Intro to Student Led IEPs

Techniques that allow students to become active participants in the IEP process.

Marvin McDuffie - GNETS IEP Specialist
Jessica Burger - GNETS Behavior Specialist
SELF-DETERMINATION

Self-determination is a concept that emphasizes the belief that all individuals have the right to direct their own lives through the choices they make. Students who have acquired effective self-determination skills are more likely to have a successful transition to adulthood. Self-determination is the combination of skills, knowledge, and beliefs that enable a person to engage in goal-directed, self-regulated, autonomous behavior. An understanding of one’s strengths and limitations together with a belief in oneself as capable and effective are essential to self-determination and to successful transition.
Key Words (that your students probably don't understand)

Accommodation - something to make learning easier

Expectations - what you think might happen

Right - what the law says you should get

Responsibility - what you are supposed to do

Compromise - "giving in" a little to make a "deal"

Support - someone to help you
Ways to Introduce Your Students to Self-Advocacy

You **MUST** talk with your student.

They are **MUCH MORE** than their disability!!
Help the student understand and accept their disability.

**In Reality**
The Strongest People Are The Ones Who Feel It, Understand It, And Accept It.

Once they begin to understand, they can begin to be self-advocates.
Help Them Understand Their Learning Style

What tools help them learn best and be most successful?
Help Them Realize How "Other Issues" Affect Their Self-Advocacy Efforts

Do you get frustrated at certain people?

Do you get mad easily?

Do you dislike a certain teacher?

Do you have problems outside of school that are keeping you from performing your best?

Are you in a class with friends that keep you off track?

Do you feel overwhelmed?
Help Them Know What They Need And Why They Need It

Accommodations/Modifications/Assistive Technology

- Preferential Seating
- Calculator
- Small Group
- Sensory Breaks
- Extended Time
- Frequent Breaks
- Extended Wait Time
- Word Prediction Software
- Check In/Check Out
Help students to anticipate their needs for each class?

Don't wait until the final exam to think about their accommodations!
Help Your Students Know Their Rights

It is the law that you receive your accommodations!
Help Your Student to Know Where to go for Support

Who can your student trust in the school system?

- School Counselor
- SPED teacher
- Parent Liaison
- General Ed. Teacher
- Coach
Help your Students Plan for the Future

What are their goals?

Now, Next year, after High School?
In 5 years? 10 years?

Help your Students Set Realistic Goals!
GA DOE Self-Determination Manual

Great resource for information on self-determination
So what now. I have talked with them. They seem to understand, where do I go from here.

Move from talking to doing!!!
Focus Portfolio
What is a Focus Portfolio?

A way to organize all of your progress monitoring data in one location.

A way to allow students to discuss their goals/objectives with their teacher.

A way to allow easy access to their data for each individual student.

A way for students to understand their progress over time.

A way to allow students to take ownership of their progress.

A way to encourage student lead IEPs.

A way to empower students...
How can this tool help you organize your data?

What student data do you track?

**Academic**

- STAR Reading, Successmaker, GRASP, CRCT, STAR Math, Study Island, Class Grades, iRead, KTEA-II

**Behavioral**

- Student Achievement Model, Attendance Reports, SWIS, PBIS, Office referrals, Opportunity Room, Parent Contact Log, Counselor's Reports, D-TORF
The Portfolios are divided into relative sections.

1. IEP Information

2. Behavioral Data

3. Mathematical Data

4. Reading Data

5. Writing Data

6. Academic Performance Data
IEP Information

The first thing a teacher should do is sit down with each student and introduce them to their IEP. Identify their Goals and Objectives, Accommodations, and Exit Criteria (if applicable).

It is very beneficial to allow each student to write and/or draw what their Goals mean to them.
**Behavioral Data**

In this section, you will include all behavioral data that you collect. This would include ISS, OSS, SAM, PBIS, Office Visits, and/or Attendance Reports.

**Mathematical, Reading, and Writing Data**

These sections should include all data collection for each respective area. You should also include student samples in this area. This is great for showing progress throughout the school year.

**Academic Performance Data**

This is the section that you would include Progress Reports, CRCT Scores, Report Cards, Writing Tests, and any other standardize testing results.
Now we have the Portfolio, how can we use it?

First, you should regularly schedule a structured time that allows you to sit down with each student to discuss their progress. During this time, your students can add any new progress monitoring information to their Portfolio.

Students can discuss their new data with you and how it compares to their previously collected data.

You will also need to evaluate each student's progress toward their goals. Are the interventions working?
Student Access

While you do keep, these Portfolios secure, the students are allowed access to their information. The students also need a location to submit student work that they would like included in their Portfolio.

We have found that as a the student's knowledge increases about the IEP process, the more they want to be involved.

Your students will begin asking to see their Portfolios during free time!
How can this help a student's understanding?

We found that most student were not even aware of their Goals. Also, most Goals are written in professional language that is hard for the students (and parents) to understand.

When the students discuss their Goals and are able to understand what is required, they have become much more vested in meeting these Goals.

These Portfolios can create a visual representation for the students. This will help them observe their actual gains.
How does this help students take ownership of their education?

Over the course of a year, the students will develop an expertise in their own education.

The students begin to understand what tools are helpful to them.

The students also develop an understanding of their strengths and weaknesses.
So, how does the student actually participate in their IEP?
First, you need to conference with them concerning all aspects of the actual IEP document

They have already been discussing their goals on a regular basis.

- Are their goals aligned with their needs and future plans?
- Have goals been met? Do they need to be modified?
- Do we need to add any assistive technology?
- Are their accommodations working?
One way students can become part of the IEP process is by creating and delivering invitations to the meeting.

This is especially helpful for non-verbal, young, and/or shy students.

It's also great for students who want to show off their creativity or invite a special adult in their life who isn't necessarily required.
Placards

Good for students that want to participate in their meeting, but are still very shy and uncomfortable with a group of adults.
Presentations

The student can make presentations, such as Power Points, Smart Board and videos.
The Ultimate Goal

Student Lead IEPs

I am the "I" in IEP
What are your questions?

What are your other ideas?

Please, share your thoughts!