



New York State Education Department
Office of Special Education
Educational Partnership





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Student Involvement in the Individualized Education Program (IEP) for Professionals

Meeting Three

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

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Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.



Introductions

- Name
- Educational Organization (EO)
- Position

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.

Meeting Norms

- Take care of your needs (water, food, restroom, etc.)
- Speak your truth—Use “I” statements
- Ask what you need to understand and contribute
- Listen with respect
- Push your growing edge
- Participate and struggle together
- Expect a lack of closure
- Respect each others’ needs

Goals of the Meetings

Meeting One

- Define self-determination.
- Apply considerations for culturally and linguistically diverse (CLD) students and families.
- Identify research and resources supporting self-determination assessments and instruction.

Meeting Two

- Recognize how to apply self-determination assessment results in the IEP.
- Identify resources available to create student presentations.
- Utilize qualitative data from previous participants to support the team throughout the process.

Meeting Three



- Receive/provide peer support and resources related to self-determination instruction and student involvement in the IEP process.
- Documentation to measure the impact of the work.

Meeting Four

- Share successes and lessons learned from the experience.
- Share student progress and achievement.

Training Objectives

Participants will:

- Receive/provide peer support and resources to aid in the delivery of self-determination instruction.
- Participants will receive/provide peer support and resources to assist in the implementation of increased student involvement in the IEP process.
- Participants will identify various pieces of documentation to be completed and submitted to measure the impact of their work.

Where Do We Stand? Dialogue Protocol—Step One



- Assign a group facilitator.
- One member of the group will have an opportunity to share freely without interruption until time is called at five minutes (5:00).
- **They may wish to discuss:**
 - Lessons they have delivered/plan to deliver;
 - Strategies they have employed (with students, parents, logistical);
 - Any issues that may have arisen.

Where Do We Stand? Dialogue Protocol—Steps Two and Three

- Other group members may now ask clarifying questions, offer feedback, and engage in cross-talk about the items on the floor for dialogue (five minutes).
- Protocol will continue until all group members have had opportunity to share and receive feedback.

Group Share Out



- Ask for volunteers from each group to share insights and new resources/suggestions related to self-determination instruction and/or student involvement in the IEP process.
- Participants can highlight one or two take aways they will be incorporating into their process.

Assessments/Impact Documentation



- [Self-determination Checklist: Student Self-Assessment](#)
- [Self-determination Checklist: Elementary Student Self-Assessment](#)
- [AIR Self-Determination Scale Educator Form](#)
- [I'm Determined Teacher Exit Survey](#)
- [I'm Determined Student Exit Summary](#)
- [I'm Determined Parent Exit Summary](#)
- Student Involvement in the IEP Series Feedback (in handouts folder)

****Be sure to include district, student initials and teacher's name on each form!**

Logistics

- ✓ Schedule meeting time and place prior to celebration date—May ____.
- ✓ Decide who to invite to the meeting.
- ✓ Send invitations in a timely manner.
- ✓ Materials:
 - Audiovisual
 - Share via flash drive, YouTube, or Google drive, publisher pamphlet, posters
 - Test run to ensure audio and visual features working
- ✓ Prepare the presentation.
- ✓ Prepare questions and answers.

Questions and Answers



Celebrate Good Times... Come On!

Our Celebration Will Be On
_____.

Please bring any artifacts; e.g., PowerPoints, scripts, post-assessments, videos, pictures, etc. from the CSE meetings to share with the group.

All meetings are at
the ABC Teacher
Center:

May ____; 12–3pm

Resources

- [AIR Self-Determination Assessments](#)
- [I'm Determined](#)

Contact Us

TAP for Transition

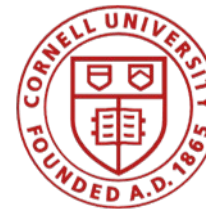
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Knowledge > Skill > Opportunity



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