BACKGROUND

CSU, Chico:
- Bachelor of Arts in Liberal Studies, Minor in Special Education
- Masters in Education with an emphasis in Special Education

Credentials:
- Education Specialist Mild/Moderate Credential
- Education Specialist Moderate/Severe Credential
- Multiple Subjects Credential: Supplementary Authorization English
- Administrative Services Credential

Experience teaching K-12, and Adult Student Programs
Currently Learning Director at East Nicolaus Joint Union High School District
Agenda

1. Introduction and background
2. Self Actualization and self determination lessons
3. Unpacking the IEP for professionals
4. Teaching professionals how students upack the IEP
5. Examples of Student-Led IEPs
6. Getting others onboard with Student-Led IEPs
7. Closure and questions
Presentation Objectives

1. Promote lessons for students to go through to learn and assess their self actualization skills.
   a. Goals, passions, and values
   b. Students strengths and interests
   c. Learning styles
   d. Transition questionnaires/surveys

2. Disability awareness and student self acceptance
Presentation Objectives

3. Work with professionals on ways students can foster their self determination skills
   a. Never give up
   b. Impromptu 90 second speeches
   c. Talking in front of adults
   d. Self confidence

4. Work with professionals on how to pull out key information from student's IEP to guide the Student-Led IEP
   - Go over and provide an indepth look at areas that come out of the IEP.
5. Work with professionals on how to guide students on finding information from their IEP to help with their Student-Led IEP
   - Go over what professionals can ask students to present on during their IEP and what needs to still be addressed by adults.
6. Work with professionals on how to guide students in creating their Student-Led IEP meeting. (Formats: PowerPoint, Script, Infographics, etc.)
7. Promoting ways to get parents and professionals on board with the concept of Student-Led IEPs
Student-Led IEP Vision

Students taking a vested interest and leadership role in their education by leading their Individualized Education Plan meeting.
Student Levels of Participation/Engagement

- IEP takes place without student present
- Student present with minimal participation and/or preparation
- Student present with some participation (presents information, gives input into goals, answers questions)
- Student present and actively participates
- Student present and takes responsibility for one piece of the process
- Student present and takes responsibility for most of the process
**Who Attends**

- Approximately 80% of students attend their IEP meetings
- Special Educator(s)
  - Parents/ Guardians
- General Educator(s)
- Support Staff
- Administrator(s)

**Who Talks**

(Non Student-Led IEPs)

- Special Educator(s): 55%
- GE Teacher(s)/ Admin(s): 15%
- Family Member(s): 15%
- Support Staff: 10%
- Student: 5%
Non Student-Led IEP Chart

- Student: 5.0%
- Support Staff: 10.0%
- Family Members: 15.0%
- GE Teacher/Admin: 15.0%
- Spec. Ed. Teacher: 55.0%
Student-Led IEP Chart

- **Student**: 50.0%
- **Spec. Ed. Teacher**: 20.0%
- **GE Teacher/Admin**: 7.0%
- **Family Members**: 20.0%
- **Support Staff**: 3.0%
### Compliance vs. Performance Tasks

<table>
<thead>
<tr>
<th>Compliance Task</th>
<th>Performance Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion Task</td>
<td>Learning Task</td>
</tr>
<tr>
<td>“I have to”</td>
<td></td>
</tr>
</tbody>
</table>

- Compliance Task
- Performance Task
- Completion Task
- Learning Task
Rationale for Student-Led IEPs

Mason, McGahee-Kovac, and Johnson (as cited in Hawbaker, B.W.) (2007) found that the students who lead their meetings were:

- involved and contributed to the meetings,
- knew about their disability rights and accommodations,
- gained increased self confidence and were able to advocate for themselves,
- interacted more positively with adults,
- assumed more responsibility for themselves,
- were more aware of their limitations and the resources available to them,
- and parental participation increased.
Importance of Student-Led IEPs

- Students who led their IEP meetings were more knowledgeable about the purpose of an IEP, as well as what their individual goals, objectives, accommodations, and modifications.
- In addition, student facilitation changed the tone of the meeting in significant ways.
- IEP meeting participants reported a more relaxed, positive atmosphere, focused more evenly on growth and accomplishments as well as the inevitable weaknesses.
Importance of Student-Led IEPs

- Parents tended to contribute more as well, perhaps because of the less intimidating climate, perhaps because their child’s speaking encouraged it.
- The meetings and the resulting IEP were more of a team effort rather than a teacher directed meeting or a primarily teacher-written IEP.
Importance of Student-Led IEPs

- Choosing mediums to communicate progress (graphing, writing, pictures/video, drawing, homework, notes)
- Paraphrasing technical/jargon language
- Reading and writing in context
- Using technology such as presentation software and word processing
Importance of Student-Led IEPs

- Introducing people
- Explaining the purpose of an IEP meeting (stating the main idea)
- Thinking and planning for the future (vision)
- Taking turns and inviting others to speak
- Listening and responding with a relevant and appropriate answer
- Asking relevant, proactive questions
- Advocating
Importance of Student-Led IEPs

- Stating opinions, backing with data
- Using presentation skills (e.g. eye contact, volume, tone, posture, body language)
- Compromising/Reaching consensus/Proposing compromise solutions
- Closing, summarizing decisions made, expressing thanks to IEP team stated
The Best Me I Can Be

“Self-determination is a combination of skills, knowledge and beliefs that enables a person to engage in goal-directed, self-regulated, autonomous behavior. An understanding of one's strengths and limitations together with a belief in one’s self as capable and effective is essential to self-determination. When acting on the basis of these skills and attitudes, individuals have greater ability to take control of their lives and assume the role of successful adults in our society.”

Self Determination

Team Hoyt Video

Never Give Up
Self Confidence
Talking in front of Adults
90 Second Impromptu Speeches
Self Actualization/Self Determination Activities

16 Personalities Test
5 Love Languages

Discover your Love Language
Self Actualization/ Self Determination

Yellow Self Advocacy
Self Advocacy Plan
Learning Styles

- **VERBAL**
  - Words are your strongpoint. You prefer to use words both in speech and in writing.

- **VISUAL**
  - You prefer to use pictures, diagrams, emblems and spatial understanding to help you learn.

- **MUSICAL/AUDITORY**
  - You prefer using sounds or music or even rhythms to help you learn.

- **PHYSICAL/KINESTHETIC**
  - You use your hands, body and sense of touch to help you learn. You might act things out.

- **LOGICAL/MATHEMATICAL**
  - Learning is easier for you if you use logic, reasoning, symbols and sequences.

- **SOCIAL**
  - You like to learn new things as a part of a group. Explaining your understanding to a group helps you to learn.

- **SOLITARY**
  - You like to work alone. You use self-study and prefer your own company when learning.

**WHAT'S YOUR LEARNING STYLE?**

**Sample Self-Advocacy Plan**

![Image of a sample self-advocacy plan with spaces for name, age, date, and school details.](https://example.com/sample_plan.png)
Disability Awareness

- ADHD Fact Sheet
- Autism
- Visual Impairments
- Cerebral Palsy
- Deaf-Blindness
- Developmental Delay
- Speech and Language
- Spina Bifida

- Down Syndrome
- Emotional Disturbance
- Epilepsy
- Intellectual Disability
- Learning Disabilities
- Other Health Impairment
- Traumatic Brain Injury
- Visual Impairments
Career Transition Websites

- CA Career Zone
- My Next Move
- O*NET Online

Still not sure? The O*NET Interest Profiler suggests careers based on the type of work you enjoy doing.
## Transition Information

- Be Your Own Best Advocate
- Chart Your Own Future: How Your Individualized Education Program (IEP) Can Help
- College or Training Programs: How to Decide Tips for Youth
- Building a Resume: Tips for Youth with Disabilities
- Frequently asked questions about career exploration for youth with disabilities
- IEP: Involving the Student is Important for a Successful Plan
- Sample Self-Advocacy Plan
- Transition: Charting a Course for the Future
- Your IEP Meeting: A Great Place to Practice Self-Advocacy Skills
- Documents to Keep for Youth Transitioning to Adult Life
- Help your Young Adult Learn about Accessing Accommodations after High School
Post Secondary Information

- What are Postsecondary Educational Programs?
- Visiting College and University Campuses
- Transition to Postsecondary Education or Training: What Parents Can Do Now
- Talk to Your Child About Postsecondary Education or Training: A Checklist for Parents
- College or Training Programs: How to Decide Tips for Youth
- Planning for Success in Postsecondary Education Takes Time and Organization
- Set a Postsecondary Education or Training Destination and Map a Course to Get There
# STATE SELPA IEP TEMPLATE

**INDIVIDUALIZED EDUCATION PROGRAM**

<table>
<thead>
<tr>
<th>Field</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name</td>
<td></td>
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<tr>
<td>Date of Birth</td>
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<tr>
<td>IEP Date</td>
<td></td>
</tr>
<tr>
<td>Original SpEd Entry Date</td>
<td></td>
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<tr>
<td>Next Annual IEP Date</td>
<td></td>
</tr>
<tr>
<td>Last Eval</td>
<td></td>
</tr>
<tr>
<td>Next Eval</td>
<td></td>
</tr>
<tr>
<td>Purpose of Meeting</td>
<td>Initial, Annual, Triennial, Transition, Pre-Expulsion, Interim, Other</td>
</tr>
<tr>
<td>Age</td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td></td>
</tr>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Migrant</td>
<td>Yes, No</td>
</tr>
<tr>
<td>Redesignated</td>
<td>Yes, No</td>
</tr>
<tr>
<td>Native Language</td>
<td></td>
</tr>
<tr>
<td>Interpreter</td>
<td>Yes, No</td>
</tr>
<tr>
<td>SSN</td>
<td></td>
</tr>
<tr>
<td>SSID</td>
<td></td>
</tr>
<tr>
<td>Residency</td>
<td>Parent/Guardian, Foster, Other, LCI</td>
</tr>
<tr>
<td>Parent / Guardian</td>
<td></td>
</tr>
<tr>
<td>Adult Student</td>
<td></td>
</tr>
<tr>
<td>Home Phone</td>
<td></td>
</tr>
<tr>
<td>Work Phone</td>
<td></td>
</tr>
<tr>
<td>Cell Phone</td>
<td></td>
</tr>
<tr>
<td>Email Address</td>
<td></td>
</tr>
<tr>
<td>City</td>
<td></td>
</tr>
<tr>
<td>State, Zip</td>
<td></td>
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</tbody>
</table>
Statewide Testing

- CAASPP Fact Sheet
- CAASPP Interim Sheet
- CST Field Test (Science)
- CAA Fact Sheet
- CAA Science Fact Sheet
Statewide Testing Accessibility

- CAASPP Accessibility English
- CAASPP Accessibility Math
- CAASPP (Science) Accessibility
STATE TESTING INTERPRETING SCORES

- Grades: 4, 6, and 7
- Grades: 5, and 8
- Grade: 11
**Glenn County SELPA**
**STUDENT LED IEP MEETING STANDARDS – Grades 6-12**
Self-Reflective Evaluation (by student...shared with teacher)

<table>
<thead>
<tr>
<th>6th Grade:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Y N</td>
<td>Student attends IEP meeting.</td>
<td></td>
</tr>
<tr>
<td>Y N</td>
<td>Student introduces him/herself.</td>
<td></td>
</tr>
<tr>
<td>Y N</td>
<td>Student shares strengths/preferences and interests.</td>
<td></td>
</tr>
<tr>
<td>Y N</td>
<td>Student shares their grades and progress in school.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7th Grade (previous year's standards plus):</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Y N</td>
<td>Student shares work samples.</td>
<td></td>
</tr>
<tr>
<td>Y N</td>
<td>Student gives Notice of Procedural Safeguards (parent’s rights) document to parents during the meeting.</td>
<td></td>
</tr>
<tr>
<td>Y N</td>
<td>Student asks IEP Team Members to sign the IEP signature page.</td>
<td></td>
</tr>
<tr>
<td>Y N</td>
<td>Student thanks Team Members for attending the meeting.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8th Grade (all previous year’s standards plus):</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Y N</td>
<td>Student explains why they need special education services.</td>
<td></td>
</tr>
<tr>
<td>Y N</td>
<td>Student reports progress on prior year goals.</td>
<td></td>
</tr>
<tr>
<td>Y N</td>
<td>Student shares ideas for new goals.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9th Grade (all previous year’s standards plus):</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Y N</td>
<td>Student discusses learning style.</td>
<td></td>
</tr>
<tr>
<td>Y N</td>
<td>Student shares accommodations and modifications they require.</td>
<td></td>
</tr>
<tr>
<td>Y N</td>
<td>Student shares Transition Assessment results, Measureable Post Secondary Goals (MPSG) and Annual Goals.</td>
<td></td>
</tr>
</tbody>
</table>

| 10th Grade (all previous year’s standards plus): |   |   |
Student-Led IEP Script

https://goo.gl/AuXR7o
Student-Led IEP PowerPoint

https://goo.gl/pSzhLN
Welcome and Introductions

I am _______________________
I am a 9th grade student at River City High School.
Now let's go around the table and introduce ourselves and provide your title.
examples: Student, Parent, Teacher, ADMIN, Case Manager

Information Slide

I will be leading my IEP today so if you have any questions or concerns please feel free to address me.
If I can't answer a question or a concern that is presented, I will ask for help from someone on my team.
examples:
Parents, Teachers, Case Manager, School Psychologist

Strengths, Preferences, and Interests

I enjoy the following activities:
- boxing
- skateboarding
- to do anything sports related
- and like to use electronics
**Right to Special Education Services**

I receive special education services due to having the following disability/ies:

- **Emotional Disturbance:**
  - experience symptoms of severe depression that impede my ability to do well in school

- **Specific Learning Disability:**
  - educational progress is affected by my auditory (hear) and attention processing disorders (focus on).

**Proposed New Goals**

- Study Skills
- English
- Social Emotional
- Transition Employment
- Transition Education

**Previous IEP Goals**

**Goal**

- Use of an assignment weekly agenda or planner/calendar
- Flexible seating or sit away from distractions and in the front
- Allow short breaks if he becomes agitated right outside the classroom
- Extended time allowed on assignments up to 3 extra days past due date without penalty
- May take tests in study skills room as needed
- Allow writing/highlighting on tests

**Helpful Accommodations**

- Can retake tests/quizzes if received a D or F (can retake one time) except for benchmarks, midterms, and finals.
- Provide verbal prompts, reminders to stay on task and focused
- Use of visual examples (all classes)
- Provide hard copy of all notes and powerpoint slides that student is expected to take in class if more than a page of writing (student must request)
- Use of a calculator on math assignments/tests/quizzes
- May use notes and textbook on tests/quizzes
Student Comments

Jake’s Response:
“By leading my IEP I learned more about my disability and how it affects my learning. I also learned that I could talk openly about what supports are needed for me to be successful. General Education Teachers were more supportive and wanted to help me more. By me leading the IEP they go faster too!”
Parent/Guardian Comments

Mrs. Scott’s Response:
“This was a very special meeting. I got to see my child take pride in themselves. It was great to see them lead the meeting and interact with all the participants. This meeting was very less stressful than the previous IEPs.”
Ms Hernandez’s (GE Teacher) reported gaining a different perspective with students who were often more passive and quiet in a large class setting.

“In my opinion, Jake demonstrated a level of confidence and ability during the student-led conference that he had not achieved in class. I attribute this to social concerns that were not at work during the conference. As a result, I changed my opinion about his placement in my class. Before the conference I doubted whether he was making progress. The conference convinced me that he had made greater strides than I had thought.”

In short, “Everyone leaves smiling, even when tough issues were discussed.”
One administrator who attended student-led IEPs states: “Oftentimes, parents of students with disabilities have had to struggle with their student about school… but with student-led IEPs, parents are proud of the confidence and growth exhibited by their ‘in charge’ student.”
Parent Resources

- What if My Child is Not Capable of Representing Him or Herself? Guardianship May be Needed
- Community Resources and Partners - Who is Able to Help?
- Going to College: Tips for Parents of Students with Visual Impairments
- Going to College: Tips for Students with Visual Impairments
- Help your Young Adult Learn about Accessing Accommodations after High School
- How Can My Child Be Involved in the IEP Process?
- How You Can Help Your Child Learn to Be a Good Self-Advocate
- Parent Tips for Transition Planning
- Documents to Keep for Youth Transitioning to Adult Life
- Talk to Your Child About Employment: A Checklist for Parents
- Talk to Your Child About Postsecondary Education or Training: A Checklist for Parents
- Talk to Your Youth About Independent Living: A Checklist for Parents
- Ten Tips That May Help Your Child's Transition to Adulthood
Questions?
Comments?
thank you!