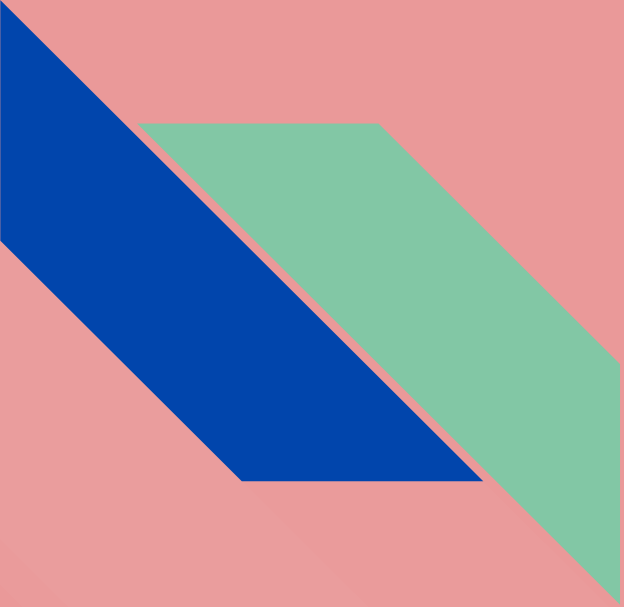




## Outline

- Review Agenda (2 min)
- Introduction (4 min)
- Learning Outcomes (2 min)
  - Understanding the benefits of involving scholars in the IEP process.
  - Learning about tools and resources available to increase scholar participation in their IEP meetings.
  - Considering professional learning and skill building for teachers.
- Benefits (14 min)
  - Sean
- Tools and Resources (14 min)
  - Sean/Nakia/Nancy
- Professional Learning and Skill Building (14 min)
  - Nakia
- Questions (10 min)



# Student Led IEP Meetings



# Agenda

- Introduction
- Review of Learning Objectives
- Benefits of Student-Led IEP Meetings
- Tools and Resources for Families
- Professional Learning for Staff
- Questions



# Presenters



# Learning Objectives

- Understanding the benefits of involving scholars in the IEP process.
- Learning about tools and resources available to increase scholar participation in their IEP meetings.
- Considering professional learning and skill building for teachers.



# Benefits of Student Led IEP Meetings

- Students and teachers alike reported that students using this process knew more about their disabilities, legal rights, and that students gained increased self-confidence and the ability to advocate for themselves.<sup>1</sup>
- Preparing students to lead their IEP meetings can strengthen student involvement in transition planning and IEP meetings.<sup>1</sup>
- Students who lead their IEP meetings are more knowledgeable about the purpose of an IEP, as well as what their individual goals, objectives, accommodations, and modifications are.<sup>2</sup>

1. <https://www.researchgate.net/publication/299373935> How to Help Students Lead Their IEP Meetings

2. <https://www.researchgate.net/publication/28798458> Student-Led IEP Meetings Planning and Implementation Strategies



# Benefits of Student Led IEP Meetings

## Skills Used when Leading IEP Meetings

- Choosing mediums to communicate progress (graphing, writing, pictures/video, drawing, homework, notes)
- Paraphrasing technical/jargony language
- Reading and writing in context
- Using technology such as presentation software and word processing
- Introducing people
- Explaining the purpose of an IEP meeting (stating the main idea)
- Thinking and planning for the future (vision)
- Goal setting
- Taking turns and inviting others to speak
- Listening and responding with a relevant and appropriate answer
- Asking relevant, proactive questions
- Advocating - Stating opinions, backing with data
- Using presentation skills (e.g. eye contact, volume, tone, posture, body language)
- Compromising/Reaching consensus/Proposing compromise solutions
- Closing, summarizing decisions made, expressing thanks to IEP team

# General IEP Components and Possible Entry Points

- PTP (14 and older)
- Present Level of Academic and Functional Performance
  - Strengths
  - Current Academic Achievement
  - Current Functional Performance
- Special Factors
- Effects of the Disability and Summary of Disability-Related Needs
- Review of previous Annual Goals and create new annual goals
- Program summary to address goals and setting of student participation
- District and State Assessments

Level 1: Student presents information about or reads from his or her transition plan for the future.<sup>1</sup>

Level 2: Student explains his or her dis-ability, shares information on individual strengths and areas of growth (present levels of performance), and explains the accommodations needed. Students present Level 1 information and may suggest new IEP goals.<sup>1</sup>

Level 3: Student leads the IEP conference, including Level 1 and Level 2 responsibilities, introductions, and closing.<sup>1</sup>

1. <https://www.researchgate.net/publication/299373935> How to Help Students Lead Their IEP Meetings



# Student Centered & Student Led





# Tools Resources

- [National Information Center for Children and Youth with Disabilities - A Student's Guide to the IEP](#)
- [WiTransition](#)
- [MMSD Transition Planning for Students with Disabilities](#)
- [MMSD List of Local, State, and National Disability Advocacy Resources](#)



# Professional Learning and Skill Building

Case Managers will use a three step process for supporting student led IEPs so Scholars can:

- Enhance their self-efficacy skills
- Enhance their advocacy skills
- Enhance their social-emotional skills
- Participate in post secondary education and training
- Obtain and sustain employment
- Develop Independent Living skills



# Professional Learning and Skill Building

Step 1: Participate in ongoing professional development related to student and parent empowerment in the IEP process through an anti-oppressive and culturally responsive lens

Step 2: Collaborate with school and community based professionals to determine resources and supports for students and families

Step 3: Use resources to support students at all age and developmental levels to be independent and college, career, and community ready.



# Final Thoughts



# Questions



# References

- <https://www.researchgate.net/publication/299373935> How to Help Students Lead Their IEP Meetings
- <https://ccids.umaine.edu/wp-content/uploads/sites/26/2019/06/StudentGuideIEP.pdf>
- <https://www.researchgate.net/publication/28798458> Student-Led IEP Meetings Planning and Implementation Strategies
- <https://osse.dc.gov/sites/default/files/dc/sites/osse/documents/Facilitating%20Student-led%20IEPs.pdf>