

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

## Link to Presentation



<http://qrs.ly/h66fq1x>

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## Presenters . . .

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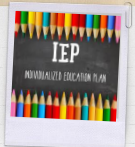
## Master Teacher Strand Sessions

10:20-11:20	Interconnected Systems: Two Perspectives of Bridging School Mental Health and Educational Programming	Stacy Hirt, Rachel Jones, and Reesha Adamson
11:30-12:30	Tier 2 and Tier 3 Interventions: Practical Approaches for Every Day Educators	Felicity Ballouch and Mean Rees
12:00-3:00	Whose Future Is It Anyway? Considering the Student-Directed IEP Process	Carrie Fairbairn and Jodie Tagel
3:15-4:15	"Creating a Tier 3 Program: You Don't Have to Start From Scratch"	Barb Rieken and Malinda Forsberg

[Master Teacher Link](#)

## 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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## What Does the Research Say?

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

1. Enhances student motivation (Haci & Ryan, 2000; Chack, 1986; Harniss & Ryan, 2009)
2. Helps students understand the IEP process (Lieber, Smith, Lee, Schwartz, & Hengg, 2011)
3. Improves student academic achievement (Vest et al., 2004)
4. Increases the IEP team's understanding of student preferences, strengths, and challenges (Vest et al., 2004)
5. Increases student self-determination in general (Vest et al., 2004; Thomas, Hall, & Thomas, 2004)
6. Increases student and parent participation and opportunities to communicate at the IEP meeting (Martin et al., 2006)



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## THE BIRTHDAY PARTY



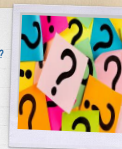
Van Dycke, J. L., Martin, J. E., & Lovett, D.L. (2006). Why is this cake on fire? *Exceptional Children*, 38(3), 42-47.

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## Ask yourself...

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

## Needs Assessment Tool

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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

(Dwyer & Shapiro, 1997)

**IDEA**  
Individuals with  
Disabilities Act

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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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## The Student-Directed IEP Process

## What is the Student-Directed IEP Process?

"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?

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



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**BIGGEST  
Obstacles...**

## Biggest obstacles to implementing Student-Directed IEPs:

1. TIME! TIME! TIME! TIME! TIME! TIME! TIME!
2. Lack of expertise or authority
3. Lack of student motivation
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](#)
- Explain the process of the student-directed IEP.
- Provide Information on [Self-Determination and the IEP Process](#)
- [Self-Determination Checklist Elementary 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

## Preparing Students for their Meeting (Pre-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)
- ❑ Explain the IEP & the IEP Process
  - [Student Rubric for IEP Participation](#)
  - [IEP Scavenger Hunt](#)
  - [Understanding My IEP](#)
  - [I'm Determined: Understanding My IEP \(Differentiated\)](#)
  - [IEP and ME: Self Awareness and Self-Advocacy](#)

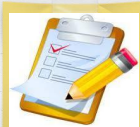


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## Preparing Students for their Meeting (Pre-Meeting)

- ❑ Develop **Self-Determination Skills**
  - What is Self-D? Components of Self-D
  - The Power Of Self-D (Book)
  - I'm Determined Poster
- ❑ Self-Determination Checklists:
 

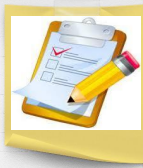
Elementary Parent	Elementary Teacher	Elementary Student
Secondary Parent	Secondary Teacher	Secondary Student
- ❑ Good Day Plans  
Good Day Plans: Brody Hayden Mac Lucian
- ❑ One-Pagers  
One-Pagers: Brody Charlie Mac Lucian
- ❑ Goal Plans  
Goal Plan Goal Plan



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## Preparing Students for their Meeting (Pre-Meeting)

- ❑ Prepare & Deliver [Invitations](#)
- ❑ Help Students Write Student-Version of the IEP (Power Point)  
[A.J. James](#) [Ayden](#) [Alexa](#) [Aaron](#) [Brayden](#) [Carler](#)  
[Jack](#) [Lexi](#) [Carolina](#) [Daphne](#) [Charlie](#) [Hayden](#) [Brody](#)
- ❑ Alternative to a PowerPoint presentation: [Child-Friendly Version](#)
- ❑ Create Movie Trailer: [Ayden](#) [Ayden](#) [Jack](#) [Lexi](#) [Daphne](#)  
[Charlie](#) [Hayden](#) [Aaron](#) [Corey](#) [Alexa](#) [Brody](#)
- ❑ Practice! Practice! Practice!



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## During the IEP Meeting

Your Role and the Student's Role

## IEP Meeting (No two IEP meetings are alike)

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



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## DO'S AND DON'TS DURING THE IEP

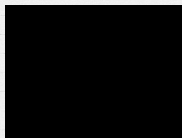
- Respect what the student says and wants, even if it seems impossible. It is THEIR IEP and THEIR hopes and dreams.
- Be non-judgmental.
- Respect the student's voice.
- Help the student, as and when he/she needs it.
- Look at the student when he/she is talking.
- Use the student's name.
- Refer comments ABOUT the student TO the student.
- Ask the student questions.
- 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.



Source: Santa Clara County Office of Education 2014  
 Guerrero, Nancy & Kristina, Rju

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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 you 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>

# THANKS!



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## References



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[Slide Carnival](#)