



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 One

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

Last updated on July 25, 2023.



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.

Meet and Greet



Introduce yourself (name, school/district, role).

Think about why you chose to engage in this series and what you hope to get out of it.

Share your answer with the group.

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.

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.

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 identify:

- The components and research that support self-determination instruction and the student-involved approach.
- Self-determination assessments available to assist in obtaining individualized information to build student skills.
- Considerations for CLD students and families.
- Materials and resources available to foster and support self-determination skills in students.
- Next steps to begin increasing student involvement in the IEP process.

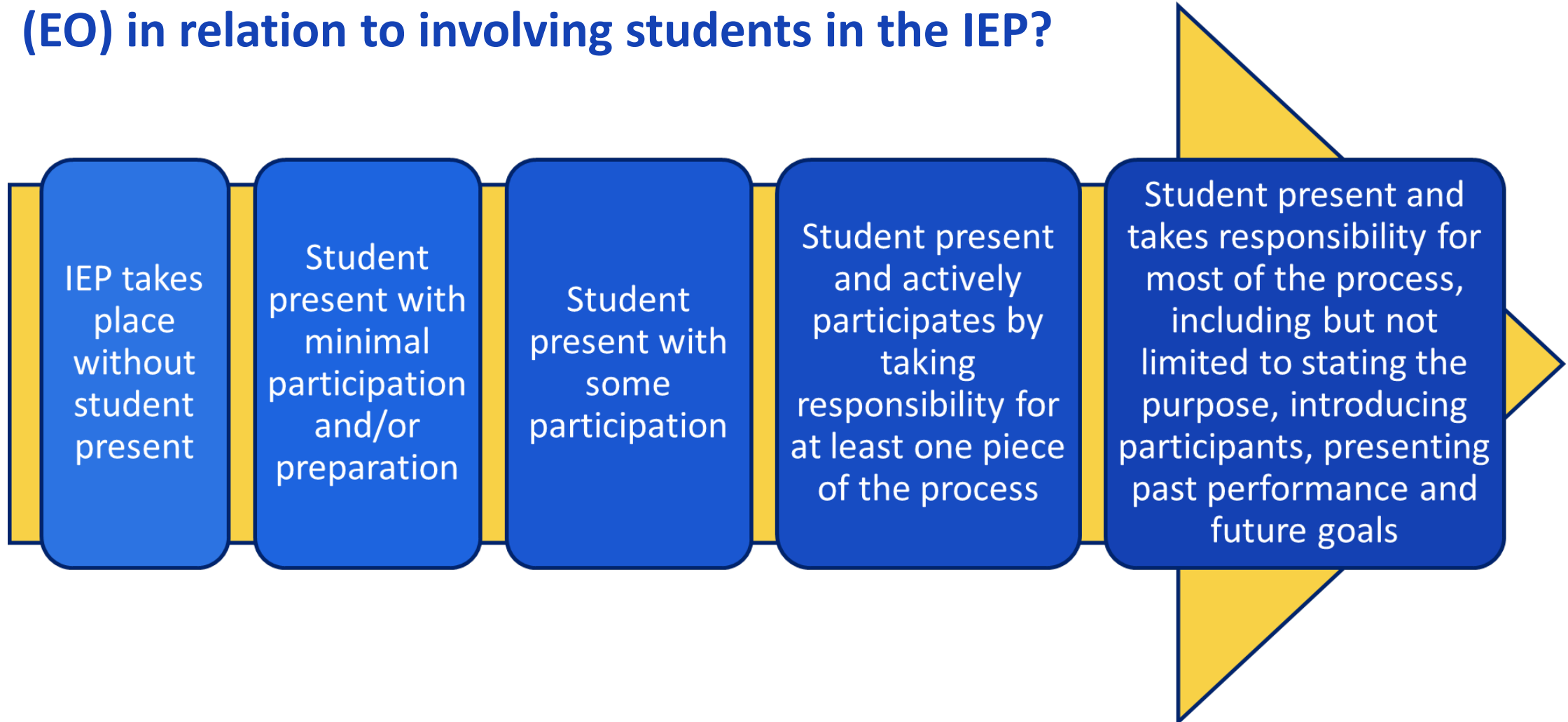
Why Increase Student Involvement in the IEP?



Student-Involved IEPs

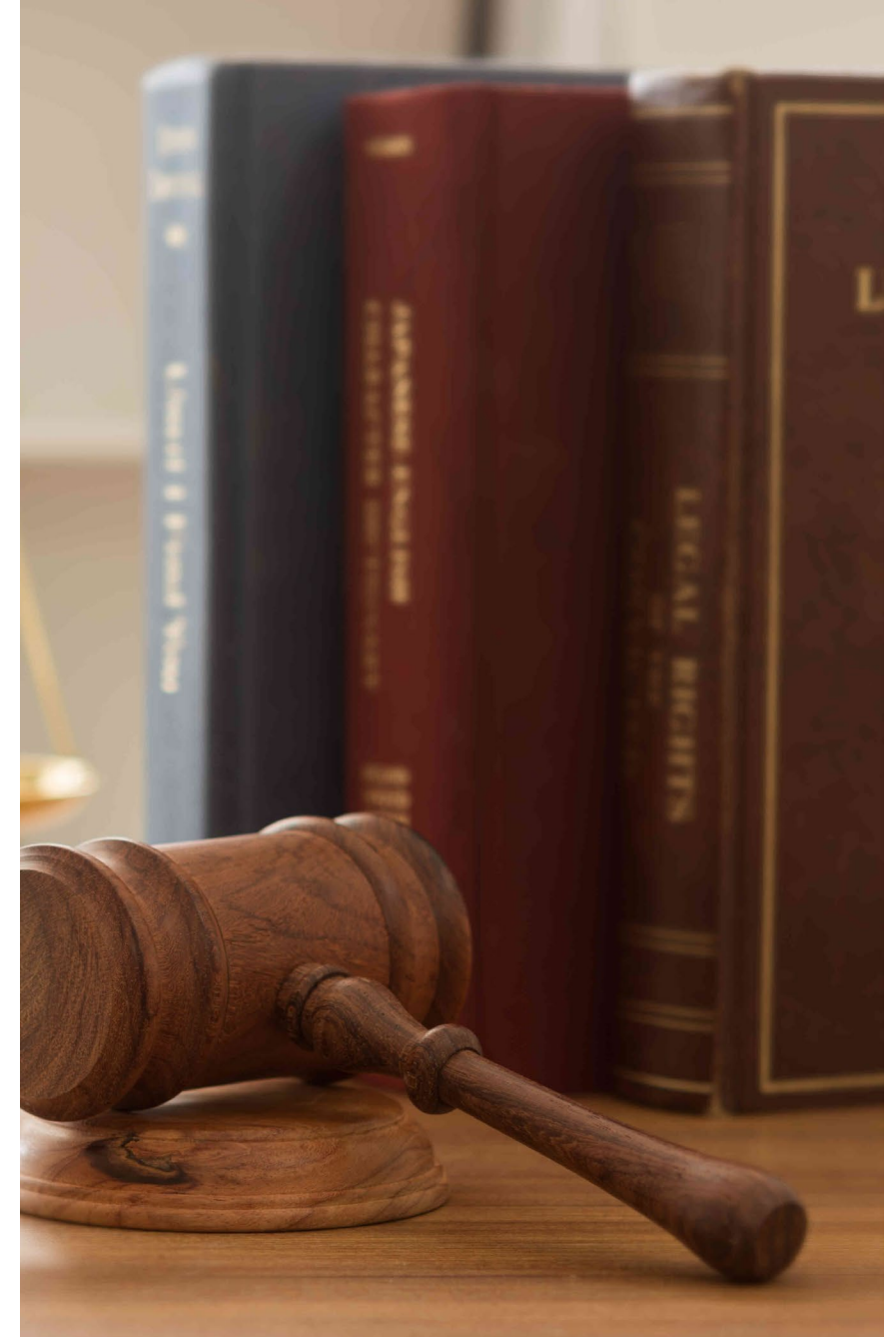


Where on the continuum is your Educational Organization (EO) in relation to involving students in the IEP?



What is the purpose of special education?

The purpose of Special Education is to ensure that all children with disabilities have available to them a free appropriate public education... to meet their unique needs and **prepare them for further education, employment, and independent living.**



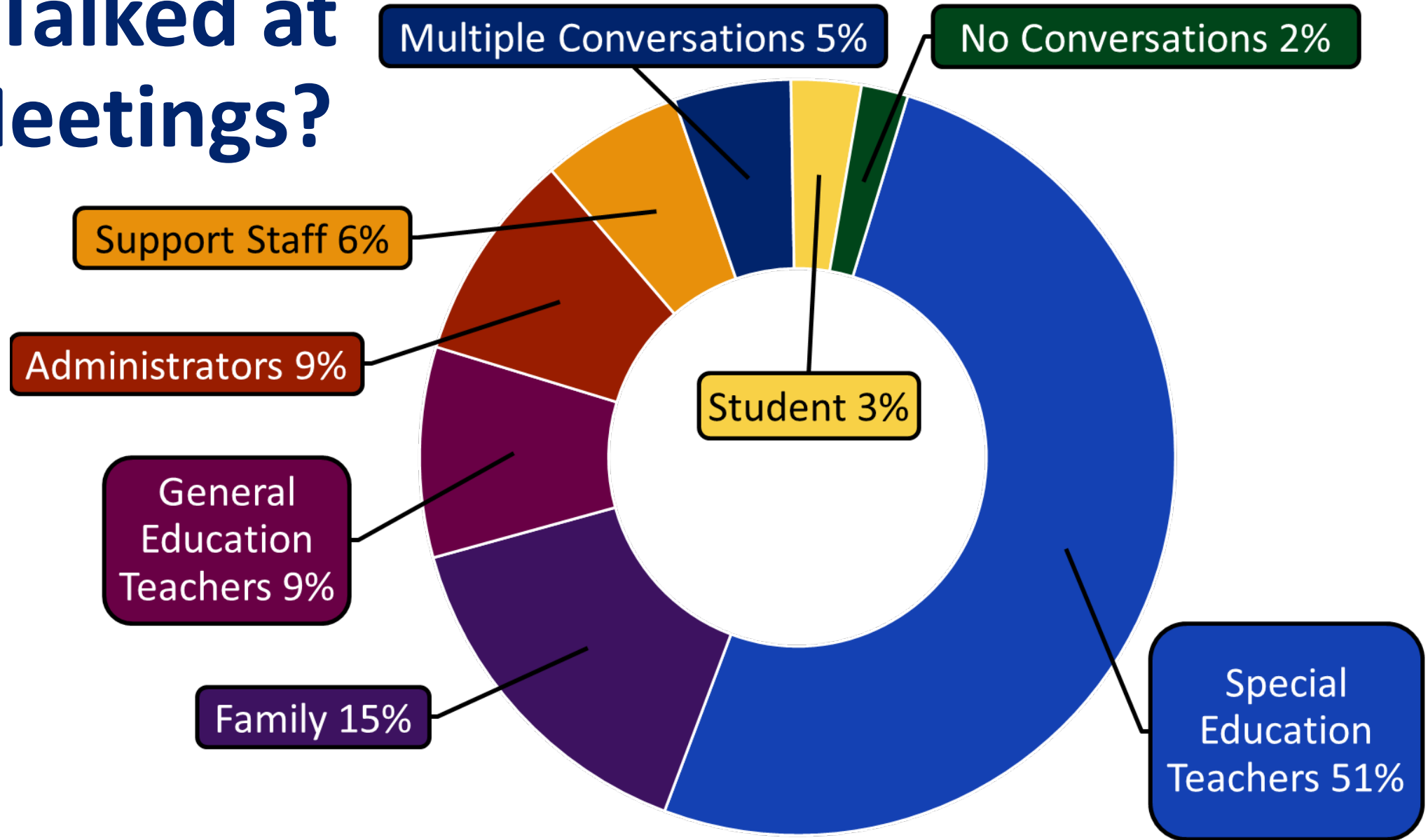


Student Invitation to Meeting When Discussing Transition



If the purpose of the meeting is to consider the postsecondary goals for the student and the transition services needed to assist the student in reaching those goals, the **school district shall invite the student**. If the student does not attend, the ***district shall take steps to ensure that the student's preferences and interests are considered.***

Who Talked at IEP Meetings?



Why is This Cake on Fire?



Reflection

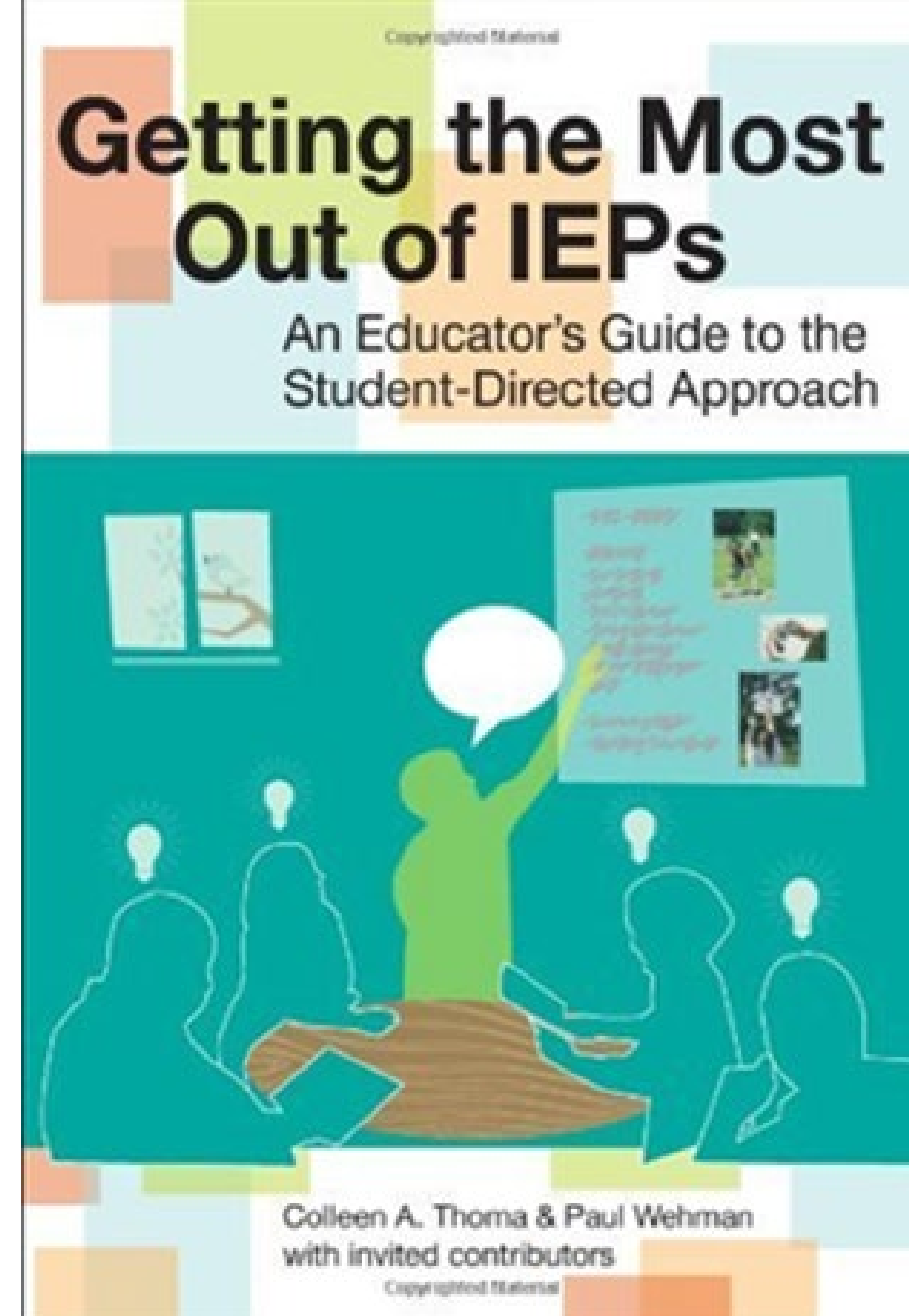


- How would you have felt about people planning your future without asking you what you wanted?
- Would their choices have aligned with your goals and objectives for your life?
- Why would it be important for you to be **included in the conversations about your future?**
- **What important skills do you think you would gain from being an active participant in the conversations?**
- **What type of environment would have helped you** feel comfortable in actively participating in such a meeting? What factors would have made you feel welcome and encouraged to engage with the other members of the IEP team?

Introducing Student Involvement in the IEP

- *Getting the Most Out of IEPs*, by Colleen A. Thoma and Paul Wehman.
- The text offers a multitude of suggestions and resources.

"...participation in an IEP meeting...is an effective place to start as students learn to identify their strengths and weaknesses; communicate their long-range goals; and advocate for instructional strategies, supports, modifications, and adaptations that will help them reach their goal."
(Thoma & Wehman, 2010 p. 10)



The Positive Impact of Student Involvement in the IEP Process

Research shows:

- Enhanced student motivation (Dweck, 1986; Niemiec & Ryan, 2009; Ryan & Deci, 2000)
- Students understand the IEP process (Allen, Smith, Test, Flowers, & Wood, 2001)
- Improved student academic achievement (Test et al., 2004)
- Increased student and parent participation and opportunities to communicate at the IEP meeting (Martin et al., 2006a)



Secondary Student Example

Welcome to my Annual Review Meeting

Jayla
May 3, 2019

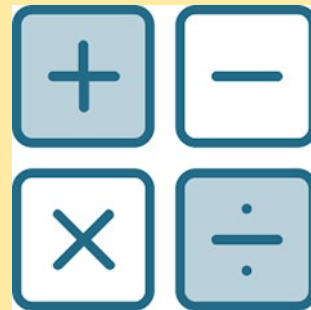
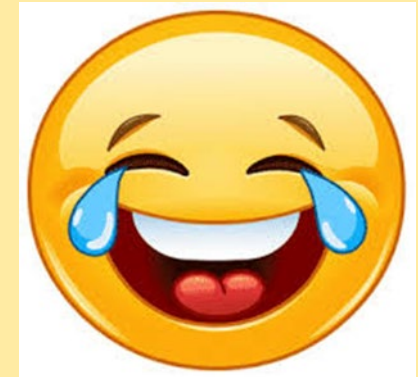
Let me tell you about myself...

Funny

Smart

Love theater, especially Broadway shows!

Good at MATH



I am interested in...

Drawing

Writing

Singing



After-School Activities

Interact Club

Art Club



My Support System

- My family consists of my mom, dad, grandma, grandpa, my little brother, and my dog.
- My parents' names are Sandi and Karl.
- My grandparents' names are Virgaline and Felix.
- My brother's name is Karl and he is 11 years old.
- My dog's name is Earl and he is a Yellow Lab.

Family Photos



Who Helps Me in School:

Mrs. Dreitzler- Resource Room

Mrs. Fendler and Mrs. Rohl- The Testing Room

Ms. Rossi- Speech

Mrs. O'Connor- Living Environment

Mrs. Giordano and Mrs. Wilson- Geometry

Mrs. Byrne- Gym

Ms. Baswell- Health

Mr. O'Donnell and Mr. Johnson- Global Studies

Mrs. Davis and Mrs. Ferrari- English

Mrs. Esposito- Business Computer Applications

What do I need help with?

Public speaking

Writing essays

Not being scared to ask for help

My Future

- In the future, I want to get a job in forensic science
- My dream colleges are Farmingdale State College, Pace University, and Saint Anselm
- I am OK with going away to college or staying close to home



Possible Obstacles/Roadblocks to My Goals

Forensic Science

Making choices when I don't know something

Getting started with writing when I don't know what to write

Not getting so anxious/upset

Goals for the rest of the school year...

By the end of this year, I will:

- Pass Regents exams in Geometry, Global History, and Living Environment

I have a summer job working at Camp 4H as a Counselor in Training (CCIT)!!!!!!!



Thank you for
coming!

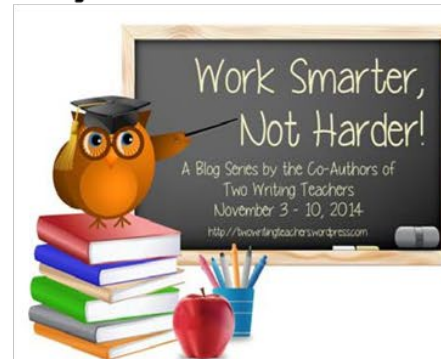
Elementary Student Example

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

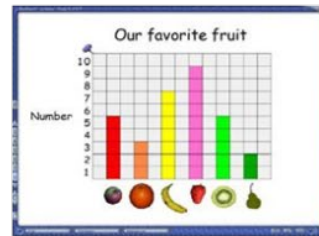
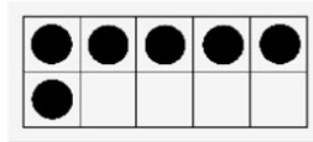
- I am in school, and I am very smart and happy.
- I like to make friends and play games.
- I like fun learning, coloring, building, and gluing.
- I love lessons on Smart Board.
- I love center time, especially Art Center.
- I will play on the computer if I have to.
- I have beautiful brown eyes, but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



LEARNING
IS
FUN



Subjects I Like



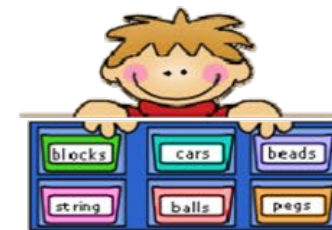
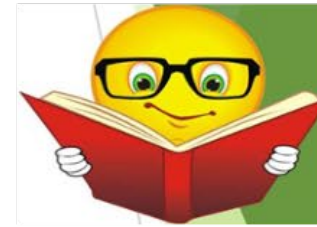
I Like:

- 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!

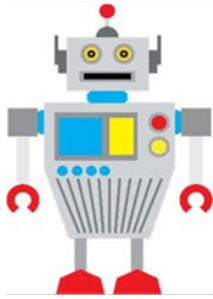


I Like Reading

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



I Like (continued)

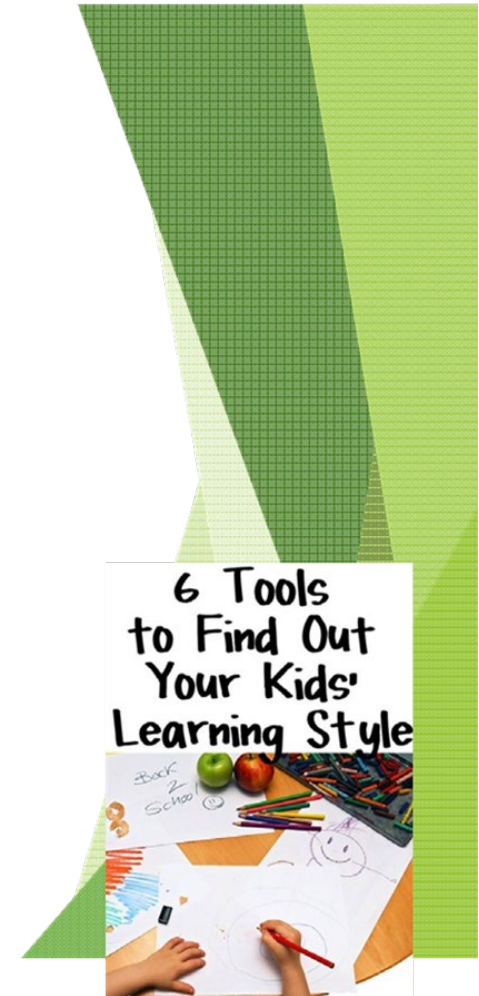


In School:



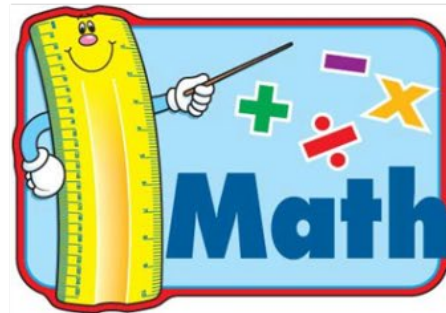
- I am a good friend
- I am polite to teachers and all adults
- I can ask for help
- I use all the tools
- I like to help friends with work

- 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



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



Student Involvement in the IEP Process in Action

Reflections from: Students, Parents and Educators

Video:

[I'm Determined: Self-Determination—The Importance of Student Involvement in IEPs](#)



How Did They Do It?

**Explicit Direct and Specially-Designed Instruction in
Self-Determination Skills**

Would You Like to See...?

- Higher academic achievement for your students?
- Enhanced student motivation?
- Increased communication between students, families, and teachers?
- Increased self-advocacy skills for your students?



Components of Self-Determined Action

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

The Self-Determined Learning Model of Instruction (SDLMI)

A Student-Friendly Definition

“Being self-determined means acting or causing things to happen as you set and work toward goals in your life.”

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

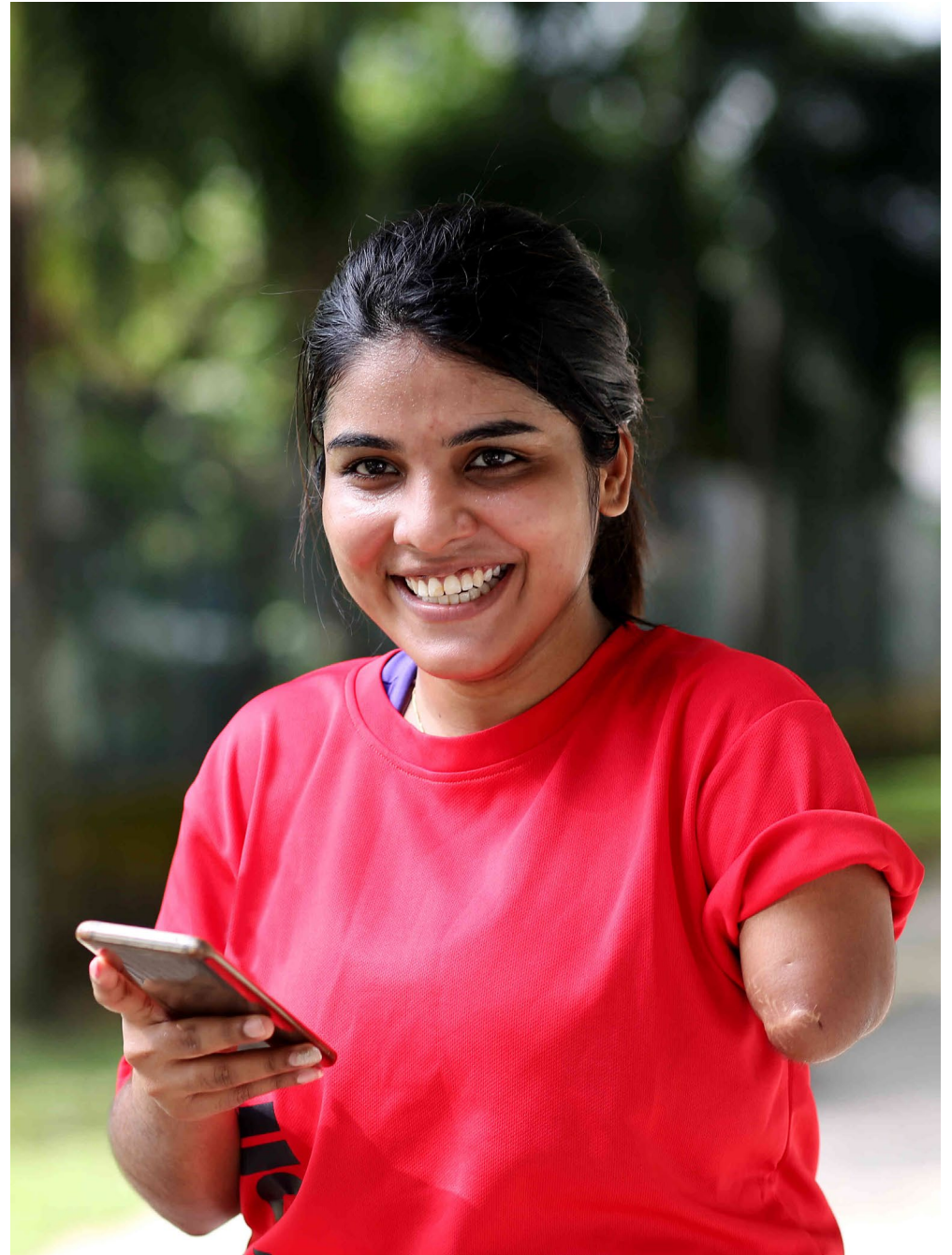
Predictors of Post-School Success

Adapted from the National Technical Assistance Center on Transition: The Collaborative (NTACT: C)

Predictors/Outcomes	Education	Employment	Independent Living
Self-Determination/Self-Advocacy	Research-based	Research-based	Promising
Self-Realization (new)		Promising	Promising
Youth Autonomy/Decision-Making	Research-based	Research-based	Promising

Student Impact

Self-Determination empowers groups of people to take control of their own affairs and direct their own futures.



Self-Determination in EOs



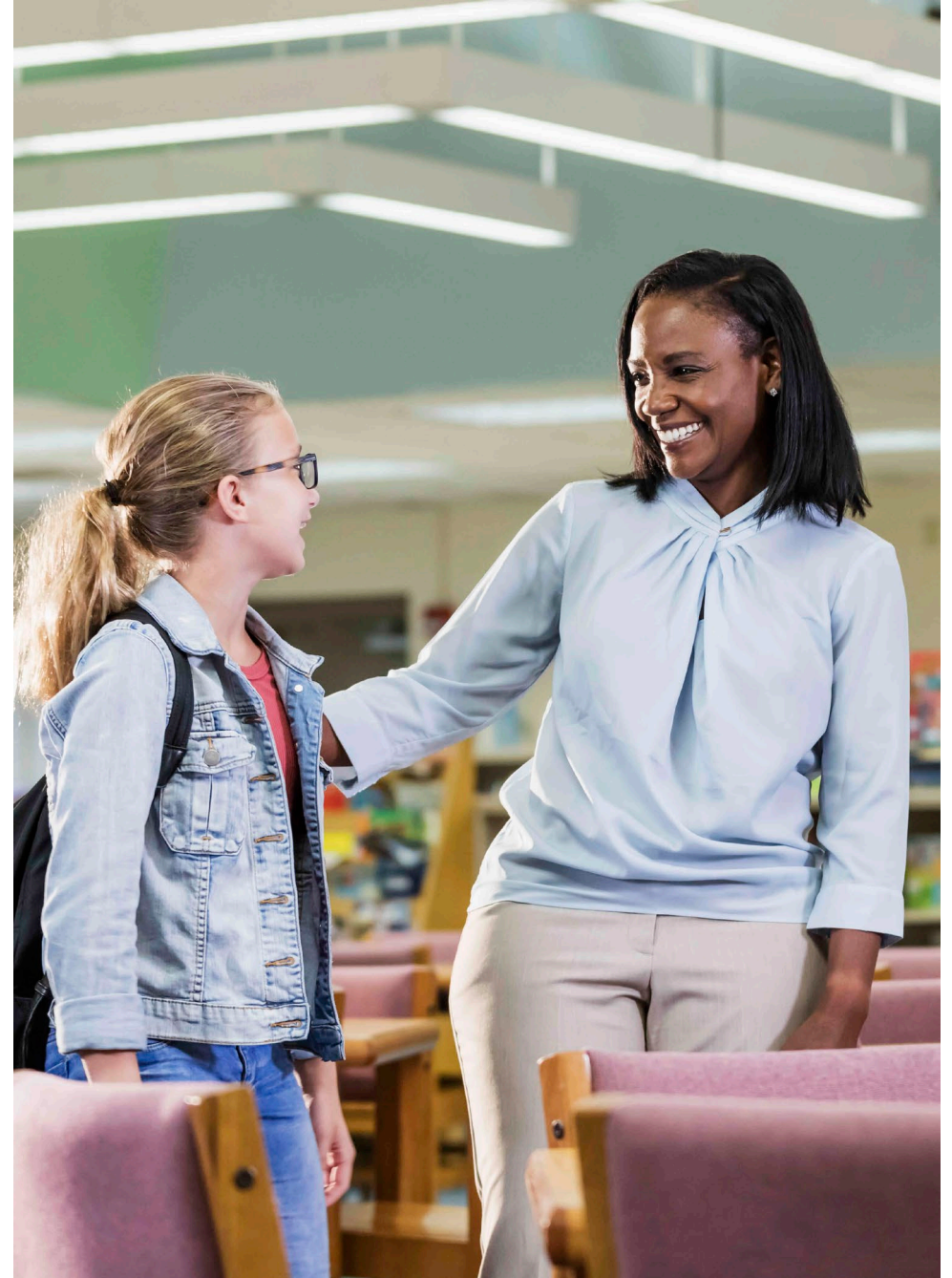
1. How do you ensure goals related to self-determination are included in the IEPs of your students?
2. What programs, resources, and processes are in place within your school and/or community to ensure students with disabilities are supported to learn self-determination skills?
3. What can be done to improve the quality of self-determination skills training in your school and community?

Expectations



How to Begin—Start Slowly

- Choose 1–2 students minimum (elementary, middle, and/or high school).
- Learn how to support students, regardless of their current skills and abilities, to increase their own self-awareness and knowledge of and participation in the IEP process.

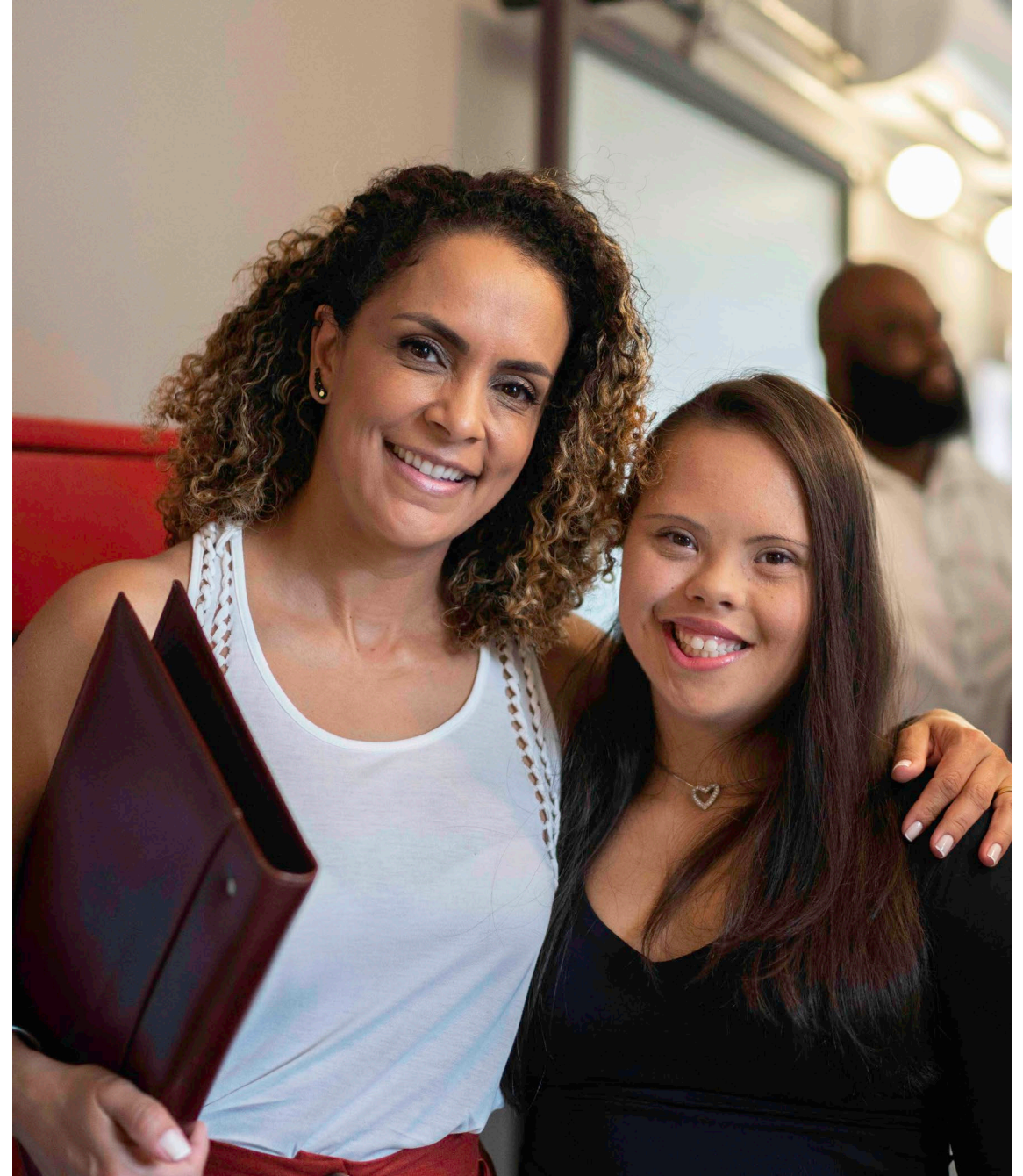


Students Will...

- Articulate strengths, preferences, and interests
- Set clear goals and evaluate their progress
- Advocate effectively for themselves
- Determine and secure appropriate accommodations
- Accept responsibility for areas where improvement is needed
- Participate fully in discussions about post-school plans

Teachers Will...

Empower students to take a lead role in directing their education, advocating for support, and shaping a bright, self-determined future.



Helping Families Understand Why Student Involvement in the IEP Process Is Important

- What does this mean for families?
- Why is this process being initiated?
- How can families help?
- What is the family's role in the process?



How Do Cultural and Linguistic Diversities (CLD) Impact Future Learning, Earning, and Living Opportunities?

Student and family values may not be aligned with mainstream beliefs.

Individualistic Cultures	Collectivistic Cultures	For Example
Self-awareness	Family/group identity	Student and family may not understand disability
Self-advocacy	Deference to family/group	Individual choice may or may not be encouraged
Interdependent with society	Interdependent with family/group	Transition to society vs transition back to family as adult
Schedule oriented	Process oriented	Focus on time vs task completion

Strategies for CLD Students and Families



- How can you utilize cultural differences and strengths in transition planning?
- What are common obstacles to successful transition for CLD youth?
- What resources can be drawn upon to assist the student and family in transition planning?
- What additional support will personnel need in order to assist the student and family in transition planning?

Consider Cultural Views When Initiating Self-Determination Instruction

- When using self-determination programs or curricula, pay attention to the underlying values being emphasized and consider how they may align or contradict the student's cultural values.
- Each self-determination skill should be taught with a component on how to use it appropriately in different settings.
- When possible, include the student's family in the instruction to provide culturally relevant feedback.

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 their culture.
- Identify adults who can serve as role models and other natural supports within the context of their culture that can help increase self-determination skills.
- Encourage the student to explore their cultural identity as part of the transition planning process.

Self- Determination Assessments



The Purpose of Self-Determination Assessments

Assessments provide:

- An objective measure of self-determination skills.
- A baseline for determining individual strengths, needs, preferences, and limitations.
- A tool for progress monitoring.



Assessment Examples

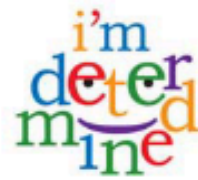


Many self-determination assessments are free to use and come in a variety of formats. Two will be offered for use in this initiative.

- I'm Determined Self-Determination Checklist: Student Self-Assessment
- AIR Self-Determination Assessment

Self-Determination Checklist

Student Self-Assessment



Student Name: _____

Date: _____

Self-Determination skills help you to know

- yourself*
- your goals*
- supports you need to reach your goals*

Use the following scale to rate the statements below:

3 = almost always/most of the time

2 = sometimes

1 = rarely or never

<i>Rating</i>			
3	2	1	I set goals to get what I want or need.
3	2	1	I make plans for reaching my goals.
3	2	1	I check my progress on how I am doing toward my goals.
3	2	1	I attend my IEP Meetings.
3	2	1	I participate in my IEP Meetings.
3	2	1	I know the goals listed in my IEP.
3	2	1	At school, educators listen to me when I talk about what I want or need.
3	2	1	At home, my parents listen to me when I talk about what I want or need.
3	2	1	I have others in my life who help me to accomplish my goals.

Self-Determination Checklist: Student Self-Assessment

- Complete one with *each* student you will work with
- Must be completed before self-determination instruction is started

Self-Determination Checklist

Elementary Student Self-Assessment



Student Name: _____

Date: _____

Self-Determination skills help you to know

- yourself*
- your goals*
- supports you need to reach your goals*

Use the following scale to rate the statements below:

3 = almost always/most of the time

2 = sometimes

1 = rarely or never

Rating			
3	2	1	I attend my IEP Meetings.
3	2	1	At school, my teachers listen to me when I talk about what I want or need.
3	2	1	At home, my parents listen to me when I talk about what I want or need.
3	2	1	I ask for help when I need it.
3	2	1	I know what I need, what I like and what I enjoy doing.
3	2	1	I tell others what I need, what I like and what I enjoy doing.
3	2	1	I take care of my things (pets, clothes, toys).
3	2	1	I make friends with others my age.
3	2	1	I make good choices.
3	2	1	I believe that working hard at school will help me to get good grades.

Self-Determination Checklist: Elementary Student Self-Assessment

The AIR Self-Determination Assessment

- The AIR Assessments measure two broad self-determination components.
- **Capacity** refers to the student's knowledge, abilities, and perceptions that enable them to be self-determined.
- **Opportunity** refers to the student's opportunities to use their knowledge and abilities.
- Student, parent, and educator versions available.

KNOWLEDGE of Self-Determination Behaviors

1. Student knows own abilities and limitations. <i>Example: James can identify his personal strengths and talents, such as his musical ability as well as areas in which he needs improvement, like his below average math problem-solving skills.</i>	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
2. Student knows how to set expectations and goals that satisfy own interests and needs. <i>Example: Lee wants to attend college and knows that to get good grades, she needs to work hard on her assignments and complete them on time.</i>	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
Knowledge Total: Items 1+2					
3. Student knows how to make choices, decisions, and plans to meet own goals and expectations. <i>Example: When making plans to meet her goals, Lynn knows how to identify various strategies, weigh the pros and cons, and follow through.</i>	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5
4. Student knows how to take actions to complete own plans successfully. <i>Example: Kenneth knows how to follow through on a scheduled plan to complete his work accurately and on time.</i>	Never 1	Almost Never 2	Sometimes 3	Almost Always 4	Always 5

New York State Education Department (NYSED) Career Plans

- Career Plans are for **all** students across **all** grade levels. A Career Plan documents a history of achievement that students build from elementary school to high school.
- Kindergarten to Commencement Level plans are available on the NYSED website; students in grades 6–12 can create individual plans using NYS Department of Labor’s [CareerZone website](#).
- Career plans connect learning across subject areas and **align with Career Development and Occupational Studies (CDOS) Learning Standards**.
- Student participation in the completion of career plans promotes **CDOS skill development in all three learning standards**.

Instructional Resources



Resources for Teaching Self- Determination

- I'm Determined
- SDLMI
- Whose Future Is It *Anyway?*
- Me! Lessons for Teaching Self-Awareness and Self-Advocacy
- Transition Bell Ringers
- ChoiceMaker Self-Determination Curriculum
- Early Steps to Self-Determination

I'm Determined

- Provides quick links to resources for educators, parents, and youth
- All documents/resources are available for download at no cost
- **Approved Partnership Resource:** Toolbox for Self-Determination

SDLMI

The SDLMI is a teaching model implemented by teachers to enable their students to self-direct and self-regulate their actions in pursuit of goals. It is used by teachers to enable students to:

- Set goals
- Make choices and decisions
- Develop plans to reach goals
- Track progress toward goals

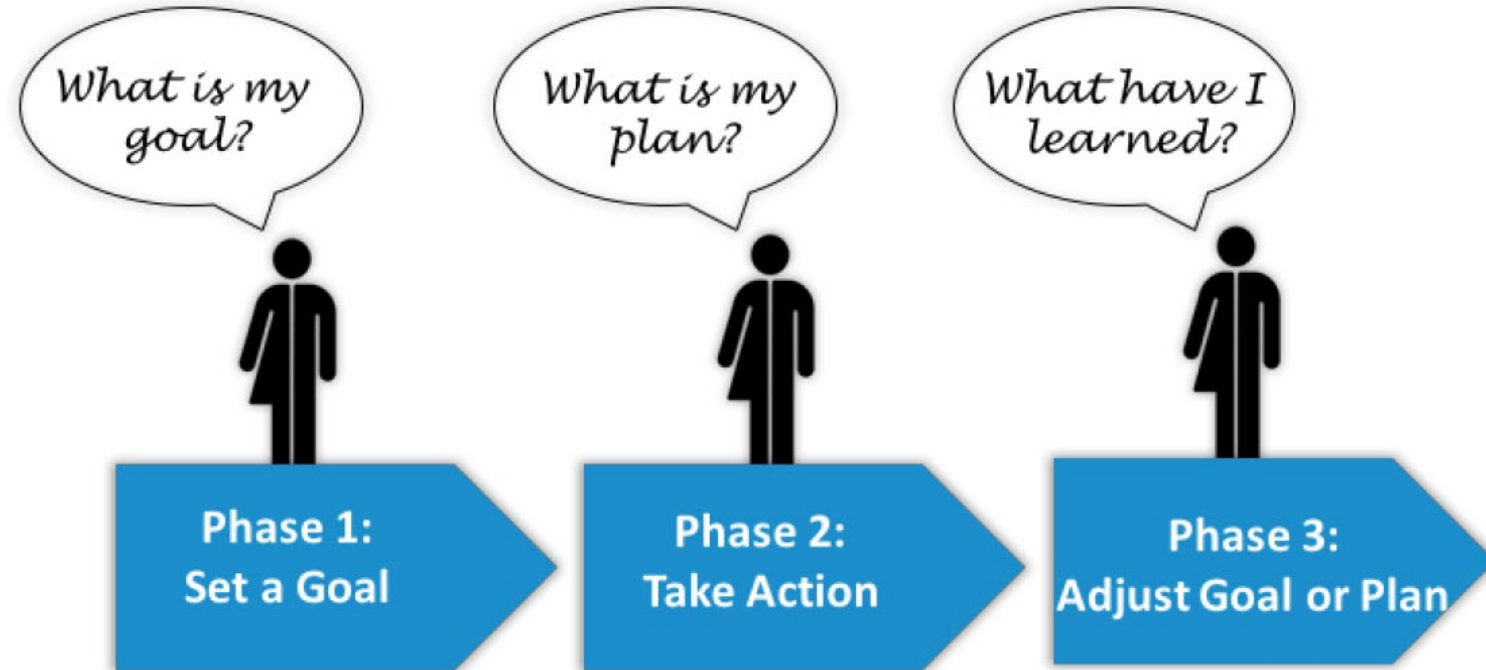
It is also an excellent user-friendly tool for parents and families.

SDLMI (continued)



Use the model to support students with or without disabilities to:

- Learn and use skills that enable them to problem-solve, leading to goal-setting and attainment.
- Identify meaningful learning goals across multiple curricular domains.
- Make progress toward goals across multiple curricular domains.
- Achieve more positive school and post-school outcomes.
- Become more self-determined.



The SDLMI Teacher's Guide provides descriptions, examples, and reproducible worksheets.

Published, Research-Based Curricula

All available for free download at the University of Oklahoma (OU)
Zarrow Institute

Me! Lessons for Teaching Self Awareness and Self-Advocacy

- Lessons for students with mild to moderate disabilities
- Teaches students to understand their disability and abilities, rights and responsibilities, and self-advocacy skills
- Students develop a portfolio to help them transition from high school to postsecondary settings

Transition Bell Ringers

- Time to Teach: 5–10 minutes at the beginning of class
- Skills: Disability awareness, goal-setting, knowledge to lead an IEP meeting
- Ready-made PowerPoints: 50 Elementary, 50 Secondary Transition, 50 Secondary Financial Literacy

Self-Determination Curricula

All available for free download at the OU Zarrow Institute

Whose Future Is It Anyway?

- Helps prepare students for their IEP meetings and gain self-determination skills
- Practical, hands-on lessons that are easy to implement
- Includes Coach's Guide

ChoiceMaker Self-Determination Curriculum

- Consists of: Choosing Goals, Expressing Goals (Self-Directed IEP), and Taking Action. Each addresses teaching objectives in three transition areas: Education, Employment, and Personal
- Choosing Goals and Taking Action modules are designed for use by **all** students—the Self-Directed IEP is the only module designed for use only by students receiving special education services

Elementary Curriculum



- Based on the model of self-determination developed by Field and Hoffman.
- Designed to be taught in grades K–5.
- Includes 6–8 developmentally appropriate instructional activities for each of the following content areas for each grade level: Know Yourself and Your Context, Value Yourself, Plan, and Act and Experience Outcomes and Learn.

Planning for Next Steps

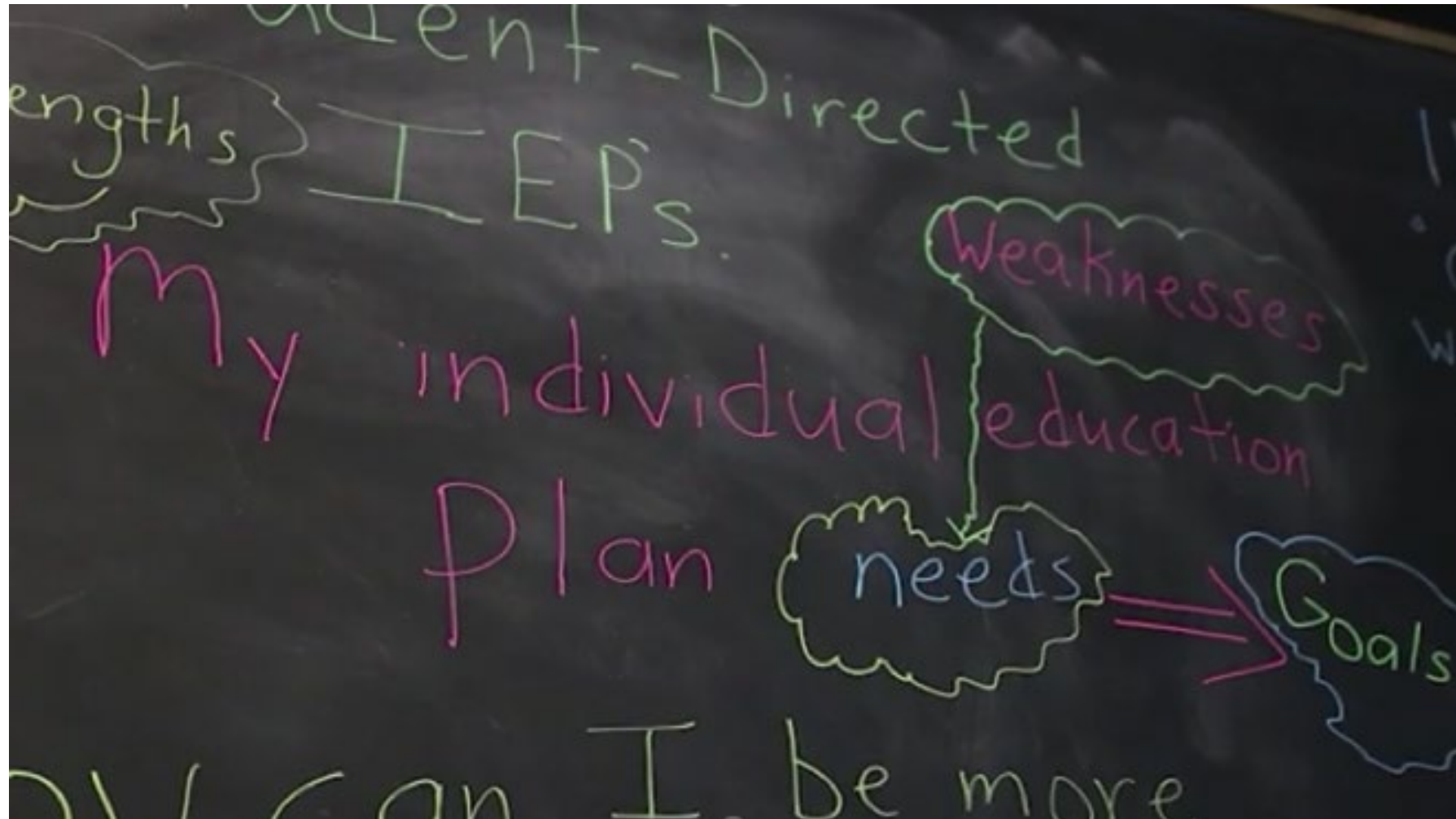
What Are Your Next Steps?



1. Inform parents of increasing student(s) involvement in IEP activities.
2. Complete Self-Determination Checklist with each student participating in the project.
3. Begin Self-Determination instruction.
4. Complete and submit the Summary of Self-Determination Resources and Tools minimum of two weeks before Meeting Two.



Closing Reflection—Getting Started



Preview of Meeting Two

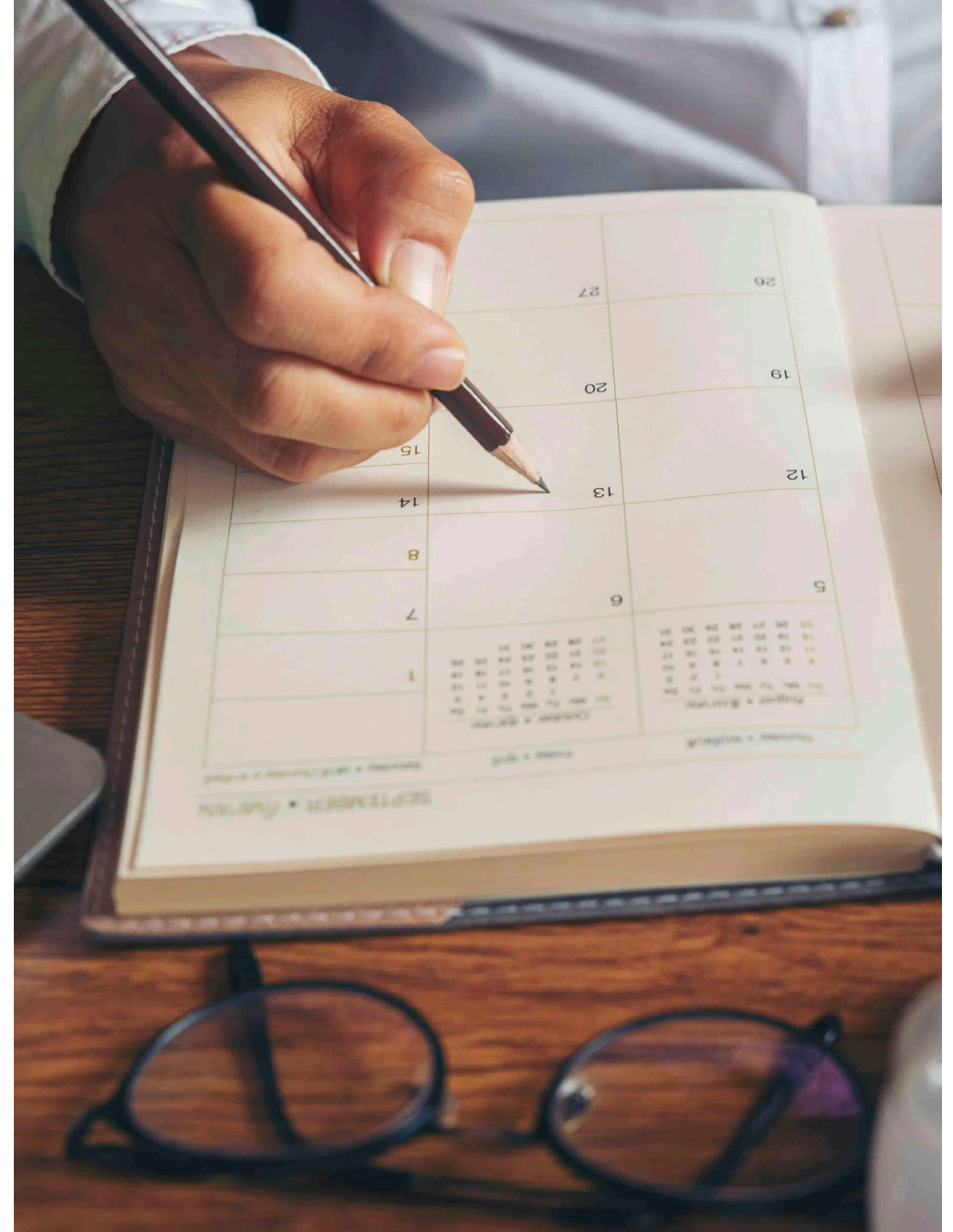
Meeting Two—Participants will:

- Review self-determination and the need to increase student involvement in the IEP process before, during, and after the CSE meeting.
- 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 Dates

All meetings are at the ABC Teacher Center:

- Friday, January 11th, 9:00–12:00
- Friday, March 8th, 9:00–12:00
- Friday, May 3rd, 12:00–3:00



Resources 1 of 2

- [Why Is This Cake on Fire?—Video](#)
- [Getting the Most Out of IEPs](#)
- [Self-Determination—The Importance of Student Involvement in IEPs—Video](#)
- [NTACT:C—Predictors of Post School Success Level of Evidence Chart](#)
- [AIR Self-Determination Assessments](#)
- [I'm Determined—Self-Determination Checklist Student Self-Assessment](#)
- [I'm Determined](#)

Resources 2 of 2

- [The Self-Determined Learning Model of Instruction \(SDLMI\)](#)
- [Early Steps to Self-Determination](#)
- [IRIS Center—Student Involvement in the IEP Process](#)
- [The Self-Directed IEP](#)
- [Whose Future Is it Anyway?](#)

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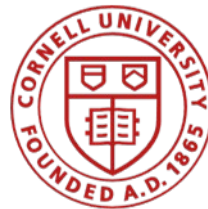
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