

A large, textured blue watercolor splash is centered in the upper half of the slide. Below it, a pink rectangular box contains the author's name. The bottom of the slide features a pattern of smaller blue watercolor splatters.

Student Led IEPs

Meghan Ramsay

The BIG Question:

Are students with disabilities empowered to be the leaders of their education?



Literature Review

Let's see what researchers in
the field have to say



Defining Terms:

IEP - Individualized Education Program

PPT - Planning and Placement Team

Student-Directed - the student drives their education

Self-Advocacy - knowing rights, responsibilities and speaking up for oneself

Self-Determination - motivation to benefit one's self

What we know about Self-Determination...

- Must be **developed** and continually **worked on**. (PBS, 2012)
- 'Protecting' and 'Helicopter Parenting' **≠** Self-Determination. (PACER Center Inc., 2018)
- It has to be **self-willed** and of **self-interest**. PACER Center Inc., 2018)
- **Actions** have **consequences**, both good and bad. (Wehmeyer, 2014)
- Promoting self-determination is **best practice** in special education. (Wehmeyer, Abery, Matthau, and Stancliff, 2003)
- **Determination to be like peers = advancement** in education success. (Wehmeyer, 2014)



What we know about Self-Advocacy....

- Being instrumental in **advancing** one's rights. (Martin, Huber-Marshall, and Maxson, 2003)
- Risk taken = lessons learned. (Transition Tool Kit, 2015)
- **Rights** are often **overlooked** or **poorly taught**.
- **Self-Advocacy** is a skill that must be **taught**. (Transition Tool Kit, 2015)
- Disability Rights **are** Human Rights. (The Minnesota Governor's Council on Developmental Disabilities, 2017)
- Knowing your **strengths** and **weakness** is power.
- Learning to **disclose** is important. (Transition Tool Kit, 2015)



What we know about Student Led IEPs...

- **IDEA** is what mandates **IEPs**. (Barnard-Brak, & Lechtenberger, 2010)
- Give access to **FAPE**. (Barnard-Brak, & Lechtenberger, 2010)
- Strengths and Weakness = Hopes and Dreams. (Transition Tool Kit, 2015)
- Participation is linked to a greater feeling of **control**. (Martin, Marshall, and Sale, 2004)
- Students have a better **understanding** of their IEP. (Stodden & Conway, 2002)
- IEP involvement is linked to greater **self-determination**. (Stodden & Conway, 2002)

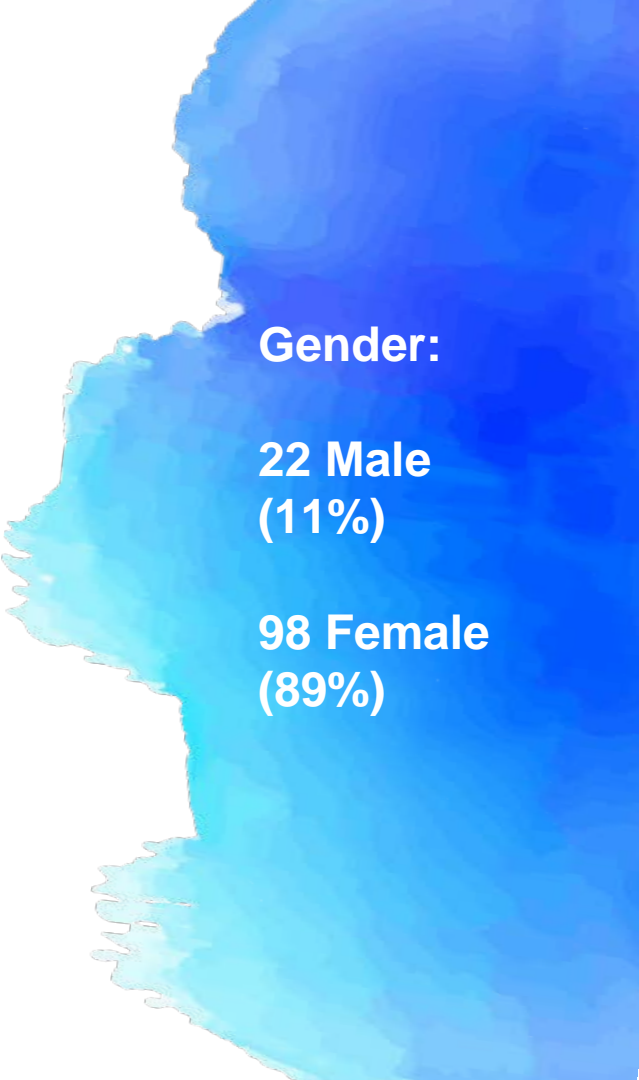
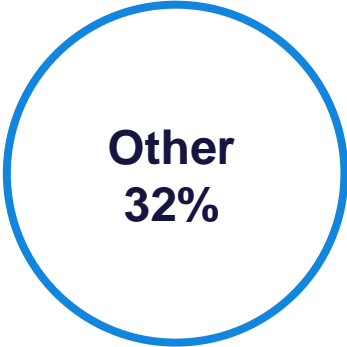


A large, irregular watercolor splash in shades of orange and yellow, centered on a white background. The splash has a textured, painterly appearance with darker orange tones at the edges and lighter yellow tones in the center.

RESEARCH

Lets see what the data says...

The Demographics of the Study



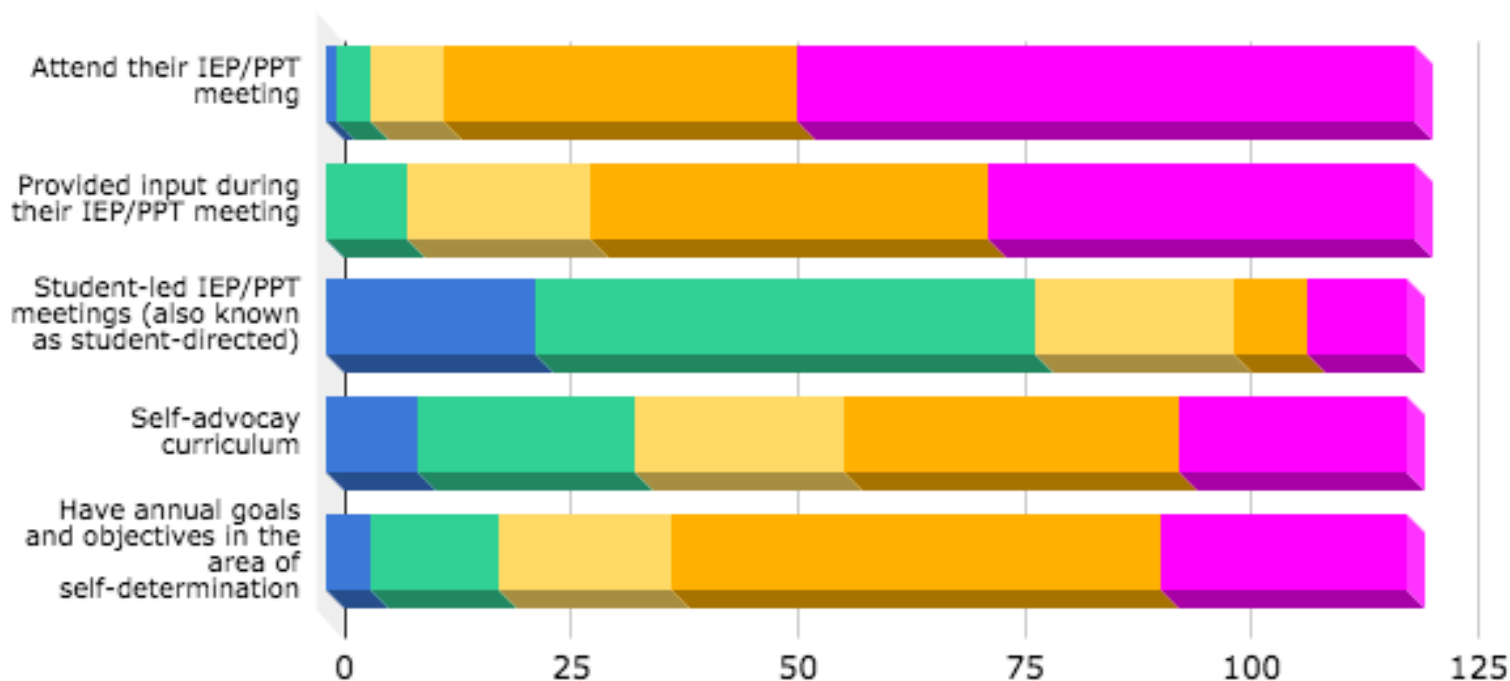
Gender:

**22 Male
(11%)**

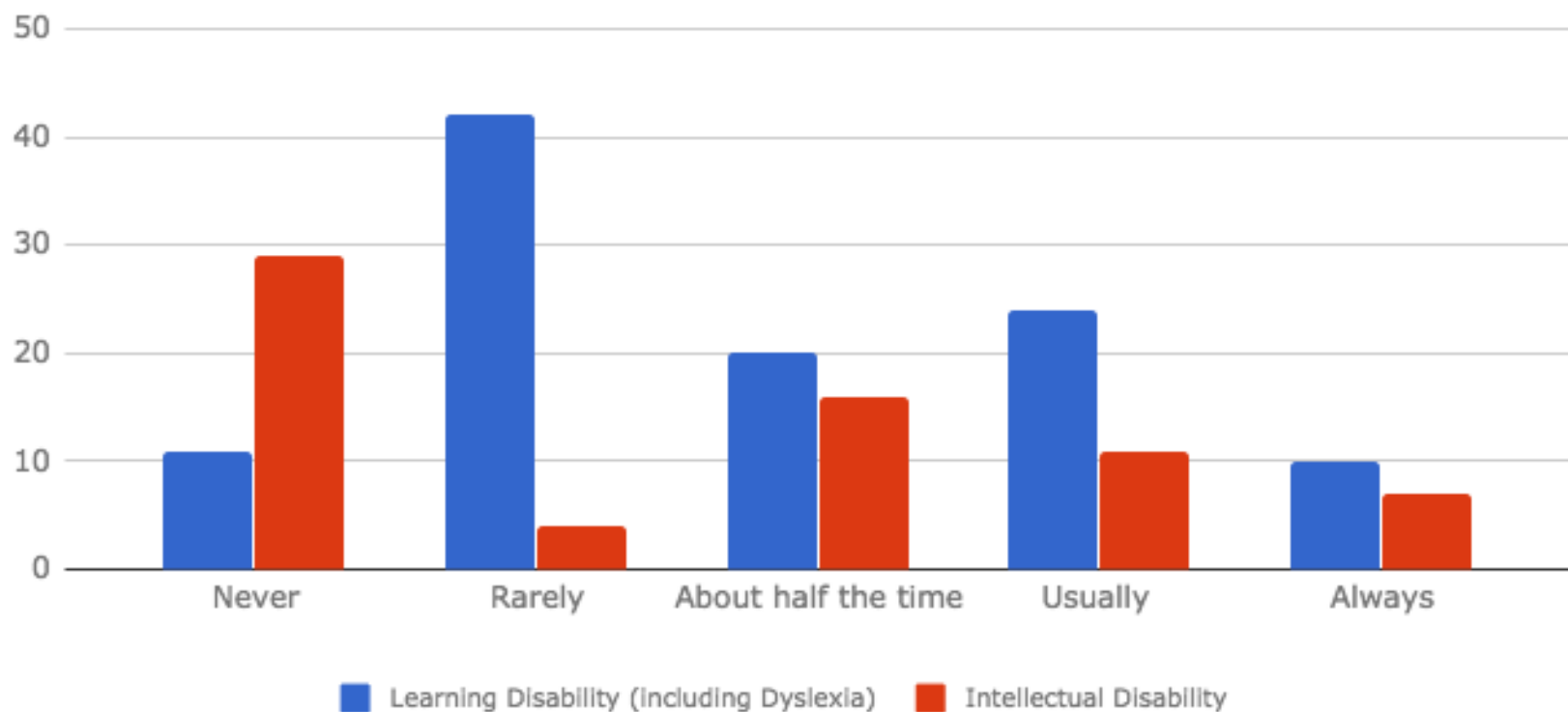
**98 Female
(89%)**

How often do students in your classroom or on your caseload participate in the following activities?

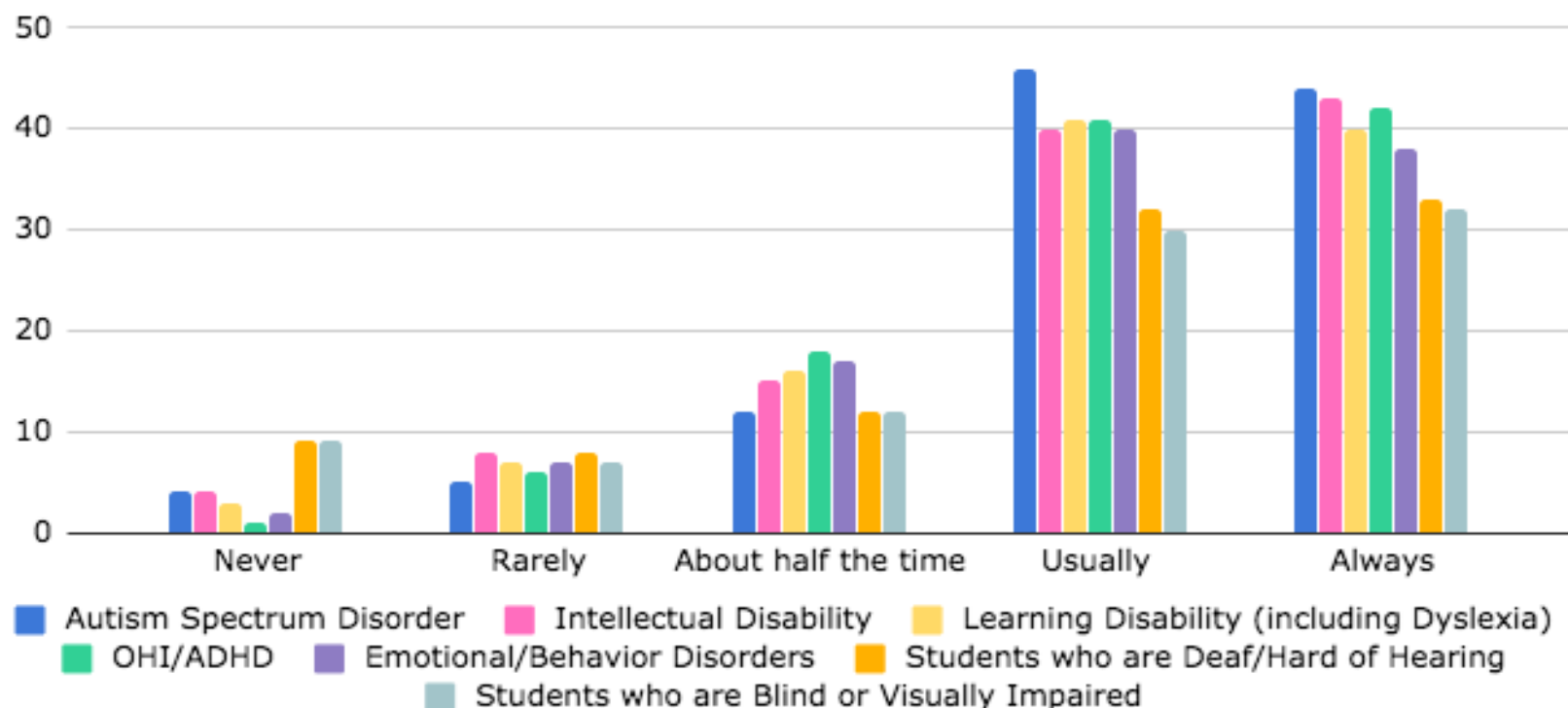
Never Rarely About half the time Usually Always



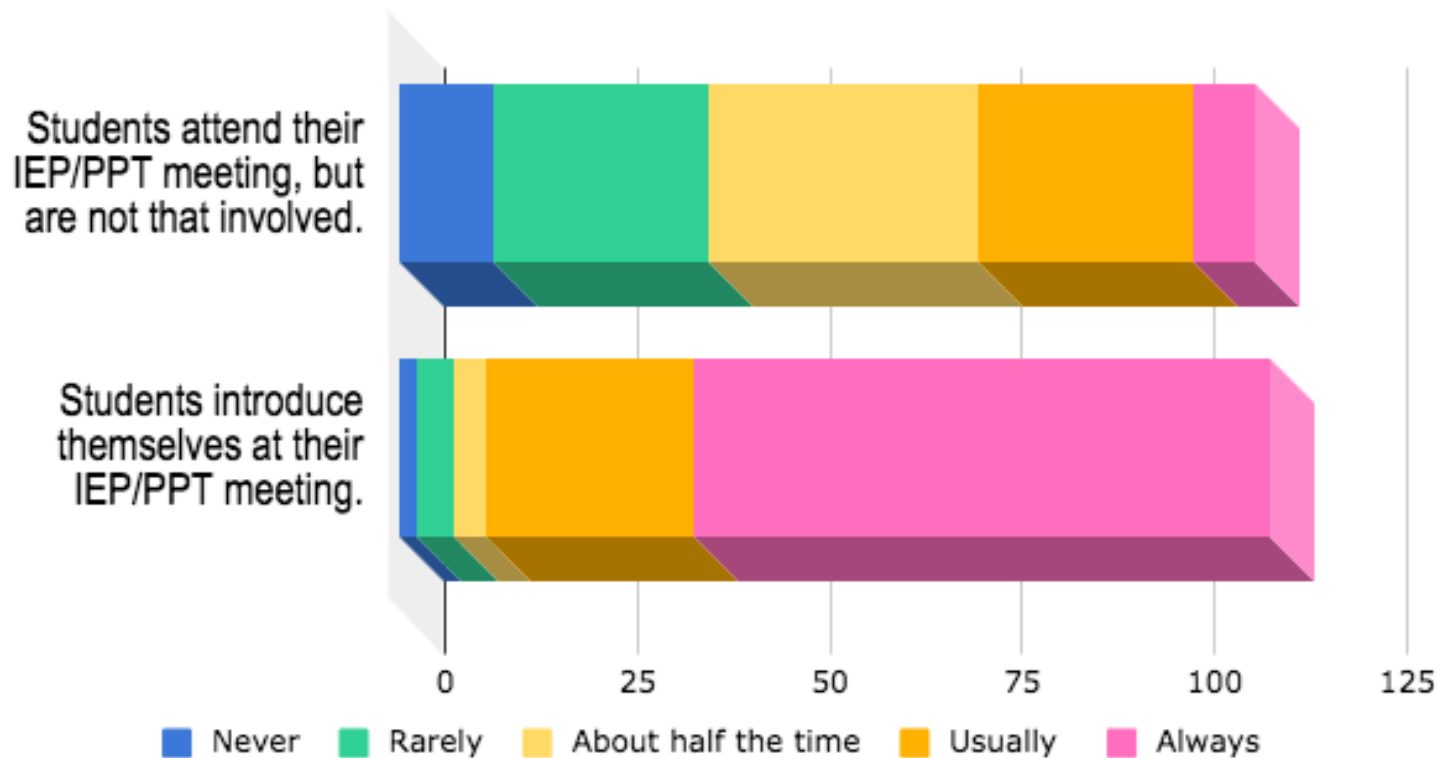
How frequently are students with the following primary disability category leading their IEP/PPT meetings?



How likely are students with the following disabilities to have at least one annual goal and objectives focused on self-determination?



How involved are students in your caseload in their IEP/PPT meetings?



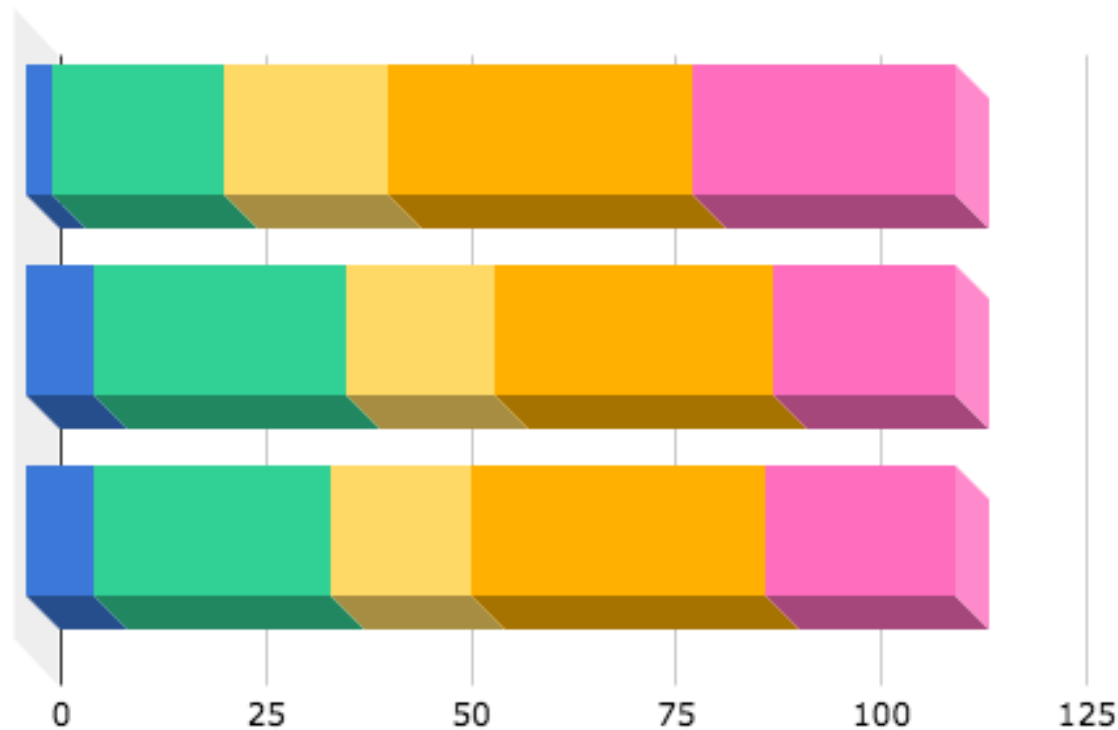
How involved are students in your caseload in their IEP/PPT meetings?

Students provide input prior to their IEP/PPT meeting on their strengths and needs.

Students provide input prior to their IEP/PPT meeting about their goals/objectives.

Students provide input prior to the meeting on their accommodations.

Never Rarely About half the time Usually Always



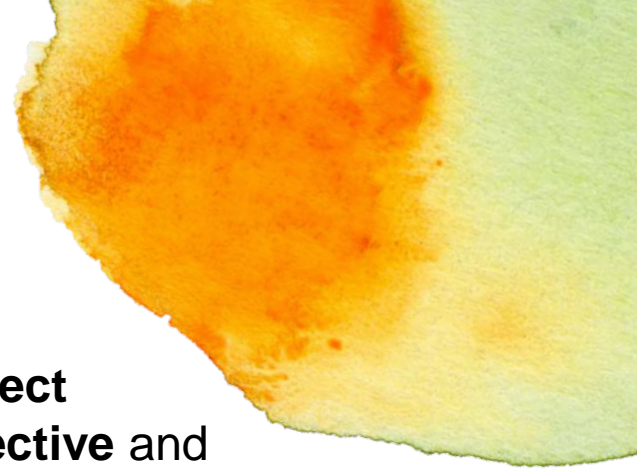


Implications

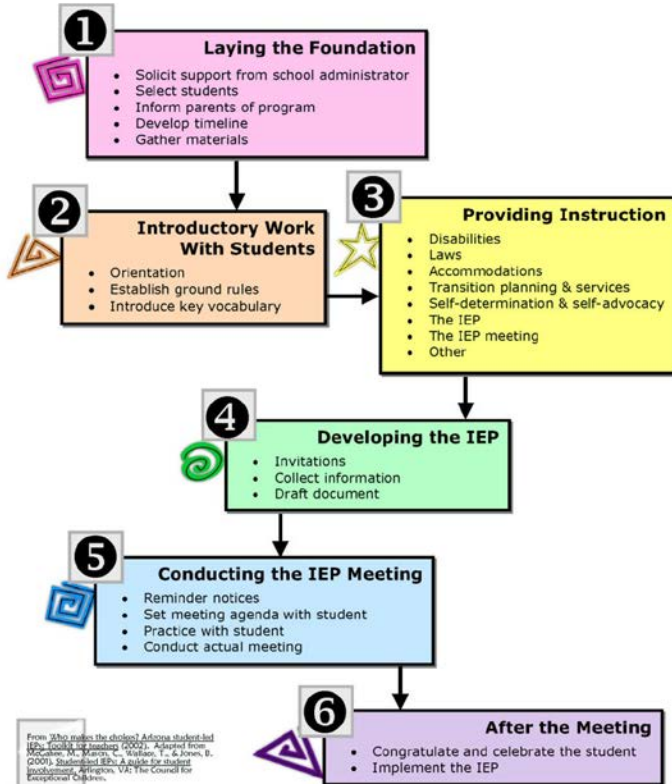
So where does this leave us.....

So where does this leave us.....

- Students need to control **their** destiny.
- IEP/PPT teams need to recognize their **disconnect** between what they are writing in **goals and objective** and what is actually being done.
- Students should be **primed** so they can be confident in being **active** participants of the IEP/PPT.
- We need to **teach** and **encourage** SElf-determination and self-advocacy skills!



Student-led IEP Model



Self-Advocacy: Get Out of the Box!




A horizontal watercolor brushstroke with a color gradient from purple on the left to teal on the right. The word "ACTION!!" is centered in a bold, dark blue font.

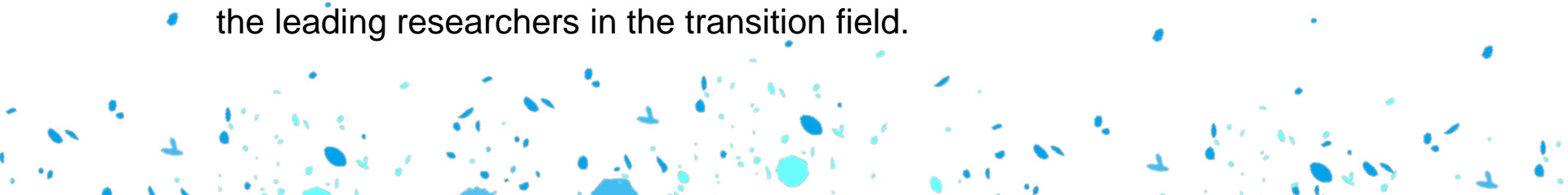
ACTION!!

Here's what we currently have...


Resources for Self-Advocacy:

- [Self Advocacy Online](#) is a website from the University of Minnesota that features lessons, videos, news, and other resources related to self-advocacy.
 - [Uncovering the Mystery of Your Learning Disability](#) - A website dedicated to the advancement of practical knowledge and understanding about learning disabilities.
 - [Zillow Center for Learning Enrichment](#) - They have multiple lessons entitled *ME!* that help students build self-awareness and self-advocacy skills.
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Resources for Self-Determination:

- [KU Beach Center on Disability](#) - Offers guides and assessments for Elementary, Adults, Transition, and LifeSpan on Self-Determination.
 - [Self-Determination and Transition Assessment](#) - This is a module offered by the Transition Coalition, it is a wonderful resource and highly recommended.
 - [Self-Determination](#) resource made by PACER.
 - [Self-Determined Learning Model of Instruction](#) - This was designed by some of the leading researchers in the transition field.
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Resources for Student Led IEPs:

- [Zarrow Center for Learning Enrichment](#) - Website for multiple domains but there is a special section on IEPs.
 - [I Am Determined](#) - This is a wonderful resource for high school students that they can fill out on their own or with assistance to help guide them in understanding their IEP.
 - [Student Led IEP Toolkit](#) - The District of Columbia has put together this site for students, parents, and educators to help support them in creating student led IEPs.
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Thanks!

Any questions?

You can find me at:

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