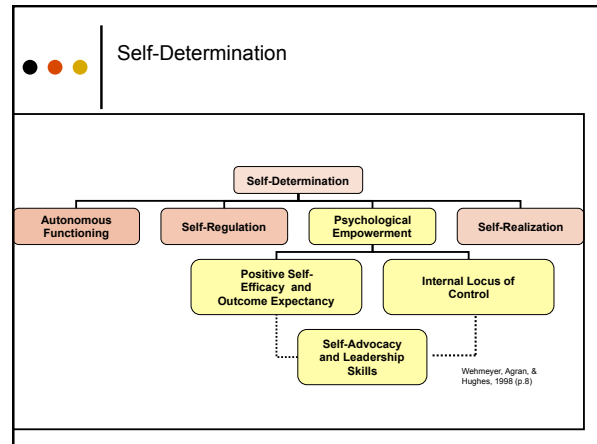



Student Participation in IEP Process


Facilitating Self-Determination and Self-Advocacy

Adapted from Student-Led IEPs (CEC),
I'm Determined Project, And M. Griffin

Why should students be involved in their IEPs?

- It is consistent with IDEA 2004 which states that the IEP must focus on the student's preferences, interests, needs and strengths.
- It results in an IEP that is more relevant to the student's needs
- It enhances self-determination of the student: "offers presents an opportunity to embed this instruction in a formal, systematic, and personally meaningful context" (Griffin, 2013).

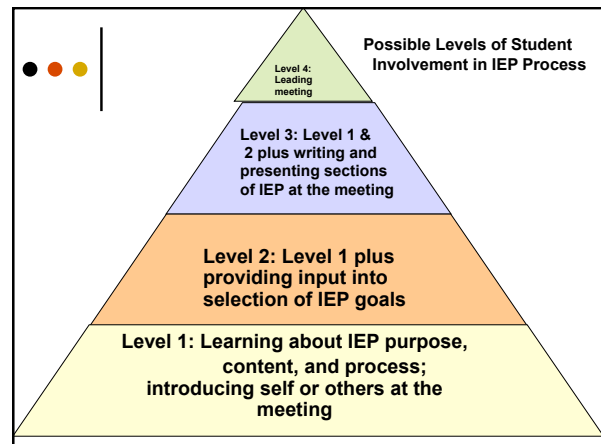


Why should students be involved in their IEPs?

- It increases parental involvement
- It becomes more than paperwork
- Students can have greater awareness of themselves through the process of identifying
 - Strengths
 - Limitations
 - Preferences
 - Interests
 - Needs to support learning

Some initial considerations when planning to increase students' participation in the IEP process

- o Inform/involve parents
- o Be serious about confidentiality
- o Consider the levels of student involvement - individualize



Challenges

- Preparation Time
 - Where to present lessons
- Direct instruction
 - Disability Awareness
 - Self-determination
 - Legal jargon/information
 - Confidentiality

Change is always a struggle!

I'm Determined Project

Getting Started

- Choose students
 - Explain process
 - Preparation time
 - Begin working
 - Independent worksheets
 - Interview format
- Involve Parents and IEP Team members



I'm Determined Project

Working with the student ...

- Review parts of IEP
- Determine level of participation
- Begin writing chosen pieces/create presentation
 - Student may type or dictate
 - Use actual document or
 - Break up into smaller assignments
- Highlight areas student will present

I'm Determined Project

Consider using One Pagers

- Can give a lot of information "at a glance"
- Be handed out before/during IEP meetings or be embedded in a presentation
- Can be given to people who are unfamiliar with the student
 - Teachers
 - Employers
 - Co-workers

Name: Aiden Address: DOB:		Date: 03/2011	
My Strengths <ul style="list-style-type: none"> I am a good listener I have learned a lot of speech sounds 		My Interests <ul style="list-style-type: none"> I like playing my DS I like to play outside I like school 	
My Preferences <ul style="list-style-type: none"> Playing in centers helps me learn Speech class helps me 		My Needs <ul style="list-style-type: none"> Help with speech sounds 	

Name: Tori Address: DOB:		You're Invited Date: 10/23/10 Time:	
Interests <ul style="list-style-type: none"> Animals War history Photography 		Strengths <ul style="list-style-type: none"> Time to process things in my head before reacting I work with animals at a vet clinic I enjoy presenting to people about my disability and how I deal with it 	
Preferences <ul style="list-style-type: none"> Visual & Tactile/ Kinesthetic Play out the process of the project in my head Draw pictures in margins, look at graphics 		Needs <ul style="list-style-type: none"> Extra time Write down lists Visualize the process 	

Other Formats

- o [Video one pagers](#)
- o (Jermal)

What could help the student understand the process of the IEP meeting? (Griffin, 2013)

- o understand the content that will be talked about during the meeting?
- o develop greater awareness of their strengths, weaknesses, preferences, and interests?
- o communicate to others about their strengths, weaknesses, preferences, and interests?
- o What are other ways that the student can be involved in planning for and participating in the meeting?

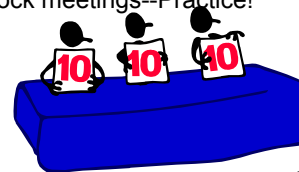
Working with the student...

- Increase disAbility and Ability awareness
 - Impact on functioning
- Discuss meeting structure
 - How long?, Who attends?...
- Discuss laws
 - Pre-graduation (IDEA 04)
 - Post-graduation (ADA)

I'm Determined Project

Working with the student...

- Discuss relaxation techniques
- Hold mock meetings--Practice!



I'm Determined Project

● ● ● | Working with the student...

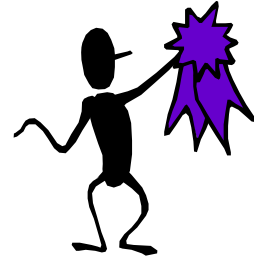
- Determine seating
- Create back-up plan
- Establish prompts and encouragement



I'm Determined Project

● ● ● | Working with the student...

- Provide PRAISE!
- Encourage thank you notes
- Debrief and request feedback



I'm Determined Project

● ● ● | I'm Determined Project

- Excellent and comprehensive website on increasing student involvement in IEPs. Resources include lesson plans, power points, templates, assessments, video, etc.
- <http://www.imdetermined.org>