evidence.
- Encourage implementation accompanied by feedback, accessibility review, and future evaluation.

Core messages

- Student input should shape IEP development and decisions, not be added symbolically at the end.
- Own My Goals builds participation developmentally, from self-awareness through transition storytelling.
- The tools fit within existing IEP preparation and instructional routines.
- UDL is expressed through choice, flexible formats, clear supports, and multiple ways to engage, understand, and communicate.
- The current resource is research-informed and educator-reviewed; student piloting and further accessibility refinement remain future priorities.

Research and UDL attribution

RESEARCH NOTE

Own My Goals is research-informed and UDL-aligned. Its design draws on a preliminary synthesis of research and practice related to student involvement in IEPs and self-determination, Universal Design for Learning, social and emotional learning, narrative identity and storytelling, and Hope Theory. These strands informed the framework's developmental progression from self-awareness to goal understanding, self-advocacy, and transition storytelling, as well as its emphasis on strengths, agency, student choice, and flexible ways to communicate.

The framework was also reviewed through a structured feedback process with nine educators. All nine agreed or strongly agreed that it supports student self-awareness and meaningful participation; 88.9% rated its effectiveness in addressing barriers to student self-advocacy a 4 or 5 out of 5; and 77.8% rated ease of implementation within existing IEP workflows a 4 or 5. Reviewers also identified implementation and access needs, including time, administrative support, staff training, and additional adaptation for younger learners, AAC users, and students who need greater literacy or cognitive-developmental support.

How UDL appears in Own My Goals

- **Multiple means of engagement** — students connect reflection to personally meaningful strengths and goals, begin at an appropriate milestone, and make choices about how and how much they participate.
- **Multiple means of representation** — prompts use plain language, examples, scripts, visual structures, and goal translation to make the IEP process easier to understand.
- **Multiple means of action and expression** — students may respond through writing, drawing, visuals, speech, audio, video, AAC, or supported communication. This is the framework's strongest and most explicit UDL emphasis.

Attribution and evidence statement

> Research-informed and educator-reviewed. Developed from a preliminary synthesis of student-led IEP and self-determination research, Universal Design for Learning, social and emotional learning, narrative identity/storytelling, and Hope Theory. Refined through structured feedback from nine educators. Further student-centered piloting, accessibility refinement, and outcome evaluation are recommended.

Research sources used in the project synthesis

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- Lambert, J. Digital Storytelling: Capturing Lives, Creating Community (4th ed., 2013).
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Own My Goals Student-Authored IEP Framework

Purpose

> **This document describes the full Own My Goals framework — how it is structured, how it works within the IEP process, and what each role on the school team is responsible for.**

What This Is

The Own My Goals Student-Authored IEP Framework is designed to shift IEP processes from adult-driven to student-informed.

In many IEP settings, student input is either absent or included symbolically without shaping decisions. Own My Goals addresses this by giving students a structured, developmentally appropriate way to:

- Understand their learning
- Explain their needs
- Take part meaningfully in IEP discussions
- Influence decisions about their education

Own My Goals does not add a new process. It fits directly into existing IEP workflows and improves how student input is captured and used.

Core Design Principles

1. Student Input as Primary Input

Student perspectives are not supplementary — they are central to IEP development and decision-making.

2. Built In, Not Added On

Own My Goals tools fit within existing school structures — instructional time, IEP preparation, and meetings. They do not create extra work.

3. Developmental Progression

Student participation grows over time: from self-awareness → goal understanding → advocacy → transition readiness.

4. UDL-Aligned by Design

The framework supports multiple ways for students to engage, process, and express themselves. Action and Expression is the primary UDL principle it operationalizes.

5. Flexible Participation

Students are not required to take part in a single way. They can engage through writing, visuals, video, or verbal contribution.

Framework Structure

The Own My Goals framework is organized into four developmental milestones:

MILESTONE	FOCUS	OUTCOME
Milestone 1: Self-Awareness	Understanding self as a learner — strengths, challenges, and learning preferences	Students can describe who they are as learners
Milestone 2: Understanding My Goals	Connecting learning to goals — understanding IEP goals, tracking progress, connecting supports to outcomes	Students can explain what they are working toward and why
Milestone 3: Self-Advocacy	Explaining needs and supports — how they learn best, what to ask for, how to take part in discussions	Students can advocate for their learning needs
Milestone 4: Transition Storytelling	Preparing for post-school environments — communicating strengths and needs to new audiences, future goals	Students can share a clear picture of who they are and what they need to succeed

Core Student Tools

The framework uses 12 core storytelling tools:

Milestone 1 — Self-Awareness

- About Me One-Pager
- Identity Mapping (Visual Diagram)
- Short Strengths Video

Milestone 2 — Understanding My Goals

- My Goals in My Words (Script)
- Visual Goal Tracker
- How I Learn Best (Slide Deck)

Milestone 3 — Self-Advocacy

- Advocacy Scripts
- Teacher Introduction Video
- Strengths-Based Personal Profile Card

Milestone 4 — Transition Storytelling

- My Transition Story
- Employer Communication Script
- Transition Readiness Checklist

> Each tool captures structured student input, produces a usable student artifact, and supports participation in IEP development and discussion.

How the Framework Works in Practice

Own My Goals connects to the IEP process at three key stages:

A. Before the IEP Meeting — Preparation Phase

This is where student input is developed.

STUDENTS:

- Complete selected storytelling tools
- Reflect on their learning experiences
- Explain their strengths, needs, and goals

EDUCATORS:

- Support students in completing tools
- Review student work
- Look for key insights

> **Outcome:** Student input shapes the IEP draft before the meeting begins.

B. During the IEP Meeting — Participation Phase

Student input is actively used during discussion.

STUDENTS MAY:

- Share student artifacts (one-pager, slides, video, scripts)
- Contribute verbally
- Refer to prepared reflections

SCHOOL TEAMS:

- Reference student input explicitly
- Connect student perspectives to decisions
- Align supports, accommodations, and goals to what students have said

> **Outcome:** The meeting becomes collaborative and student-informed.

C. After the Meeting — Continuation Phase

Student input stays active beyond the meeting.

SCHOOL TEAMS:

- Save student artifacts
- Come back to tools during the school year
- Update reflections as students grow

> **Outcome:** Student input becomes ongoing — not a one-time event.

Roles and Responsibilities

Case Manager / Special Education Lead

- Connects Own My Goals tools to IEP preparation
- Aligns student input with compliance requirements

General Education Teacher

- Connects student reflections to classroom experience
- Reinforces supports that the student has named

Special Education Teacher / Service Provider

- Supports students in completing tools
- Helps students explain their learning needs

School Administrator

- Makes sure implementation works within school structures
- Supports scheduling and integration with existing systems

Implementation Timeline

- 2–3 weeks before the meeting: Student reflection begins
- 1–2 weeks before the meeting: Educators review student insights
- Before the meeting: Student input shapes the IEP draft
- During the meeting: Student input is used in discussion
- After the meeting: Tools are saved and revisited

UDL Alignment

Multiple Means of Engagement:

- Students connect their learning to personal goals
- Tools like the Visual Goal Tracker support motivation

Multiple Means of Representation:

- Visual tools (Identity Mapping, Profile Card) support understanding

Multiple Means of Action and Expression (Primary):

- Students express their identity, needs, and goals through videos, scripts, presentations, and written reflections

> Own My Goals primarily operationalizes Action and Expression through structured student storytelling.

Expected Outcomes

For Students:

- Greater self-awareness
- Stronger ability to explain their needs
- More active participation in IEP meetings
- Development of self-advocacy skills over time

For Educators:

- Clearer understanding of student needs
- Better alignment between instruction and supports
- More effective IEP development

For School Systems:

- More accurate and relevant IEPs
- Increased student engagement
- Stronger collaboration across teams

What This Enables

The Own My Goals framework creates the foundation for:

- Consistent, student-centered IEP practices across schools
- Integration into digital tools or platforms (future development)
- Research and evaluation of student input in special education

> **Key Takeaway:** Own My Goals shifts the IEP process from writing about students to working with students. By building structured student input into existing systems, the framework enables more accurate, collaborative, and meaningful educational planning.

Own My Goals Student Templates

PURPOSE

These templates are for students to complete as part of the Own My Goals process. Each template is matched to a milestone. Students can write, draw, or record their answers depending on which format works best for them.

Milestone 1 - Self-Awareness

Ages approximately 10–13

Tool 1: About Me One-Pager

My Learning Profile

This page helps you describe yourself as a learner. You will share what you are good at, what you enjoy, and how you learn best. There are no right or wrong answers.

1. My Strengths

Something I do well is:

(What feels easy for you?)

I feel proud when:

(What have you done that made you proud?)

2. What I Enjoy

I enjoy:

(What do you like doing in or out of school?)

3. How I Learn

I understand best when:

(What helps you understand new things?)

4. What Feels Difficult

Something that is hard for me is:

(What feels difficult in school?)

5. What Helps Me

Learning is easier when:

(What helps you do better?)

One thing I need is:

(What support helps you do your best?)

Tool 2: Identity Mapping

> **My Learning Identity Map**

This activity helps you understand yourself as a learner. You will think about what you are good at, what you enjoy, what feels hard, and what helps you. You can write or draw your answers.

1. What I Am Good At

I am good at:

(Think about what feels easy for you.)

One thing I do well is:

(What do you do well in school or at home?)

2. What I Like

I like learning when:

(When do you enjoy learning?)

I like learning about:

(What topics do you enjoy?)

3. What Is Challenging

Something that is hard for me:

(What feels difficult in school?)

I struggle with:

(What is harder for you to do?)

4. What Helps

Things go better when:

(What makes things easier?)

I do better when:

(What helps you succeed?)

Tool 3: Short Strengths Video (30–45 seconds)

My Strengths Video Script

You will plan a short video about yourself. In your video, you will share who you are, what you are good at, and how you learn best. Write your ideas here before recording.

1. Who I Am

My name is:

One thing about me is:

(What is something you want people to know about you?)

2. My Strengths

I am good at:

(Think about what feels easy for you.)

Another strength I have is:

(What else are you good at?)

3. How I Learn

I learn best when:

4. What Helps Me

It helps me when:

(What do teachers do that helps?)

5. What I Want Teachers to Know

I want my teachers to know:

(What is important for them to understand about you?)

Milestone 2 - Understanding My Goals

Ages approximately 13–15

Tool 4: My Goals in My Words

My Goals in My Words

This activity helps you understand your learning goals. You will look at your goal, explain it in your own words, and think about how to improve.

1. My Goal

My goal is:

---

2. What My Goal Means

This means:

(What are you trying to get better at?)

3. What I Am Working On

Right now, I am learning to:

(What are you trying to improve?)

4. Why This Matters

This is important because:

(How will this help you?)

5. How I Can Improve

I can get better by:

(What can you practice?)

Tool 5: Visual Goal Tracker

My Goal Progress Tracker

This tool helps you track your progress over time. You will write your goal, track how you are improving, and think about what helps you.

1. My Goal

I am working on:

_____

2. My Progress

Complete this each week.

WEEK	WHAT I PRACTICED	HOW IT WENT
Week 1		
Week 2		
Week 3		
Week 4		

3. My Growth Reflection

I am getting better at:

_____

(What has improved?)

4. My Next Step

Next, I want to work on:

_____

(What do you want to improve next?)

Tool 6: How I Learn Best Slide Deck

> ## How I Learn Best

This activity helps you explain how you learn and what helps you succeed in class. Think about what helps you understand lessons, stay focused, and complete your work.

1. Understanding

I understand lessons better when:

(What helps things make sense?)

2. Focus

I focus best when:

(Where or when do you focus the most?)

It is hard to focus when:

(What makes it harder to focus?)

3. Completing Work

I finish my work when:

(What helps you get your work done?)

I usually need help with:

(What part is hardest for you?)

4. Supports That Help Me

One thing that helps me succeed is:

(What support helps you do your best?)

Milestone 3 - Self-Advocacy

Ages approximately 14–16

Tool 7: Advocacy Script

Speaking Up for Myself

This activity helps you practice asking for help and explaining what you need. You can use these sentences when talking to teachers or other adults.

1. When I Need Help

When something is hard, I can say:

(What can you say to ask for help?)

2. When I Do Not Understand

If I am confused, I can say:

(What can you say if you do not understand?)

3. When I Need More Time

If I am not finished, I can say:

(What can you say if you need more time?)

4. What I Need

One thing I can ask for is:

(What support can you ask for?)

Tool 8: Teacher Introduction Video (60–90 seconds)

> **My Teacher Introduction**

You will introduce yourself to your teacher. You can share who you are, what you are good at, how you learn best, and what helps you. Write your ideas here first.

1. About Me

My name is:

One thing about me is:

(What do you want your teacher to know about you?)

2. My Strengths

I am good at:

(Think about what feels easy for you.)

3. How I Learn

I learn best when:

(What helps you learn?)

4. What I Need

One thing that helps me is:

(What support helps you succeed?)

Tool 9: Strengths-Based Personal Profile Card

> **My Learning Profile Card**

This is a short summary about you as a learner. Keep your answers short and clear.

1. My Strength

One strength I have is:

(What do you do well?)

2. What Helps Me

I do better when:

(What makes learning easier?)

3. What Can Be Challenging

Something that is hard for me:

(What feels difficult?)

4. What I May Need

Sometimes I need:

(What support do you need?)

5. Important to Know

It is important to know that:

(What should people understand about you?)

Milestone 4 - Transition Storytelling

Ages approximately 16–18

Tool 10: My Transition Story

My Future Story

This activity helps you think about your future. You will share what you are interested in, what you enjoy, and what you might want to do after high school.

1. My Interests

I enjoy:

(What do you like doing?)

2. My Future Ideas

In the future, I would like to:

(What would you like to do later?)

3. My Strengths

One strength I will use is:

(What are you good at that will help you?)

Tool 11: Employer Communication Script

Talking About My Needs

This activity helps you explain what you need in a job or work setting. You will practice explaining what you are good at and what helps you do your best work.

1. My Strengths

I am good at:

(What do you do well?)

2. How I Work Best

I work best when:

(What helps you work well?)

3. Support I May Need

One thing that helps me is:

(What support helps you succeed?)

4. What I Can Say

I can explain my needs by saying:

(How would you tell someone this?)

Tool 12: Transition Readiness Checklist

> **My Readiness Check**

This activity helps you think about skills you are building for the future. Be honest about what you can do and what you are still learning.

1. What I Can Do

Something I can do on my own is:

(What can you do by yourself?)

2. What I Am Learning

I am still learning to:

(What are you still working on?)

3. Asking for Help

When I need help, I:

(What do you do when you need help?)

4. Staying Organized

I stay organized by:

(How do you keep track of your work?)

5. My Next Step

Next, I want to improve:

(What is your next goal?)

Closing Reflection

These tools are designed to help you understand yourself as a learner and share your voice.

As you complete these tools, remember:

- Your answers help others understand how to support you
- You can share as much or as little as you feel comfortable
- Your ideas and experiences matter
- You can come back and update your answers as you grow and learn new things.

Own My Goals

Completed Student Templates

About These Templates

WHAT THIS IS

These completed templates show one student's responses across all 12 Own My Goals tools. Each tool is matched to a milestone and builds on the one before it.

Student responses are shown in bold. The original prompt is shown in italics below each response.

HOW THIS IS USED

Educators can use completed templates like this one to understand how a student sees their learning profile. Student artifacts from these tools can then be used to inform IEP preparation and discussion.

Milestone 1 — Self-Awareness

Ages approximately 10–13

Tool 1: About Me One-Pager

> **About Me — My Learning Profile**

These prompts help you describe yourself as a student. You will share what you are good at, what you enjoy, and how you learn best. There are no right or wrong answers.

1. My Strengths

Something I do well is:

> *Writing stories to express my thoughts.*

(What feels easy for you?)

I feel proud when:

> *I offer help to others.*

(What have you done that made you proud?)

2. What I Enjoy

I enjoy:

> *The musical concert rehearsals I take part in outside of school.*

(What do you like doing in or out of school?)

3. How I Learn

I understand best when:

> *I am taught something in its simplest form first.*

(What helps you understand new things?)

4. What Feels Difficult

Something that is hard for me is:

> *The quadrilateral unit in math.*

(What feels difficult in school?)

5. What Helps Me

Learning is easier when:

> *I am encouraged and given a clear task to work on.*

(What helps you do better?)

One thing I need is:

> *Guidance on how to make better choices.*

(What support helps you do your best?)

Tool 2: Identity Mapping

> ### My Learning Identity Map

This activity helps you understand yourself as a student. You will think about what you are good at, what you enjoy, what feels hard, and what helps you. You can write or draw your answers.

1. What I Am Good At

I am good at:

> *Writing and drawing.*

(Think about what feels easy for you.)

One thing I do well is:

> *Playing chess and gardening.*

(What do you do well in school or at home?)

2. What I Like

I like learning when:

> *I get to try new ways to do familiar things.*

(When do you enjoy learning?)

I like learning about:

> *Nature and philosophy.*

(What topics do you enjoy?)

3. What Is Challenging

Something that is hard for me in school is:

> *The pole jump during sports.*

(What feels difficult in school?)

I struggle with:

> *Noise when I am trying to work.*

(What is harder for you to do?)

4. What Helps

Things go better when:

> *I use the abacus during math class.*

(What makes things easier?)

I do better when:

> *I am given the right tools to work with.*

(What helps you succeed?)

Tool 3: Short Strengths Video Script (30–45 seconds)

> **My Strengths Video Script**

You will plan a short video about yourself. In your video, you will share who you are, what you are good at, and how you learn best. Write your ideas here before recording.

1. Who I Am

My name is:

> *Hamilton Jonathan.*

One thing about me is:

> *I love chess and I garden a lot.*

(What is something you want people to know about you?)

2. My Strengths

I am good at:

> *Creating characters and writing stories.*

(Think about what feels easy for you.)

Another strength I have is:

> *Reading a lot, especially books about history.*

(What else are you good at?)

3. How I Learn

I learn best when:

> *I have all the resources I need.*

4. What Helps Me

It helps me when:

> *I am guided through an assignment.*

(What do teachers do that helps?)

5. What I Want Teachers to Know

I want my teachers to know that:

> *I learn best when there is no noise around me.*

(What is important for them to understand about you?)

Milestone 2 — Understanding My Goals

Ages approximately 13–15

Tool 4: My Goals in My Words

This activity helps you understand your learning goals. You will look at your goal, explain it in your own words, and think about how to improve.

1. My Goal

My goal is:

> *To achieve good grades and improve my athletic record.*

2. What My Goal Means

This means:

> *I am trying to get better at problem solving.*

(What are you trying to get better at?)

3. What I Am Working On

Right now, I am learning to:

> *Improve my composure during sports.*

(What are you trying to improve?)

4. Why This Matters

This is important because:

> *It improves my performance in competitions.*

(How will this help you?)

5. How I Can Improve

I can get better by:

> *Practicing more and working on my scores.*

(What can you practice?)

Tool 5: Visual Goal Tracker

> **My Goal Progress Tracker**

This tool helps you track your progress over time. You will write your goal, track how you are improving, and think about what helps you.

1. My Goal

I am working on:

> *Improving my athletic skills.*

2. My Progress

Completed each week:

WEEK	WHAT I PRACTICED	HOW IT WENT
Week 1	Sprinting	Painful
Week 2	Stretching	Simple
Week 3	Tactics	Not too hard
Week 4	Breath control	Fun

3. My Growth Reflection

I am getting better at:

> *My endurance during training.*

(What has improved?)

4. My Next Step

Next, I want to work on:

> *Putting in extra hours on the track.*

(What do you want to improve next?)

Tool 6: How I Learn Best

This activity helps you explain how you learn and what helps you succeed in class. Think about what helps you understand lessons, stay focused, and complete your work.

1. Understanding

I understand lessons better when:

> *Pictures and images are used.*

(What helps things make sense?)

2. Focus

I focus best when:

> *There is less noise around me.*

(Where or when do you focus the most?)

It is hard to focus when:

> *There is noise.*

(What makes it harder to focus?)

3. Completing Work

I finish my work when:

> *I have enough materials to complete my homework.*

(What helps you get your work done?)

I usually need help with:

> *Arithmetic — that is the hardest part of my homework.*

(What part is hardest for you?)

4. Supports That Help Me

One thing that helps me succeed is:

> *A good teacher who can guide me through the work.*

(What support helps you do your best?)

Milestone 3 — Self-Advocacy

Ages approximately 14–16

Tool 7: Advocacy Script — Speaking Up for Myself

This activity helps you practice asking for help and explaining what you need. You can use these sentences when talking to teachers or other adults.

1. When I Need Help

When something is hard, I can say:

> *"Please, could you help me with this?"*

(What can you say to ask for help?)

2. When I Do Not Understand

If I am confused, I can say:

> *"I find this difficult to follow — could you explain it a different way?"*

(What can you say if you do not understand?)

3. When I Need More Time

If I am not finished, I can say:

> *"Could I have a little more time to finish this task?"*

(What can you say if you need more time?)

4. What I Need

One thing I can ask for is:

> *Physical help when carrying out a task.*

(What support can you ask for?)

Tool 8: Teacher Introduction Video (60–90 seconds)

> **My Teacher Introduction**

You will introduce yourself to your teacher. You can share who you are, what you are good at, how you learn best, and what helps you. Write your ideas here first.

1. About Me

My name is:

> *Hamilton Jonathan.*

One thing about me is:

> *I enjoy sports and I love comprehension lessons.*

(What do you want your teacher to know about you?)

2. My Strengths

I am good at:

> *Chess and drawing.*

(Think about what feels easy for you.)

3. How I Learn

I learn best when:

> *There are fewer distractions around me.*

(What helps you learn?)

4. What I Need

One thing that helps me is:

> *Guidance and more detailed explanations when I am learning something new.*

(What support helps you succeed?)

Tool 9: Strengths-Based Personal Profile Card

> **My Learning Profile Card**

This is a short summary about you as a student. Keep your answers short and clear.

1. My Strength

One strength I have is:

> *Drawing and playing chess.*

(What do you do well?)

2. What Helps Me

I do better when:

> *Lessons use pictures and images.*

(What makes learning easier?)

3. What Can Be Challenging

Something that is hard for me:

> *Fractions and problem solving.*

(What feels difficult?)

4. What I May Need

Sometimes I need:

> *More guidance when I am being taught something new.*

(What support do you need?)

5. Important to Know

It is important to know that:

> *I tend to be quiet — that is how I am, not a sign that something is wrong.*

(What should people understand about you?)

Milestone 4 — Transition Storytelling

Ages approximately 16–18

Tool 10: My Transition Story (video, audio, or written)

My Future Story

This activity helps you think about your future. You will share what you are interested in, what you enjoy, and what you might want to do after school.

1. My Interests

I enjoy:

> *Sports and gardening.*

(What do you like doing?)

2. My Future Ideas

In the future, I would like to:

> *Become a public speaker.*

(What would you like to do later?)

3. My Strengths

One strength I will use is:

> *My ability to think things through.*

(What are you good at that will help you?)

Tool 11: Employer Communication Script — Talking About My Needs

This activity helps you explain what you need in a job or work setting. You will practice explaining what you are good at and what helps you do your best work.

1. My Strengths

I am good at:

> *Sketching and writing.*

(What do you do well?)

2. How I Work Best

I work best when:

> *My environment is calm and quiet.*

(What helps you work well?)

3. Support I May Need

One thing that helps me is:

> *Having a mentor I can learn from.*

(What support helps you succeed?)

4. What I Can Say

I can explain my needs by saying:

> *"I do my best work in a calm environment. Having someone to guide me when I am learning something new really helps."*

(How would you tell someone this?)

Tool 12: Transition Readiness Checklist — My Readiness Check

This activity helps you think about skills you are building for the future. Be honest about what you can do and what you are still learning.

1. What I Can Do

Something I can do on my own is:

> *Drawing and building things.*

(What can you do by yourself?)

2. What I Am Learning

I am still learning to:

> *Animate cartoons.*

(What are you still working on?)

3. Asking for Help

When I need help, I:

> *Ask for guidance in working through the problem.*

(What do you do when you need help?)

4. Staying Organized

I stay organized by:

> *Doing my tasks from the simplest to the hardest.*

(How do you keep track of your work?)

5. My Next Step

Next, I want to improve:

> *My academic skills and performance.*

(What is your next goal?)

Closing Reflection

These tools are designed to help you understand yourself as a student and share your input.

As you complete these tools, remember:

- Your answers help others understand how to support you
- You can share as much or as little as you feel comfortable with
- Your ideas and experiences matter
- You can come back and update your answers as you grow and learn new things.