

# Improving Student Transition Outcomes through the Implementation of Student Led IEPs

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**BREAKING NEWS: Where are you in the Student Led IEP implementation process?  
(submit your best headline)**

# Today's Learning Outcomes:

- Participants will engage in discussion with others about an effective process for implementing student led IEPs by examining benefits and barriers.
- Participants will explore the process and strategies for implementing student led IEPs to increase self-determination and advocacy skills in their students.
- Participants will explore the evidence-based practice of student-led IEPs to invigorate the transition process, and return to their schools with fresh and innovative ideas.

# WHAT ARE STUDENT LED IEPs?

Practices that support *active* student participation in the IEP development process allowing them to take a

**leadership role**

in making decisions about their future.

# STUDENT BENEFITS

- Improved student outcomes connected with self-advocacy and self-determination
  - (Wehmeyer & Palmer, 2003; Raskind, Goldberg, Higgins, & Herman, 1999)
- Mason, McGahee-Kovac, and Johnson (2004) documented the following student benefits:
  - Higher awareness of disability rights and accommodations
  - Increased self-confidence and were able to advocate for themselves
  - More positive interactions with adults
  - Increased responsibility for actions
  - Increased awareness of limitations, and resources available to them
  - Increased parent participation

# Student Benefits/Skills Used

Hand-Up, Stand-Up, Pair Up

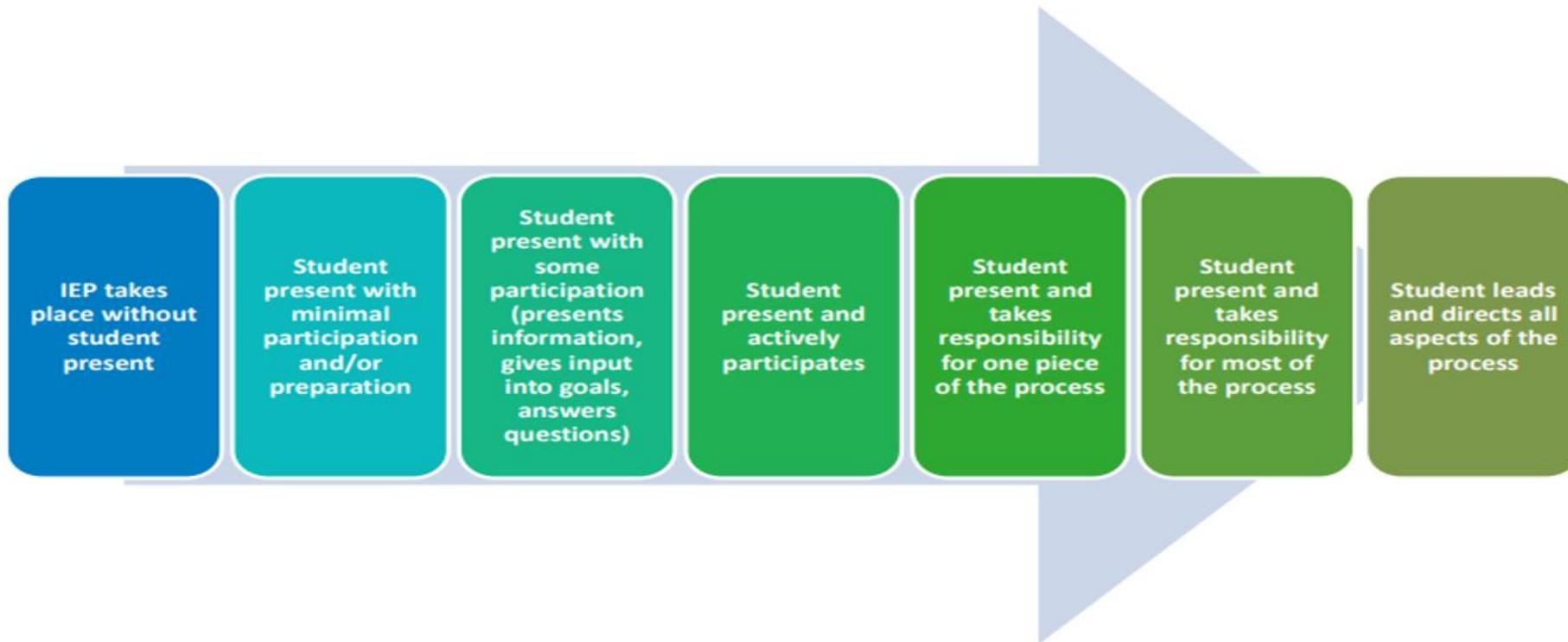
What other student benefits do you see to using student-led IEPs and what skills do you believe students will be using as part of a student-led IEP that will benefit the student as well?

# BENEFITS-SKILLS USED

- Choosing mediums to communicate progress (graphing, writing, pictures/video, drawing, homework, notes)
- Paraphrasing technical/jargony language
- Reading and writing in context
- Using technology such as presentation software and word processing
- Introducing people
- Explaining the purpose of an IEP meeting (stating the main idea)
- Thinking and planning for the future (vision)
- Goal setting
- Taking turns and inviting others to speak
- Listening and responding with a relevant and appropriate answer
- Asking relevant, proactive questions
- Advocating - 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

Stop and Jot: Review this continuum and insert initials of 5 of your students as to where they may fall on this continuum.  
Now you have a place to begin when you get back to school!

## Student-Directed IEP Continuum



# THE PROCESS

- Schedule time to plan and develop the presentation.
- Plan an agenda for the meeting.
- Guide the student through the development process.
  - Encourage them to make it personal.
  - Be sure you help the student understand why this is important.
  - Scaffold the support you provide-support will vary based on the student's needs and abilities.
- Allow time to practice prior to the meeting.

# STRATEGIES

- Power Point
- Prezi
- Scratch
- Google
- Graphic Organizers
- Portfolio/Artifacts
- Word Template
- Demonstrations

*Be sure that the student gets CHOICE, and that they can PERSONALIZE it!*

# EXAMPLES

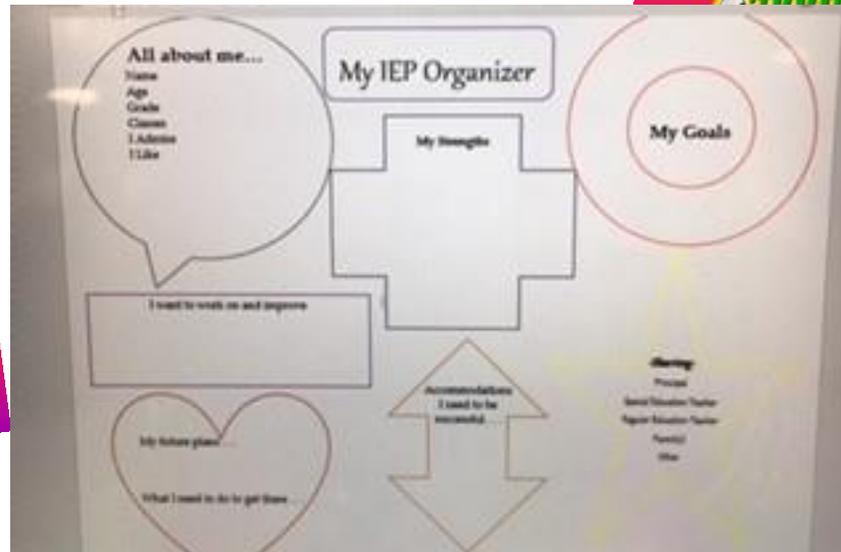
**My Plans for the future**

- I'm planning to live in Maryville
- After graduation I'm planning to live with my parents.



**My strengths**

- Better social skills (I really enjoy FACT club)
- Working on the clock during Spoochy Beans and Spoochy Spot
- Public speaking and giving presentations into front of small and large groups
- Self-confidence
- Helping my classmates and teachers
- Always wanting to LEARN



## Present Level of Performance:

## Understanding the Parts of My IEP!

This is where you learn my strengths and needs! Lots of people, including me tell you **All About Me** in this section!

- ***I can tell people what I do really well and help others to understand me using my Good Day Plan and One-Pager.***



# OBSTACLES

## 4 Corners and The Middle

Lack of Time

Lack of Student Motivation

Need to Cover Curriculum

Student Ability Level

Loss of Teacher Control/IEP Paperwork

## BRAINSTORM

Within your corner or middle brainstorm solutions to the obstacle identified. We will share out so be ready!

# OBSTACLES, NOT BARRIERS

## Lack of Time

- Ideally, Mason, McGahee-Kovac, & Johnson, 2004, recommend 4-5 class periods to prep. Some students may be able to work more independently at home.
- Start small, incorporating small components of Student LED IEP's as you transition into this process.

## Lack of Student Motivation

- Student's are expected to complete/participate in activities that we view as important, so be sure to treat this process the same way.
- When students are given the freedom to talk about things they like and enjoy, this increases their motivation.
- Over time, student's become accustomed to, and grow to appreciate this process.

## Need to Cover Curriculum

- Remember that the skills you are reviewing during IEP meetings are directly related to the curriculum, and there is a high correlation between a student's success, and their self-determination and self-advocacy skills.

## Student Ability Level

- Be creative with your adaptations, and use Assistive Technology when possible.
- Yes/No questions, and/or nodding and gestures are great ways for students to participate.

## Loss of Teacher Control

- View the student as the "Tour Guide" or Facilitator. You will still have time to share your thoughts and data.
- This process is often empowering, and can elevate tension that surround differences in opinions between school staff and parents.

## Resources

- We have some to share with you! Fill out your Action Plan and provide your contact information and we will provide you access to a Google Folder full of ready to use resources and templates.

## Other Teachers Won't Do It

- Start small. Be positive. Model this process for others.

# WRAP-UP

1. Complete Action Plan Solo
2. Participate in “Find Someone Who” as a way to locate new professional friends
3. Whole Group Share Out (if time)
4. Provide contact information for resources, sign, and submit Action Plan/Exit Ticket

# RESOURCES

[https://www.imdetermined.org/quick\\_links/modules/module\\_four](https://www.imdetermined.org/quick_links/modules/module_four)

[http://dc-transition\\_guide.frameworked.com/page/studentled\\_iep\\_toolkit\\_introduction](http://dc-transition_guide.frameworked.com/page/studentled_iep_toolkit_introduction)

<https://osse.dc.gov/sites/default/files/dc/sites/osse/documents/Facilitating%20Student-led%20IEPs.pdf>

[http://spced.mpls.k12.mn.us/uploads/secondary\\_transition\\_training\\_-\\_student-led\\_ieps.pdf](http://spced.mpls.k12.mn.us/uploads/secondary_transition_training_-_student-led_ieps.pdf)

<http://files.eric.ed.gov/fulltext/EJ967458.pdf>

<http://www.lakeshorecsd.org/Page/3750>

<http://www.ciclt.net/ul/mgres/a/2.HowtoHelpStudentsLeadIEP.pdf>

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- [http://dc-transition\\_guide.frameweld.com/page/studentled\\_iep\\_toolkit\\_introduction\\_](http://dc-transition_guide.frameweld.com/page/studentled_iep_toolkit_introduction_)