



New York State Education Department  
Office of Special Education  
**Educational Partnership**





New York State Education Department  
Office of Special Education  
**Educational Partnership**

# Student Involvement in the Individualized Education Program (IEP) for Families

---

Produced by the Technical Assistance Partnership (TAP) for Transition at Cornell University.

*Last updated June 2, 2023*



# Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.



# Welcome



- Introductions
- Who is in the room?

# Meeting Norms

- Take care of your needs (water, food, restroom, etc.)
- Speak your truth—use “I” statements
- Ask what you need to understand and contribute
- Listen with respect
- Push your growing edge
- Participate and struggle together
- Expect a lack of closure
- Respect each others’ needs

# Blueprint for Improved Results for Students with Disabilities



## Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



## Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



## Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



## Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



## Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



## Inclusive Activities

Schools provide high-quality inclusive programs and activities.



## Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

# Today's Learning Objectives

## Participants will

- Recognize why and how to meaningfully engage and promote their child's participation in the development of their IEPs and Committee on Special Education (CSE) meeting.
- Identify and discuss how to build and encourage their child's self-determination skills.
- Receive and review materials and resources to promote student involvement in the IEP.
- Utilize qualitative data from previous participants to support the team throughout the process.

# Training Materials

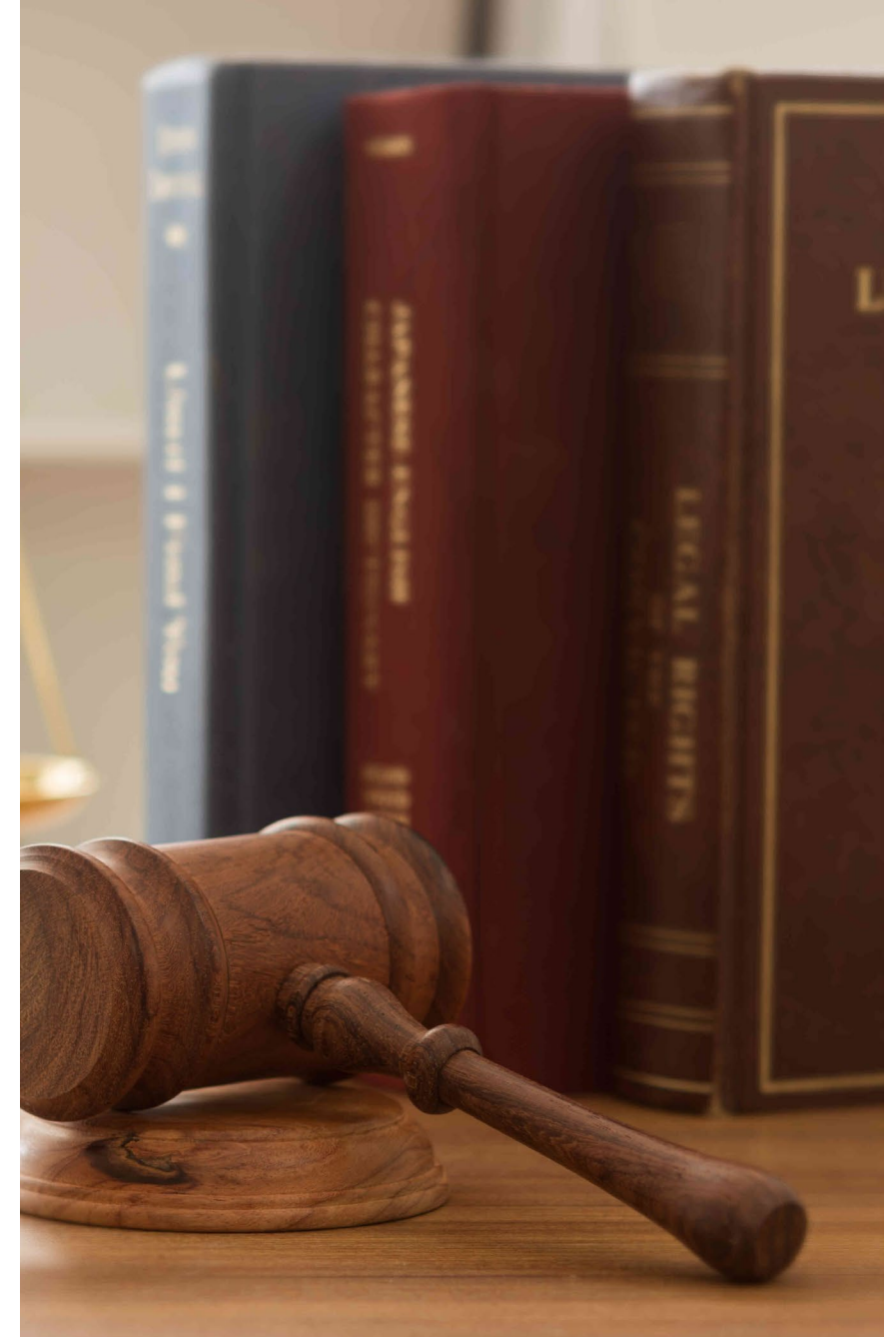
- Birthday Party: Why Is This Cake on Fire?
- Student Rubric for IEP Participation
- Elements of Self-determination
- Self-determined Learning Model of Instruction Teacher's Guide
- Promoting Self-determination Tip Sheet
- Self-determination Checklist: Student Self-assessment
- Self-determination Checklist: Elementary Student Self-assessment
- Goal Planning Guide and Tool
- One-pager Guide and Tool
- All About Me Template
- One-page Profiles (English and Spanish Available)
- One-page Profile Example: Todd
- My Vision Board Worksheet
- Self-awareness Questionnaire
- IEP Word Search Activity
- Parent Exit Survey



# Why Increase Student Involvement in the IEP?

# Individuals with Disabilities Education Act (IDEA) States 34 CFR 300.1(a)

The purpose of Special Education is to ensure that all children with disabilities have available to them a free appropriate public education (FAPE)... to meet their unique needs and **prepare them for further education, employment, and independent living.**



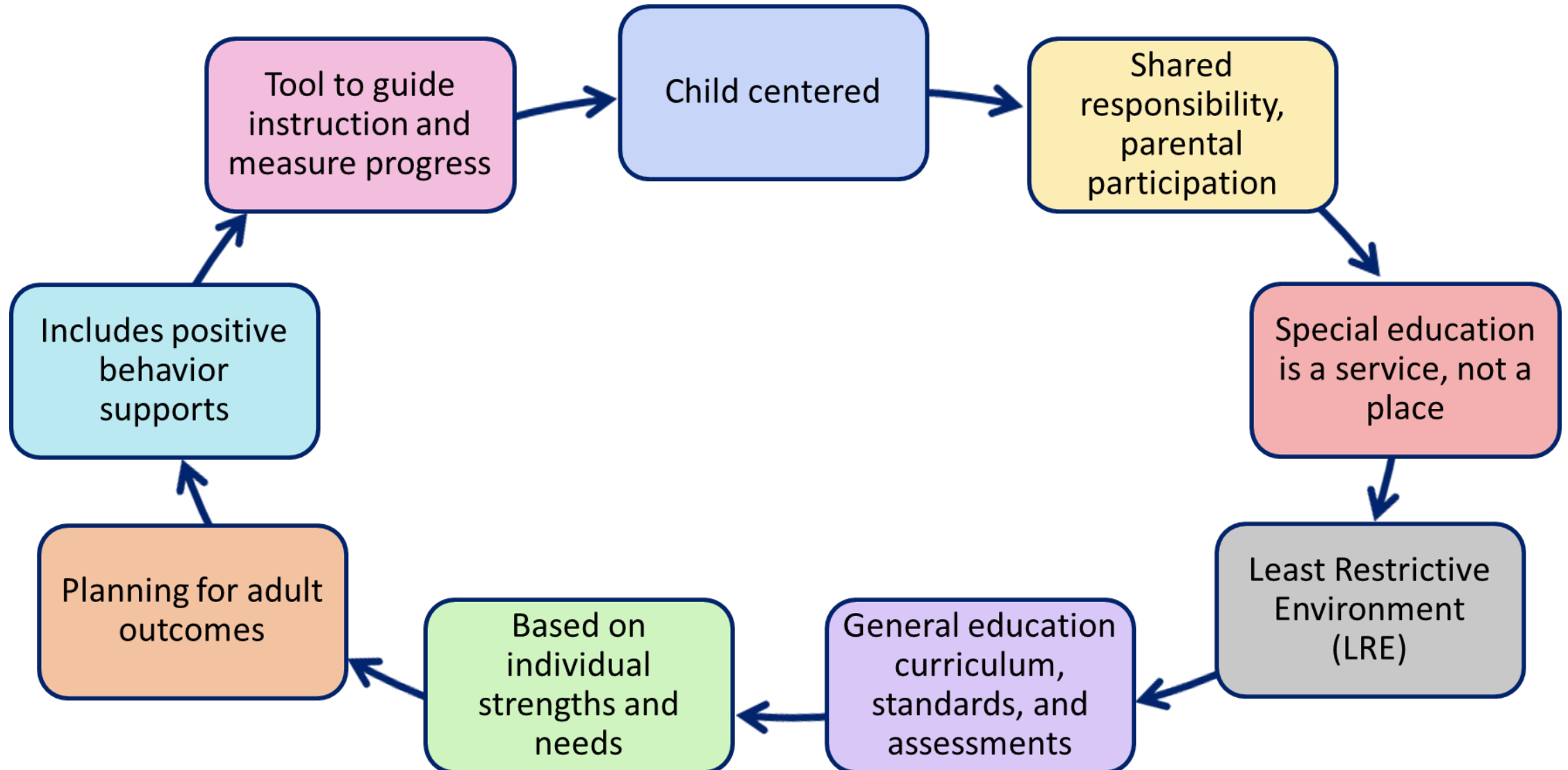
# Members of the Committee on Special Education (CSE)

(§200.3(a)(1))

- Student, if appropriate
- Parent(s) of the student
- General education teacher
- Special education teacher
- School psychologist
- CSE Chairperson
- Individual to interpret evaluations
- Others with knowledge/expertise



# Guiding Principles for IEP Development





# Student Invitation to Meeting When Discussing Transition



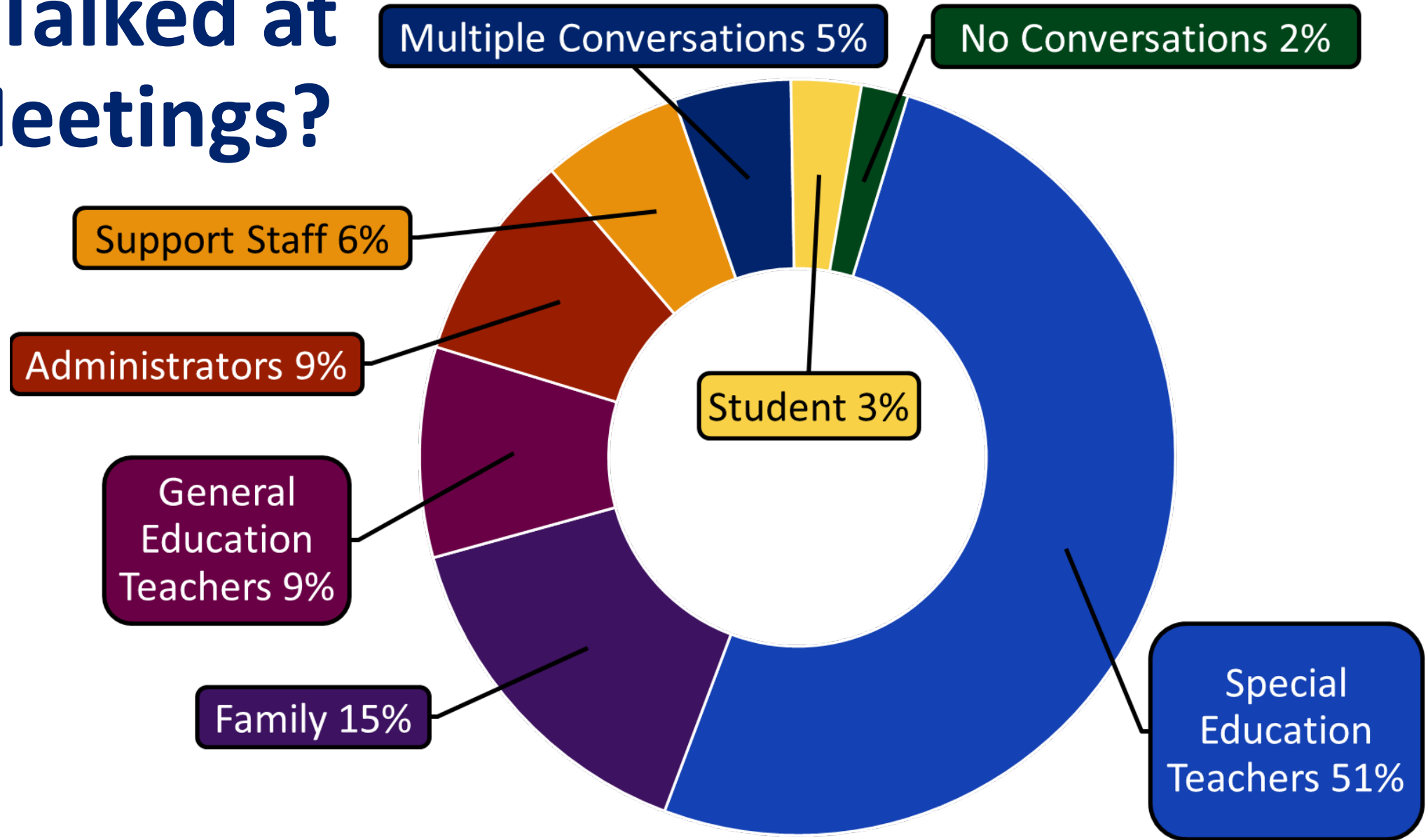
(§200.4(d)(4)(i)(c))

If the purpose of the meeting is to consider the postsecondary goals for the student and the transition services needed to assist the student in reaching those goals, the **school district shall invite the student**. If the student does not attend, the ***district shall take steps to ensure that the student's preferences and interests are considered.***

# Why is This Cake on Fire?



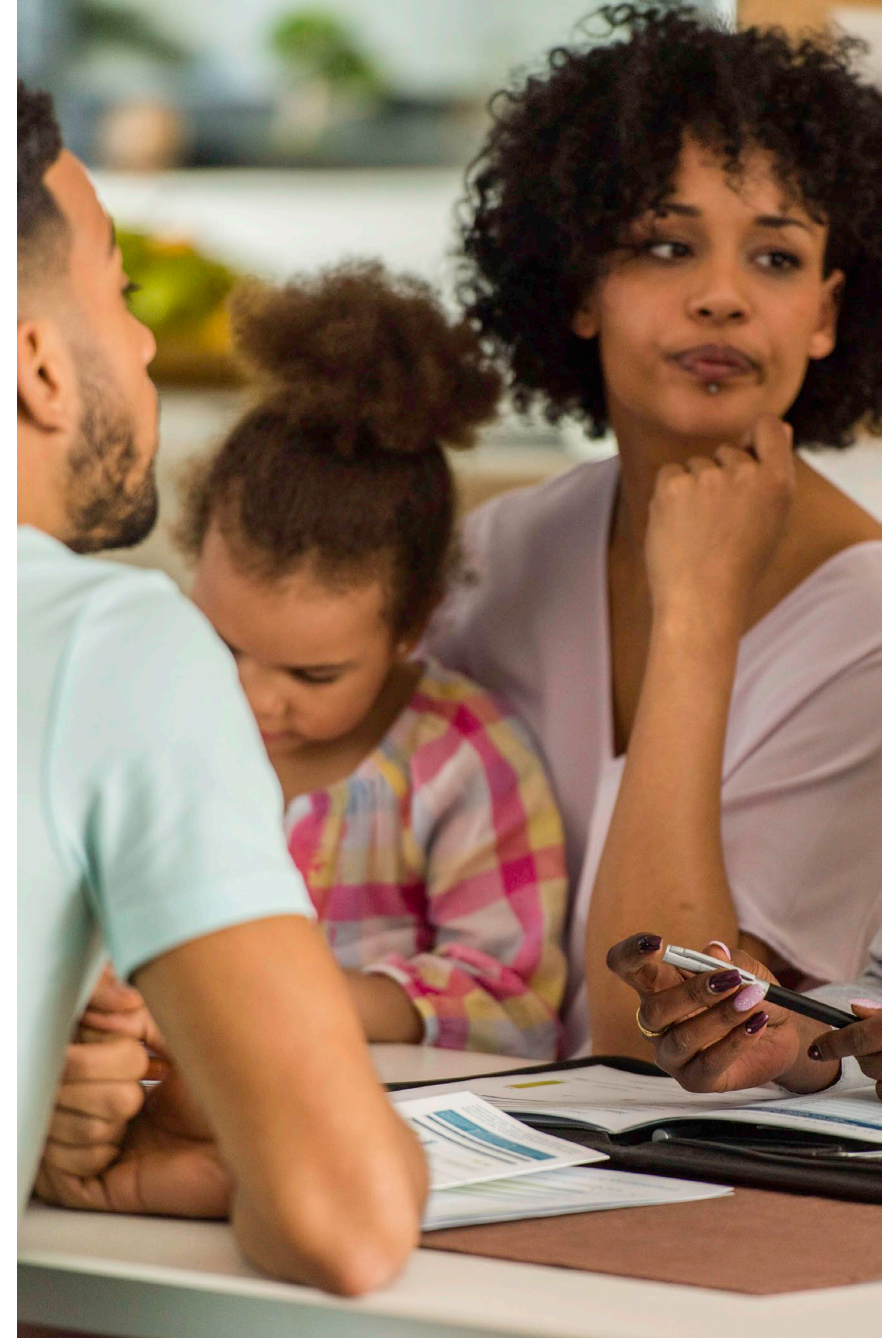
# Who Talked at IEP Meetings?



# Impact of Educator-Led IEPs

- Students often do not know the reason for IEP meetings.
- Students report that they make few if any decisions at IEP meetings.
- Students do not know what is expected of them during IEP meetings.

(Martin et al., 2004)







# Reflection



Take a moment to reflect on the most recent CSE meeting you have attended.

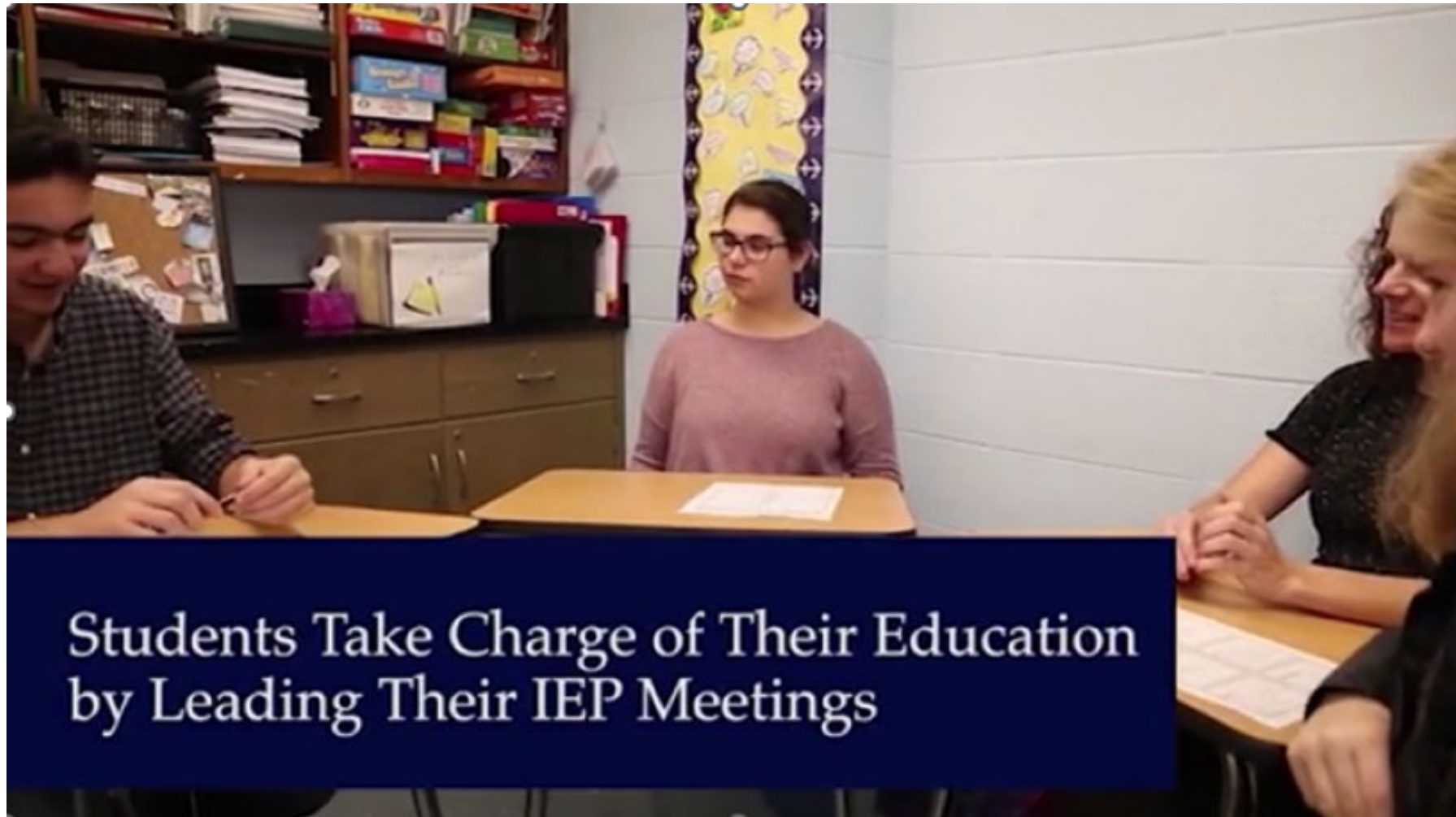
- What team members attended?
- Who participated throughout the meeting?
- How do you define "participation?"

# Family Expectations

**“If families have high expectations for their son’s or daughter’s future and are involved in transition planning, students are more likely to graduate, have better employment outcomes, and be enrolled in postsecondary educational settings.”**

(Newman, 2004)

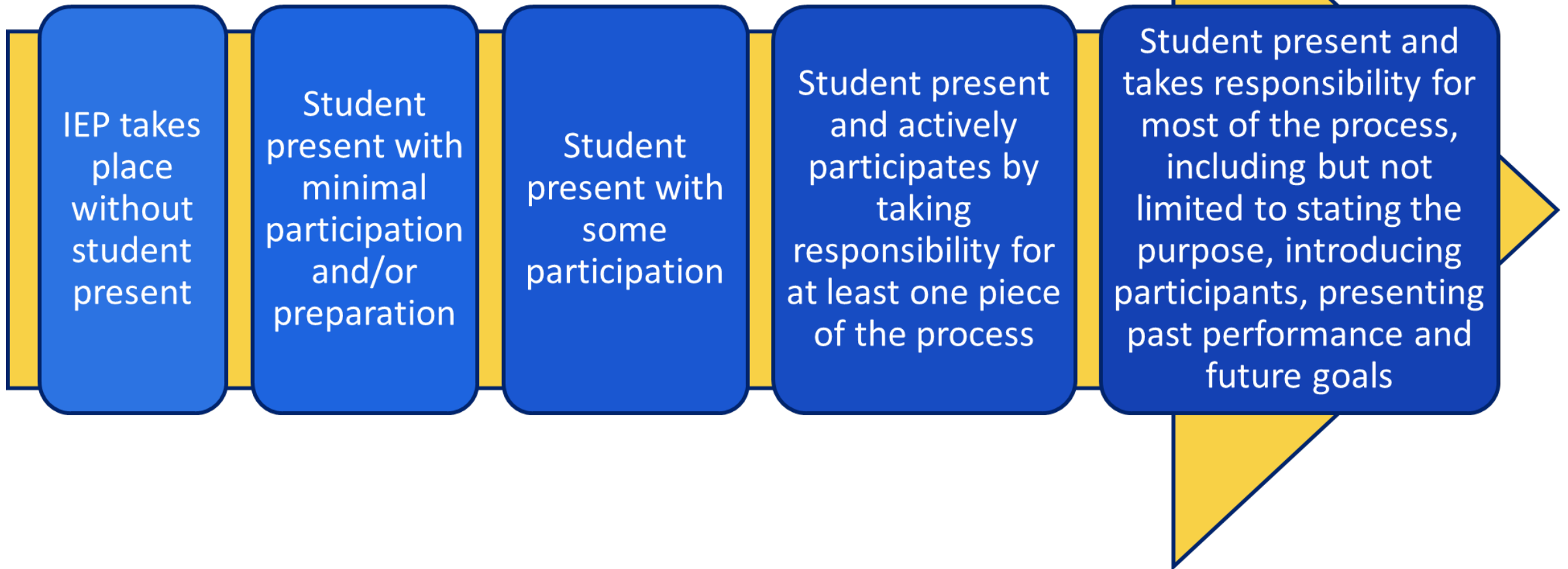
# Video: Student Outcomes



Students Take Charge of Their Education  
by Leading Their IEP Meetings

# Student-Involved IEPs

Where on the continuum is your child in relation to involvement in their IEP?



# Student Rubric for IEP Participation



Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

Area	Level I	Level II	Level III	Level IV
<i>IEP Awareness</i>	I don't know what IEP stands for.	I know what IEP stands for.	I know what IEP stands for and the purpose of an IEP Meeting.	I know what IEP stands for, the purpose of an IEP Meeting and I can tell others about these meetings.
<i>IEP Participation</i>	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 IEP Meeting.	I lead parts or my entire IEP Meeting.
<i>Knowledge of IEP Content</i>	I don't know what is in my IEP.	I know that I have accommodations and goals in my IEP, but I don't	I can name the accommodations and goals in my IEP, but I don't have a voice in	I can name the accommodations and goals in my IEP, and I have a voice in

# What is Self-Determination?



# Components of Self-Determined Action

- Make choices
- Express preferences
- Solve problems
- Set and attain goals
- Self-advocate
- Acquire self-awareness and self-knowledge

(Shogren et al., 2015)





### CHOICE MAKING

The skill of selecting a path forward between two known options

**Cm**

### DECISION MAKING

The skill of selecting a path forward based on various solutions that have each been thoughtfully considered

**Dm**

### PROBLEM SOLVING

The skill of finding solutions to difficult or complex issues

**Ps**

### GOAL SETTING & ATTAINMENT

The ability to develop a goal, plan for implementation, and measure success

**Gs**

### SELF-REGULATION

The ability to monitor and control one's own behaviors, actions, and skills in various situations

**Re**

### SELF-ADVOCACY

The skills necessary to speak up and/or defend a cause or a person

**Ad**

### INTERNAL LOCUS OF CONTROL

The belief that one has control over outcomes that are important to his or her own life

**Lc**

### SELF-EFFICACY

Belief in one's own ability to succeed in specific situations or accomplish specific tasks

**Ef**

### SELF-AWARENESS

Basic understanding of one's own strengths, needs, and abilities

**Aw**

# Elements of Self-Determination



# The Self-Determined Learning Model of Instruction

A Student-Friendly Definition

**“Being self-determined means acting or causing things to happen as you set and work toward goals in your life.”**

# Encourage Self-Determination with Your Child



- Encourage your child to make choices about everyday activities.
- Assist your child with identifying their strengths, preferences, interests, and needs.
- Talk about your child's future.
- Hold high expectations.

# Role of the Student and Family in the IEP Process



# The Purpose of Self-Determination Assessments

## Assessments provide:

- An objective measure of self-determination skills.
- A baseline for determining individual strengths, needs, preferences, and limitations.
- A tool for progress monitoring.



# Self-Determination Checklist

## Student Self-Assessment



Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

*Self-Determination skills help you to know*

- yourself*
- your goals*
- supports you need to reach your goals*

Use the following scale to rate the statements below:

3 = almost always/most of the time

2 = sometimes

1 = rarely or never

Rating			
3	2	1	I set goals to get what I want or need.
3	2	1	I make plans for reaching my goals.
3	2	1	I check my progress on how I am doing toward my goals.
3	2	1	I attend my IEP Meetings.
3	2	1	I participate in my IEP Meetings.
3	2	1	I know the goals listed in my IEP.
3	2	1	At school, educators listen to me when I talk about what I want or need.
3	2	1	At home, my parents listen to me when I talk about what I want or need.
3	2	1	I have others in my life who help me to accomplish my goals.

# Self-Determination Checklist: Student Self-Assessment

# Self-Determination Checklist

## Elementary Student Self-Assessment



Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

*Self-Determination skills help you to know*

- yourself*
- your goals*
- supports you need to reach your goals*

Use the following scale to rate the statements below:

3 = almost always/most of the time

2 = sometimes

1 = rarely or never

Rating			
3	2	1	I attend my IEP Meetings.
3	2	1	At school, my teachers listen to me when I talk about what I want or need.
3	2	1	At home, my parents listen to me when I talk about what I want or need.
3	2	1	I ask for help when I need it.
3	2	1	I know what I need, what I like and what I enjoy doing.
3	2	1	I tell others what I need, what I like and what I enjoy doing.
3	2	1	I take care of my things (pets, clothes, toys).
3	2	1	I make friends with others my age.
3	2	1	I make good choices.
3	2	1	I believe that working hard at school will help me to get good grades.

# Self-Determination Checklist: Elementary Student Self-Assessment

# Formal Assessment—AIR Self-Determination Scale

## THINGS I DO

1. I know what I need, what I like, and what I'm good at.	Never <b>1</b>	Almost Never <b>2</b>	Sometimes <b>3</b>	Almost Always <b>4</b>	Always <b>5</b>
2. I set goals to get what I want or need. I think about what I am good at when I do this.	Never <b>1</b>	Almost Never <b>2</b>	Sometimes <b>3</b>	Almost Always <b>4</b>	Always <b>5</b>

# Parents Can Assist to Make Self-Determination Culturally Responsive

- Parents and students can share family and student goals for the future and explore the role their cultural values play in transition planning.
- Discuss self-advocacy skills that may be helpful to the student within the context of your culture.
- Help identify adults who can serve as role models and other natural supports within the context of your culture that can help increase self-determination skills.
- Encourage the student to explore their cultural identity as part of the transition planning process.



# Suggestions for Teachers Supporting Student Participation:

## Pre-Meeting

- Assessments
- Logistics
- Invitations
- Plan
- Practice

- Collect information you need for the meeting about how the student is doing now and what they want to do in the coming years.
- Plan for the meeting (Who? What? Where? When? Why?).
- Practice for the meeting and organize the supports you need to have a successful meeting.

# Suggestions for Student Participation: Meeting

1. Introduce
2. Share
3. Advocate
4. Participate
5. Thank

- Introduce the purpose of the meeting.
- Participate in the meeting.
- Share thoughts about academic and transition goals.
- Share what works/doesn't work for supports, adaptation, and accommodations.

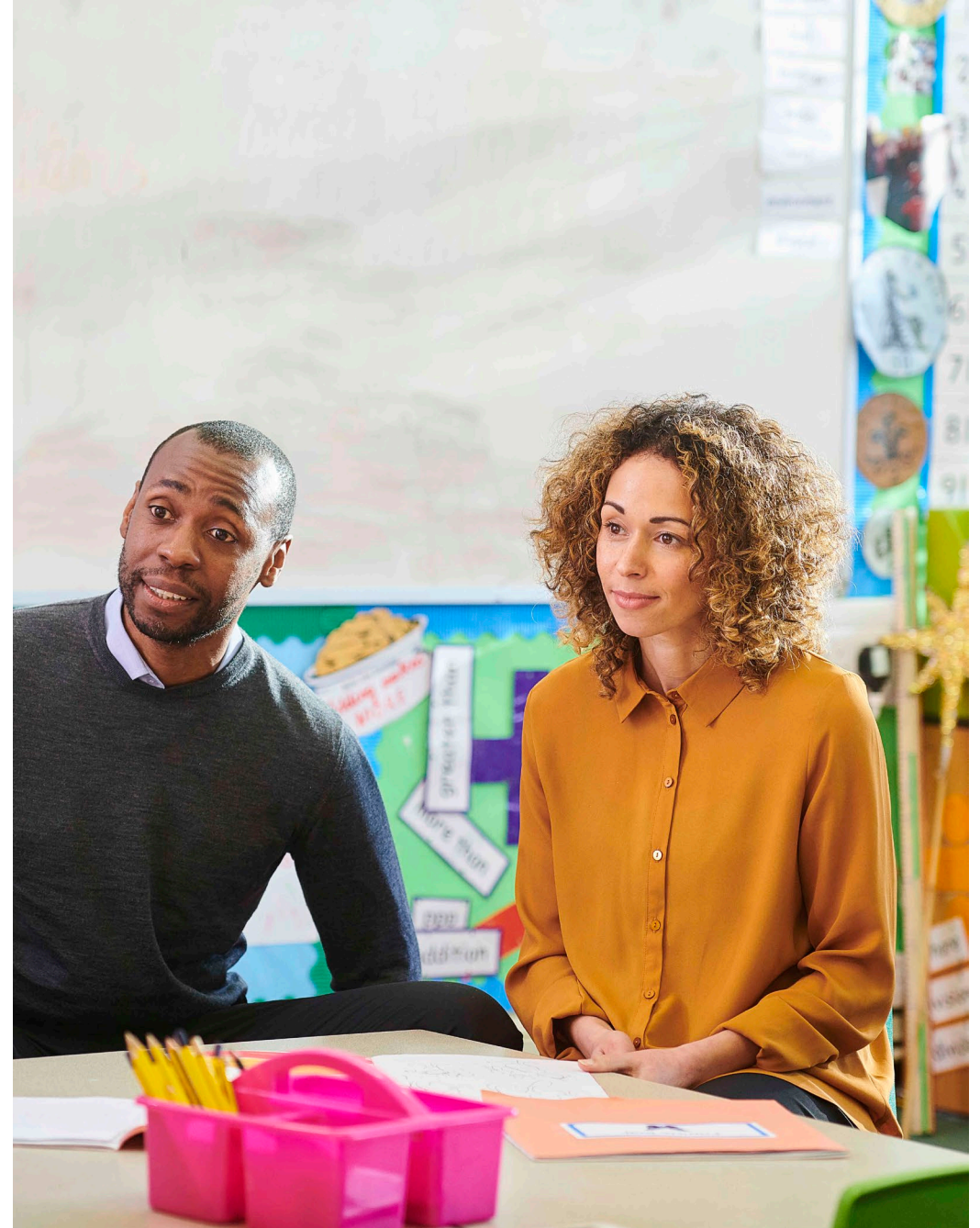
# Suggestions for Student Participation: Post-Meeting

1. Advocate
2. Implement
3. Assess progress
4. Try new things
5. Prepare next steps

- Share current goals with teachers so they can provide support.
- Send thank-you notes.
- Advocate for the supports and adaptations needed in classes.
- Learn to collect data on goals to determine if progress is being made.

# In an IEP Meeting, Families Can

- Gain more meaningful participation for yourself in the IEP process by further developing relationships with the school team.
- Work collaboratively with the CSE team to begin increasing student involvement in the IEP process.
- Express your concerns and share input.



# Resources for Increasing Student Involvement



# I'm Determined

- Provides quick links to resources for educators, parents, and youth.
- All documents/resources are available for download at no cost.
- **Approved Partnership Resource:** Toolbox for Self-Determination.

# Sample Goal Plan

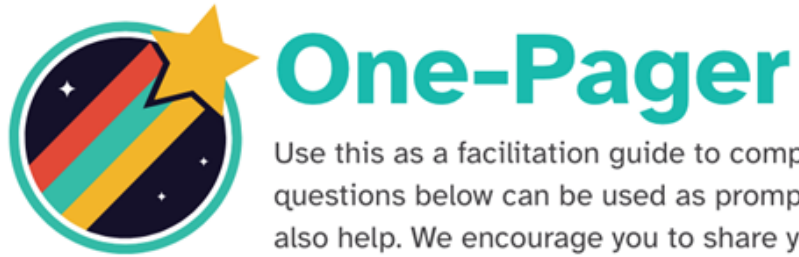


## Goal Plan

Use this as a facilitation guide to complete the Goal Plan tool, or to help someone else complete it. The questions below can be used as prompts to help you arrive at answers. Focusing on one column at a time may also help. We encourage you to share your finished Goal Plan with others!

My Goal	Outcomes	Next Steps	People Who Can Support
<ul style="list-style-type: none"><li>• What is one of my goals?</li><li>• What is something that I want to do?</li><li>• Where is a place I want to go?</li><li>• You can write a goal to reach soon or several months or years away.</li><li>• Pick one goal to start with.</li></ul>	<ul style="list-style-type: none"><li>• How do you know you have reached your goal?</li><li>• What are some results of getting this goal done?</li><li>• How will I benefit from finishing this goal?</li><li>• What are some new things I can do after attaining this goal?</li></ul>	<ul style="list-style-type: none"><li>• What do I need to do to reach my goal?</li><li>• If I were to break my goal into pieces, what would those pieces be?</li><li>• What is one thing I can do today that gets me closer to my goal?</li></ul>	<ul style="list-style-type: none"><li>• Who are the people in my life who can help me reach my goal?</li><li>• Which step of my goal can each person help me with?</li><li>• Who will encourage me to reach this goal and check to be sure I made it?</li></ul>

# I'm Determined One-Pager Guide



Use this as a facilitation guide to complete the One-Pager tool, or to help someone else complete it. The questions below can be used as prompts to help you arrive at answers. Focusing on one column at a time may also help. We encourage you to share your finished One-Pager with others!

My Strengths	My Preferences	My Interests	My Needs
<ul style="list-style-type: none"><li>• What am I good at in school?</li><li>• What am I good at in my community or home?</li><li>• What do other people say are my strengths?</li></ul>	<ul style="list-style-type: none"><li>• What makes my day or school work more enjoyable?</li><li>• What would be nice to have or happen but I would be okay without it?</li><li>• Where do I see myself in the future:<ul style="list-style-type: none"><li>• Living?</li><li>• Working?</li></ul></li></ul>	<ul style="list-style-type: none"><li>• What do I like to do?</li><li>• What activities or groups do I enjoy being in?</li><li>• What are my hobbies and after school activities?</li></ul>	<ul style="list-style-type: none"><li>• What things or changes to my day help me?</li><li>• What do I need to succeed?</li><li>• What assistive technology helps me at school, home, and in the community?</li><li>• What can others do to help me?</li><li>• What are some things that</li></ul>



Name
Age/Grade

Who am I? What do I like?



What I'm good at

What is hard for me

What is my family like?


# All About Me Template



- Template provides prompts to facilitate student responses.
- Template provides a place to add a picture of the student.
- Color and black and white versions available.

# One Page Profiles



ABOUT ME AND MY VISION STATEMENT		
STRENGTHS & ATTRIBUTES	THINGS I'M WORKING ON	HOW BEST TO SUPPORT ME
		WHAT DOESN'T WORK

FACT Oregon Template (Sept 2019) www.factoregon.org

TODO ACERCA DE MI Y MI VISION DEL FUTURO		
FORTALEZAS / DONES	MIS METAS	QUE FUNCIONA
		QUE NO FUNCIONA

FACT Oregon Template (Sept 2019) www.factoregon.org

# One Page Profile Example



## About Todd

- Independent & lives in his own place
- Enjoys listening to music & hanging with friends
- Favorite singer is Jeremy Camp
- Likes to cook (pasta, sandwiches, etc)
- Strong circle of friends & family
- Likes watching YouTube and Netflix
- Wants to date!!
- Likes to be busy (eat out, go to gym, etc)
- Uses Tri met (working on Lyft & Uber)
- Cool, funny & great sense of humor

## Skills / Gifts / Strengths

- Organized, responsible, and on time
- Keeps to schedule & follows directions
- Works well with check list
- Loyal, honest and trustworthy
- A people person!
- iPhone use—ph/text, apps, timer, reminders, etc.



- Likes a challenge!

## Works for Todd

- High expectations & accountability
- Check list of tasks
- Regular schedule
- Watching an example (YouTube or ph video)
- Practice / repetition

## Resume experience

- Greeter / host, customer service
- Facing shelves, packaging & pricing
- Receiving and unloading, cold foods
- Sweeping, busing & wiping tables, windows
- Food prep, kitchen support
- Commercial dishwasher
- Hard working team member!

- Spirit of competition / challenge
- Rewards / recognition / celebration

## Doesn't Work for Todd

- Low expectations—If you don't think I can I won't think I can
- Fine motor / dexterity
- Being treated differently than peers

# The Self-Determined Learning Model of Instruction



The Self-Determined Learning Model of Instruction is a teaching model implemented by teachers to enable their students to self-direct and self-regulate their actions in pursuit of goals. It is used by teachers to enable students to

- Set goals
- Make choices and decisions
- Develop plans to reach goals
- Track progress toward goals

***It is also an excellent user-friendly tool for parents and families.***

**What is my goal?** 🖊️ Let's try to identify something that you want to learn or improve on.

🖊️ Please answer the questions below.

**1. What do I want to learn or improve on?**

I want to get my reading done before class so that I know what I'm talking about during class. Also, I know I'll need to read every day as a magazine editor.



**2. What do I know about it now?**

I don't consistently read for class – sometimes I do, sometimes I don't. I'm really busy with other things like friends and sports.



**3. What must change for me to learn what I don't know?**

I need to plan when I'm going to read and learn how to take better notes about my reading. I can't get distracted by my phone, either.



**4. What can I do to make this happen?**

I can use a planner to keep track of my assignments and when things are due. I could try to schedule a time to read before class too.

🖊️ I have listed a specific, measurable activity for student question 4. This is my goal, the activity I will be working on during Phase 2 and Phase 3.









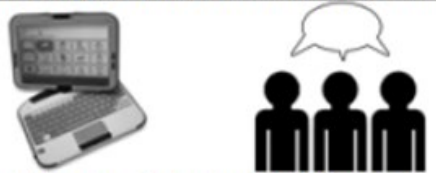


# Self-Determined Learning Model of Instruction— Student Question Guide —page 49










# Self-Determined Learning Model of Instruction — Student Question Guide — p. 55

<p>1. What do I want to learn or improve on?</p> 	 <p>Talking to classmates during English class</p>
<p>2. What do I know about it now?</p> 	 <p>Communicating with assistive technology device, expressing yes and no with device</p>
<p>3. What must change for me to learn what I don't know?</p> 	 <p>Having device at all times at school and home</p>  <p>Using device with support from teachers, school staff, and family</p>
<p>4. What can I do to make this happen?</p> 	 <p>Using the device to talk with peers</p>

End of Phase 1  Go on to Phase 2

If	Then
<p data-bbox="129 144 244 272">YES</p>	<p data-bbox="397 101 1141 137">I am ready to go back to Phase 1 and set a new goal!</p> 
<p data-bbox="129 411 244 539">NO</p>	<p data-bbox="529 365 1014 401">How do I feel about my progress?</p>  <p data-bbox="575 636 963 672">What do I want to do next?</p> <ul data-bbox="384 715 652 751" style="list-style-type: none"> <li>• Revise my goal</li> </ul>  <ul data-bbox="384 915 741 951" style="list-style-type: none"> <li>• Revise my action plan</li> </ul>  <ul data-bbox="384 1100 639 1136" style="list-style-type: none"> <li>• Set a new goal</li> </ul> 

# Self-Determined Learning Model of Instruction — Student Question Guide — p. 58



# Vision Board Template for Younger Students



## My Vision Board \_\_\_\_\_

Directions: Follow the prompts below and add to your vision board by either cutting out pictures from magazines or coloring pictures.

A brown-bordered board with six white sticky notes pinned to it. Each note has a yellow header with a prompt and a blank space for a picture. The prompts are:

- I would love to visit...
- This brings me joy...
- I'm proud of myself for...
- I would love to be this when I'm older...
- This color makes me feel happy...
- Some of my dreams/goals are...



# Self-Awareness Activities



## Being aware of me...

1. I believe that I have strong skills in the following areas...

\_\_\_\_\_

2. I believe that my weaknesses are in...

\_\_\_\_\_

3. These are the people I believe may be able to help me the most...

\_\_\_\_\_

4. Here are things that help me perform well in school...

\_\_\_\_\_

5. If I had my choice, I would take the following classes...

\_\_\_\_\_

6. Here are things I most enjoy about school...

\_\_\_\_\_

7. I have been involved in an IEP meeting before ..... **True** **False**

8. I know what happens in an IEP meeting ..... **True** **False**

9. I know what my goals are in my IEP ..... **True** **False**

10. I have rights according to my IEP ..... **True** **False**

11. Only my parents have responsibilities for carrying out my IEP..... **True** **False**



## My Own IEP

This word search will help familiarize you with individualized education program (IEP) terms. Two-word entries may appear on different lines.

L R S P S I S R Z E L J W Y C S L Z K J  
 I E P E W N I P S Y V A Q J A E A X O M  
 J S A J V G O W E Z E N G C S T I D Z E  
 R P E D H I T I W C O O C E Y F T I Z E  
 M O D T E I T F T I I O K T L N N S Z T  
 F N S Q N R B C T A M A I X H P E A Y I  
 E S V G O F S A E M C L L H D E D B E N  
 Q I Z L M H C H O J I I O H V O I I N G  
 M B A E F U U D I B B F F A H Z F L O Y  
 O I Y L D Q A N I P K O L I O A N I I K  
 V L Y E D T R G M X Q U W Z D N O T T K  
 B I F M I A I W S L A O G W N O C Y I T  
 D T B O W L Z N Y T Q R O T U X M E S S  
 J Y N R E S T R I C T I V E Y V R H N A  
 X S Z F U D G O A D V O C A C Y C M A E  
 F S S F W X N G I K G X T O W T I O R L  
 S B L F T W O A U U Z F S Q B T L V T H  
 O E O E Q V C S U L A U D I V I D N I E  
 S W J F B X J C T B J T D E K C F Z H Q  
 H W J J D I K N O I T A N I M R E T E D

ACCOMMODATIONS  
DISABILITY

ADVOCACY  
EDUCATION

CONFIDENTIAL  
ELIGIBILITY

DETERMINATION  
EVALUATION

# Secondary Student Example

# Welcome to my Annual Review Meeting

---

Jayla  
May 3, 2019

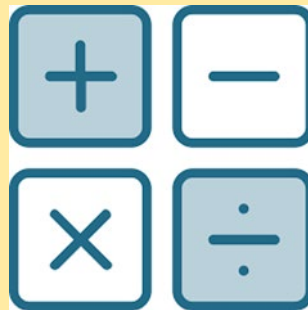
Let me tell you about myself...

Funny

Smart

Love theater, especially Broadway shows!

Good at MATH



I am interested in...

Drawing

Writing

Singing



After-School Activities

# Interact Club

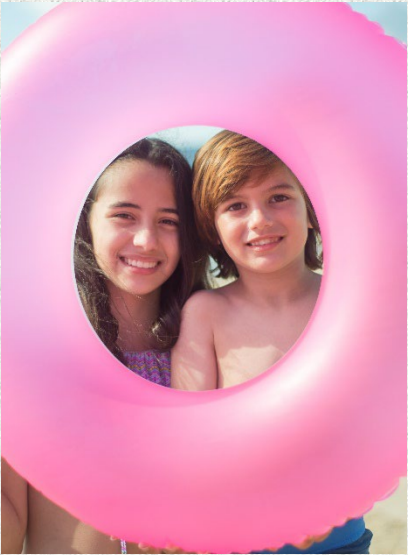
Art Club



## My Support System

- My family consists of my mom, dad, grandma, grandpa, my little brother, and my dog.
- My parents' names are Sandi and Karl.
- My grandparents' names are Virgaline and Felix.
- My brother's name is Karl and he is 11 years old.
- My dog's name is Earl and he is a Yellow Lab.

# Family Photos





## Who Helps Me in School:

**Mrs. Dreitzler- Resource Room**

**Mrs. Fendler and Mrs. Rohl- The Testing Room**

**Ms. Rossi- Speech**

**Mrs. O'Connor- Living Environment**

**Mrs. Giordano and Mrs. Wilson- Geometry**

**Mrs. Byrne- Gym**

**Ms. Baswell- Health**

**Mr. O'Donnell and Mr. Johnson- Global Studies**

**Mrs. Davis and Mrs. Ferrari- English**

**Mrs. Esposito- Business Computer Applications**

What do I need help with?

Public speaking

Writing essays

Not being scared to ask for help

# My Future

- In the future, I want to get a job in forensic science
- My dream colleges are Farmingdale State College, Pace University, and Saint Anselm
- I am OK with going away to college or staying close to home



## Possible Obstacles/Roadblocks to My Goals

Forensic Science

Making choices when I don't know something

Getting started with writing when I don't know what to write

Not getting so anxious/upset

# Goals for the rest of the school year...

By the end of this year, I will:

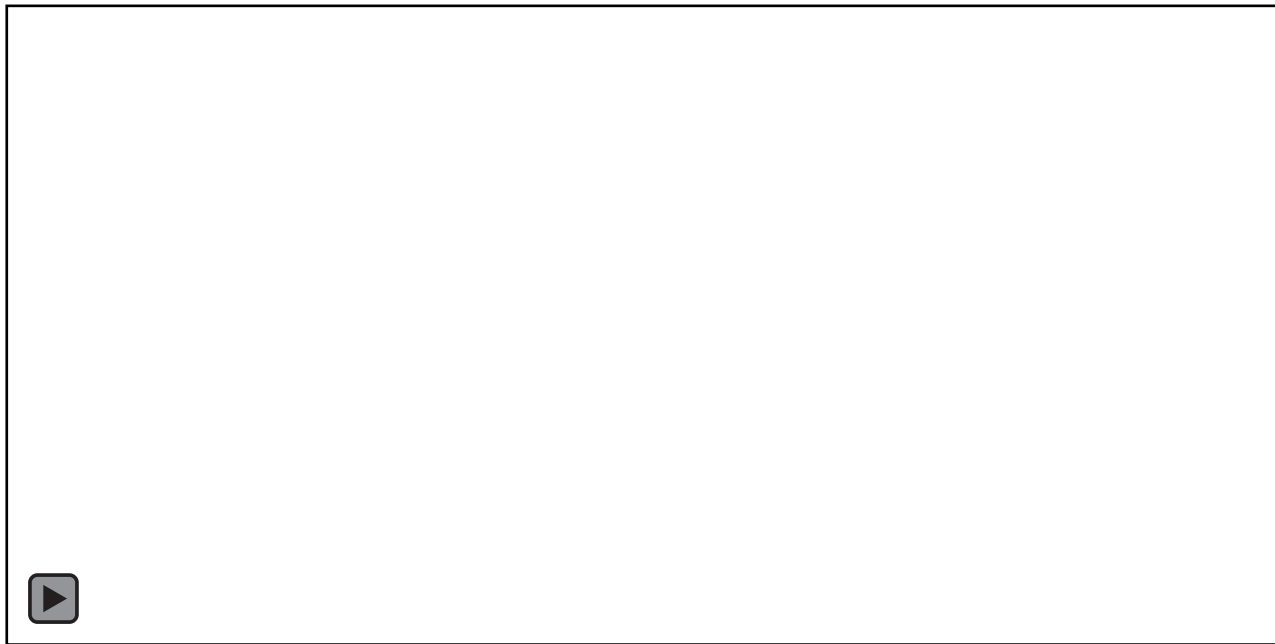
- Pass Regents exams in Geometry, Global History, and Living Environment

I have a summer job working at Camp 4H as a Counselor in Training (CCIT)!!!!!!!



Thank you for  
coming!

# Learning to Speak Up: A Teacher's Perspective on Teaching Students Self-Advocacy Skills



# Elementary Student Example

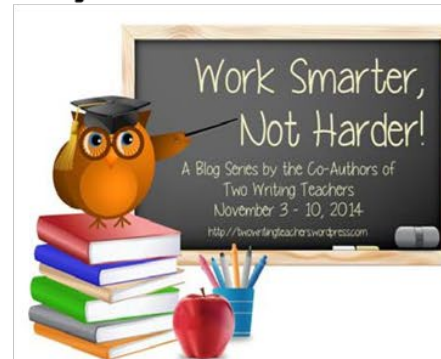
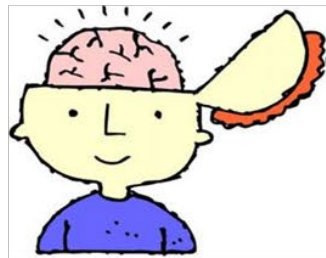


# Things You Need To Know About



**Canton Smith**

**I already know this about myself 2018**



# Learn About Me

- I have a great family.
- Mom, Dad, my brother named Archer, and a dog named Ella.
- I am six years old.
- I am a good boy, but sometimes I need help.
- I love moving activities, art center, and house keeping.
- I ask questions when I need help.
- I like telling stories.
- I learn different things than my friends.



# Facts about Canton

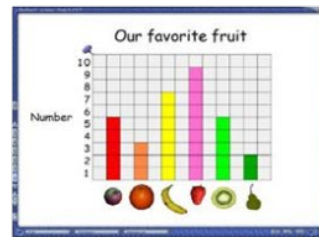
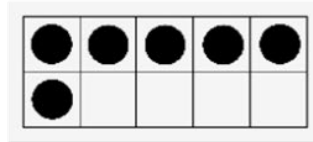
- I am in school, and I am very smart and happy.
- I like to make friends and play games.
- I like fun learning, coloring, building, and gluing.
- I love lessons on Smart Board.
- I love center time, especially Art Center.
- I will play on the computer if I have to.
- I have beautiful brown eyes, but I learn better with the right eye.



LEARNING  
IS  
FUN



# Subjects I Like



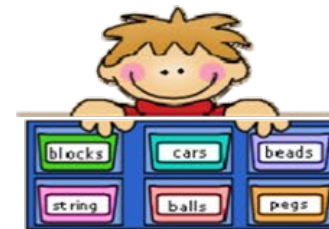
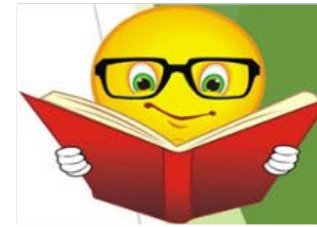
# I Like:

- Science.
- I love exploring.
- I know how to make observations.
- I really like working with friends.
- I like sleeping at Aunt Lisa's and Uncle Paul's house.
- I play games in driveway with Dad.
- I play school at my house.
- I play family in the treehouse.
- Class trips are so much fun!



# I Like Reading

Letters and Sounds, Letter People Puppets, books, and listening to stories.



# I Like (continued)

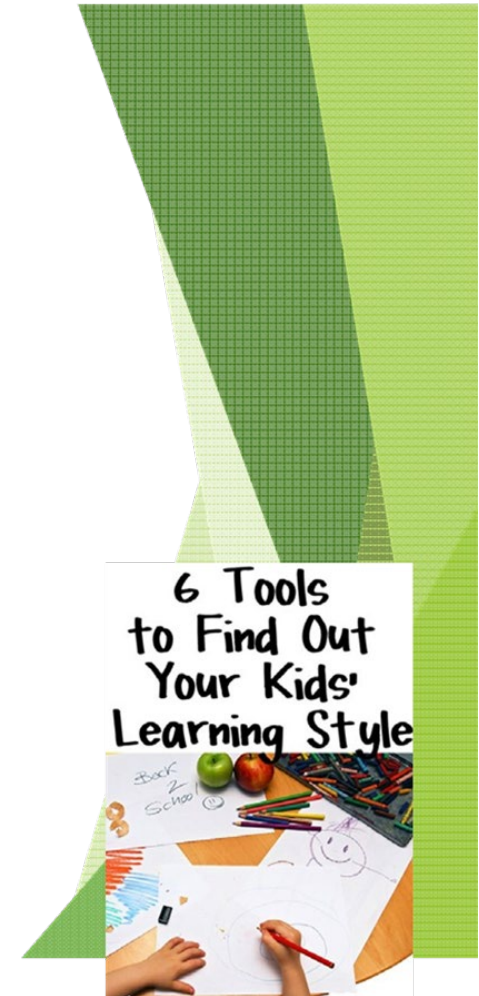


# In School:



- I am a good friend
- I am polite to teachers and all adults
- I can ask for help
- I use all the tools
- I like to help friends with work

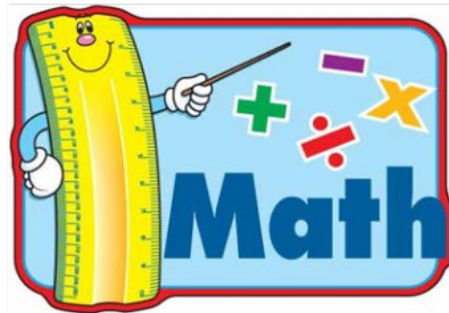
- Adults help me stay on the correct page
- The adults help me to point out steps to follow
- The adults give me visuals to organize me
- I ask questions when I am unsure
- Sit by where the teacher is, so I can hear and see her





# In First Grade I Want to:

- Have a teacher that knows how I learn.
- Work with classmates on projects.
- Be happy everyday like I am now.
- Do well in reading, math, and science.



# “I am just starting to know what I need to have a great day in school.”

I can...

- Use my tools
- Use step-by-step pictures
- Work with friends and look what they are doing if I forget
- Sit with my right eye looking at the Smart Board
- Raise my hand to ask for help
- Sit close to the teacher



# Additional Options for Presentations

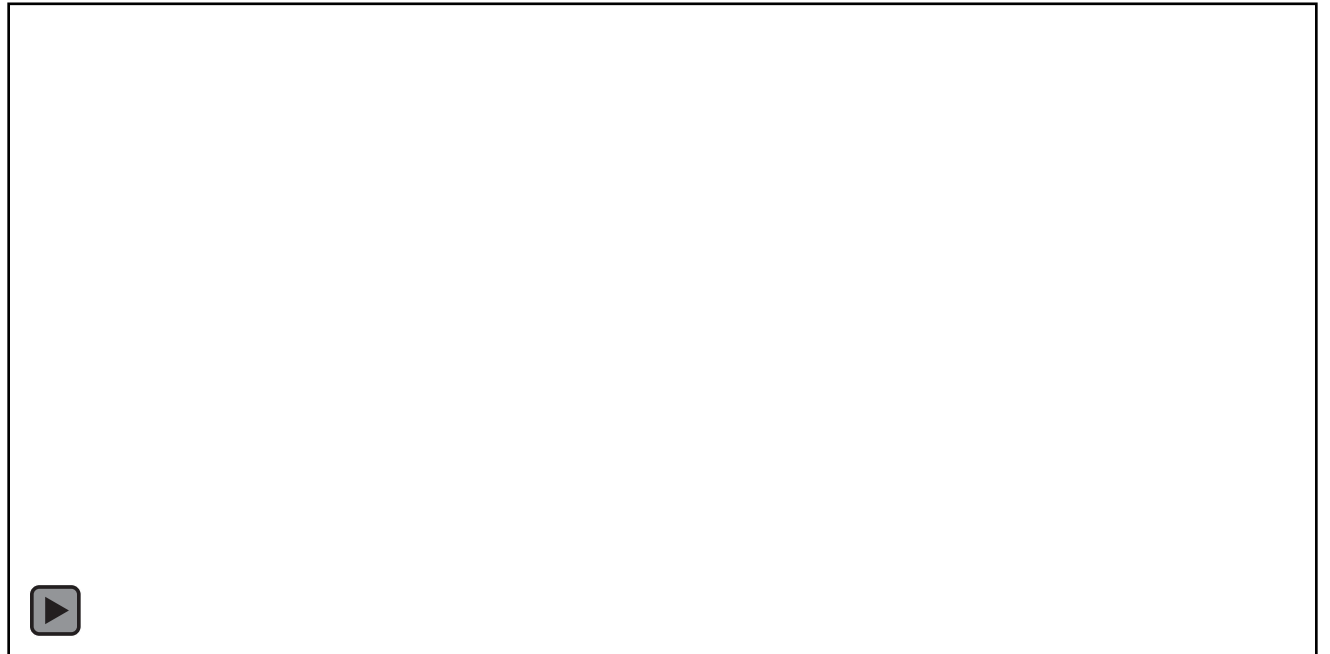
- All About Me
- Vision board
- Publisher brochures
- Poster boards



**What have parents shared  
about increased student  
involvement in the IEP?**



# Partnering with Parents to Increase Student Involvement in the IEP



# Feedback From Parents

“Very cool! My daughter did great—I’m actually surprised she did it. Thank you!”

“What an amazing CSE meeting. I wasn’t sure my child would really be able to do it—but boy was I wrong. Great job, staff!”

“Just a huge thank you for supporting Ari and being so positive in describing his skills despite the significant deficits he has compared to someone his age. Over the course of his schooling, attending these CSE meetings can be quite consuming and emotional hearing the weaknesses of one’s child, especially since this path with Ari was not chosen by us.”

# Feedback from Educators on the Impact on Families to Increased Student Involvement at Their Meetings

“I noticed the parent was happy to have their child participate and I found they directed any questions they had often to their child and checked in on how they felt about things.”

“More parent participation. They were excited to hear their child talking about their interest in school and hear what they wanted on their IEP.”

# Final Considerations





# Questions for Families to Consider



- Does your child know what an IEP is?
- Does your child know about their disability and how it impacts learning?
- Does your child want to participate in the CSE meetings? At what level?
- Does your child seem ready to self-advocate?
- How can you as a parent become more involved in the meeting?
- How can you assist your child in becoming more involved?
- How can you discuss student involvement in the IEP process with your school district?

# Parent Exit Survey



## Parent Exit Survey



Student: \_\_\_\_\_ Date: \_\_\_\_\_

**1. How did it feel to have my child attend and /or participate in his/her own IEP Meeting?**

- Uncomfortable - explain: \_\_\_\_\_
- Comfortable - explain: \_\_\_\_\_

**2. How did my child participate in the development of his/her IEP?**

- |   |   |
|---|---|
| <input type="checkbox"/> Listened and learned what the meeting was about.                     | <input type="checkbox"/> Prepared a notebook/portfolio.   |
| <input type="checkbox"/> Made invitations for the meeting.                                    | <input type="checkbox"/> Prepared a PowerPoint about myself.  |
| <input type="checkbox"/> Delivered invitations to the meeting.                                | <input type="checkbox"/> Introduced participants at the meeting.  |
| <input type="checkbox"/> Participated in discussions or interviews before the IEP Meeting.    | <input type="checkbox"/> Shared samples of my work from classes.  |
| <input type="checkbox"/> Made a list of strengths, challenges, likes, dislikes and interests. | <input type="checkbox"/> Presented specific information for my IEP (i.e., information about my Present Level of Performance, accommodations, etc.). |
| <input type="checkbox"/> Wrote or assisted with writing part of the IEP.                      | <input type="checkbox"/> Shared ideas about what works well for me and my plans.  |
| <input type="checkbox"/> Took an interest/vocational assessment.                              | <input type="checkbox"/> Presented information from my notebook or PowerPoint about myself.   |
| <input type="checkbox"/> Role played ways to participate and what to say.                     | <input type="checkbox"/> Reviewed my previous IEP goals and progress toward those goals.  |



# Closing Reflection



- What next step(s) do you plan on taking to begin this process with your child/young adult?
- What questions do you have?

# Questions and Answers



# Resources

## I'm Determined Website

- [Implementation Guide—Goal Plan](#)
- [Rubric for Student Participation](#)
- [Self-Determination Toolkit for Parents](#)

## [NYSED Guide to Quality IEP Development and Implementation](#)

## [Zarrow Center for Learning Enrichment: AIR Self-Determination Assessments](#)

# References (1 of 4)

- Barrio, B. L., Miller, D., Hsiao, Y.-J., Dunn, M., Petersen, S., Hollingshead, A., & Banks, S. (2017). Designing Culturally Responsive and Relevant Individualized Educational Programs. *Intervention in School and Clinic, 53*(2), 114–119.  
<https://doi.org/10.1177/1053451217693364>
- Bremer, C. D., Kachgal, M., & Schoeller, M. (2003). Self-Determination: Supporting Successful Transition. Research to Practice Brief.
- Cote, D. L., Jones, V. L., Sparks, S. L., & Aldridge, P. A. (2012). Designing Transition Programs for Culturally & Linguistically Diverse Students with Disabilities. *Multicultural Education, 20*(1), 51–55.
- Field, S., Martin, J., Miller, R., Ward, M., & Wehmeyer, M. (1998). *A Practical Guide for Teaching Self-Determination*. Council for Exceptional Children, CEC Publications.
- Martin, J. E., Marshall, L. H., & Sale, R. P. (2004). A 3-year study of middle, junior high, and high school IEP meetings. *Exceptional Children, 70*, 285–297.

# References (2 of 4)

- Martin, J. E., Van Dycke, J. L., Greene, B. A., Gardner, J. E., Christensen, W. R., Woods, L. L., & Lovett, D. L. (2006a). Direct observation of teacher-directed IEP meetings : Establishing the need for student IEP meeting instruction. *Exceptional Children, 2*, 187.
- Martin, J. E., Van Dycke, J. L., Christensen, W. R., Greene, B. A., Gardner, J. E., & Lovett, D. L. (2006b). Increasing student participation in IEP meetings: Establishing the self-directed IEP as an evidenced-based practice. *Exceptional Children, 72*(3), 299–316.
- Martin, J. E., Van Dycke, J., D'Ottavio, M., & Nickerson, K. (2007). Student-directed summary of performance: Increasing student and family involvement in the transition planning process. *Career Development and Transition for Exceptional Individuals, 30*, 13–26.
- Mason, C., McGahee-Kovac, M., & Johnson, L. (2004). How to help students lead their IEP meeting. *Teaching Exceptional Children, 36*(3), 18–24.

# References (3 of 4)

- Mason, C., McGahee-Kovac, M., Johnson, L., & Stillerman, S. (2002). Implementing student-led IEPs: Student participation and student and teacher reactions. *Career Development for Exceptional Individuals, 25*(2), 171–191.
- McGahee, M., Mason, C., Wallace, T., & Jones, B. (2001). *Student-led IEPs: A guide for student involvement*. Arlington, VA: Council for Exceptional Children.
- Newman, L. (2004). *Family involvement in the educational development of youth with disabilities*. A special topic report from the National Longitudinal Transition Study-2 (NLTS2). Menlo Park, CA: SRI International.
- Shogren, K. A., Wehmeyer, M. L., Palmer, S. B., Rifenshark, G., & Little, T. (2015). Relationships between self-determination and postschool outcomes for youth with disabilities. *The Journal of Special Education, 48*, 256–267.
- Thoma, C.A., & Wehman, P. (2010). *Getting the most of out IEPs: An educator's guide to the student-directed approach*. Baltimore, MD: Paul H. Brookes Publishing Co.



# References (4 of 4)

- Van Dycke, J. L. (2005). Determining the Impact of Self-Directed IEP Instruction on Secondary IEP Transition Documents. Unpublished doctoral dissertation, University of Oklahoma, Norman.
- Van Dycke, J. L., Martin, J. E., & Lovett, D. L. (2006). Why is this cake on fire? : Inviting students into the IEP process. *TEACHING Exceptional Children*, 38(3), 42–47.  
<https://doi.org/10.1177/004005990603800306>
- Wolman, J., Campeau, P., Dubois, P., Mithaug, D., & Stolarski, V. (1994). AIR Self-Determination Scale and user guide. Palo Alto, CA: American Institute for Research.
- Woods, L. L., Martin, J. E., & Humphrey, M. J. (2013). The difference a year makes: An exploratory self-directed IEP case study. *Exceptionality* 21(3), 176–189.

# Contact Us

## TAP for Transition

Amber McConnell, Director  
[TAPtransition@cornell.edu](mailto:TAPtransition@cornell.edu)



New York State  
**EDUCATION DEPARTMENT**  
Knowledge > Skill > Opportunity



New York State Education Department  
Office of Special Education  
**Educational Partnership**  
—  
Technical Assistance Partnership  
for Transition



**Cornell University**

This training was provided by the Technical Assistance Partnership for Transition at Cornell University. The OSE Educational Partnership is funded by the New York State Education Department Office of Special Education.