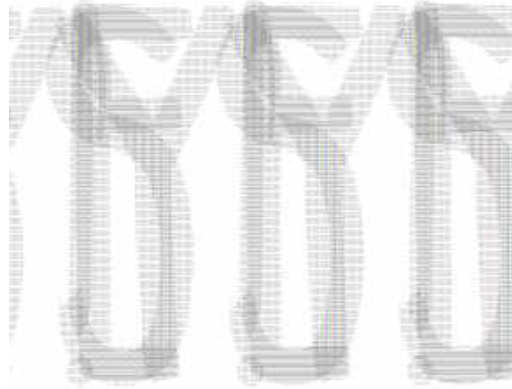


5 STEPS TO A MEANINGFUL STUDENT LED IEP MEETING

Laura Owens, PhD, CESP
Alison DeYoung, MA

YES! Youth Employment
Solutions Center



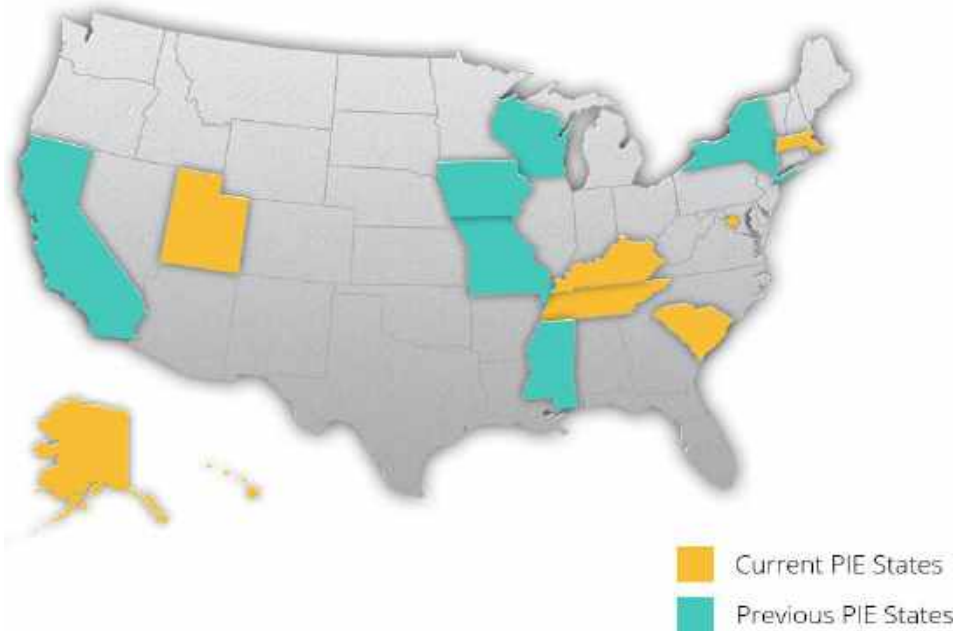
TASH is a 501(c)3 non-profit organization and leader in disability advocacy. Founded in 1975, TASH advocates for human rights and inclusion for people with significant disabilities and support needs – those most vulnerable to segregation, abuse, neglect and institutionalization.

TASH works to advance inclusive communities through advocacy, research, professional development, policy, and information and resources for parents, families and self-advocates. The inclusive practices TASH validates through research have been shown to improve outcomes for all people.

TransCen is a non-profit organization dedicated to improving education and employment success of youth and young adults with disabilities.

TransCen's work is driven by the belief that employment and active community participation are attainable for all individuals, regardless of disability or other perceived barriers to employment.

Partnerships in Employment States



UTAH SCHOOL TO WORK PROJECT

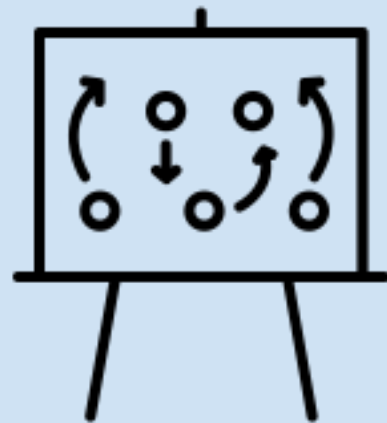
Provides technical assistance to schools in an effort to improve employment outcomes for transition age youth with intellectual or developmental disabilities, focusing on those who have significant barriers or high support needs. School to Work aims to engage transition students in employment related services prior to graduation so they are more prepared for competitive, integrated employment prior to or upon exiting school.

Utah School to Work Project currently has 9 Project Demonstration sites, with 61 students enrolled cumulatively. Each site has a local coalition of partners including :

- Educators
- Voc Rehab Counselors
- DWS Counselor
- Employment Provider specialist

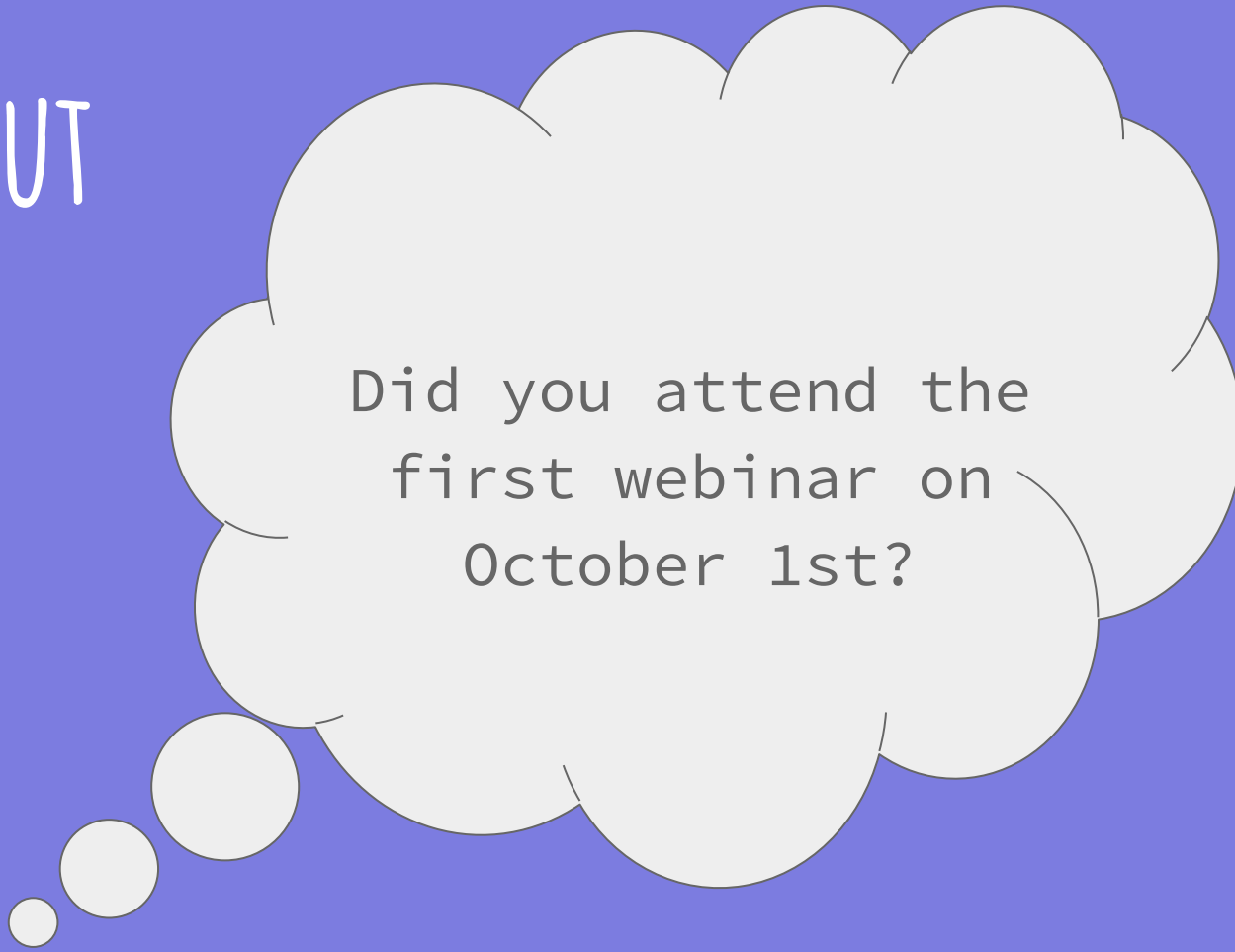
OVERVIEW

- Review of purpose and benefits
- 5 steps for implementing student led IEPs
- Example of student led IEP
- Questions



TELL US ABOUT

YOU:



Did you attend the
first webinar on
October 1st?



Excited

Thrilled Very Interested

Delighted, Glad
Very Pleased

Happy

Confused

Unclear,
Uncertain,
Puzzled

What I hoped for
didn't happen

Disappointed

Angry

Upset, Unhappy
Furious, Annoyed

THE MEETING METER



WHY SELF-DIRECTED IEPS?

FOR BETTER OR FOR WORSE By Lynn Johnston



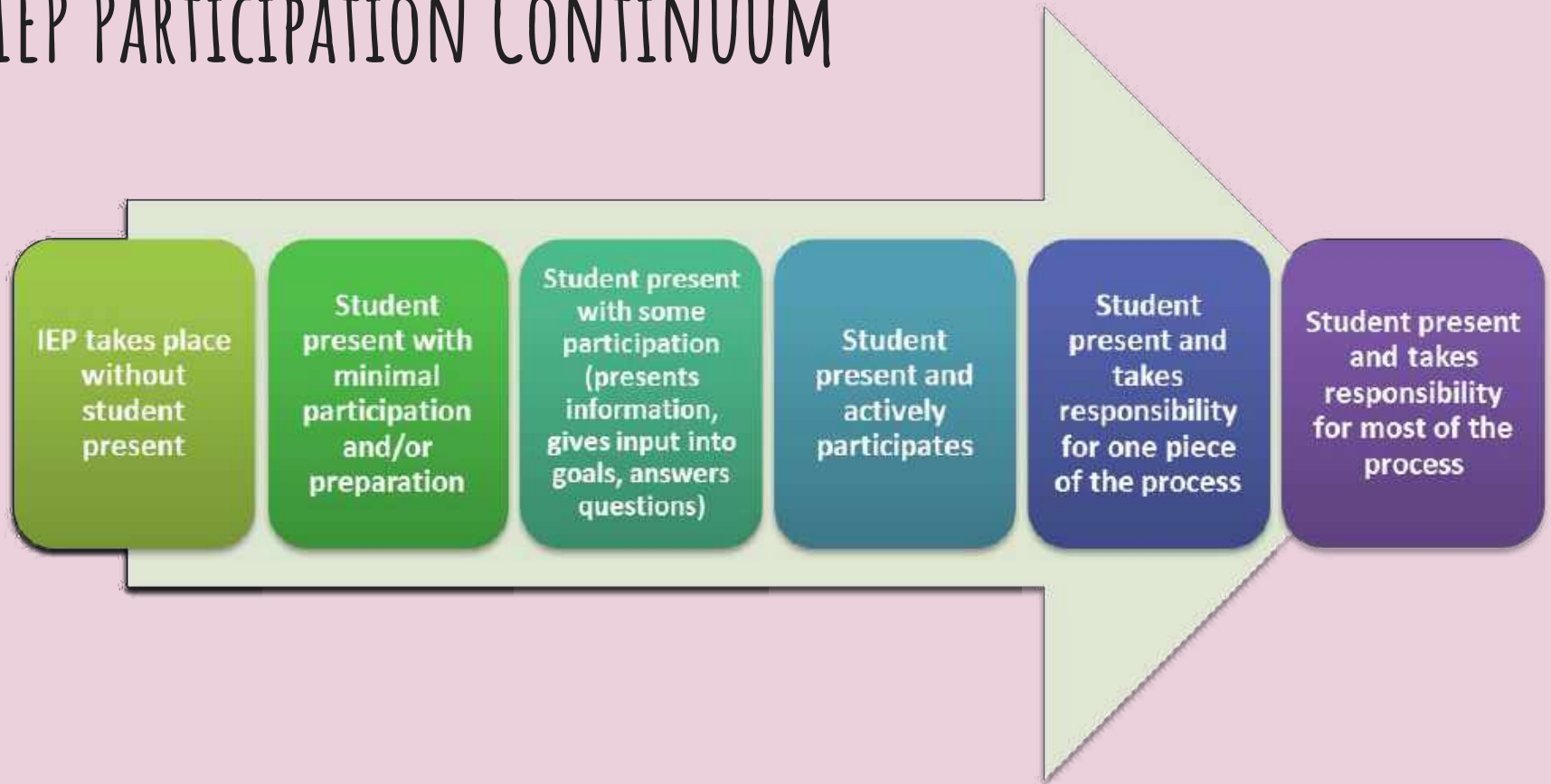
And you Mike?
Uh.. I think I'm gunna be a journalist or something

If I go to college I'll probably hatta move outta the house

I can't wait to be on my own, man! I can't wait to be independent! I can't wait to make my own decisions!

So, which colleges are you applying to? I dunno... my mom's looking into it.

IEP PARTICIPATION CONTINUUM



WHY DO STUDENTS WANT TO RUN OWN IEP?

**TO ADVOCATE FOR
THEIR OWN NEEDS AND
TAKE OWNERSHIP OF
THEIR OWN LEARNING**

**TO GAIN SELF-
CONFIDENCE AND
DEMONSTRATE
UNDERSTANDING OF
THEIR OWN
DISABILITIES**

**TO BE A LEADER
AND MODEL
HOW TO RUN
IEP PROCESS**

"AN IEP IS USUALLY A PROCESS THAT IS DONE TO A STUDENT. BRADEN'S IEP WAS DONE BY THE STUDENT. THAT'S GROUND-BREAKING!"

- MR. DAUL, PRINCIPAL - ASA CLARK MIDDLE SCHOOL

WHEN STUDENTS WERE TAUGHT TO DIRECT THEIR IEPs...

- Students
 - Talked more and completed more leadership activities
 - Had more positive perceptions about the meeting
 - Remembered their goals afterwards
- Adults in the meeting reported transition issues were covered more thoroughly
- No significant difference in meeting length with the student leading

Martin, J. E., Van Dycke, J. U., Christensen, W. R., Greene, B. A., Gradner, J. E., Lovett, D. L. (2006)

WHEN INVOLVED IN STUDENT-LEAD IEPs...

- Students know more about
 - Their disabilities
 - Their rights
 - Accommodations
- Students gain
 - Self-confidence
 - Advocacy skills
- Parents attend more IEPs

Mason, McGahee-Kovac, Johnson, (2004)

5 STEPS TO IMPLEMENTING STUDENT LED IEPs

1. INTRO & LAYING THE FOUNDATION



1. INTRO & LAYING THE FOUNDATION

HOW DO YOU FIT SL-IEPS INTO YOUR TEACHING SCHEDULE?

- Create a class on SL-IEPs, self-determination, and/or self-advocacy.
- Include instruction in existing courses
- Incorporate SL-IEP topics through group instruction and individualized assistance during class time.
- Partner student with peer mentors to work on the presentation together
- Incorporate instruction in the general curricula, such as a language arts class, using group and/or individualized instruction.
- Develop after-school leadership clubs open to ALL students
- Schedule individual planning meetings before school starts in the morning, during lunch, during a study skills class, and/or at the end of the school day.

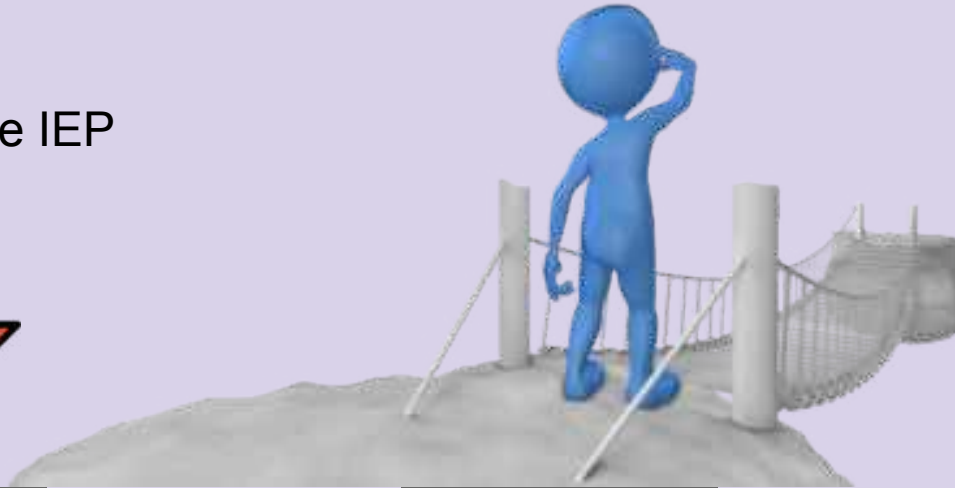
1. INTRO & LAYING THE FOUNDATION

HELP STUDENTS UNDERSTAND THE IEP

- Purpose
- Rationale
- Parts of the IEP



Present
Levels



Annual
Goals



Supports
&
Accommodations

1. INTRO & LAYING THE FOUNDATION

DISCUSS MEETING GROUND RULES

- The IEP will start and end on time.
- Respect when others are sharing - This includes no “sidebar” conversations.
- Don't criticize the ideas of others.
- Build on the ideas shared by others.
- Remain open-minded and non-judgmental.
- Everyone participates, no-one dominates.
- Complaints are okay when they come packaged with a solution.
- Make compromises when necessary.
- Stick to the Agenda and time frames.
- The Facilitator is empowered to enforce ground rules.

1. INTRO & LAYING THE FOUNDATION

UNDERSTANDING KEY VOCABULARY

Identification – disability

Present Level of Performance

Transition Planning

Annual goal, objectives,
benchmarks

Positive Behavior Intervention

Accommodation/Modification

State & District Testing

Instruction

Related Services

Supplementary Aids and
Services

Placement

Least Restrictive Environment

Confidentiality

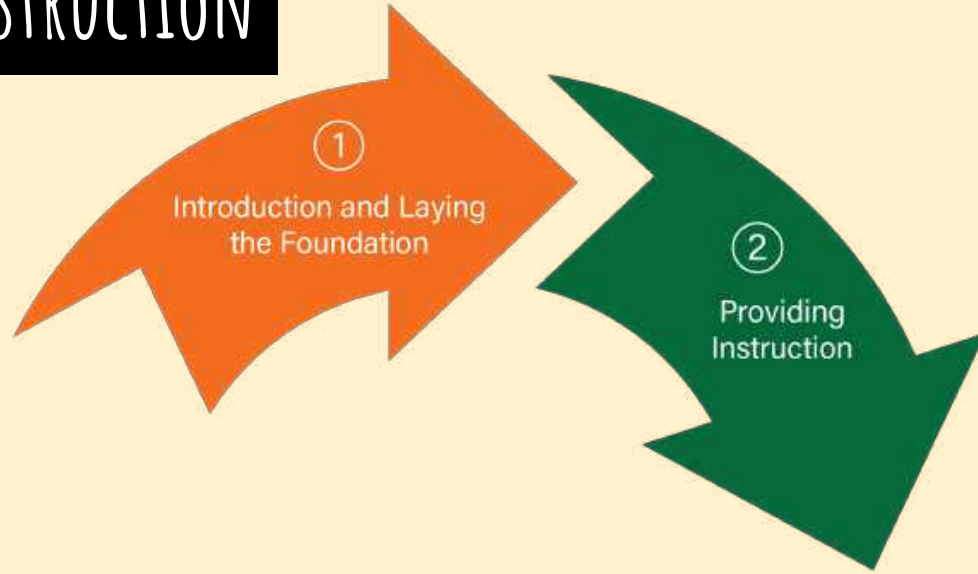
1. INTRO & LAYING THE FOUNDATION

SELECTING PLATFORM & FORMAT

- Presentation format
 - PowerPoint -
 - Prezi - live document
 - Google Slides - live document
- Consider supporting student in creating a portfolio
 - Wix.com
 - Google Sites



2. PROVIDING INSTRUCTION



2. PROVIDING INSTRUCTION

INSTRUCTIONAL ACTIVITIES

- What does my IEP look like?
- What does the law say about IEPs?
- What are my strengths?
- How do I learn best?
- What do I want to accomplish in the next year?
- For an annual review:
 - Did I accomplish my goals?
 - What do I want to accomplish in the next year?
- What are the service options?
- How do I begin to plan for transition after high school? (beginning 8th grade or earlier)?

2. PROVIDING INSTRUCTION

ENGAGING STUDENTS IN THE DEVELOPMENT OF THE IEP

Helping Students Access their IEPs

- Review each section
- Ask clarification questions
- Highlight statements that you disagree with
- Add your own ideas for things you think need to be added

2. PROVIDING INSTRUCTION

REVIEWING GOALS & OBJECTIVES

+ = completed goal/objective

- = incomplete goal/objective

? = disagreement with goal/objective

Be able to give evidence of success

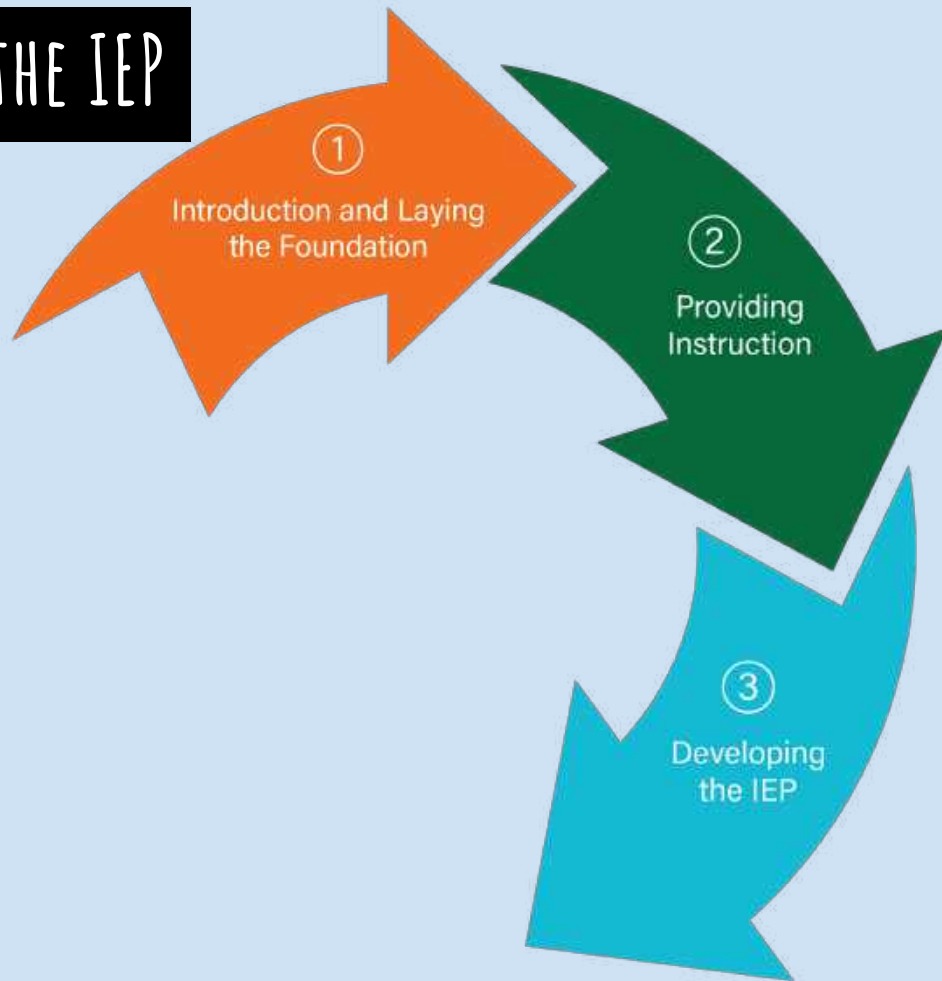
Get input from other sources

REVIEWING SERVICE PLAN

+ = successful accommodation

- = unsuccessful accommodation

3. DEVELOPING THE IEP



3. DEVELOPING THE IEP

COLLECTING INFORMATION

Students should interview or survey

- Parents
- All teachers
- Other important people in their lives

3. DEVELOPING THE IEP

If students are not comfortable speaking in front of others, there are alternatives. Students can make a presentation in many different formats:

- Audio can be added to the power point slide show.
- Pieces of a script can be read
- Digital pictures and videotape of the student can be shown or a prerecorded audiotape can be played.
- Samples of the student's work can be displayed or read.
- Others can present on the student's behalf, with the student being available during the meeting to answer questions that arise.



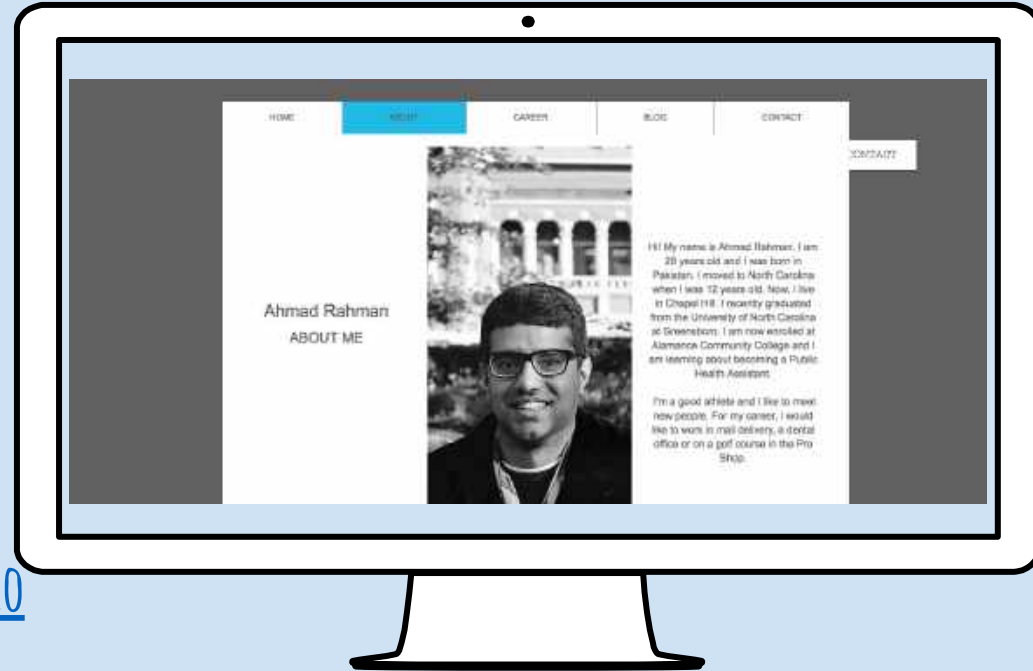
3. DEVELOPING THE IEP

FACILITATION

- In some cases, the student facilitates the meeting, working from a script prepared in advance.
- Even if the student does not facilitate the meeting, a student-centered IEP meeting differs from a traditional IEP meeting in that team members talk to the student rather than about the student.
- Team Members solicit ideas and feedback from the student; and ensure that the discussion takes place in student-friendly language.

Maintain MY Digital Portfolio

My Strengths
What's hard for me
My Courses
Career
Resume
Blog



[CLICK HERE TO SEE AHMAD'S WEBSITE PORTFOLIO](#)

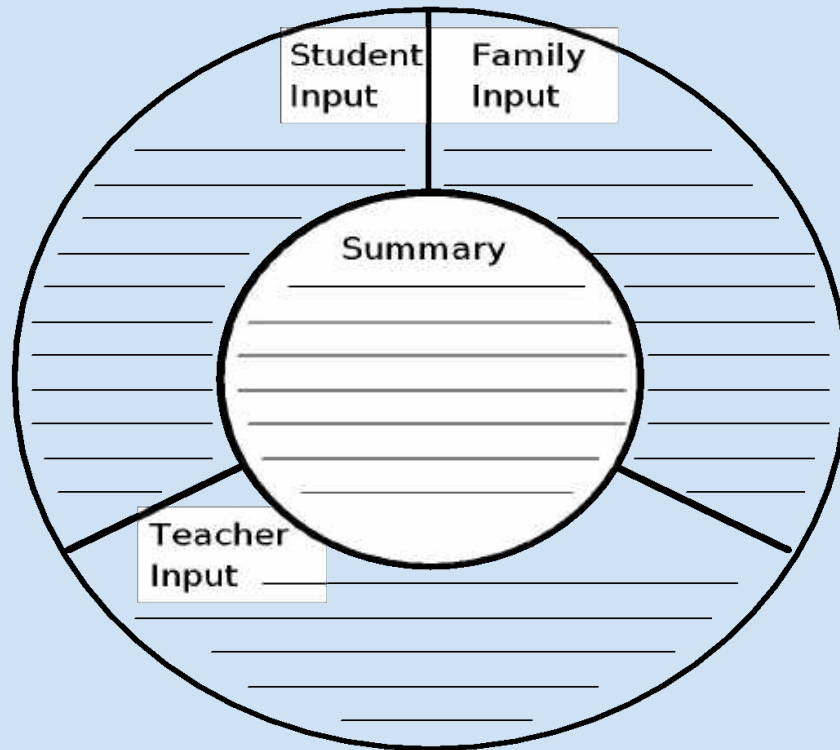
IEP Priority Worksheet

Dear _____,

During our upcoming IEP conference, we would like to spend time on the parts of the IEP that are of greatest importance to you. On this sheet, I have outlined some ideas about IEP priorities. Most importantly, I am interested in your thoughts. Feel free to use this sheet to make notes to bring along to the meeting.

Area	Student	Parent	Teacher	Comments
Academics				
Reading				
Math				
Writing				
Other				
Social/Behavioral				
Communication				
Self-Advocacy				
Transition				
Employment				
Post-Secondary Education (e.g., Technical School, University/College, Trade School)				
Residential/Daily Living				

Input Circle





I am 16 years old, I have a younger brother and sister. I like to sing, I like to date, I like sports – especially basketball, baseball & Tae Kwon Do. I have a black belt in Tae Kwon Do. I love history & writing in my journal that I want to publish some day. I like doing science experiments. I would like a part time job.

Student
Input

Family
Input

Summary

My family, teachers and I agree that I will start out at Our Community college. I'm learning what accommodations work best for me. I also would like a part time job.

Patrick is creative, and a hard worker. Each summer he attends a 2 week church camp helping rebuild houses for people who have had disasters in their areas. Patrick would like to go on to school to be an advocate for individuals with disabilities.

Teacher
Input

Patrick works very hard in Science and History, his favorite classes. He works very hard to do well in math. Patrick is taking a more active role in his IEP, and is learning what accommodations work best for him. We'll arrange a visit to the community college.



Sample Invitation

Date

Dear _____,

I would like to invite you to come to my IEP meeting and share your ideas. You coming to my meeting is important to me.

Date:

Time:.

Place:

Signed,

Your name

•P.S. If you cannot attend this meeting, please let me know when we can meet to talk about my IEP. Thank you!

OTHER INVITATION IDEAS



Incorporate photos, school logo or other graphics selected by the student.



A REMINDER FOR PARTICIPANTS

Just to Remind You...

I'm looking forward to seeing you at my IEP meeting.

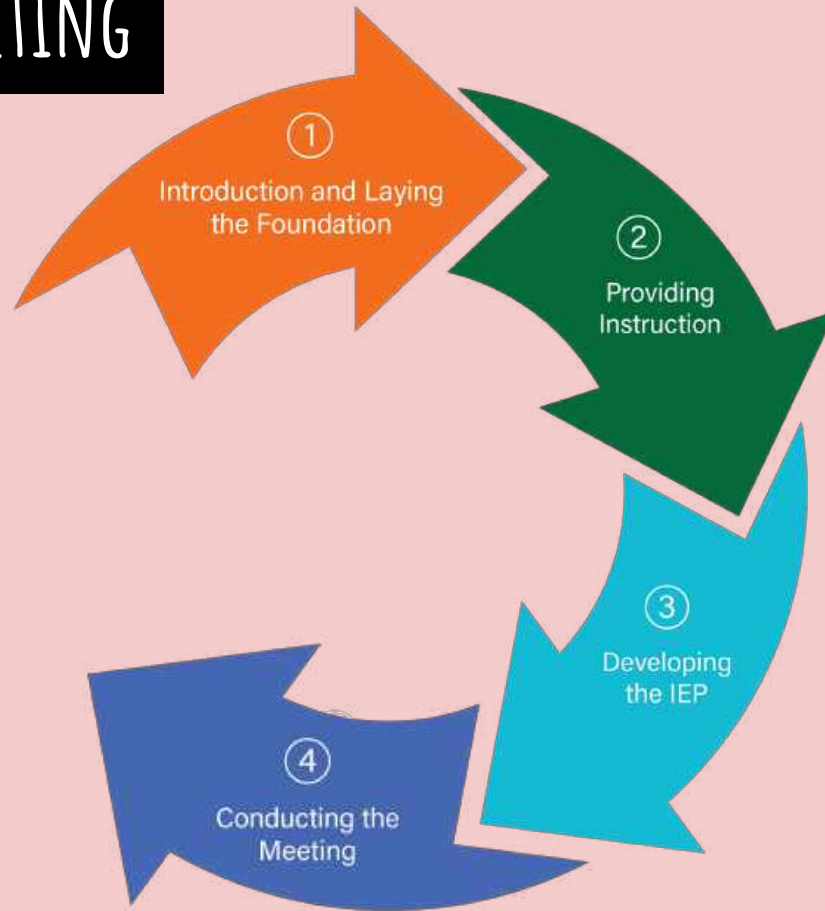
Wednesday, October 23rd 2:30 p.m.

Meeting Room 4

Signed,

Your name

4. CONDUCTING THE MEETING



4. CONDUCTING THE MEETING

BEFORE THE MEETING STARTS – PREPARING OTHER STAFF

- Look at the student when he/she is talking
- Use the student's name
- Do not refer to the student in the third person, refer all comments about the student TO the student
- Ask the student questions first
- Always allow the student to finish speaking
- Wait time
- Restate what you heard the student say

4. CONDUCTING THE MEETING

BEFORE THE MEETING STARTS – STUDENT REMINDERS

- Start with an agenda
- Provide Students with prompts
- Give instruction in listening, asking questions, stating disagreements in an appropriate way
- Taking notes

4. CONDUCTING THE MEETING

DURING THE MEETING – SUPPORT THE STUDENT

- Although the student is facilitating, you must have an IEP record keeper
- Acknowledge the preparation that the student did for the meeting
- When discussing difficult topics, keep the focus on what the student CAN do
- Create a visual signal for the student to use if he/she becomes overwhelmed
- Use the 'Take a Quick Break' technique to intervene

IEP MEETING SCRIPT

1. Begin By Greeting Everyone and Stating Purpose of the Meeting.

"Welcome to my meeting. Today we are looking at my IEP to see what goals I met and make changes for the next year."

2. Introduce Yourself and Others.

"My name is _____."

"I'd like to introduce _____."

**** Teacher will break in to do the Front Cover Page**

3. Review How You Have Been Doing in School: Present Level of Performance Page (PLOP)

"I think school is _____."

"Things that have worked well for me this year are _____."

"Things that have not worked very well for me are _____."

4. Ask for Input From Others in the Meeting.

"Who would like to comment on how my school year has been going?"

Course of Study Worksheet

Name: _____ Date: _____ Grade: _____

My transition vision for academics _____

My transition vision for employment _____

My transition vision for further education _____

These are the classes you need to take and pass to graduate. Please list ALL the courses you will be taking.

9th Grade

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

11th Grade

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

10th Grade

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

12th Grade

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

What are the first year courses you will take in college??

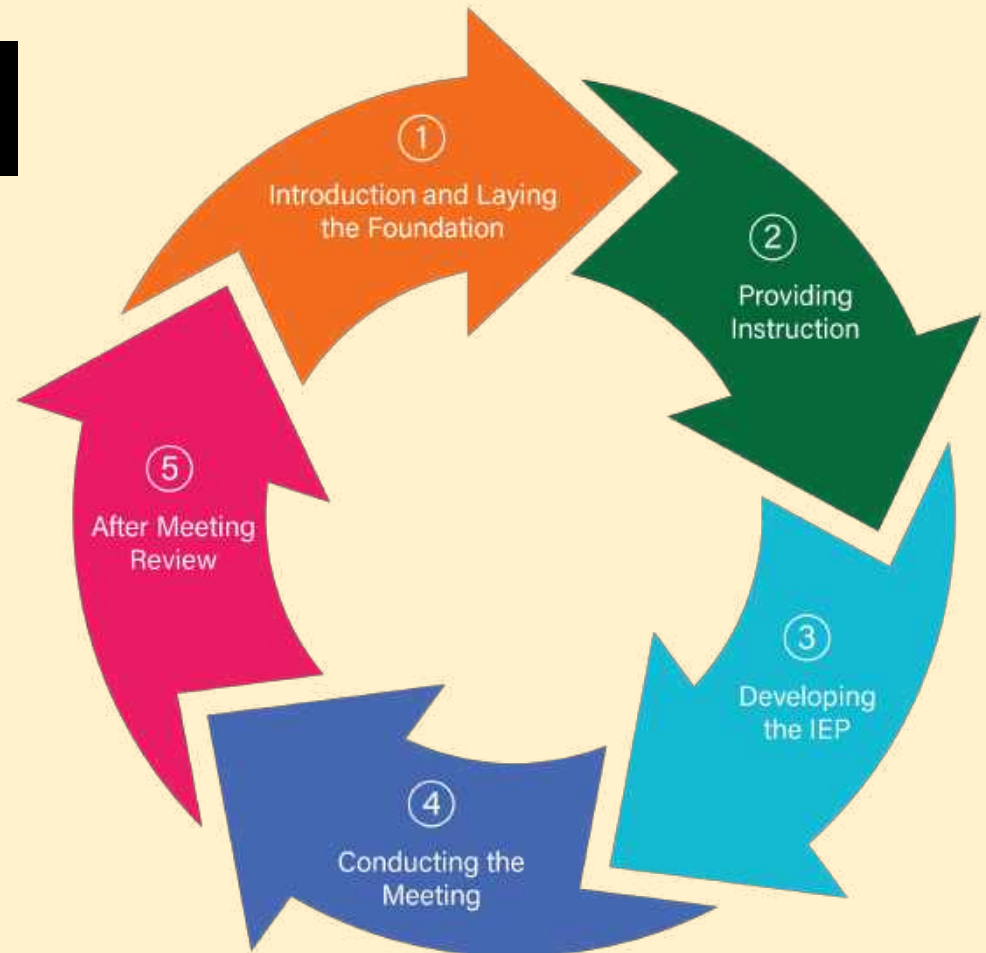
1 _____

2 _____

3 _____

4 _____

5. AFTER MEETING REVIEW



From Who makes the choices? Arizona student-led IEPs: Toolkit for teachers (2002). Adapted from McGahee, M., Mason, C., Wallace, T., & Jones, B. (2001). Student-led IEPs: A guide for student involvement. Arlington, VA: The Council for Exceptional Children.

5. AFTER MEETING REVIEW

DEBRIEFING THE MEETING

- Praise the student's participation
- Encourage student to send thank-you notes to the participants
- Evaluate the student's participation

**THANK
YOU!**

IMPLEMENTATION:

After the IEP meeting, the most essential part of a student-led IEP goes into effect: the student becomes the advocate for the IEP and the leader of his or her own learning.

This includes the following components.

- Implement Accommodations
- Monitor goals

5. AFTER MEETING REVIEW



1. Write a response about your meeting **and** your experience writing the IEP with your teacher. Make sure to include the following things:
 - a. What you shared at the meeting?
 - b. How did you feel during the meeting?
 - c. Are you happy you participated? Why?
 - d. Give an overview of how you prepared for your meeting –goal writing, modifications, transition info, and any other information.
2. Write a paragraph answering the following: Do you think that you could do more during your meeting? If so, what. If not, why?
3. What will you do to make sure you have say in your IEP next year??
4. Do you have any questions????



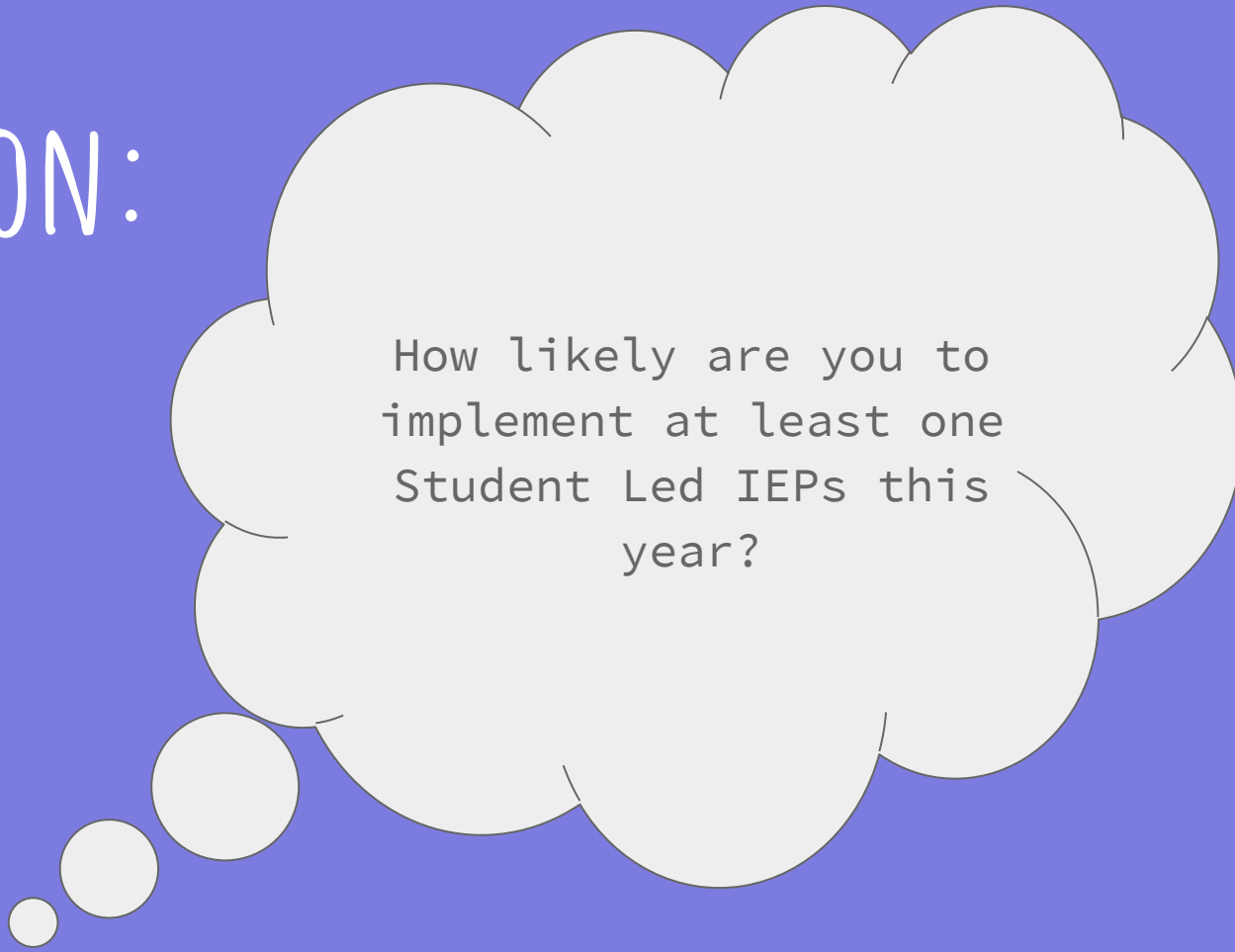


[LINK TO COMPLETE IEP MEETING VIDEO](#)



"GARRETT SHOWS: I'M IN CHARGE" (16:28)

POLL QUESTION:



How likely are you to
implement at least one
Student Led IEPs this
year?

QUESTIONS & COMMENTS?



CONNECT WITH US!

Laura Owens

lowens@transcen.org

414-581-3032



Alison DeYoung

adeyoung@yestoemployment.org

513-317-0759

