

Transition Tuesdays: After the IEP

April 26, 2022

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.

Objectives

*SLIEP: Student Led IEPs

- Share and explain how to implement SLIEP*s into this year's classroom with students, families, and colleagues.
- Identify the importance of Family Engagement in the SLIEP transition process.
- Evaluate what additional resources are needed and how to expand the SLIEP process for next year.

Erik W. Carter

What Matters
Most:
Research on
Elevating
Parent
Expectations

TASH Town Hall,
December 2014

The most powerful force in changing transition outcomes for young people with significant disabilities is not ultimately found in the transition plans we craft, the educational services we offer, the instruction we provide, or the systems we build, **but rather in the expectations and aspirations individual parents hold for their sons and daughters.**

**SLIEP:
Student Led
IEP**

**NOT
SLEEP**



Ways to
Remember

SLIEP

S: Something

L: Listen

I: Invitation not Isolation

E: Early

P: Progression

PRACTICE
PRACTICE
PRACTICE

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

Use Progress Monitoring as a tool for Family and Student Engagement

Part 1

Have a clear goal for this communication.

Does the student and family understand the information? Can they explain it for themselves?

Is it clearly linked to the IEP process in a meaningful way?



Use Progress Monitoring as a tool for Family and Student Engagement

Part 2

Make it available in different methods/times.

Avoid jargon and abbreviations.

Avoid hidden verbs and noun strings.

Define terms.

Use terms consistently.

Place words carefully.

Make it visual.

Create and Distribute a Debrief to ALL Team Members

- Check for mutual understanding:
 - What was decided for next steps?
 - Who is responsible for that and when?
 - General discussion highlights
- Feedback:
 - main points
 - after thoughts
 - ideas for the rest of the year
 - Aha, new learning

Utilize the report card for teacher comments

- It's for everyone.
- Make it personal and linked to learning.
- List who needs a comment throughout the nine weeks: "Catch them doing good things."

Preparing for the End Goal

Youth and Family Voice

Action Steps “A”

- Give the student time to create, design, interview
 - Invitations
 - PowerPoint
 - Video
 - Drawing
 - Simple introduction
- Make sure you have built in the time to for Direct Instruction
 - These skills need to be taught
 - Incorporate Self-advocacy into everything



Build the SLIEP “B”

- Practice, Practice, Practice
- Let the students lead
 - Likes and dislikes
 - Describe what is needed to be successful
 - Discuss future goals



Communication

“C”

- Information should be collected by everyone on the student's team, including the family
- It may be phone calls, emails, letters, etc... to gather everyone's input
- After the meeting, make sure to discuss what was successful and what needs improvement
- Plan for what is next

HANDOUTS & LINKS



Keep Informed with Family Engagement and Secondary Transition

- Sign up to receive future Family Engagement Newsletters and Updates
- Follow the Transition Tidbit Newsletter
 - Email pasecondarytransition@gmail.com and ask to be added to the list

FAMILIES TO THE MAX

The **FAMILIES TO THE MAX: *Pennsylvania Statewide Family Network*** is comprised of hundreds of dedicated family members, educational professionals, related service providers, community members, and young adults with disabilities. The Network is coordinated through funding and efforts of the **FAMILIES TO THE MAX** Parent Partners.

[For more information on the PaTTAN website.](#)

Contact the F2MAX Network at f2max@pattan.net
Or call 1-800-441-3215, ext. 3262

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.

References

Carter, Erik W. (2014, December). *What Matters Most: Research on Elevating Parent Expectations*. TASH Town Hall. http://supportstofamilies.org/wp-content/uploads/parent-expectations_D21.pdf

Student Participation in IEP Rubric from PaTTAN website

<https://www.pattan.net/assets/PaTTAN/f0/f07ad648-f8b3-4dbd-9a25-7d714c9a57f4.pdf>

Plain Language Action and Information Network. (2011, May). *Federal Plain Language Guidelines*. PlainLanguage.gov. <https://www.plainlanguage.gov/media/FederalPLGuidelines.pdf>

Erin Champion
ecampion@pattan.net

Jennifer Craig
jcraig@pattanpgh.net

**Commonwealth of
Pennsylvania**
Tom Wolf, Governor