



Student Led Individualized Education Plan (IEP) Meeting
Accountable Talk Stems

To support students in leading their own IEP meetings, it can be helpful to provide them with structured language that guides conversation. These accountable talk phrases serve as sentence starters that help students share ideas, respond to others, ask questions, and advocate for their needs.

By practicing these phrases ahead of time, students can feel more confident facilitating discussion, explaining their goals, and engaging meaningfully with their IEP team.

Suggested Accountable Talk Stems for Student Led IEP Meetings

Opening the Meeting:

The following phrases can be used to support a student in calling their meeting to order:

- “Thank you for coming to my IEP meeting today.”
- “I’d like to start by introducing everyone.”
- “The purpose of today’s meeting is to talk about my progress and my goals.”
- “I appreciate everyone being here to help me plan for my future.”

Sharing Strengths:

These sentence starters help students to identify and explain the things that they do well:

- “One strength I have as a learner is...”
- “Something I’m proud of this year is...”
- “A class where I feel confident is... because...”
- “I learn best when...”

Sharing Challenges / Needs:

Phrases included here allow the student to describe areas where they require continued support:

- “Something that can be challenging for me is...”
- “I sometimes need help with...”
- “One support that really helps me is...”
- “When I struggle, it helps when teachers...”

Discussing Accommodations and Modifications:

These sentence stems serve to support students in articulating the strategies that are helpful:

- “An accommodation that helps me learn is...”
- “I do better when...”
- “Something that helps me stay organized is...”
- “I would like to continue using...”

<p><u>Developing Future Goals</u></p> <p>The following phrases can be used to support a student in leading collaboration around goals:</p> <ul style="list-style-type: none"> ● “One goal I have for this year is...” ● “In the future I would like to...” ● “A skill I want to improve is...” ● “This goal is important to me because...” 	<p><u>Requesting Input from Team Members</u></p> <p>These sentence starters help students to facilitate conversation with the team:</p> <ul style="list-style-type: none"> ● “Does anyone have suggestions that could help me reach this goal?” ● “What ideas do you have that might support me?” ● “Is there anything I should be doing differently?” ● “What do you think would help me improve?”
<p><u>Responding to Feedback</u></p> <p>Phrases included here allow the student to respond thoughtfully to the ideas of their IEP team members:</p> <ul style="list-style-type: none"> ● “I agree with that because...” ● “That makes sense to me because...” ● “Can you explain that a little more?” ● “I hadn’t thought about that before.” 	<p><u>Clarifying or Asking Questions</u></p> <p>These sentence stems serve to support students in keeping the conversation clear:</p> <ul style="list-style-type: none"> ● “Can you explain that in another way?” ● “What does that mean for me in class?” ● “Could you give an example?” ● “How will we know if I’m making progress?”
<p><u>Closing the Meeting</u></p> <p>These statements help students summarize and end the meeting.</p> <ul style="list-style-type: none"> ● “Today we talked about...” ● “My main goals moving forward are...” ● “The supports that will help me are...” ● “Thank you for helping me plan for my future.” 	

Providing students sentence stems like these helps them to consider the communication and self-advocacy skills needed to lead their own IEP meetings.