WEBINARS

TRANSITION: IT’S MORE THAN JUST A JOB!
Increasing Student Involvement in the IEP and Transition Process

TODAY’S PRESENTERS:
Tracy Sinclair and Belkis Choiseul-Praslin
Why Is This Cake on Fire?

Inviting Students Into the IEP Process

Jamie L. Van Dycke
James E. Martin
David L. Lovett
Time to be a kid again!

Imagine your are a small child.
Birthday Party!!!

- You keep hearing your parents plan your upcoming birthday party.
- You are so excited and know it’s getting closer because the planning gets more and more detailed.
- THE PARTY COMES AND GOES and you were NEVER invited.

Maybe they just forgot to invite me
The Next Year …

• You again hear all about your upcoming birthday party.
• There is a new theme this year and you are so excited.
• You hear about all the different jobs their the important people in their life will do at the party.…
• This year is going to BE BIGGER AND BETTER.
• YET AGAIN, YOU’RE NOT INVITED

Maybe it just is not that important after all
The Following Year …

• ANOTHER YEAR
• MORE PLANNING
• NO INVITE

You decide birthday parties just are not that important
Several Years Later …

• You’re a teenager and your birthday is coming up…BIG DEAL.
• BUT now you get an invite to your party.
• You’re surprised, confused, and scared to go to YOUR OWN PARTY.
• You talk with your parents and ask, “WHY NOW?”

You’re old enough to help with everything a birthday party involves: choosing a theme, invitations, and the various jobs people will have to help make it a wonderful party.
But …

- Why am I just now being invited, if it is such a big deal?

I was always capable of helping choose a theme, invitations, and deciding the various jobs people will have to help make it a wonderful party.
Now Imagine

• This the scenario again, but it is an IEP meeting.
Goals for Today

1. Understand the importance of student involvement
2. Learn how students can be involved
3. Learn how to assess and teach involvement
Why Involve Students?

- What does the law say?
- PL 94-142 - “...when appropriate”
- IDEA - “required” starting at minimum age of 16 (most states)
Attendance vs. Participation

Attendance
- Passive
- Seat at the table
- No input provided, or superficial answers given
- Talking “about” students

Participation
- Active
- Member of the team
- Input is sought
- Talking “with” students
Who Talks at Teacher Led IEP Meetings

![Pie chart showing the percentage of who talked at IEP meetings: SPED 50%, Family 15%, General Education (Gen Ed) 9%, Administrators 9%, Support 6%, Student 4%, Multiple Conversations (Conv) 5%, and No Conversations (No Conv) 2%.]

## Comparison of Teacher Led & Student Led IEPs

### Teacher-Directed Meetings

<table>
<thead>
<tr>
<th>Yes (%)</th>
<th>No (%)</th>
<th>Leadership Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5</td>
<td>96.5</td>
<td>Student introduced self</td>
</tr>
<tr>
<td>1.2</td>
<td>98.8</td>
<td>Student introduced IEP team members</td>
</tr>
<tr>
<td>0.0</td>
<td>100</td>
<td>Student stated purpose of the meeting</td>
</tr>
<tr>
<td>2.4</td>
<td>97.6</td>
<td>Student reviewed past goals and progress</td>
</tr>
<tr>
<td>0</td>
<td>100</td>
<td>Student asked for feedback</td>
</tr>
<tr>
<td>6.0</td>
<td>94.0</td>
<td>Student asked questions if didn’t understand</td>
</tr>
<tr>
<td>5.9</td>
<td>94.1</td>
<td>Student dealt with differences in opinion</td>
</tr>
<tr>
<td>4.7</td>
<td>95.3</td>
<td>Student stated needed support</td>
</tr>
<tr>
<td>49.4</td>
<td>50.6</td>
<td>Student expressed interests</td>
</tr>
<tr>
<td>20</td>
<td>80</td>
<td>Student expressed skills and limits</td>
</tr>
<tr>
<td>27.1</td>
<td>72.9</td>
<td>Student expressed options and goals</td>
</tr>
<tr>
<td>0</td>
<td>100</td>
<td>Student Closed meeting by thanking everyone</td>
</tr>
</tbody>
</table>

### Student-Directed Meetings: Percent of IEP Leadership Steps Students Completed

<table>
<thead>
<tr>
<th>Percent Yes</th>
<th>Leadership Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>70</td>
<td>Student introduced self</td>
</tr>
<tr>
<td>77</td>
<td>Student introduced IEP team members</td>
</tr>
<tr>
<td>70</td>
<td>Student stated purpose of the meeting</td>
</tr>
<tr>
<td>53</td>
<td>Student reviewed past goals and progress</td>
</tr>
<tr>
<td>22</td>
<td>Student asked for feedback</td>
</tr>
<tr>
<td>35</td>
<td>Student asked questions if didn’t understand</td>
</tr>
<tr>
<td>17</td>
<td>Student dealt with differences in opinion</td>
</tr>
<tr>
<td>25</td>
<td>Student stated needed support</td>
</tr>
<tr>
<td>72</td>
<td>Student expressed interests</td>
</tr>
<tr>
<td>43</td>
<td>Student expressed skills and limits</td>
</tr>
<tr>
<td>53</td>
<td>Student expressed options and goals</td>
</tr>
<tr>
<td>14</td>
<td>Student closed meeting by thanking everyone</td>
</tr>
</tbody>
</table>

Martin et al., (2006)
Importance of Active Student Involvement

- Research shows by promoting self-determination in adolescents with disabilities, the more likely their productive adult outcomes (i.e., employment, independent living, quality of life, and life satisfaction) will increase (Wehmeyer & Schwartz, 1997).

- Many students with disabilities cannot learn the skills and behaviors associated with self-determination on their own, they still have a desire to master the skills and this is only possible through guidance of teachers (Campbell-Whatley, 2008).
Importance of Active Student Involvement

Schools with the most promising transition practices improved students’ self-determination by including the use of:

- (a) curriculum designed specifically for self-determination,
- (b) teaching and coaching methods to enhance student participation in the IEP process, and
- (c) non-instructional practices to enhance students’ choices and decision making skills

(Karvonen, Test, Wood, Browder, & Algozzine, 2004).
Impact of Active Student Involvement

- While students lead their IEP meetings, they demonstrate self-determination skills like goal setting, planning, self-evaluation, mediation, public speaking, self-advocacy, and mediation skills (Martin et al., 2006).

- Students are more likely to take ownership of the educational planning when they are actively involved in the process (Fiedler & Danneker, 2007).
Impact of Active Student Involvement

- Students are gaining important life skills and demonstrating self-determination when they lead their IEP meetings through goal setting, planning, self-evaluation, mediation, public speaking, self-advocacy, and mediation skills (Martin et al., 2006).

- Student-led IEP meetings provide opportunities for students to learn and participate in important social skills (Torgeson, Miner, & Shen, 2004).
How to Get Students Involved

• Start Small:
  • Deliver Invites
  • Simple introductions of team
  • One pagers

• Think Bigger:
  • PowerPoints
  • Google Slides
  • Videos
  • Posters
  • Scripts
Invites

1. Have student call or email team members and request their attendance at IEP meeting.
2. Print invitation for each team member, have student personally deliver.
3. Print invitation, have student personally deliver and verbally request their attendance.
4. Print invitation, have student write an attached note expressing desire and importance of their attendance.

Teachers: If students do any of these: keep a written record of when, where and who sent/received the invitation.

EX: James handed Ms. Hannigan the invitation on 2/12/19 at 12:00pm in-person and verbally requested she attend IEP meeting.
One Pager

Name: Kyle Perdue
Address: 

My Strengths
- Math
- History
- Reading
- Remembering things

My Preferences
- To get notes on handouts
- Sit up front if I need it
- Test read aloud

My Interests
- Playing the Sims
- Driving
- Reading

My Needs
- Handouts
- In front of classroom
- Get test read aloud
  - History
  - Science

How to:
Paper-pencil version
Computer/Tablet version
Cut out pictures from magazines
Individualize sections to your student
Introductions

• Have the student introduce himself
  • Hi my name is John, this is my IEP meeting.

• Have the student introduce self and parents
  • Hi my name is John, this is my mom Cindy, and this is my IEP meeting.

• Have the student introduce everyone
  • Hi my name is John, this is my mom Cindy, special education teacher Mr. Fitzpatrick, math teacher Ms. Connor, and counselor Ms. Simmons. We are here for my IEP meeting.

How to:
Drill and practice at school and home
Create a script and read from it during IEP meeting
Presentations & Posters

• Students with computer skills can create a PowerPoint presentation or Google Slides and share during IEP meeting.

• Student creates and practices presenting prior to the meeting.

• This can also be done with posters and other visual aids.
Videos

- Students can record video and share during IEP meeting.
  - *Simple*: sit in front of camera and share needs, strengths, etc …
  - *Interview style*: have teacher or friend ask the questions off camera and student answers while recording.
  - *Edited*: for those who are technologically adept, edit the recordings to make a stellar video to share (iMovie, etc.).
- To show student work and ability: Teachers can record students working (with permission) and share during IEP meeting.
During this year I want to get my driver's license. Then after I graduate I want to go to college. I am not sure yet exactly what I want.
Scripts

- Scripts can vary from simple to complex.
- Teachers can give the student the script have him/her fill it out and practice a few times before the meeting.
- Students can also create their own script, practice, and share.
Individualizing Self-Directed IEP Scripts

Steven’s IEP Script

1) Introduce yourself and tell your grade.
2) Introduce everyone who is here.
3) Talk about what classes you are in this year.
4) What class or classes are hardest for you?
5) What class do you do best in? Why?
6) What accommodations do you use in class that are helpful?
7) Are there any accommodations that don’t work for you?
8) What is your plan for the future? Are you taking steps to get to your goal?
9) Ask Mrs. Lingo to go over your current test scores.
10) Ask each or your teachers to go over how you are doing on your goals. Be sure to share how you think you are doing too!
11) Ask Mrs. Lingo to wrap up your meeting.
12) Thank everyone for coming.

Melissa’s IEP Script

Welcome to my IEP!

Introductions

This is my senior year and I will graduate in May. I am so excited! These are some things I will be doing this year.

Cheerleading DECA Peer Tutoring
Choir Work-Study

My classes are:
English - I am reading Shakespeare right now. It is kinda hard, but Mrs. Deardorff lets me read No Fear Shakespeare too, which helps out a lot.
Geometry – we are talking about triangles
PE – I don’t like getting sweaty in the middle of the day!
FACS – so far this is my favorite class because we get to do lots of fun things.

Things I do well:
Reading
Math that isn’t hard—addition and subtraction facts.
PE – I am a pretty good athlete.
Get along with people.
I’m pretty good with money—I can manage my checkbook and write checks.

Things that are not easy for me:
Math – multiplication and division
Sometimes I forget the order of directions in FACS

Things I need help with:
Cooking – I need directions explained
Sometimes I need help starting conversations.

After I graduate:
I want to live with or near my family.
I want to work in a daycare.
I want to pay my bills and take care of myself.

Before I graduate I would like to:
Learn cursive writing.
Take driver’s education and learn how to drive.

Are there any questions or comments from anyone?

Thanks for coming!
How to Facilitate & Teach Involvement in IEP Meetings

Training other Teachers:
- School-wide training on IEP involvement
- Lunch & Learns
- PLC Time
- Professional Development

Teaching Students:
- Resource/Lab Setting
- Mini-Lessons
- IEP Bootcamp
- Leadership retreat for all students with disabilities
Self-Determination Assessments
AIR Self-Determination

The AIR Self-Determination Scale:

• Produces a profile of the student's level of self-determination.
• Identifies areas of strength and areas needing improvement.
• Areas of need can be incorporated into the student's IEP.
ARC Self-Determination Scale

• The ARC-SDS:
  • Assesses the self-determination strengths and weaknesses of adolescents with disabilities,
  • Facilitates student involvement in educational planning and instruction to promote self-determination as an educational outcome,
  • Develops self-determination goals and objectives, and
  • Assesses student self-determination skills for research purposes.
Curriculum to Teach Self-Determination

- Self-Directed IEP
- ME! Lessons for Self-Awareness & Self-Advocacy
- Transition Bell Ringers
- Student-Directed Transition Planning
- IEP Team Training Module
- Whose Future is it Anyway?

Zarrow Center for Learning Enrichment Website:
http://www.ou.edu/education/centers-and-partnerships/zarrow.html
The Self-Directed IEP is one of six instructional packages available in the ChoiceMaker Self-Determination Transition Curriculum.
Teach students to understand their disability and abilities, rights and responsibilities, and self-advocacy skills.

- 10 units
- 45-60min per lesson

Transition Bell-Ringers

Designed to be short journaling activities.
- Elementary or introductory activities
- Secondary
- Financial Literacy

Approximately 50 slides each
IEP Team Education Module to Increase Student Involvement

• At the beginning of each IEP meeting, have the team watched and/or listened to a three-minute automated PowerPoint.

• This slide-show explains the roles and responsibilities of each team member to facilitate student involvement in IEP meeting discussions.
Whose Future Is It Anyway? helps prepare students for IEP meetings and gain self-determination skills through 6 sections that contain 36 lesson sessions.
Student-Directed Transition Planning

Eight lessons designed to facilitate high school to adult life planning partnerships between students, their families, and educators.
Example Postsecondary Goal in Education

- Using T-Charts for recording, Evie will research three community college programs in nursing listing at least 5 pros and cons of attending each; then write a paragraph describing her preferred program using 15 of the 30 listed pros/cons.
Progress Monitoring

- A simple checklist can be made and tracked during IEP meetings.
- IEP goal monitoring
  - Should be done at regularly scheduled intervals
  - Should be tracked and recorded
- Student self-monitoring
  - Set calendar reminders on phone
  - Write in agenda
Questions?

Links and resources from today’s webinar can be found:

https://tinyurl.com/otcwebinar327

https://docs.google.com/document/d/1h5c2H1rdOQaGI_sMSVIZjxfzBHkGYD59SVdEqUAHboQ/edit?usp=sharing
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P: 405-325-8951
Developing Transition Programs –
Claudia Beckner, LPS & Marcie Stickney, NPS - March 6, 2019, 9:30-10:30 a.m.

Increasing Student Involvement in the IEP & Transition Process –
Belkis Choiseul-Praslin, M.Ed. & Tracy Sinclair, M.Ed. March 27, 2019, 9:30-10:30 a.m.

Path, Choice, and Change –
Julie Lackey, Founder & Executive Director of LeadLearnLive April 10, 2019, 9:30-10:30 a.m.

Questions about the webinars?
Contact: Jenifer (Jen) Randle, Jenifer.Randle@okdhs.org or 405.521.4964.
TRANSITION IS EVERYONE’S BUSINESS!

OKLAHOMA TRANSITION COUNCIL

http://www.ou.edu/content/education/centers-and-partnerships/zarrow/oklahoma-transition-council.html

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