

Whose Future is it
Anyway?
Considering the
Student-Directed
IEP Process

Link to Presentation



<https://bit.ly/2tlrwgw>

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Presenters...

Carrie Fairbairn
Structured Behavior Skills
Teacher, Grades: 3-5
Millard Public Schools
Omaha, Nebraska

Sallye Lee
Resource Teacher, K-5
Millard Public Schools
Omaha, Nebraska

Jodie Tagel
Behavior Facilitator
Westside Public Schools
Omaha, Nebraska



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SESSION OBJECTIVES

- x Leave with the knowledge of how to facilitate and increase student involvement in the IEP process
- x Identify skills used by students when leading an IEP meeting
- x Learn about methods to increase self-advocacy and self-determination during the IEP process



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THE BIRTHDAY PARTY



Van Dyke, J. L., Martin, J. E., & Lovett, D.L. (2006). Why is this cake on fire? *Exceptional Children*, 38(3), 42-47.

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What Does the
Research Say?

What does the research say about the student-directed IEP?

1. Enhances student motivation (Doci & Ryan, 2000; Dweck, 1986; Niemiec & Ryan, 2009)
2. Helps students understand the IEP process (Allen, Smith, Test, Flowers, & Wood, 2007)
3. Improves student academic achievement (Test et al., 2004)
4. Increases the IEP team's understanding of student preferences, strengths, and challenges (Martin et al., 2006)
5. Increases student self-determination in general (Test et al., 2004; Thoma, Held, & Thomas, 2004)
6. Increases student and parent participation and opportunities to communicate at the IEP meeting (Martin et al., 2006)



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Think about your IEPs...

- Do you encourage students to become involved in their IEP meetings?
- Does their involvement begin at an early age?
- Do you encourage your students to become involved in designing the "themes" of their IEPs?
- Do you allow students to help decide whom to invite to their IEP meetings?
- Do you give students opportunities to be responsible for the goals in their IEPs?
- Do students know that the IEP meetings are for them and that the intent of the IEP process is to design a plan - a blueprint - that will help them be successful in school and in life?



VanDycke, J., Martin, J., & Lovett, D

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IEP PARTICIPATION

Who Attends?

- ❖ Approximately 80% of students attend their IEP meetings
- ❖ Family Member(s)
- ❖ Special Educator(s)
- ❖ General Educator(s)
- ❖ Support Staff
- ❖ Administrator(s)

Who Talks?

- ❖ Special Educator(s): 51%
- ❖ General Educator(s)
Administrator(s): 18%
- ❖ Family Member(s): 15%
- ❖ Support Staff: 6%
- ❖ Student: 3%

Source: Anderson, L. Facilitating Student-Led IEPs

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How would you rate yourself?
Your school?
Your district?

Needs Assessment Tool

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Needs Assessment Tool Results

How did you do?
How did your Special Education Team do?
How did your school do?

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The
Student-Directed
IEP Continuum

IDEA mandates that parents participate whenever possible in the IEP process. It **ALSO** mandates that **STUDENTS** - especially those at the secondary level - be encouraged to participate in the IEP Process

(Snyder & Shapiro, 1997)

IDEA
Individuals with
Disabilities Act

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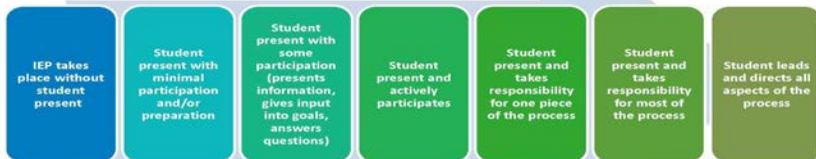
What is the Student-Directed IEP Continuum?

"A student-directed IEP refers to a range of methods, strategies, and approaches that are designed to provide support to students with disabilities in **participating in the IEP process to the maximum extent possible.**" (Thoma & Wehman, 2010).

Student direction can focus on **ONE PART** of the IEP process or on **MULTIPLE PARTS**

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Student-Directed IEP Continuum



"Student participation throughout the IEP process should be individualized and based on the age, needs, and abilities of the student."

- OSSE Secondary Transition Website

Adapted from Thoma & Wehman. (2010). Baltimore, MD: Paul H. Brooks Publishing Co.

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The Student-Led IEP Process

What is the Student-Led IEP PROCESS?

"The most independent example of a student-directed process in which the student takes an active role in: **organizing, running, implementing, and evaluating** his or her progress in IEP planning and implementation."
(Thoma & Wehman, 2010).



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Amanda Howe
3rd Grade Teacher

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What Are Some
Ways I can Involve
My Students?

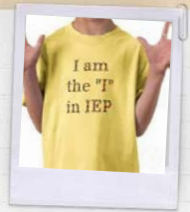
Student direction can focus on
ONE PART of the IEP process
or on **MULTIPLE PARTS**

There is no "right" way to hold a
student-led IEP

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What are some of the ways students can be involved?

- Pointing
- Pictures
- Icons
- Talking
- Drawing
- Storyboards
- Posters
- Portfolios
- Powerpoint Presentations
- Movie Trailers
- Videos
- Flipcharts
- Writing Thank You Notes
- Making Introductions
- Providing Work Samples
- Making Invitations



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**BIGGEST
Obstacles...**

Biggest obstacles to implementing Student-Directed IEPs:

1. TIME! TIME! TIME! TIME! TIME! TIME! TIME! TIME!
2. Lack of expertise or authority
3. Lack of student motivation (student is scared or nervous)
4. Student disability level
5. Loss of control
6. Resources
7. No one else at school wants to try it
8. Lack of administrative support
9. High stakes testing/state standards

Hawbaker, B.W. (2007)

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The IEP Process

A Successful Student-Directed IEP Approach Begins with a Good IEP Process (3 Parts)

Pre-Meeting

IEP Meeting

Post-Meeting/Evaluation



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Preparing the Parent

Preparing the Parent

- [Parent Brochure](#) on Self-Determination and the IEP Process
- [Parent Letter 1](#)
- [Parent Letter 2](#)
- Explain the process of the student-directed IEP.
- Provide Information on [Self-Determination and the IEP Process](#)
- [Self-Determination Checklist Elementary Parent Assessment](#)
- [Self-Determination Checklist Secondary Parent Assessment](#)
- Ensure that their rights will not be violated.
- Remind them that their participation is still valued and needed!
- Explain what parts of the IEP meeting you would like the student to attend
- [Tips for Parents](#)
- Answer their questions.

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Pre-IEP Meeting

It all begins with Self-Determination

Source: www.imdetermined.org/

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Self-Determination is...

"Acting as the primary causal agent in one's life and making choices and decisions regarding one's quality of life free from undue external influence or interference." (Wehmeyer, 1996)



- ❑ Knowing and believing in yourself
- ❑ Knowing what you want your future to be and how to make plans to achieve this future
- ❑ Knowing what supports you need to take control of your life.

Source: How Self-Determined Are You: A Toolbox of Resources to Help Build Self-Determination Skills. www.imdetermined.org

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"Self-determined people are actors in their own lives instead of being acted upon by others."

Wehmeyer (2002)

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Preparing Students for their Meeting

- ❑ Develop Self-Determination Skills

[What is Self-D?](#)

[The Power Of Self-D \(Book\)](#)

[Components of Self-D](#)

[I'm Determined Poster](#)

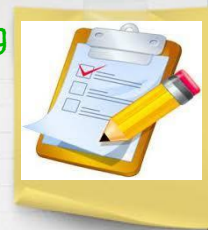
- ❑ Self-Determination Checklists

[Elementary Teacher](#)

[Elementary Student](#)

[Secondary Teacher](#)

[Secondary Student](#)



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Implementing Self-Determination in Schools

Source: www.imdetermined.org

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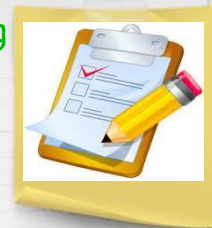
Preparing Students for their Meeting

- Explain Student Rights/Responsibilities

[Pamphlet
I Have the Right...](#)

- Disability Awareness: Help students understand their disability and its impact on their learning.

[Looking at Your IEP](#) (Discussion of EBD)



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Preparing Students for their Meeting (Pre-Meeting)

- Explain the IEP and the IEP Process

[Student Rubric for IEP Participation](#)

[IEP Scavenger Hunt](#)

[Understanding My IEP](#)

[It's All About Me Notebook](#)

[I'm Determined: Understanding My IEP \(Differentiated\)](#)

[IEP and ME: Self Awareness and Self-Advocacy](#)

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Preparing Students for their Meeting

- One-Pagers

A One-Pager is a simple tool to help provide information about a student. It's a great way to introduce students to new teachers, employers, case managers and others in their support system

[One-Pager Implementation Guide](#)

One-Pager Examples:

[Brody](#) [Charlie](#) [Mac](#) [Lucian](#) [Ella](#) [Parker](#)
[Sonny](#) [Gio](#) [Ahna](#)

www.imdetermined.org

An example of a 'One-Pager' form for a student named Junie. The form is titled '99 i'm determined' and includes sections for 'My Strengths', 'My Interests', 'My Preferences', and 'My Needs'. It also features a small photo of the student and various icons representing different activities and needs. The form is dated March 29, 2011, and October 19, 2018.

Name: Junie
DOB: March 29, 2011
Date: October 19, 2018

My Strengths

- I'm good at climbing the monkey bars!
- I'm good at soccer
- I'm good at counting to 99!

My Interests

- I love these things:
 - Yoga
 - Unicorns
 - Mermaids
 - Skating
 - Coloring
 - The Carpenters (Rainy Days and Mondays)

My Preferences

- When I'm mad, I want to take a break in Alaska
- I like to work by myself
- I like to sit in the ball chair

My Needs

- I need a stress toy sometimes
- I need Mrs. Secora and Lola sometimes
- I need a timer to help me work
- I need breaks
- I need to earn \$\$\$, and Tuffix Tickets

ALASKA

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LeeAnn and One-Pagers

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Preparing Students for their Meeting

Good Day Plans

*Good Day Plans are tools used to help identify factors that play a role in whether or not you have a good day.

*It's a way to view your day from beginning to end. Think of it like a back-up plan.

[Good Day Implementation Guide](#)

Good Day Examples:

[Brody](#) [Hayden](#) [Mac](#) [Lucian](#) [Justis](#)
[Ahna](#) [Gio](#) [Parker](#)



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Principal discusses benefits of the GDP

Good Day Plans as Behavior Support

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Preparing Students for their Meeting

Goal Plans:

Goal Plans are visual representations of the steps needed to accomplish a goal.

Goal Plans break the goal into manageable steps.

[Goal Plan Implementation Guide](#)

Goal Plan Examples

[Cristian](#) [Gio](#) [Parker](#)



www.indetermined.org/

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Preparing Students for their Meeting

- ❑ Prepare & Deliver Invitations
[Invitations](#)

- ❑ Student Version of the IEP
(Google Slides/PowerPoint)

[A.J.](#) [James](#) [Ayden](#) [Alexa](#) [Aaron](#) [Brayden](#) [Carter](#) [Mac](#)

[Jack](#) [Lexi](#) [Carlito](#) [Daphne](#) [Charlie](#) [Hayden](#) [Brody](#) [Parker](#) [Gio](#)

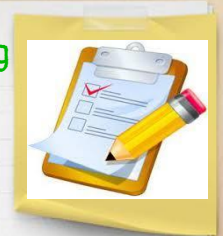


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Preparing Students for their Meeting (Pre-Meeting)

- ❑ Alternative to a Powerpoint:
[Child-Friendly Version](#)

- ❑ Practice! Practice! Practice!



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Sharing Self Determination Knowledge through Kahoot! & Seesaw



[Kahoot](#)



[Seesaw](#)

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BREAK

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During the IEP Meeting

Your Role and the Student's Role

Success Using Self-Determination Skills During the IEP

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IEP Meeting

(possible student responsibilities)

- ❑ Assign seating (Name plates)
- ❑ IEP meeting sign on the door
- ❑ Gather materials for the table (pens, water, treats, papers)
- ❑ Greet parents/family members in the office
- ❑ Make introductions



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Possible Student Responsibilities

- ❑ Highlight accomplishments (during the IEP review)
- ❑ Help present data on IEP goals
- ❑ iMovie Trailer
- ❑ Student-written IEP (Powerpoint/Google Slides Presentation)
- ❑ [IEP Agenda \(1\)](#) [IEP Agenda \(2\)](#)

No two IEP meetings are alike!

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IEP Movie Trailers

[Ayden](#) [Ayden](#) [Jack](#) [Lexi](#)
[Daphne](#) [Ella](#) [Charlie](#) [Hayden](#)
[Aaron](#) [Corey](#) [Alexa](#) [Brody](#)
[Parker](#) [Gio](#) [Mac](#)



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DO'S AND DON'TS DURING THE IEP

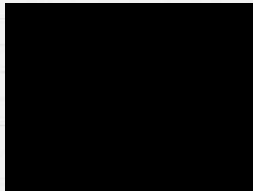
- DO** respect what the student says and wants, even if it seems impossible. It is THEIR IEP and THEIR hopes and dreams.
- DO** respect the student's voice.
- DO** refer comments ABOUT the student TO the student.
- DO** ask the student questions.
- DO** help the student, as and when he/she needs it.
- DO** look at the student when he/she is talking.
- DO** say the student's name.
- DO** restate what you heard the student say.
- DON'T** talk about the student as if he/she isn't there.
- DON'T** interrupt.
- DON'T** refer to the student in third person.
- DON'T** be judgmental.



Source: Santa Clara County Office of Education. 2014
Guerrero, Nancy & Krishna, Riju

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Nancy Nelson
Principal at Holling Heights
Elementary School



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After the IEP
Meeting

Post IEP Meeting & Evaluation

- ❑ [Elementary Student Exit Survey](#)
- ❑ [Secondary Student Exit Survey](#)
- ❑ [Elementary Teacher Exit Survey](#)
- ❑ [Parent Exit Survey](#)
- ❑ Thank You Notes
- ❑ [IEP Certificate](#)

Follow-Up

-
-
-

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I'm Overwhelmed!
Teacher Tips...

- ❑ **START SMALL:** Starting small allows you to reduce resistance, educate stakeholders as you go, document team learning, and focus on creating activities and protocols that can work for your students and school when you're ready to scale up. **DON'T TRY AND IMPLEMENT ALL COMPONENTS AT ONCE!** It will turn you off to student-directed IEPs!
- ❑ **Make sure all stakeholders understand the WHY and the HOW:** Don't assume that people know what you are talking about. You might have to explain the process multiple times and multiple ways to build buy-in from students, families, staff, and administration.

Source: "Teacher Tips," (n.d.)

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- ❑ **Plan ahead, set realistic goals, and follow through:** BE ORGANIZED! When you plan ahead and set realistic goals, you can anticipate and overcome potential challenges. It's easy to lose focus with everything else going on during the school day.
- ❑ **Make it your own:** The student-led/student-directed IEP Process looks different for each kid. Develop a process that works for you, your students, their families and your school. Resist the urge to compare your process to others. As long as you are helping your students and their families move along the continuum, then you're on the right track!

Source: "Teacher Tips," (n.d.)

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- ❑ **Talking about disabilities is difficult:** There's no way around it, and it's the first crucial step in helping student come to a fuller understanding about their strengths, limitations, rights, and goals. Take the time to think about how you will approach this conversation in a way that will meet the unique needs of individual students and their families.
- ❑ **Challenge your practice:** This is hard work but it has the capacity to change the lives of your students and their families for the better. Have high expectations for yourself and don't let roadblocks prevent your from making it happen for them.

Source: "Teacher Tips," (n.d.)

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- ❑ **Build on your success:** Use your successes to leverage buy-in from all stakeholders - especially with those who are reluctant to participate.
- ❑ **It takes time.** Enough said. It. Takes. Time. Acknowledge it. Embrace it, and plan accordingly. The more you do it, the more streamlined the process will become.
- ❑ **Don't reinvent the wheel, but make sure it's the right size and shape for you and your students:** Use the resources available and make them work for you and your students.

Source: "Teacher Tips," (n.d.)

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Great Resources!



<https://goo.gl/Yz4LmJ>

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THANKS!

Our Contact Information:



Carrie Fairbairn
Millard Public Schools
Omaha, Nebraska
Phone: 402-715-8611
Email: cjfairbairn@mpsomaha.org
Pinterest: "IEP STUFF"

Jodie Tagel
Westside Public Schools
Omaha, Nebraska
Phone: 402-672-9269
Email: ttagel.jodie@westside66.net

Sallye Lee
Millard Public Schools
Omaha, Nebraska
Phone: 402-715-8420
Email: sslee1@mpsomaha.org

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References

Special thanks to the students and families that allowed us to use their materials for this presentation. They have made IEP meetings something to look forward to!



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Google Images

Everything IEP [IEP pencil image]

EdTechTeam [Seesaw image]

Queen of Theme Party games [birthday party image]

UNSW Engineering [research image]

Taking Control of your Diabetes [?s on sticky notes]

Parent Guide to IDEA [IDEA image]

Understood.org [boy at conference image]

Friendship Circle [I am the IEP image]

123RF.com [I can't do it image]

IndustryWeek [Do's and Don't image]

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TempleMIS-Temple University [social media image]
San Jose Public Library [open book image]
The Workplace Therapist [checklist image]
Connecticut Parent Advocacy Center [parent teacher conference]
MSLBD [MSLBD image]
SMS Varanasi [clipboard checklist image]
[Slide Carnival](#)
www.nationalgeographic.org [Kahoot image]
Teachingwithipad.org [movie icon]