



New York State Education Department
Office of Special Education
Educational Partnership





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Student-Directed Individualized Educational Program (IEP) for Families

Produced by the Technical Assistance Partnership for Transition at Cornell University.

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Blueprint for Improved Results for Students with Disabilities



Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



Inclusive Activities

Schools provide high-quality inclusive programs and activities.



Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.



Welcome

- Introductions
- Who is in the room?

Today's Learning Objectives

Participants will:

- Identify ways to meaningfully engage and promote their child's participation in the Individualized Education Program (IEP) development and Committee on Special Education (CSE) meeting
- Identify and discuss how to build and encourage their child's self-determination skills
- Receive and review materials and resources to promote student-directed IEPs

Training Materials

- Birthday party: Why Is this Cake on Fire?
- Elements of self-determination
- IEP word search activity
- Self-awareness questionnaire
- Student-led IEP agenda
- One-page profiles (English and Spanish available)
- Goal planning sheet
- Parent assessment: About my child activity
- Student rubric for student-led IEPs
- Parent exit survey

Activity: Birthday Party



See handout, “Why Is this Cake on Fire?”

Why Involve Students in the IEP Process and Transition Planning?

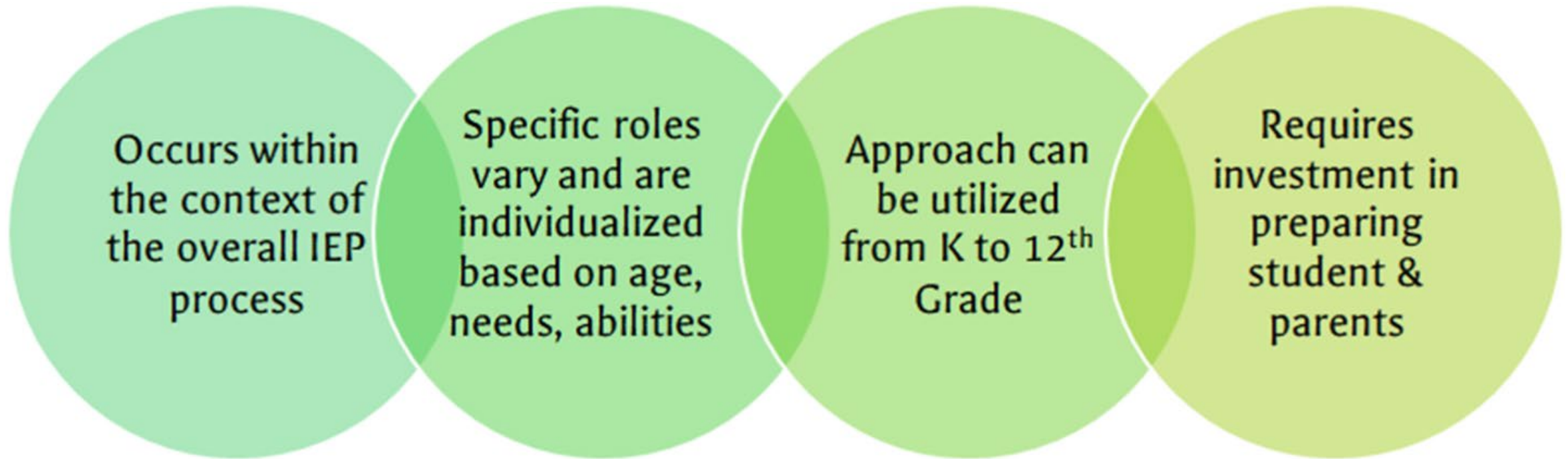
- To provide students with opportunities to make important decisions
- To encourage school completion
- To encourage family involvement
- To teach important life skills
- To encourage independence

Family Expectations

“If families have high expectations for their son’s or daughter’s future and are involved in transition planning, students are more likely to graduate, have better employment outcomes, and be enrolled in postsecondary educational settings.”

(Newman, 2004)

What Is the Student-Directed IEP?

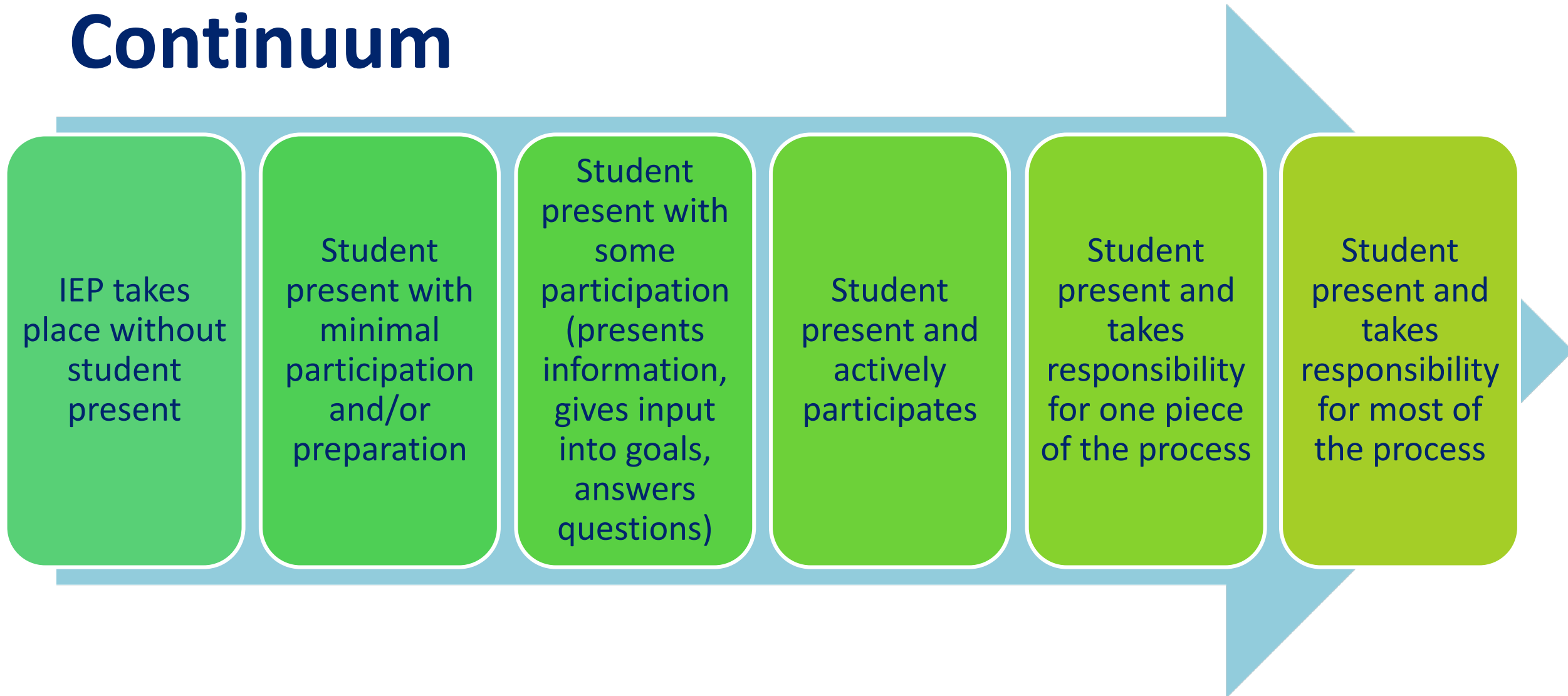


Impact of Student-Directed IEPs

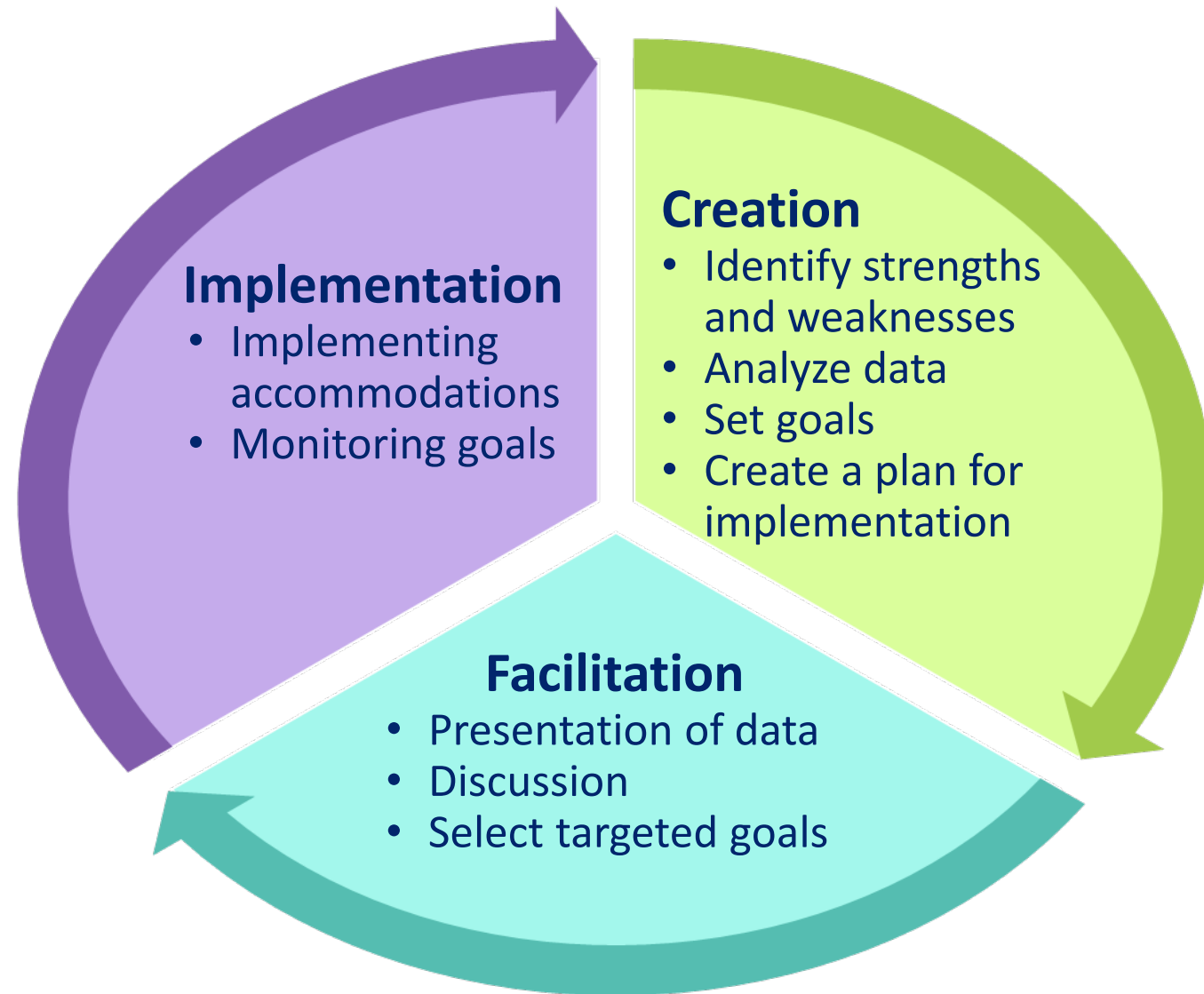
Students who understand and are involved in their IEPs are more likely to:

- Work toward accomplishing their goals
- Advocate for themselves in the classroom
- Be invested in learning and educational progress
- Understand the role that related services and supports play in their success

Student-Directed IEP Process Along a Continuum



Overview of the Student-Directed IEP Process

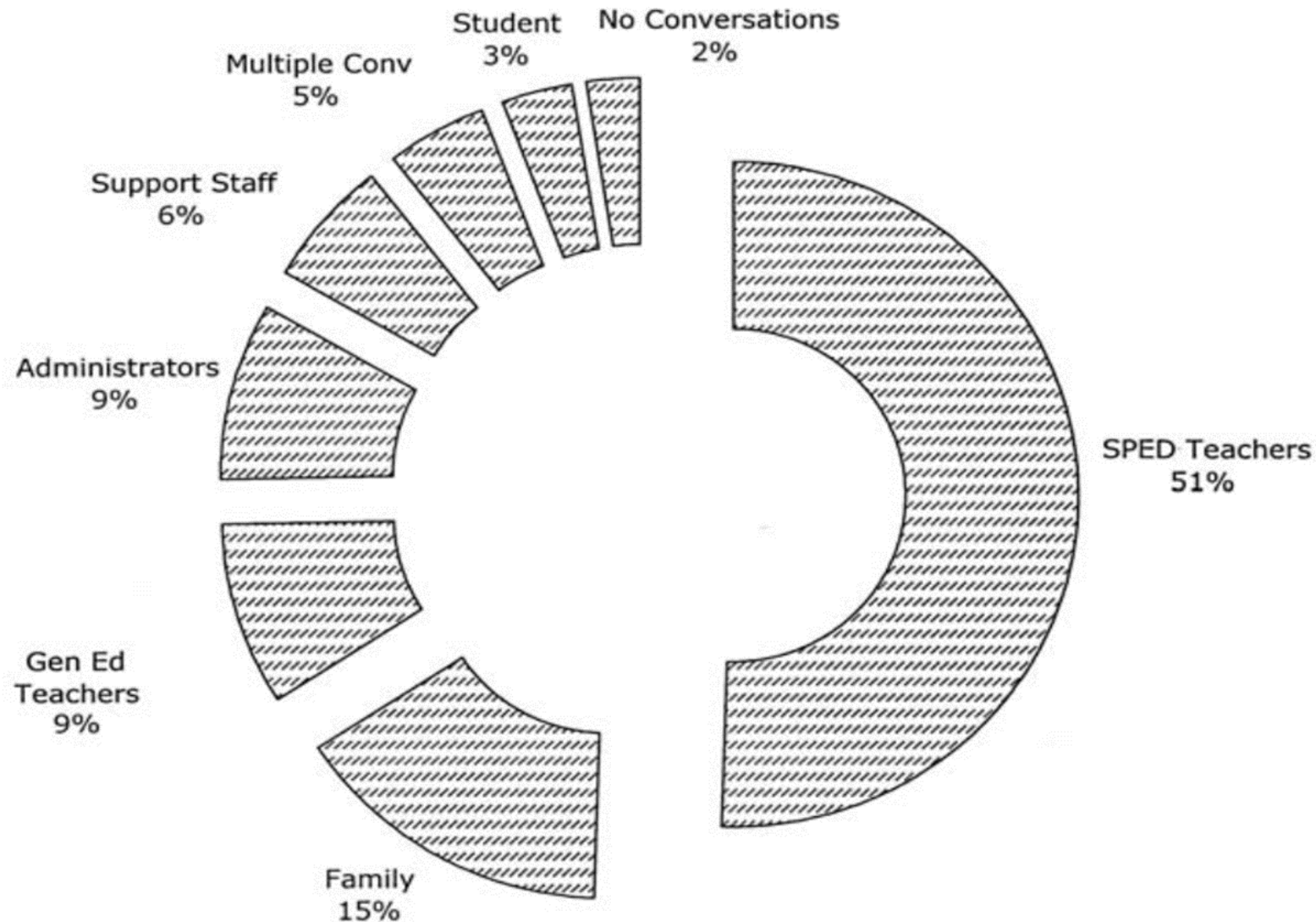


Members of the Committee on Special Education (CSE)



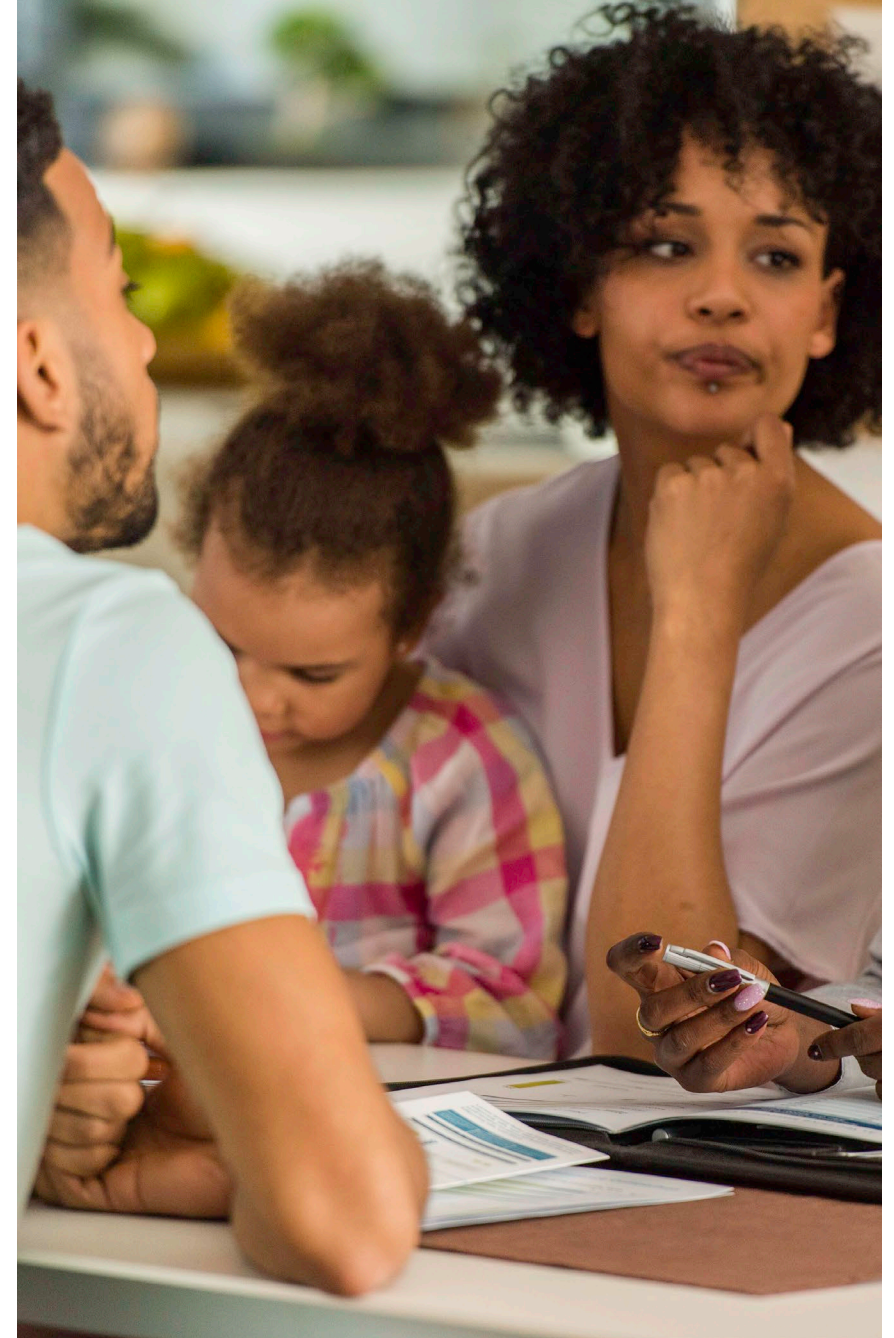
- Student, if appropriate
- Parent(s) of the student
- General education teacher
- Special education teacher
- School psychologist
- District representative (chairperson)
- Individual to interpret evaluations
- Others with knowledge/expertise

Who Talks at IEP Meetings?



Impact of Educator-Led IEPs

- Students often do not know the reason for IEP meetings.
- Students report that they make few if any decisions at IEP meetings.
- Students do not know what is expected of them during IEP meetings.



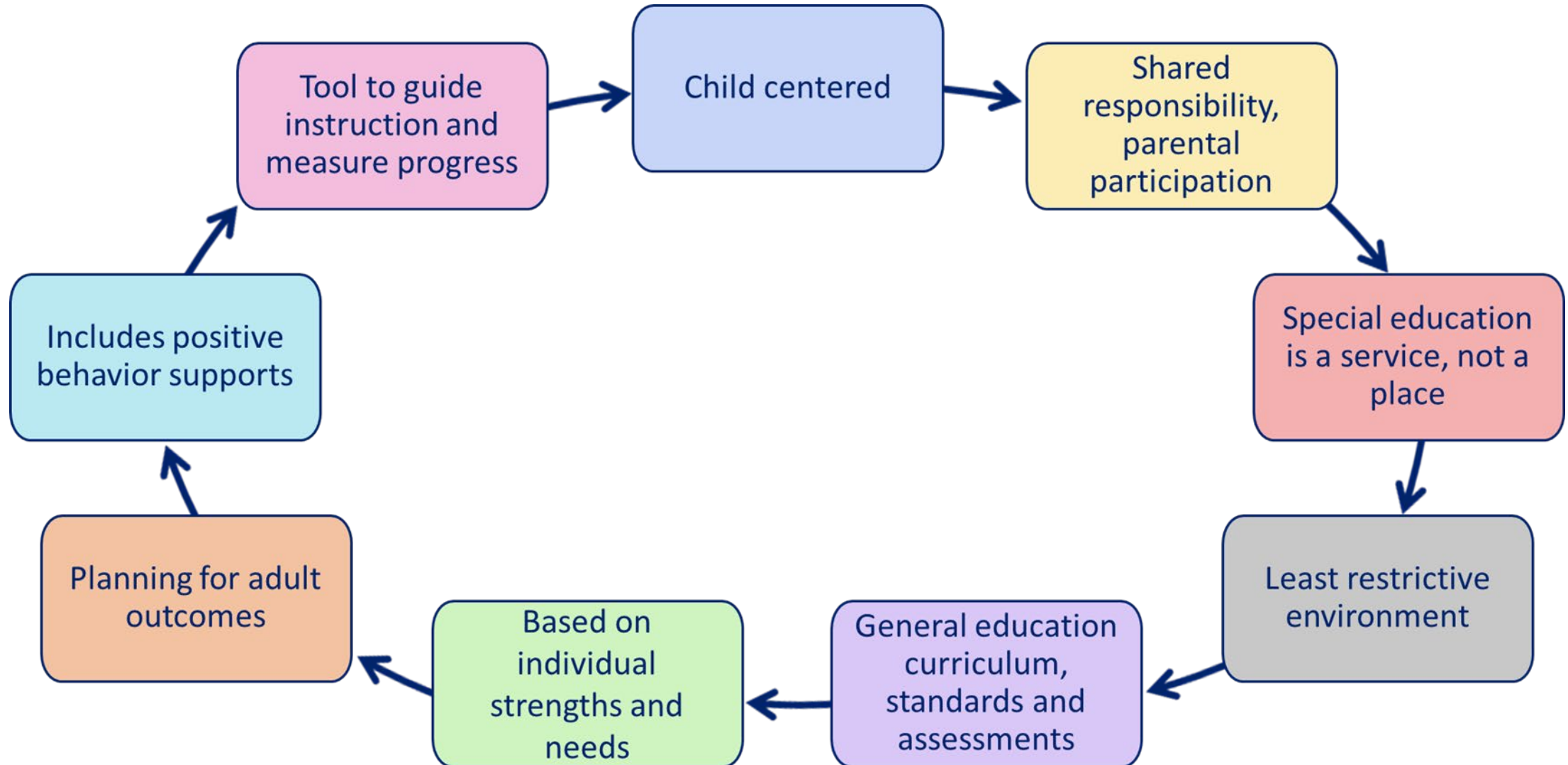
Reflection

Take a moment to reflect on the most recent CSE meeting you have attended.

- What team members attended?
- Who participated throughout the meeting?
- How do you define "participation"?



Guiding Principles for IEP Development





Defining the Student-Directed IEP

- Specific roles vary and are individualized based on age, needs, and abilities
- Can be used with students K–12
- Occurs within the context of the overall IEP process

Self-Determination



What Is Self-Determination?

- Skills, knowledge, and beliefs that enable a person to engage in behavior that is:
 - **Goal directed**
 - **Self-regulated**
 - **Autonomous**
- The ability to understand one's strengths and weaknesses
- Belief in oneself as capable and effective

Components of Self-Determined Action

- Make choices
- Express preferences
- Solve problems
- Set and attain goals
- Self-advocate
- Acquire self-awareness and self-knowledge

Elements of Self-Determination



CHOICE MAKING The skill of selecting a path forward between two known options Cm	DECISION MAKING The skill of selecting a path forward based on various solutions that have each been thoughtfully considered Dm	PROBLEM SOLVING The skill of finding solutions to difficult or complex issues Ps
GOAL SETTING & ATTAINMENT The ability to develop a goal, plan for implementation, and measure success Gs	SELF-REGULATION The ability to monitor and control one's own behaviors, actions, and skills in various situations Re	SELF-ADVOCACY The skills necessary to speak up and/or defend a cause or a person Ad
INTERNAL LOCUS OF CONTROL The belief that one has control over outcomes that are important to his or her own life Lc	SELF-EFFICACY Belief in one's own ability to succeed in specific situations or accomplish specific tasks Ef	SELF-AWARENESS Basic understanding of one's own strengths, needs, and abilities Aw

Self-Awareness Is an Integral Component



Self-Awareness Activities



Being aware of me...

1. I believe that I have strong skills in the following areas...

2. I believe that my weaknesses are in...

3. These are the people I believe may be able to help me the most...

4. Here are things that help me perform well in school...

5. If I had my choice, I would take the following classes...

6. Here are things I most enjoy about school...

7. I have been involved in an IEP meeting before **True** **False**
8. I know what happens in an IEP meeting **True** **False**
9. I know what my goals are in my IEP **True** **False**
10. I have rights according to my IEP **True** **False**
11. Only my parents have responsibilities for carrying out my IEP **True** **False**

My Own IEP

This word search will help familiarize you with individualized education program (IEP) terms. Two-word entries may appear on different lines.

L	R	S	P	S	I	S	R	Z	E	L	J	W	Y	C	S	L	Z	K	J
I	E	P	E	W	N	I	P	S	Y	V	A	Q	J	A	E	A	X	O	M
J	S	A	J	V	G	O	W	E	Z	E	N	G	C	S	T	I	D	Z	E
R	P	E	D	H	I	T	I	W	C	O	O	C	E	Y	F	T	I	Z	E
M	O	D	T	E	I	T	F	T	I	I	O	K	T	L	N	N	S	Z	T
F	N	S	Q	N	R	B	C	T	A	M	A	I	X	H	P	E	A	Y	I
E	S	V	G	O	F	S	A	E	M	C	L	L	H	D	E	D	B	E	N
Q	I	Z	L	M	H	C	H	O	J	I	I	O	H	V	O	I	I	N	G
M	B	A	E	F	U	U	D	I	B	B	F	F	A	H	Z	F	L	O	Y
O	I	Y	L	D	Q	A	N	I	P	K	O	L	I	O	A	N	I	I	K
V	L	Y	E	D	T	R	G	M	X	Q	U	W	Z	D	N	O	T	T	K
B	I	F	M	I	A	I	W	S	L	A	O	G	W	N	O	C	Y	I	T
D	T	B	O	W	L	Z	N	Y	T	Q	R	O	T	U	X	M	E	S	S
J	Y	N	R	E	S	T	R	I	C	T	I	V	E	Y	V	R	H	N	A
X	S	Z	F	U	D	G	O	A	D	V	O	C	A	C	Y	C	M	A	E
F	S	S	F	W	X	N	G	I	K	G	X	T	O	W	T	I	O	R	L
S	B	L	F	T	W	O	A	U	U	Z	F	S	Q	B	T	L	V	T	H
O	E	O	E	Q	V	C	S	U	L	A	U	D	I	V	I	D	N	I	E
S	W	J	F	B	X	J	C	T	B	J	T	D	E	K	C	F	Z	H	Q
H	W	J	J	D	I	K	N	O	I	T	A	N	I	M	R	E	T	E	D

ACCOMMODATIONS DISABILITY	ADVOCACY EDUCATION	CONFIDENTIAL ELIGIBILITY	DETERMINATION EVALUATION
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Encourage Self-Determination with Your Child

- Encourage your child to make choices about everyday activities
- Assist your child with identifying their strengths, preferences, interests and needs
- Talk about your child's future
- Hold high expectations
- Use person first language

Culturally Responsive Self-Determination Approaches

- Parents and students can share family and student goals for the future and explore the role that cultural values play in transition planning.
- Discuss self-advocacy skills that may be helpful to the student within the context of his/her culture.
- Identify adults who can serve as role models and other natural supports within the context of his/her culture that can help increase self-determination skills.
- Encourage the student to explore his/her culture identity as part of the transition planning process.

Formal Assessment—AIR Self-Determination

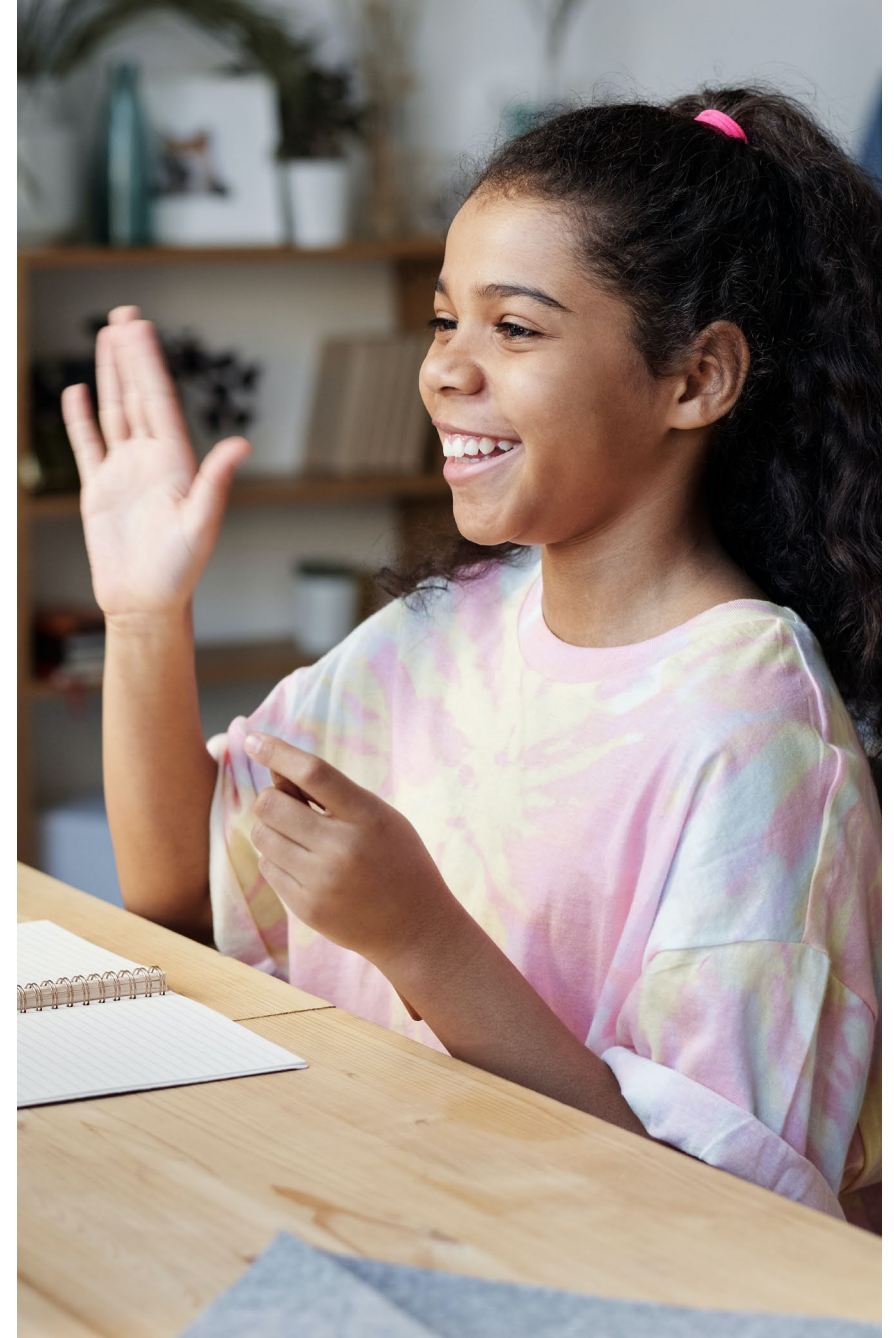
THINGS MY CHILD DOES

1. My child knows what (s)he needs, likes, and is good at.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
2. My child sets his or her own goals to satisfy wants or needs. (S)he thinks about his or her own abilities when setting goals.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
Things My Child Does— Total Items 1 + 2					
3. My child figures out how to meet goals alone. (S)he makes plans and decides what to do independently.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
4. My child begins work on plans to meet his or her goals as soon as possible.	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
Things My Child Does – Total Items 3 + 4					

Student Voice as an Informal Assessment

Students can participate in informal assessments where they share what their hopes and dreams are for the future.

- This information can be included in their Present Levels of Performance
- Students can also present or share this information at their CSE meeting



Student and Family Involvement in the IEP



Questions to Consider

Question	Answer
How can students be directly involved in their transition planning?	Student facilitates IEP development at CSE meeting (Student-directed, student-led IEPs)
Where and how is the student's voice reflected?	Student statements or perspective evident across IEP areas: present levels of performance, measurable postsecondary goals, transition needs, course of study, etc.
How is the family involved?	Involve the family by asking questions such as: <ul style="list-style-type: none">• What are the hopes and dreams of your child?• What are your child's strengths and needs?
Is cultural responsiveness discussed?	At the meeting is there an: <ul style="list-style-type: none">• Understanding of students' and parents'/families' frameworks and cultures [Gay (2010), Banks (2014)]

(Adapted from Barrio et al., 2017)

In an IEP Meeting, the Student Can:



- Introduce participants
- Highlight their accomplishments in the past year
- Present their interests, preferences, and desired transition outcomes
- Address what they do well and what will help their needs
- Share goals and benchmarks for the next year
- Ask for feedback from team members
- Set clear goals and evaluate their progress
- Advocate effectiveness for themselves
- Determine and secure appropriate accommodations
- Accept responsibility for areas where improvement is needed
- Participate fully in discussions about post-school plans

Student Involvement

Activities to Take Place Prior to the IEP Meeting

- Prepare and send invitations
- Create an agenda
- Define future goals and dreams
- Highlight strengths, weakness, needs, and interests (e.g., create a power point presentation or "All About Me" book)
- Write a letter to the CSE committee



Student Involvement

Activities to Take Place During the IEP Meeting

- Introduce themselves and others in the room
- Read a letter or share a PowerPoint with the CSE Team
- Share hopes and dreams
- Utilize a checklist to ensure all meeting topics are being covered
- Share information from any transition assessments they may have completed prior to the meeting



Agenda for Student-Led IEP Meetings



Agenda for Student Led IEP Meetings

Teacher/AEA: Hand out Special Education Procedures manual & Age of Majority information, if needed

1. Introduce myself!
2. Then ask everyone at the meeting to introduce themselves and their role
3. Share my **strengths, interests & preferences**:
 - Strengths:
 - Interests:
 - Preferences:
4. Share about my **living skills** - - (when I'm done, then ask for my parents' input)
 - Things that I can do:
 - Things that I still need to learn/improve:
5. Share about my **learning skills** - - (when I'm done, then ask for my teacher's input)
 - What are my goal areas?
 - What helps me learn best in the classroom?
 - What things are difficult for me?

One Page Profiles



ABOUT ME AND MY VISION STATEMENT		
STRENGTHS & ATTRIBUTES	THINGS I'M WORKING ON	HOW BEST TO SUPPORT ME
<div>FACT Oregon Template (Sept 2019) www.factoregon.org</div> <div></div>		WHAT DOESN'T WORK

TODO ACERCA DE MI Y MI VISION DEL FUTURO		
FORTALEZAS / DONES	MIS METAS	QUE FUNCIONA
<div>FACT Oregon Template (Sept 2019) www.factoregon.org</div> <div></div>		QUE NO FUNCIONA

One Page Profile Example

About Todd

- Independent & lives in his own place
- Enjoys listening to music & hanging with friends
- Favorite singer is Jeremy Camp
- Likes to cook (pasta, sandwiches, etc)
- Strong circle of friends & family
- Likes watching YouTube and Netflix
- Wants to date!!
- Likes to be busy (eat out, go to gym, etc)
- Uses Tri met (working on Lyft & Uber)
- Cool, funny & great sense of humor

Skills / Gifts / Strengths

- Organized, responsible, and on time
- Keeps to schedule & follows directions
- Works well with check list
- Loyal, honest and trustworthy
- A people person!
- iPhone use—ph/text, apps, timer, reminders, etc.
- Likes a challenge!

Works for Todd

- High expectations & accountability
- Check list of tasks
- Regular schedule
- Watching an example (YouTube or ph video)
- Practice / repetition

Doesn't Work for Todd

- Low expectations—If you don't think I can I won't think I can
- Fine motor / dexterity
- Being treated differently than peers

Resume experience

- Greeter / host, customer service
- Facing shelves, packaging & pricing
- Receiving and unloading, cold foods
- Sweeping, busing & wiping tables, windows
- Food prep, kitchen support
- Commercial dishwasher
- Hard working team member!



Sample Goal Plan



 **Goal Plan**

Name:

Today's Date:

My Goal

What is one of my goals?
The goal can be short-term or long-term.

Next Steps to Reach My Goal

What action step(s) do I need to take to reach my goal?

Outcomes

Results of attaining this goal.

How will I benefit from accomplishing this goal?

New opportunities that I will have after attaining this goal.

People Who Can Support Me to Reach My Goal

Who are the people in my life who can help me reach my goal?
Who will help hold me accountable to reach this goal?

Resource provided by I'm Determined, a state-directed project funded by the Virginia Department of Education. © 2006–2018 I'm Determined. All rights reserved. Last updated 01/2018

In an IEP Meeting, Families Can:

- Gain more meaningful participation in the IEP process by further developing relationships with the school team
- Work collaboratively with the CSE team to begin the student-directed IEP process
- Express their concerns and share input

Family Involvement at Home

- Talk to your child about their disability
- Have your child practice decision making and self-advocacy skills
- Discuss strengths, preferences, interests, and needs
- Connect and learn from other parents and families
- Connect with your local Family and Community Engagement (FACE) Center

Family Involvement at School

- Offer insight into how your child learns and their preferences and interests
- Report whether the skills your child is learning at school are being used at home
- Bring both historical and current information about your child that is helpful for the team in ensuring the child's unique educational needs are met
- Connect with teachers on strategies they are using with your child

Questions for Families to Consider

- Does your child know what an IEP is?
- Does your child know about their disability and how it impacts learning?
- Does your child want to participate? At what level?
- Does your child seem ready to self-advocate?
- How can you as a parent become more involved in the meeting?
- How can you assist your child in becoming more involved?
- How can you discuss the student-directed IEP process with your school district?

Family Assessment Example



About My Child

Child's Name: _____

Date: _____

Academic Consider: Activities of daily living, level of intellectual functioning, adaptive behavior, expected rate of progress in acquiring skills and information, learning style.

- ♦ Strengths: _____

- ♦ Weaknesses / Needs: _____

- ♦ Management needs: _____

Parent Exit Survey



Parent Exit Survey



Student: _____ Date: _____

1. How did it feel to have my child attend and /or participate in his/her own IEP Meeting?

- ☐ Uncomfortable - explain: _____
- ☐ Comfortable - explain: _____

2. How did my child participate in the development of his/her IEP?

- | | |
|---|---|
| <input type="checkbox"/> Listened and learned what the meeting was about. | <input type="checkbox"/> Prepared a notebook/portfolio. |
| <input type="checkbox"/> Made invitations for the meeting. | <input type="checkbox"/> Prepared a PowerPoint about myself. |
| <input type="checkbox"/> Delivered invitations to the meeting. | <input type="checkbox"/> Introduced participants at the meeting. |
| <input type="checkbox"/> Participated in discussions or interviews before the IEP Meeting. | <input type="checkbox"/> Shared samples of my work from classes. |
| <input type="checkbox"/> Made a list of strengths, challenges, likes, dislikes and interests. | <input type="checkbox"/> Presented specific information for my IEP (i.e., information about my Present Level of Performance, accommodations, etc.). |
| <input type="checkbox"/> Wrote or assisted with writing part of the IEP. | <input type="checkbox"/> Shared ideas about what works well for me and my plans. |
| <input type="checkbox"/> Took an interest/vocational assessment. | <input type="checkbox"/> Presented information from my notebook or PowerPoint about myself. |
| <input type="checkbox"/> Role played ways to participate and what to say. | <input type="checkbox"/> Reviewed my previous IEP goals and progress toward those goals. |
| <input type="checkbox"/> Set up the room for meeting. | <input type="checkbox"/> Led the discussion of transitional plans (my future). |
| <input type="checkbox"/> Prepared snacks. | <input type="checkbox"/> Recommended new IEP goals and accommodations. |
| <input type="checkbox"/> Photocopied materials. | <input type="checkbox"/> Led the IEP Meeting. |

Skill-Building with Students



Skill-Building

Multiple studies have found students who do not receive skill instruction prior to IEP meetings report they:

- Do not know how to behave at the meeting
- Do not understand the language or the process
- Feel their voice is not heard
- Generally, view the meeting as a meaningless activity

Student Skills Gained Through IEP Development

- Participating in and contributing to transition planning through
 - Transition assessment
 - Goal setting
- Participating in and leading CSE meetings through
 - Disability awareness
 - Knowledge of IEP components
 - Self-advocacy

Skills Activity

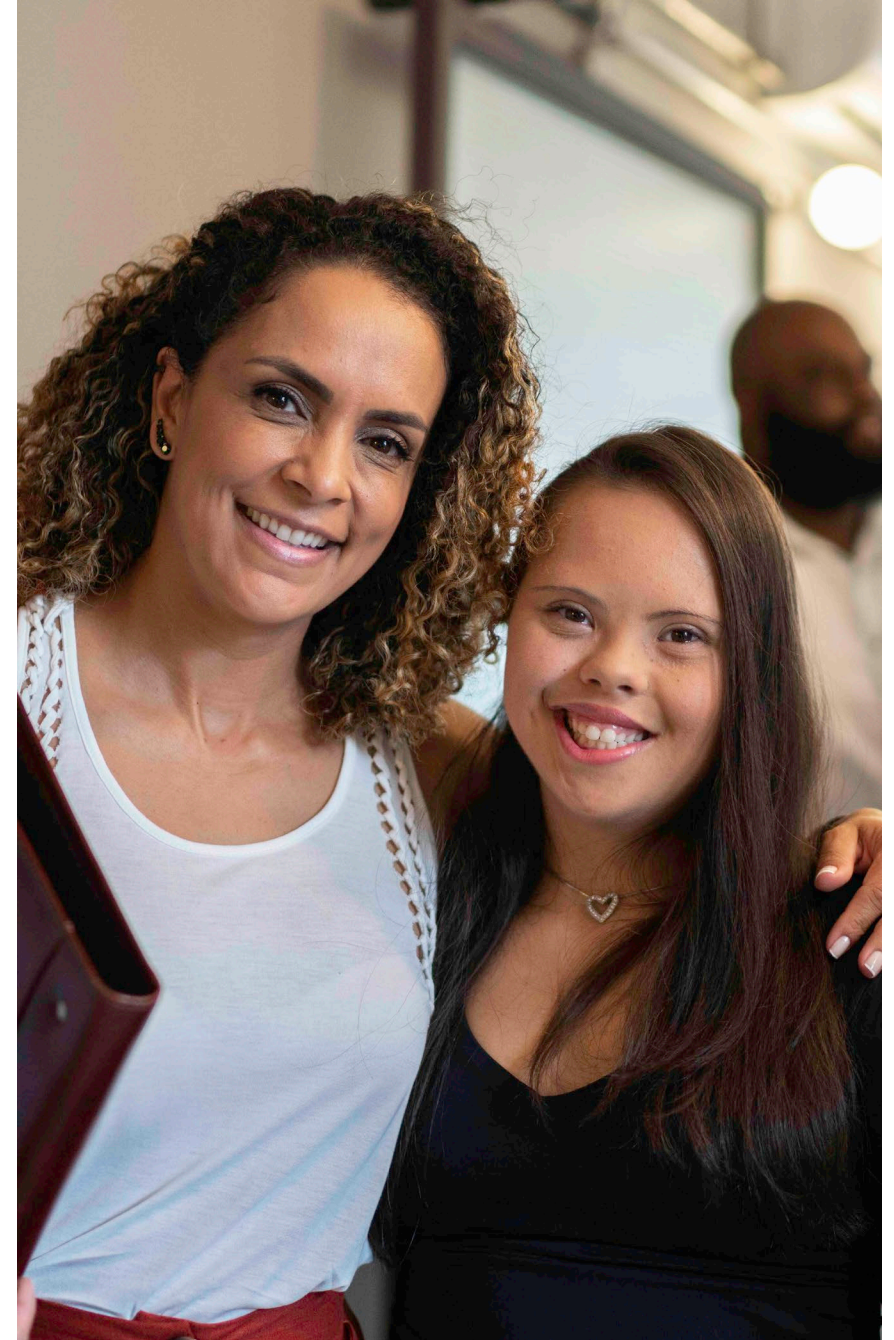
Students develop the skills necessary to engage in the IEP when:

- Leadership skills are cultivated in youth
- Youth are provided with opportunities to participate
- Adult team members expect their participation



The Student-Directed IEP Process

- The process of a student-led IEP is similar to the process in a more traditional, teacher-led IEP.
- The core differences are that adults guide the student rather than dictate the outcomes and that students provide input throughout the process.



Name: _____ Date: _____

	4	3	2	1
IEP Awareness	I understand my IEP and can explain the IEP and its purpose to others.	I know the meaning of IEP and the purpose of an IEP meeting.	I know the meaning of IEP.	I do not know what an IEP is.
IEP Participation	I have discussed my IEP with my teacher(s) and have contributed information about myself for the development of my IEP. I communicate and take ownership of this information at my IEP meeting.	I have discussed my IEP with my teacher(s) and have contributed information about myself for the development of my IEP.	I have discussed my IEP with my teacher(s), but I do not participate in the meeting.	I do not participate or attend my IEP meeting.
Knowledge of IEP Content	I can name the accommodations and goals in my IEP. I have assisted in their development and am able to explain them.	I can name the accommodations and goals in my IEP, but I do not have a voice in the development.	I know that I have accommodations and goals, but I do not know what they are.	I do not know what is in my IEP.
Abilities and Disabilities	I am able to explain my strengths and challenges and its impact to members of my IEP team and to others.	I am able to describe my strengths and challenges and explain its impact to members of my IEP team	I have an understanding of my strengths and challenges and how it impacts me.	I can recognize some strengths and challenges and am unsure of how it impacts me.

Assessment of Student Knowledge and Skills Related to the IEP Process



Adults can help students assess:

- Knowledge of IEP process
- Ability to communicate, set goals, engage in collaborative planning, and participate in implementing and evaluating the IEP

Provision of Skill Instruction Prior to IEP Meeting

When students were provided with student-directed IEP instruction they:

- **Increased** their active participation in the meeting
- **Engaged** in IEP leadership behaviors
- **Expressed** their interests, skills, and limits across transition areas
- **Remembered** IEP goals after the meeting was over
- Could talk **about their disability**, post school employment, education, independent living goals, and the course of study needed to attain their postsecondary goals

Student Examples



Welcome to my
Annual Review Meeting.....

Jade

February 8th 2012
8:30 am

Let me tell you about myself...

Senior responsible Writer
friendly creative
Christian planner
generous

F
U
N
N
Y

I am interested in...

- Animals
- Angels
- Books – Percy Jackson, Hush Hush books, Star Wars
- Anime (Japanese cartoons)
- Internet – Facebook YouTube photobucket



Some of my favorite activities...

- Writing books
- Youth group
- 30-hour famine
- Youth service fund
- Video Games



DARK ANGEL



My family and friends...

- My **family** and **friends** are important to me. They have always have been there for me and I love them all. If it were not for them, I would not have been able to stand before you today and share this with you. They are and always will be my #1 fans, as well as God. Life without them would be life without love.

Let's talk about school...

My classes are:

- Pre- algebra (Mrs. Williams)
- English (Mrs. Williams)
- Social Studies (Mr. Ulrich)
- Small animal Care (Mr. Hall)
- Independent P.E. (Mrs. Pound)
- Resource (Mrs. Cranker)



Small Animal Care



I learn best by...

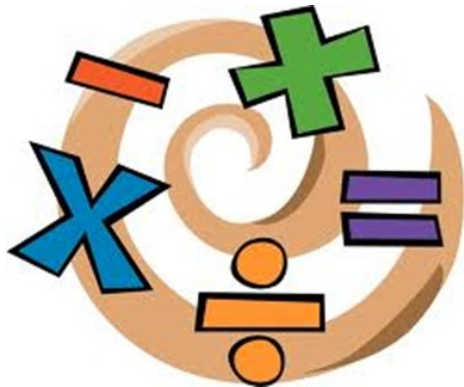
reading



I like to read my own choices. I get wrapped up in them. I imagine what the characters are doing, like a movie playing in my mind. In my mind, I can see the action and see what's going on in the book.

Writing and Math

Sometimes I write so it's readable, other times it can get a little sloppy. I prefer to hand write than typing, but typing is more legible to read. I do admit I'd rather write my own stories than what the teacher asks me to write.



My hardest subject is math. I need the calculator in order to do multiplication and division. I always need help with math homework. It can be tricky to solve certain problems like $-x - c^2 + 2 = 44$.

What I Need Help With...

- Fractions
- Multiplying and Division
- Solving equations
- Paragraphing
- Studying for the GED
- Taking notes in class
- Completing webquests

MATH!

Let's Talk about My Future...



My Home....

My house will be in the
country

I WILL HAVE A DOG

My Leisure Activities...



Eat.

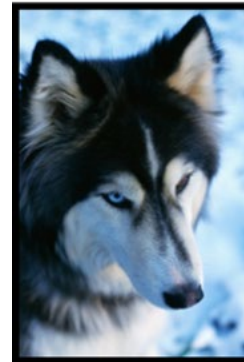


Sleep.



Exercise.

Write books



My Job...

SPCA



In My Community...

Volunteer at Dog Shelter

Volunteer at Church Dinners



Obstacles to My Goals

- Math skills
- Graduating high school
- Getting a job
- Getting my license

For the rest of this year....

- Take the GED to get high school diploma
- Graduate from high school
- Get small animal care certificate
- Pass all my classes



**THANK YOU for
COMING!!!**

Friends
Family
Teachers
Others

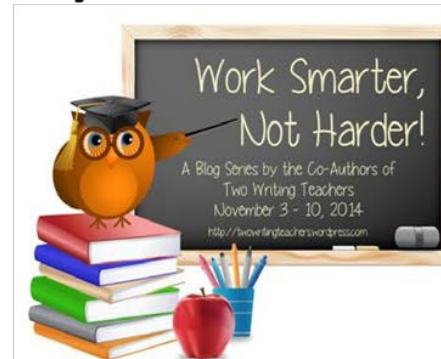
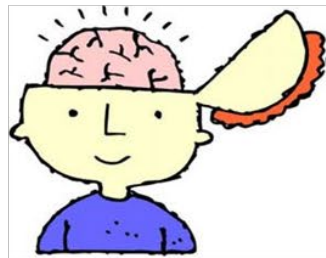
**Sincerely,
Jade**

Things You Need To Know About



Canton Smith

I already know this about myself 2018



Learn About Me

- I have a great family.
- Mom, Dad, my brother named Archer, and a dog named Ella.
- I am six years old.
- I am a good boy, but sometimes I need help.
- I love moving activities, art center, and house keeping.
- I ask questions when I need help.
- I like telling stories.
- I learn different things than my friends.

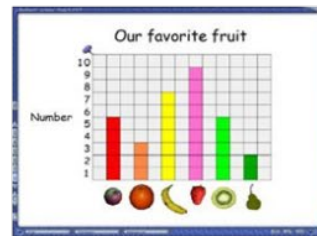
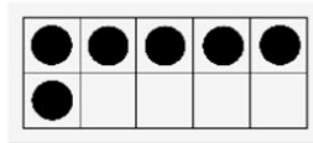


Facts about Canton

- I am in school, and I am very smart and happy.
- I like to make friends and play games.
- I like fun learning, coloring, building, and gluing.
- I love lessons on Smart Board.
- I love center time, especially Art Center.
- I will play on the computer if I have to.
- I have beautiful brown eyes, but I learn better with the right eye.



Subjects I Like



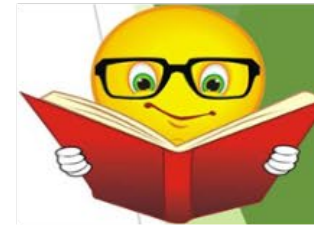
I Like:

- Science
- I love exploring.
- I know how to make observations.
- I really like working with friends.
- I like sleeping at Aunt Lisa's and Uncle Paul's house.
- I play games in driveway with Dad.
- I play school at my house.
- I play family in the treehouse.
- Class trips are so much fun!

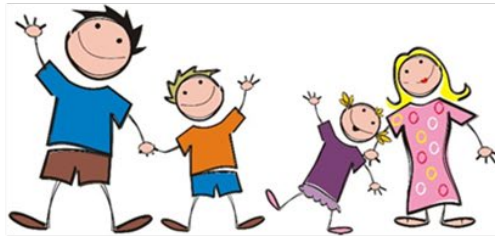


I Like Reading

Letters and Sounds, Letter People Puppets, books, and listening to stories.



I Like (continued)



In School:



- I am a good friend
- I am polite to teachers and all adults
- I can ask for help
- I use all the tools
- I like to help friends with work

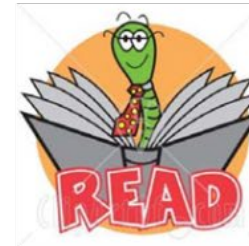
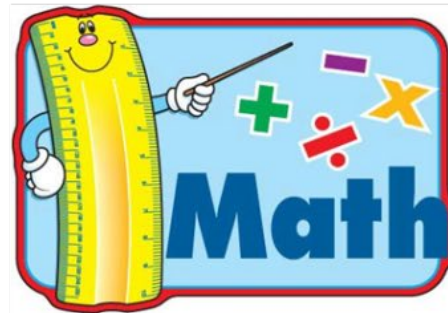
- Adults help me stay on the correct page
- The adults help me to point out steps to follow
- The adults give me visuals to organize me
- I ask questions when I am unsure
- Sit by where the teacher is, so I can hear and see her

6 Tools
to Find Out
Your Kids'
Learning Style



In First Grade I Want to:

- Have a teacher that knows how I learn.
- Work with classmates on projects.
- Be happy everyday like I am now.
- Do well in reading, math, and science.



“I am just starting to know what I need to have a great day in school.”

I can...

- Use my tools
- Use step-by-step pictures
- Work with friends and look what they are doing if I forget
- Sit with my right eye looking at the Smart Board
- Raise my hand to ask for help
- Sit close to the teacher



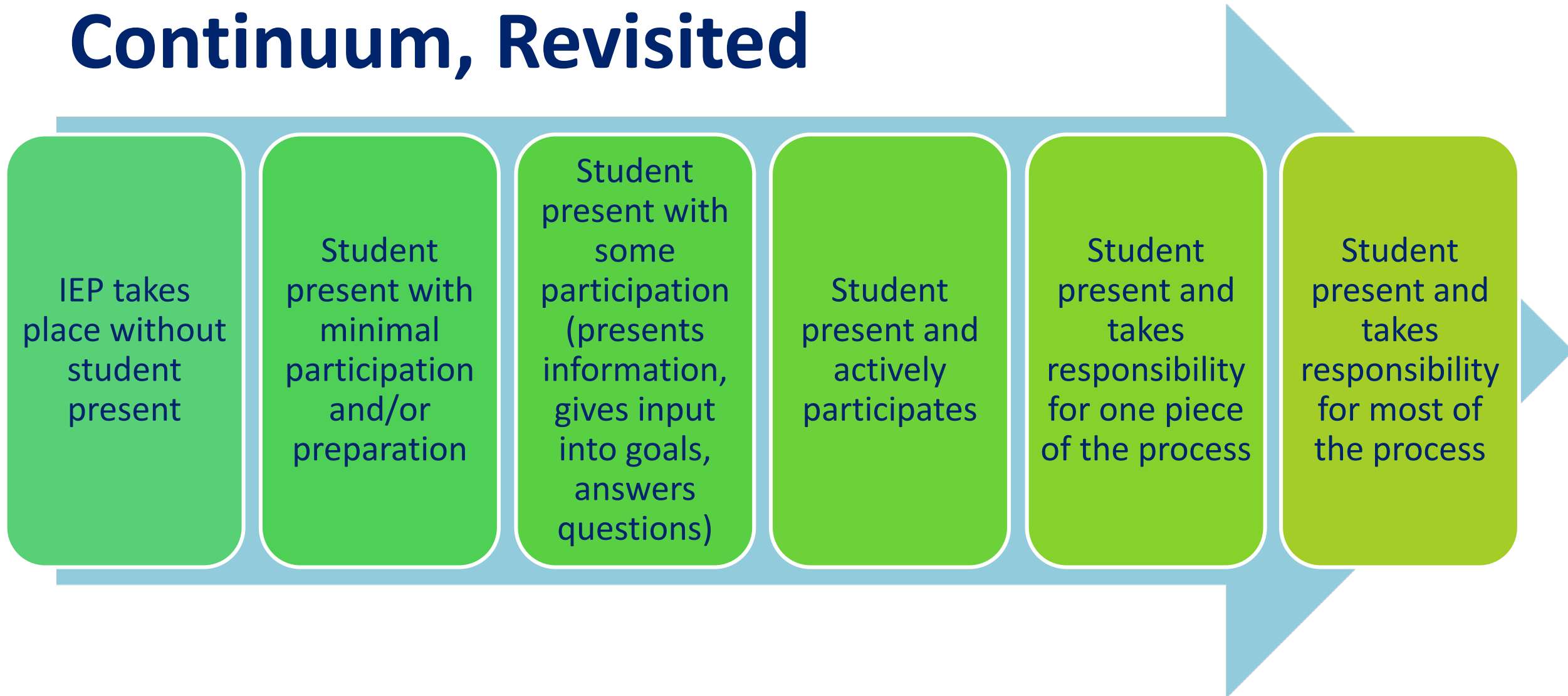
Final Considerations



Tips for Parents for a Successful Meeting

- Look over the IEP Meeting Notice
- Invite anyone you think should be there
- Make a list of paperwork to bring to the meeting
- Review your child's progress
- Make a list of questions
- Use "we" to promote collaboration
- Listen respectfully
- Participate fully
- Respect time limits
- If you disagree, do it in writing
- Call your local FACE Center for assistance

Student-Directed IEP Process Along a Continuum, Revisited





Closing Reflection



- What next step(s) do you plan on taking to begin this process with your child/young adult?
- What questions do you have?

Optional Videos

[411 Disability Disclosure](#)

[Let's Talk About It: A Family Perspective](#)

18-minute Office of the State Superintendent of Education (OSSE) video with parents talking about discussions with their children about their disabilities:

Resources

- [I'm Determined Website](#)
 - IEP meeting templates for various grade levels:
 - [Preschool](#) [Elementary](#) [Highschool](#)
 - [Rubric for Student Participation](#)
 - [Self-Determination Toolkit for Parents](#)
- [Parent Involvement Activities for Transition](#)
- [Secondary Transition Process Toolkit from the Office of the State Superintendent of Education](#)
- [Zarrow Center for Learning Enrichment: AIR Self-Determination Assessments](#)

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Questions and Answers



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New York State
EDUCATION DEPARTMENT

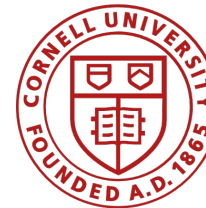
Knowledge > Skill > Opportunity



New York State Education Department
Office of Special Education

Educational Partnership

Technical Assistance Partnership
for Transition



Cornell University

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