- If you are viewing this course as a recorded course after the live webinar, you can use the scroll bar at the bottom of the player window to pause and navigate the course.

- This handout is for reference only. Non-essential images have been removed for your convenience. Any links included in the handout are current at the time of the live webinar, but are subject to change and may not be current at a later date.

CONTINU**ED** ®

ONLINE CONTINUING EDUCATION FOR THE LIFE OF YOUR CAREER

Increasing Student Participation in the IEP Process

Kelly Ott, M.Ed, MHS, CCC-SLP

Moderated by:
Amy Hansen, MA, CCC-SLP, Managing Editor, SpeechPathology.com

---

CONTINU**ED** ®

Need assistance or technical support?

- Call 800-242-5183
- Email customerservice@SpeechPathology.com
- Use the Q&A pod

CONTINU**ED** ®

CONTINUED

How to earn CEUs

- Must be logged in for full time requirement
- Log in to your account and go to Pending Courses
- Must pass 10-question multiple-choice exam with a score of **80%** or higher
  - Within **7 days** for live webinar; within **30 days** of registration for recorded/text/podcast formats
- Two opportunities to pass the exam

CONTINUED

Increasing Student Participation in the IEP Process

Kelly Ott, MEd, MHS, CCC-SLP

"Individuals play the game, but teams win the championships."

CONTINUED

conTINUED

Disclosures

- Financial disclosures:
  - Owner of SMARTER Steps, a consulting business for special educators, therapists, administrators & parents
  - Speaker/Presenter with CE royalty payments for presentations
  - Author-SMARTER Steps Guide to Creating Smarter IEP Goals with royalty payments
- Non-financial disclosures: No relevant non-financial disclosures exist

7

conTINUED

Learner Objectives

Participant will learn:

- Identify the benefits & barriers of student-driven IEPs.

- Explain the relevancy of increasing student participation in the IEP process.

- Describe how to promote student participation at the elementary, middle and high school levels.

8

conTINUED

About Kelly

- Practitioner for 25+ years

- Settings include schools, hospitals, nursing homes, home health, private clinics, outpatient clinics, group homes and pediatric clinics.

- Served a variety of roles in the schools including elementary principal, junior high principal, special education director, speech language pathologist, 504 case manager, district FERPA trainer, and regular education teacher.

9

Student
Driven
IEPs

10

CONTINUED

"Transition is an outcome oriented process that is individually driven by the student's vision of an adult life. Those post school goals should drive the transition planning process and the annual IEP provides the mechanism to take action and outline the specific steps to get there."   ~Paul Wehman

11

CONTINUED

Self-Determination- acting with intent to improve one's quality of life. These actions are identified by four essential characteristics
1. autonomous actions
2. self-regulated behaviors
3. empowered initiation and responses
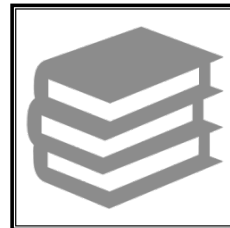4. self-realizing actions

(Wehmeyer 2003)

12

CONTINUED

CONTINUED

Self-Determination

13

CONTINUED

Current Research

Student Led IEPs Increase

- Student self-actualization, self-determination and self-confidence skills
- Active involvement in education planning and transition planning
- Post secondary outcomes
- Quality of life

14

CONTINUED

continueD

Interventions

- The ChoiceMaker Curriculum (with The Self-Directed IEP materials)
  - Martin, Marshall, Maxson, & Jerman, 1993
- NEXT S.T.E.P. Curriculum
  - Halpern, Herr, Doren, & Wolf, 2000
- Self-Advocacy Strategy
  - Van Reusen, Bos, Schumaker, & Deshler, 2002
- Steps to Self-Determination (2nd Ed.)
  - Hoffman & Field, 2005
- Self-Determined Learning Model of Instruction
  - Wehmeyer, Palmer, Agran, Mithaug, & Martin, 2000
- Whose Future is it Anyway? (2nd Ed.)
  - Wehmeyer, Lawrence, Kelchner, Palmer, Garner, & Soukup, 2004

15

continueD

TAXONOMY FOR TRANSITION PROGRAMMING 2.0

Student-Focused Planning
- IEP Development
- Planning Strategies
- Student Participation

Family Engagement
- Family Involvement
- Family Empowerment
- Family Preparation

Student Development
- Assessment
- Academic Skills
- Life, Social, and Emotional Skills
- Employment and Occupational Skills
- Student Supports
- Instructional Context

Program Structures
- Program Characteristics
- Program Evaluation
- Strategic Planning
- Policies and Procedures
- Resource Development and Allocation
- School Climate

Interagency Collaboration
- Collaborative Framework
- Collaborative Service Delivery

http://www.transitionta.org

16

continueD

If we had hinges on our heads
There wouldn't be no sin
'Cause we could take the bad stuff out
And leave the good stuff in.

~Shel Silverstein

17

Traditional Programs

Can Limit the Development of:
- Choice/Decision making skills
- Problem-solving skills
- Goal-setting and attainment skills
- Self-management skills
- Self-advocacy skills
- Self-awareness

18

9

Increasing student input:
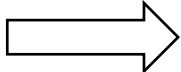
- Increases "buy in"
- Increases compliance
- Increases effort
- Increases accountability
- Increases self-determination

19

Student Involvement in Education

Passive Role ➡️ Active Role

- Self-defeated
- Disabled
- Unaware
- Dependent

- Self-determined
- Empowered
- Knowledgeable
- Independent

20

Benefits for Parents

- Increased parent participation
- Less intimidating meetings
- Increases communication between child and parent
- Increases consistent expectations on student between home and school

21

Michelle

22

continu**eD**

IDEA Transition Definition (20 USC 140 (34)):

Activities for disabled student that:
- Is designed within an outcome-oriented process, which promotes movement from school to post-school activities.
- Is based on students needs *(includingpreferences/interests)
- Includes instruction, related services, community experiences, employment/post-school living objectives and when appropriate, acquisition of dialing living skills & functional vocation skills.

23

---

continu**eD**

24

continu**eD**

continued

"Almost 30 years of research …has demonstrated that the education of students with disabilities can be made more effective by… ensuring their access to the general education curriculum." (20 U.S.C. § 1400(c)(5)(A)

25

Federal regulations define "specially designed instruction" whose purpose is "to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children (34 C.F.R. § 300.26(b)(3) (emphasis added)).
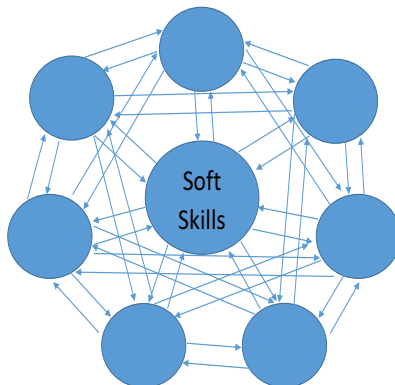
continued

Support Sustainable Employment for Individuals with Disabilities

26

continued

CONTINUED

27

CONTINUED

Soft skills

- Communication
- Leadership
- Influence
- Interpersonal Skills
- Personal Skills
- Creativity
- Professional Skills

Soft Skills

CONTINUED

CONTINUED

Soft skills   =   Self-determination

Thinking $\Longrightarrow$ Doing $\Longrightarrow$ Adjusting

- Communication
- Leadership
- Influence
- Interpersonal Skills
- Personal Skills
- Creativity
- Professional Skills

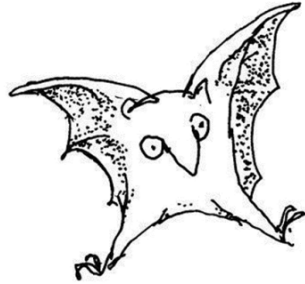The process by which a person controls their own lives

29

CONTINUED

Current Research

Youth/adults with disabilities are less self-determined than nondisabled peers

Capacity – Opportunity – Supports

30

CONTINUED

The baby bat
Screamed out in fright,
"Turn on the dark,
I'm afraid of the light."

~Shel Silverstein

31

Barriers to self-determination

- Beliefs about students abilities and whether the individual will benefit
- Changing roles
- Insufficient time
- Insufficient training and knowledge about promoting self-determination
- Lack of educator support
- Student motivation
- Concerns about students being present for adversarial meetings

32

Student Disabilities
and
Abilities

33

Changing Roles

34

Student Motivation

continued®

37

---

continued®

I AM THE "I" IN IEP

S.M.A.R.T.E.R.
S T E P S

I am the "I" in IEP,
Please don't forget about me.
I need to show you what I need,
It's important that I succeed.
And I need you to understand,
I must be part of what is planned.
I know my parents and school
sometimes disagree,
About what they think is right for me,
But if you really thought hard and long,
I need everyone to get along!
Because in the end it's down to me,
I am the "I" in IEP -Lara Wakefield, Smarter Steps®, 2017

38

continued®
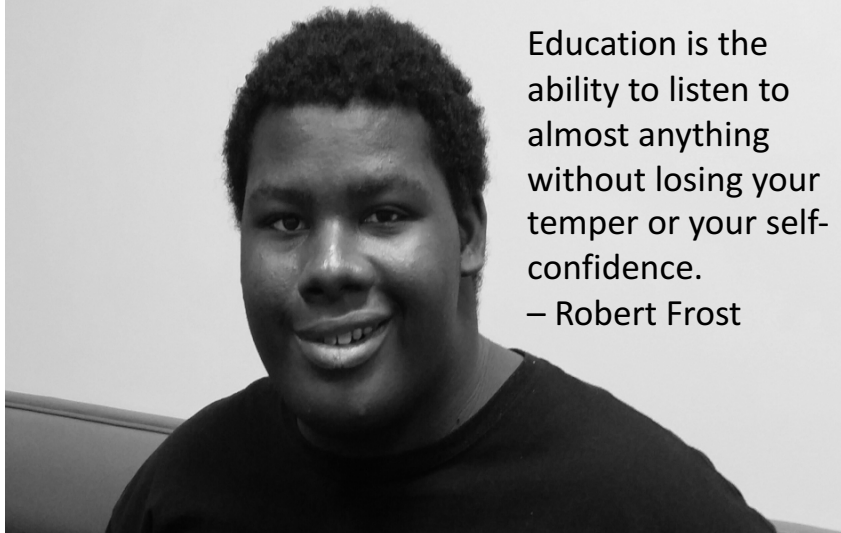
Education is the ability to listen to almost anything without losing your temper or your self-confidence.
– Robert Frost

Case Study: Indirectly Discouraged

- Schedule Meetings during the day when he had class
- Did not want to excuse him from class

Progression over the years:

- "Invited" but not really expecting him to attend
- When he did attend, they did not actively encourage "participation"
- When he participated, they did not prepare him
- When he was prepared, they did not allow him time to process
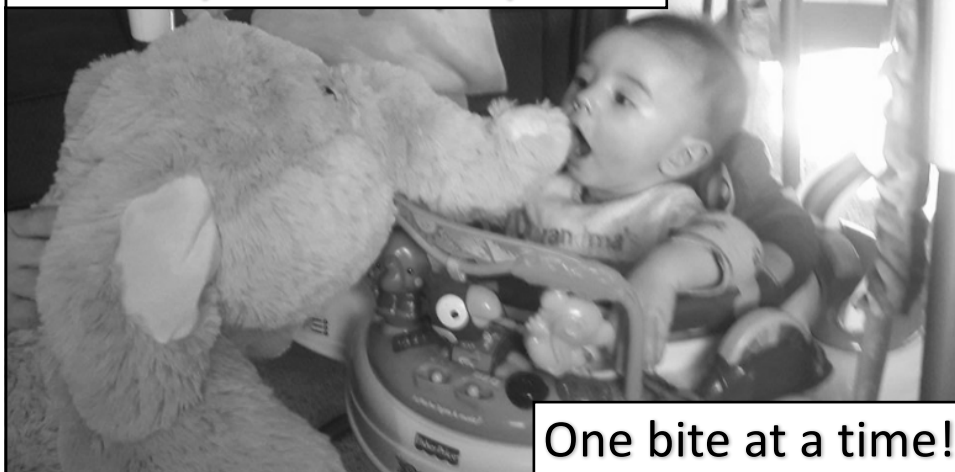
41

42

CONTINUED

continuED

Email of Gratitude from Student

"Mrs. Lara, I appreciate all of the work you've done and Mrs. Ott and my dad for me. When I went back to high school the bell rang and students were wandering the halls. And I felt like an actual senior in high school when I was walking with the normal peers. I felt taller and older and normal and not disabled. And I saw people that know from school they've all grew beards and gotten taller and I spoke to them for a couple minutes. Thanks
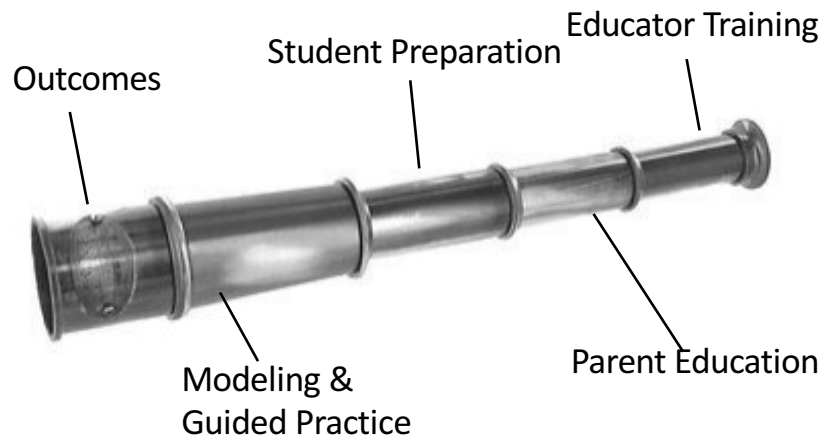
Sincerely,"

43

continuED

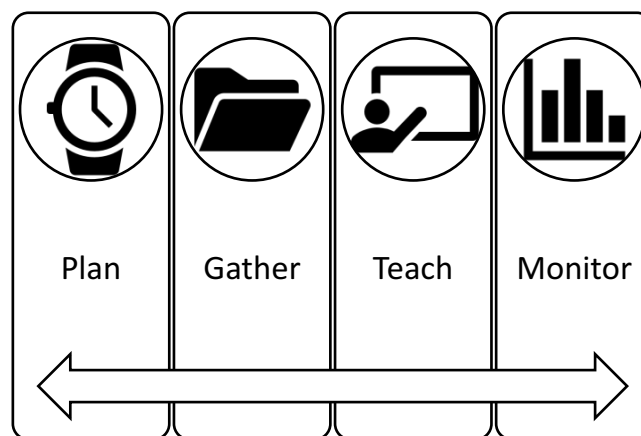## How do you eat an elephant?

One bite at a time!

44

continuED

Outcomes

Student Preparation

Educator Training

Modeling &
Guided Practice

Parent Education

45

Plan	Gather	Teach	Monitor

46

Educator Training

Countryman & Schroeder, 1996 When Students Lead Parent Teacher Conferences

Barrie & McDonald, 2002 Administrative Support for Student-Led Individualized Education Programs

47

Parent Training

- Surveys (I'm determined.org & Moving students forward websites, AIRE Self-Determination Scale, student strength inventories, interest inventories)

- Parent training meetings

- Ongoing education & communication with families

48

CONTINUED

PREPARING
STUDENTS

Teaching

Provide Opportunities

Modeling

Offer Supports &
Accommodations

49

CONTINUED

Student Training

- Strengths, Interests, Preferences
- Learning Styles/Study Skills
- Current Living Skills & Needs
- Disability Awareness
- IEP Laws & Process
- Setting Goals
- Accommodations & Modifications
- Self-Advocacy Skills

50

CONTINUED

Strength Inventories

5	I do this very easily.
4	It takes some effort, but I do this without any problems.
3	I have some difficulty, but I can do this most of the time.
2	Often I have difficulty doing this.
1	I can't do this at all

51

Exploring Multiple Intelligences

*Naturalist strength
*Musical strength
*Logical strength
*Existential strength
*Interpersonal strength

*Kinesthetic strength
*Visual strength
*Intrapersonal strength
*Verbal strength

http://surfaquarium.com/MI/inventory.pdf

52

CONTINUED

Learning Styles

- Visual
- Auditory
- Kinesthetic
- Proprioceptive
- Multi-modalities

53

CONTINUED

Visual Learner Strategies

- Sit near the front of the classroom.
- Use flashcards to learn new words.
- Try to visualize things that you hear or things that are read to you.
- Write down key words, ideas, or instructions.
- Draw pictures to help explain new concepts and then explain the pictures.
- Color code things.
- Avoid distractions during study times.

54

CONTINUED

continuED

Auditory Learner Strategies

- Sit where you can hear.
- Use flashcards to learn new words; read them out loud.
- Read stories, assignments, or directions out loud.
- Record yourself spelling words and then listen to the recording.
- Have test questions read to you out loud.
- Study new material by reading it out loud.

55

continuED

Tactile Learner Strategies

- Participate in activities that involve touching, building, moving, or drawing,
- Do lots of hands-on activities like completing art projects, taking walks, or acting out stories.
- Chew gum, swing or rock in a chair while reading or studying.
- Use flashcards and arrange them in groups to show relationships between ideas.

56

continuED

continuED

Tactile Learner Strategies

•Trace words with your finger to learn spelling (finger spelling).
•Take frequent breaks during reading or studying periods (frequent, but not long).
•It's OK to tap a pencil, shake your foot, or hold on to something while learning.
•Use a computer to reinforce learning through the sense of touch.

57

continuED

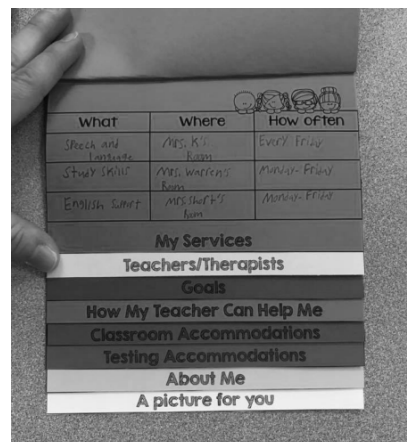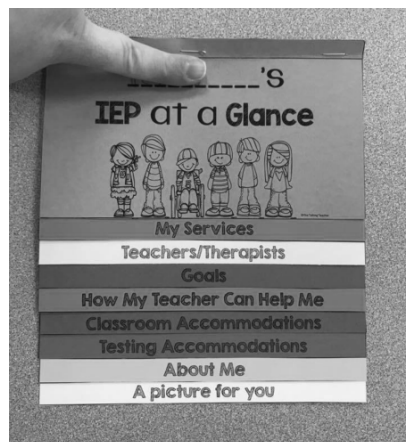# What's the Scoop on My Disability?

58

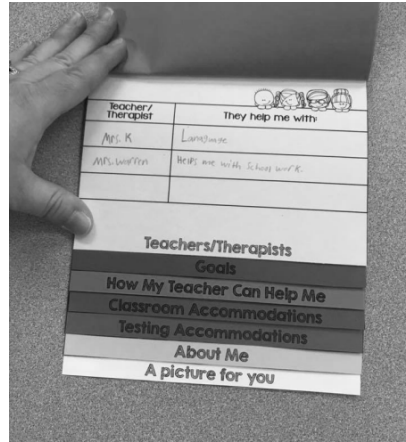**continuED**

Teach Your Students About IEP Law & Process

59

60

61

Setting Goals
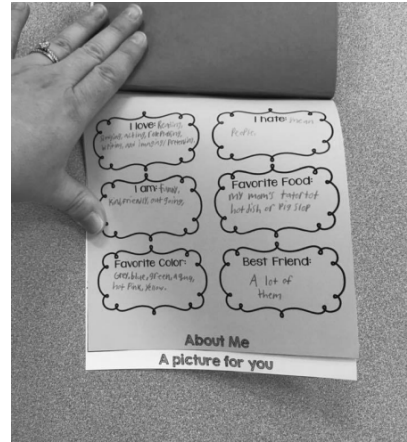
S.M.A.R.T.E.R. STEPS

Overview of the SMARTER acronym
- **S**pecific Skill sets and observable behaviors; Use specific actions words and contexts
- **M**easurable with meaningful and manageable data collection, including baselines
- **A**ttainable with an annual IEP cycle
- **R**esearch/evidence-based methods are documented in the goal
- **T**eachable with cues and strategies that are explained in the goal
- **E**valuate the data and communicate it regularly to parents
- **R**elevant to the general education curriculum (Common Core or State Standards), alternative curriculum, Transition, Post-Secondary, or Independent living.

62

continued

K-W-L
Know-What-Learned

S-N-D
Skill-Need-Do

Skill 1	
Skill 2	Area 1
Skill 3	

Skill 1	
Skill 2	Area 2
Skill 3	

Goal
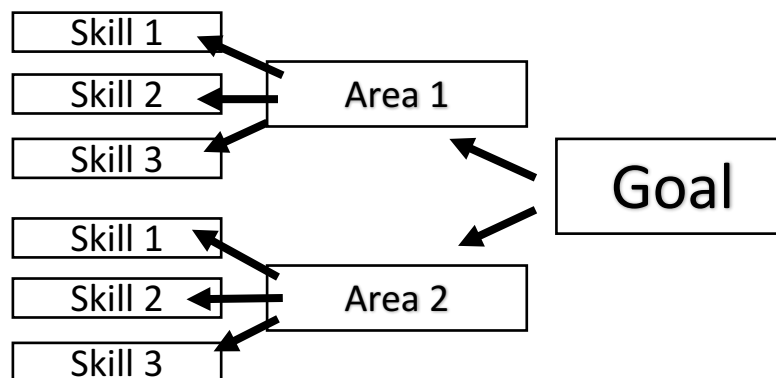
Self Advocacy Skills

Asking for what you need, what you want and what you're worth requires practice. So practice self-love and start asking.

~Anne Marie Houghtailing

continuⒺⅅ

Sample Student Templates

- Student IEP templates
- Self-determination portfolios
- Student-Led Agendas

67

continuⒺⅅ

Modeling & Guided Practice

| 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 |

Adapted from Thoma & Wehman. (2010).
Baltimore, MD: Paul H. Brooks Publishing Co.

68

continuⒺⅅ

Guided Practice

- Video/Mock Meetings
- Reflection/Video Self-Monitor
- Debriefing
- Practice some more!

69

- 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
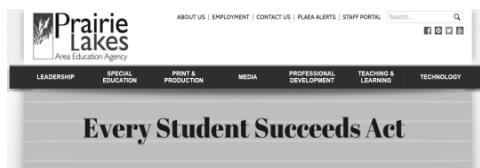
Skills used when leading an IEP

70

conTINUED

Self-Efficacy and Positive Outcome Expectations are "not a measure of the skills one has but a belief about what one can do under different sets of conditions with whatever skill one possesses".

~Albert Bandura

71

conTINUED

RESESOURCES

S.M.A.R.T.E.R. STEPS™

OSSE

i'm determine

Prairie Lakes Area Education Agency

ABOUT US | EMPLOYMENT | CONTACT US | PLAEA ALERTS | STAFF PORTAL   Search...

LEADERSHIP   SPECIAL EDUCATION   PRINT & PRODUCTION   MEDIA   PROFESSIONAL DEVELOPMENT   TEACHING & LEARNING   TECHNOLOGY

Every Student Succeeds Act

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Moving Students Forward
Transition Tools and Tidbits

D. O. T. S.
Don't Overlook Transition Services

Home   About   Teachers   Students   Parents   Resources   Events   Contact

72

conTINUED

CONTINUED

Questions

Contact Kelly Ott at team@smartersteps.com
for a full list of references and resources

73

CONTINUED