

HELIX 2022

Student Led IEP Meetings

PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

**PDE's
Commitment
to Least
Restrictive
Environment
(LRE)**

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

Introduction

Student Led Individualized Education
Programs (SLIEPS)

Objectives

- Explain key components in a student-led IEP meeting.
- Delineate strategies for before, during, and after an IEP meeting.
- Discuss benefits and obstacles that arise from the implementation of student-led IEPs.

Family Engagement



“Children are the Priority.
Change is the Reality.
Collaboration is the
Strategy.”

Judith Billings Washington State Superintendent

IEPs are Often Missed Opportunities

- to be:
- **EDUCATIONAL**: an opportunity for the student to learn
- **TRANSITIONAL**: an opportunity to practice and grow
- **PERSONAL**: an opportunity for the student to DO and FOCUS on them

IEPs are Often
Missed
Opportunities
part 2

to grow:
Self Advocacy and
Self Determination
through **real world** practice

Individualized!

“Personalized learning is not what is done to the learner or about tailoring the learning. It is about helping each learner to identify and develop the skills they need to support and enhance their own learning so that agency and self-advocacy can be realized.”

Kathleen McClaskey, (2018)

It's all about
Prepositions!

Nothing ABOUT me
_____ me.

~~To~~, ~~For~~, ~~With~~, **From**

Participation in the IEP Meeting

Student Rubric for IEP Participation

Area	Level I	Level II	Level III	Level IV
IEP Awareness	I don't know what IEP stands for.	I know what IEP stands for.	I know what IEP stands for and the purpose of the IEP meeting.	I know what IEP stands for, the purpose of an IEP meeting and I can tell others about these meetings.
IEP Participation	I don't participate or attend my IEP meeting.	I attend a pre-conference IEP meeting and/or my IEP meeting, but I don't participate in the meeting.	I attend and contribute information about myself for my IEP in a pre-conference or at the actual meeting.	I lead parts or my entire IEP meeting.
Knowledge of IEP Content	I don't know what is in my IEP.	I know that I have accommodations and goals but I don't know what they are.	I can name the accommodations and goals in my IEP, but I don't have a voice in developing them.	I can name the accommodations and goals in my IEP, and I have a voice in developing them.

Definition and Comparison

What a
student-led
IEP is.....

What a
student-led
IEP isn't

Ways to
Remember

SLIEP

S: Something

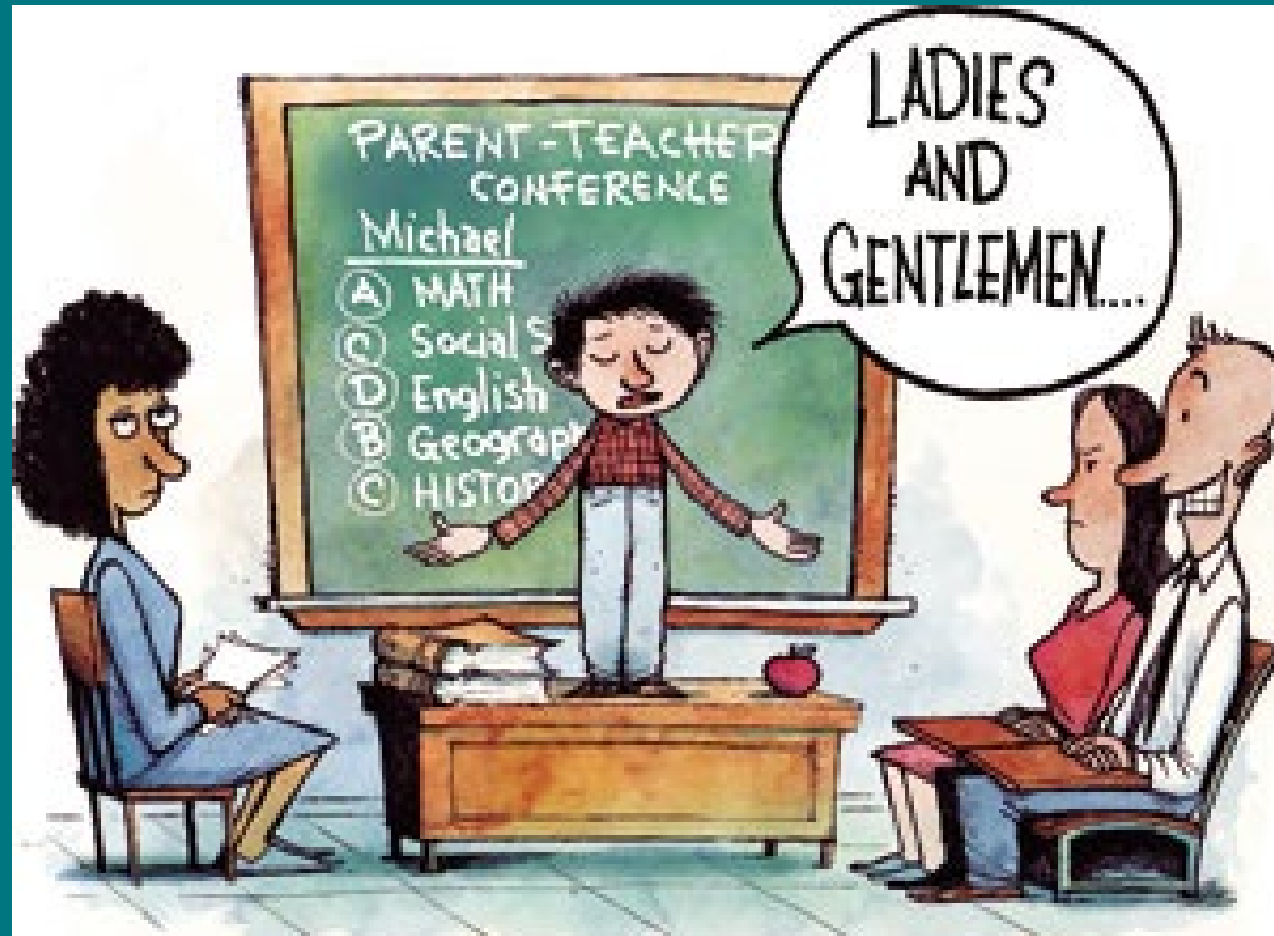
L: Listen

I: Invitation not Isolation

E: Early

P: Progression

Stay tuned:
we will watch
it in action!



PRACTICE PRACTICE PRACTICE

- Set Up/Invitations/Introduction
- Present Levels
- Goal Writing and Objectives
- Progress Monitoring
- Specially Designed Instruction
- Transition Grid

Present Levels

A presentation/poster/video/powerpoint or recorded interview/drawing/collage:

- *Who I am, What I like, What I can do, What I know, What I want to learn and do

- *Pre-work between student and teacher on testing and explaining the results, how they match to their goals

- *Discussion and introduction of culture and personhood for family and student

Goal Writing

- *Write a Goal, for the IEP or as a classroom goal.
- *Teach the definition and parts of a goal, how to measure it, and establish why it is important to the student.
- *Instructing a student how to write a goal, and having them do so, yearly, is a life skill!

Progress Monitoring

- *Measure the progress of the student's written goal and/or the IEP goals. Student and educator decide on the organizer and method for tracking progress, review the math skills to interpret progress, and discuss how to present progress to the team (school and family) from the student.
- *Create a report/graph/video/letter of the progress toward the goal(s) and any necessary changes for the student.

SDI

- *Provide an age appropriate and understandable list to the student and the family of all SDIs.
- *The student can explain what/why/when/how to use each SDI.
- *The student can track each use of SDI and the outcome/
- *The student can discuss pros/cons and needs/non-needs of SDIs
- *For transition, what coping skills need to be in place?

Transition

- *Incorporating the student's work in all the parts of the IEP is a transition step in and of itself: public speaking, introduction to teachers, presentation skills, self advocacy, self determination, disclosure, evaluating what works/doesn't.
- *Student can write and explore transition goals.
- *Look at how to practice in the real world, without IEP supports, now.

Strategies Before, During, and After

Student Led IEP meetings

Strategies for BEFORE the IEP Meeting



- Educate and Inform the School Staff.
- Educate and Inform the Families.
- Educate and Inform the Student.
- Set up time to create, discuss, practice, and revise the student's participation and contribution.
- Gather the Family's contribution.

Strategies DURING the IEP Meeting



- Give the student time to participate and contribute.
- Provide the student with a way to step back/out, if necessary.
- Be aware of what the student and family is “hearing.”

Strategies for AFTER the IEP Meeting



- Debrief with all members of the IEP team.
- Utilize progress monitoring as engagement and education.
- Plan for next year's participation and contribution to the IEP meeting.

Let's See it in Action

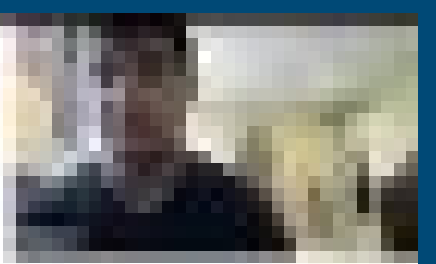
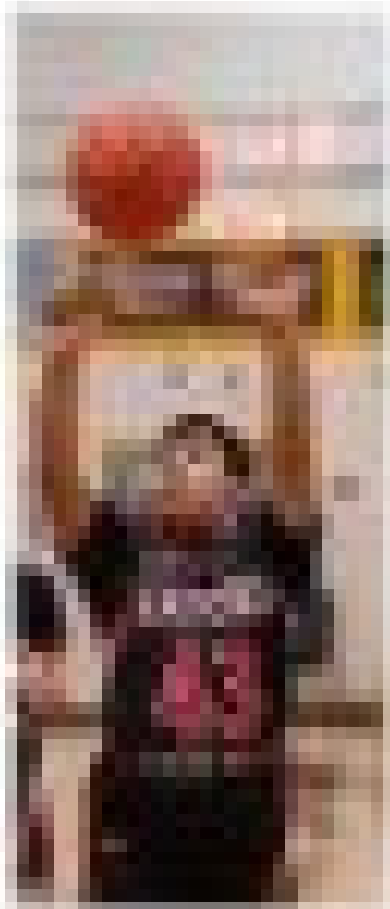
Student Led IEPs



TELLING FOLKS WHAT THEY WANT, "

MY ACTIVITIES

- Karate- I am a high red belt and I want to become a black belt
- Basketball
- The Learning Program



Review

Student Led IEP meetings

Action Steps “A”



- Give the student time to create, design, interview, and practice.
- Build in the time for direct instruction.
- Incorporate self-advocacy and real world/after school skills.

Build the SLIEP “B”



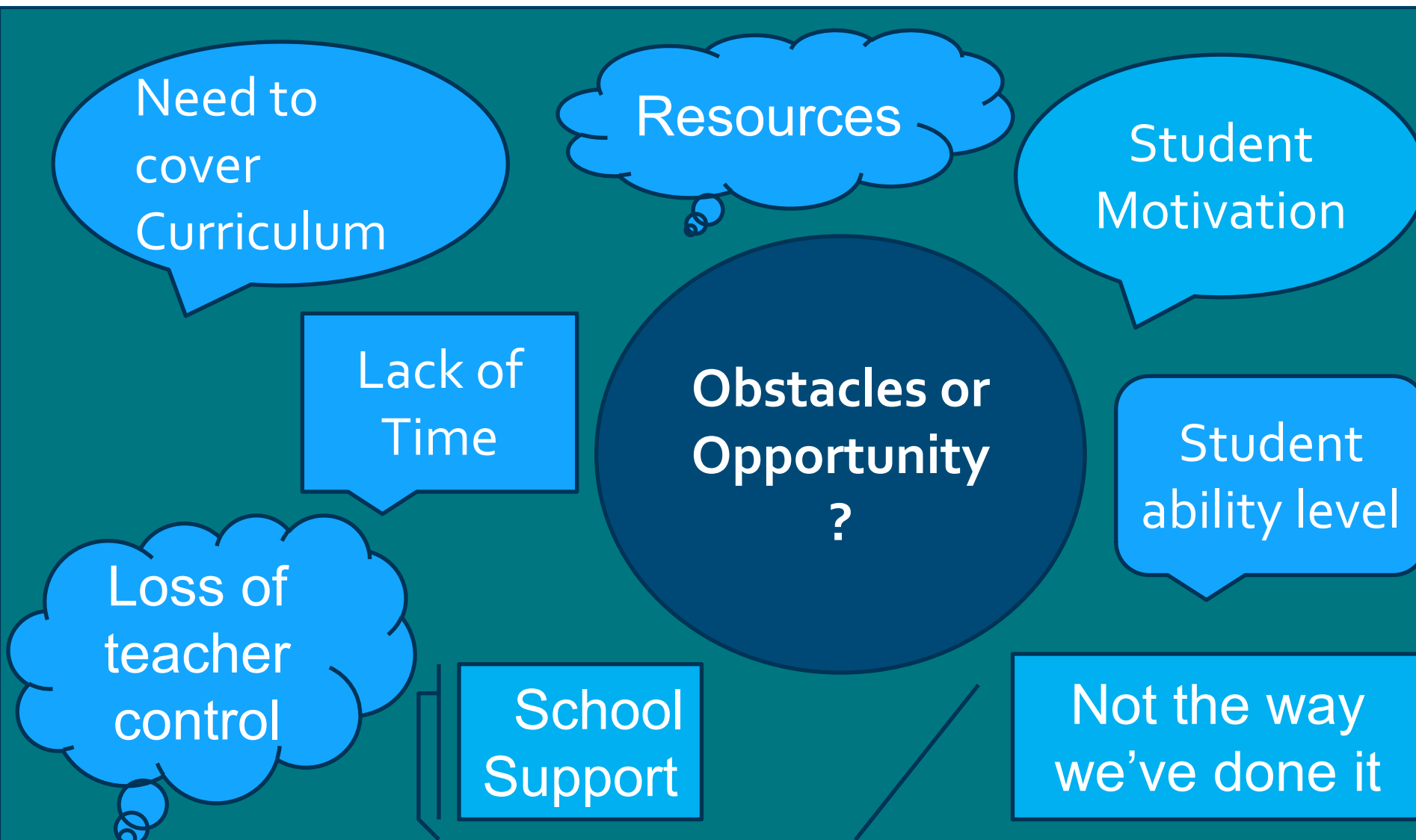
- Practice, Practice, Practice.
- Let the student lead.
 - Likes and dislikes
 - Describe what is needed to be successful
 - List what is working or not
 - Discuss future goals

Communication

“C”



- Information should be collected from everyone on the student's team, including the family and student.
- Use multiple means, time, and modes of communication.
- Communicate throughout the process.



**Potentials
for Success**

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Erin Campion
ecampion@pattan.net

Jennifer Craig
jcraig@pattanpgh.net

Commonwealth of
Pennsylvania
Tom Wolf, Governor