



Empowering Student Voice in the IEP Meeting

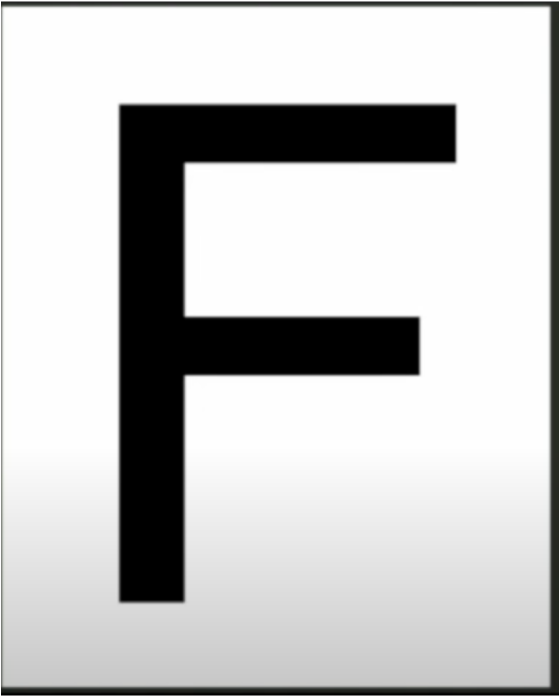
Cassie Velasquez M.Ed., MDR
Robin O'Shea. PhD





FINISHED FILES ARE
THE RESULT OF YEARS
OF SCIENTIFIC STUDY
COMBINED WITH THE
EXPERIENCE
OF MANY YEARS.







FINISHED FILES ARE
THE RESULT OF YEARS
OF SCIENTIFIC STUDY
COMBINED WITH THE
EXPERIENCE
OF MANY YEARS.





FINISHED FILES ARE
THE RESULT OF YEARS
OF SCIENTIFIC STUDY
COMBINED WITH THE
EXPERIENCE
OF MANY YEARS.



Who we are and what do we do?
We do for families and schools what counselors do
for couples.
We help them communicate.
It's as simple as that!





Outcomes

- By the end of the presentation, we will have a shared understanding of:
 - The power of the student's voice in their IEP meeting.
 - How educators can prepare the students to participate in their IEP meeting.
 - The long - lasting effects of the student's participation in their IEP meeting.



Agenda

- What we Know
- The Why
- The Preparation
- The Outcome



Perceptions

- Youths with IEPs should only attend their IEP meeting if they request to attend.
- Student's developmental level should be considered when planning for the participation in their IEP meeting.
- Youths with IEPs require pre-planning by school personnel to be actively involved in their IEP process
- Youths with IEPs have post-secondary outcomes equal to typical peers.
- Youths with IEPs should begin to attend their IEP meetings when they are in high school.



What We Know

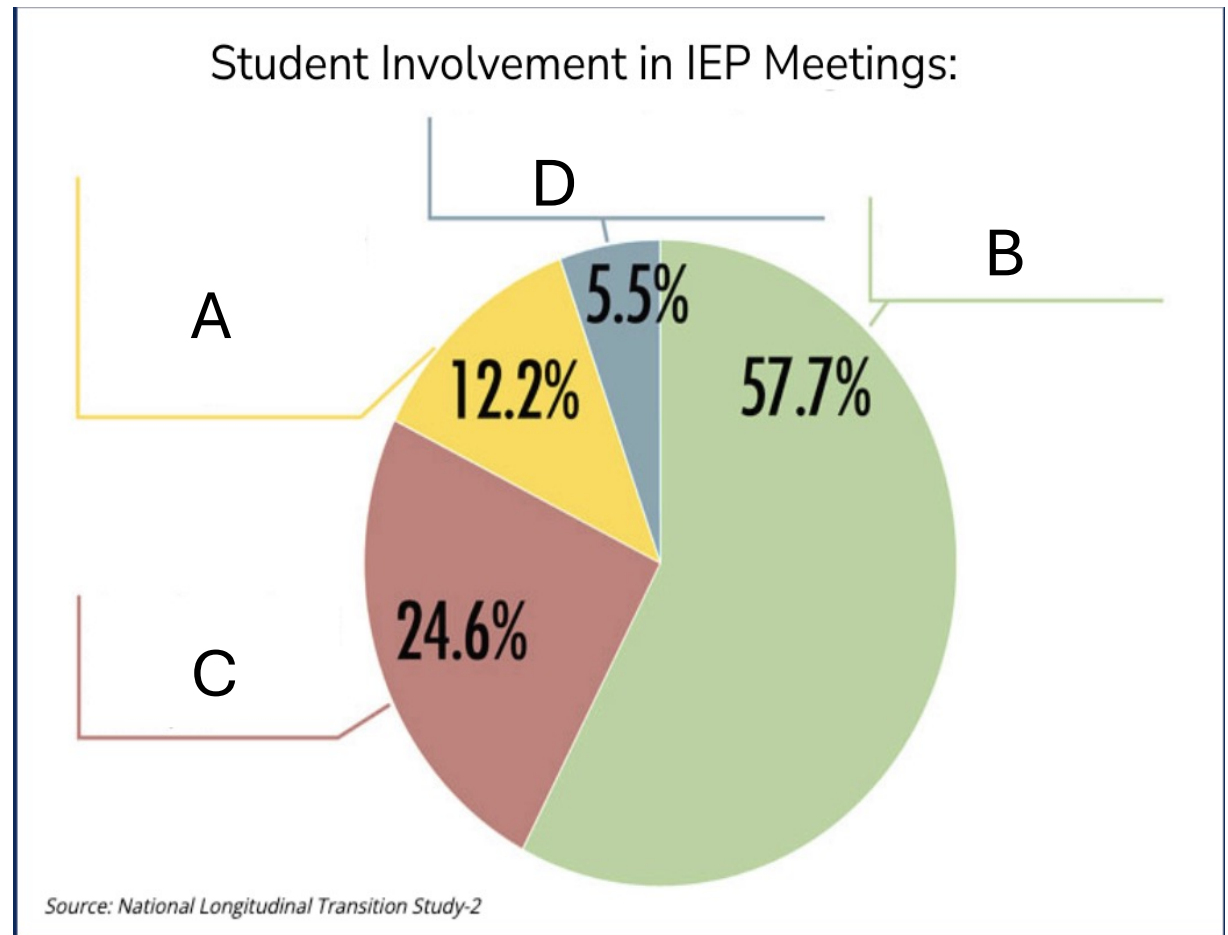




Student Voice = Student Empowerment

- Give students a seat at the table
- Normalize challenges
- View student as an asset to process
- Encourage student to be a self-advocate
- Remember that early learning experiences leave a lasting impact

- A. Attend meetings; provide significant input; take a leadership role in planning process
- B. Attend meetings provide some input
- C. Attend meetings provide little or no input
- D. Do not attend meetings; provide no input





What we Know: Research

Issue: Youth with disabilities continue to demonstrate post-secondary outcomes that are unequal to those of typical peers (Brucker & Houtenville, 2015).

Issue: When students are empowered in the IEP process at a developmentally appropriate level, they can determine self-determination skills that positively impact post-secondary outcomes (Konrad, Fowler, Walker, Test, & Wood, 2007; Shogren, Wehmeyer, Palmer, Rifenbark, & Little, 2015).

Solution: A specific cause for conflict during IEP meetings includes a lack of meaningful opportunities for involvement for students with disabilities (Prince et al., 2014; Romberg, 2011).

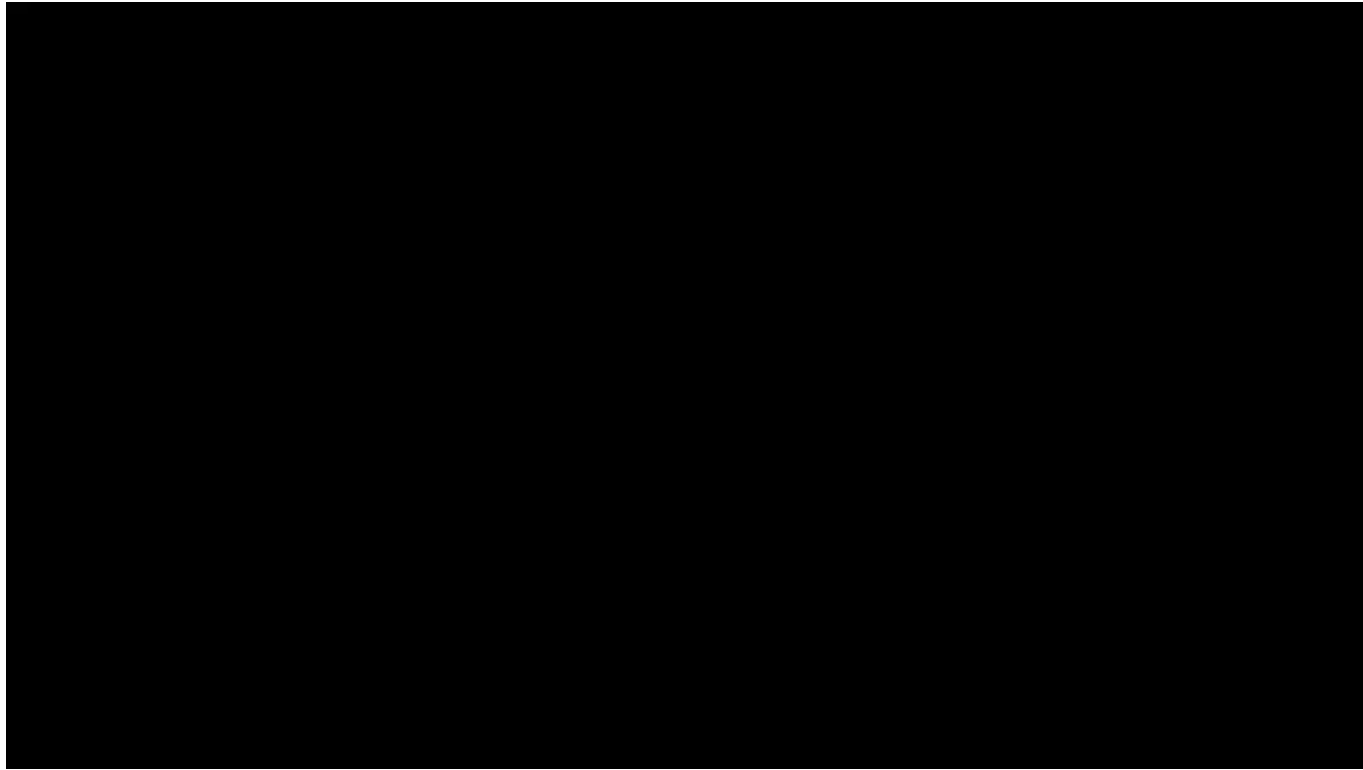


The Why



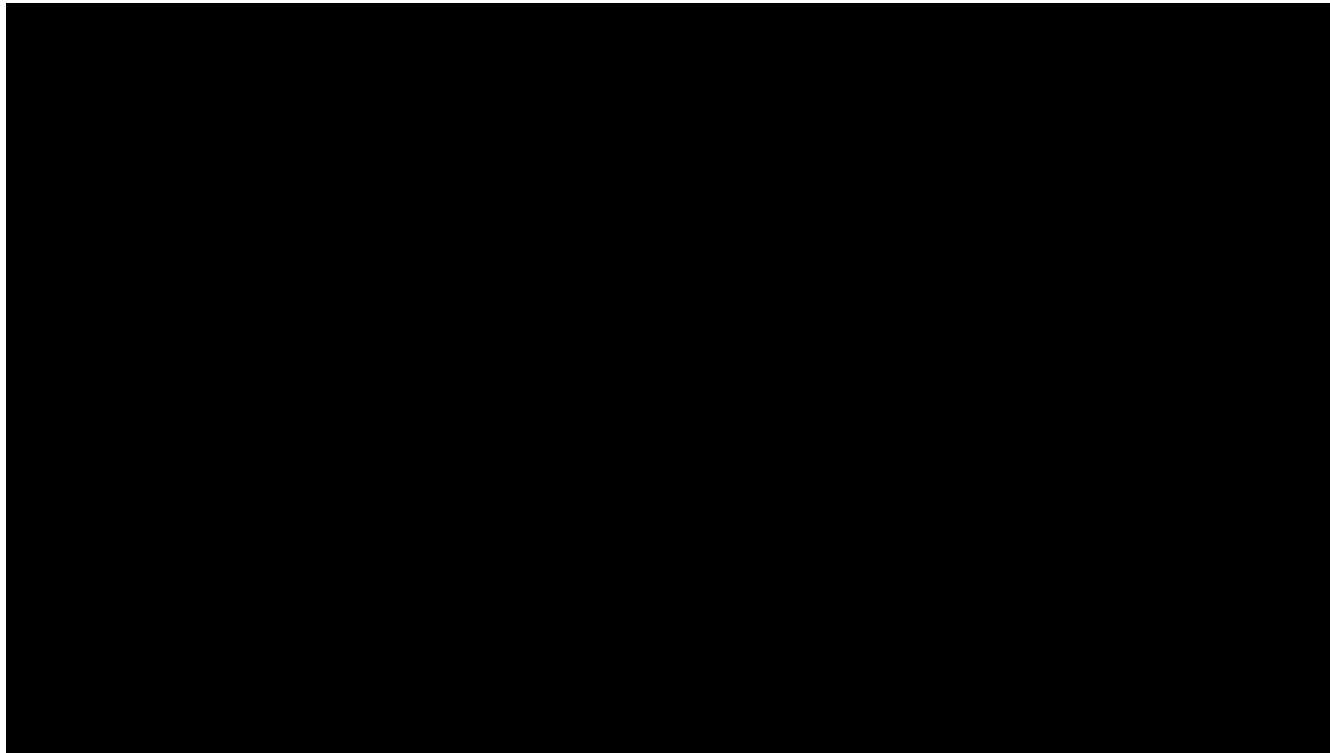


The Why: Teacher Perspective





The Why: Parent Perspective





The Why: Student Perspective

- Did you notice as you
started going to your meetings,



The Why: Why DON'T Students Participate?

“I didn’t know I could...”

“I don’t want to be embarrassed...”

“I don’t know what to say...”

“I think I will get in trouble for my grades...”

“They (the teachers) don’t listen to me...”



The Preparation





The Preparation

What skills can all team members teach and reinforce to help students prepare for their IEP meetings?

- Disability awareness
- Self Determination/Advocacy
- Communication
- Technology skills
- IEP Meeting Awareness
- Participation strategies for **individual** student involvement



Kevin Scenario

Kevin is a first grader. He receives special education services in all academic areas. He also receives speech services in the areas of language and communication. He is a social child and gets along well with his peers and adults. He follows two step directions and taking turns when prompted. The family is hesitant to include him in the IEP meeting for fear of damaging his self- esteem.

Self Determination:

IEP Meeting Awareness:

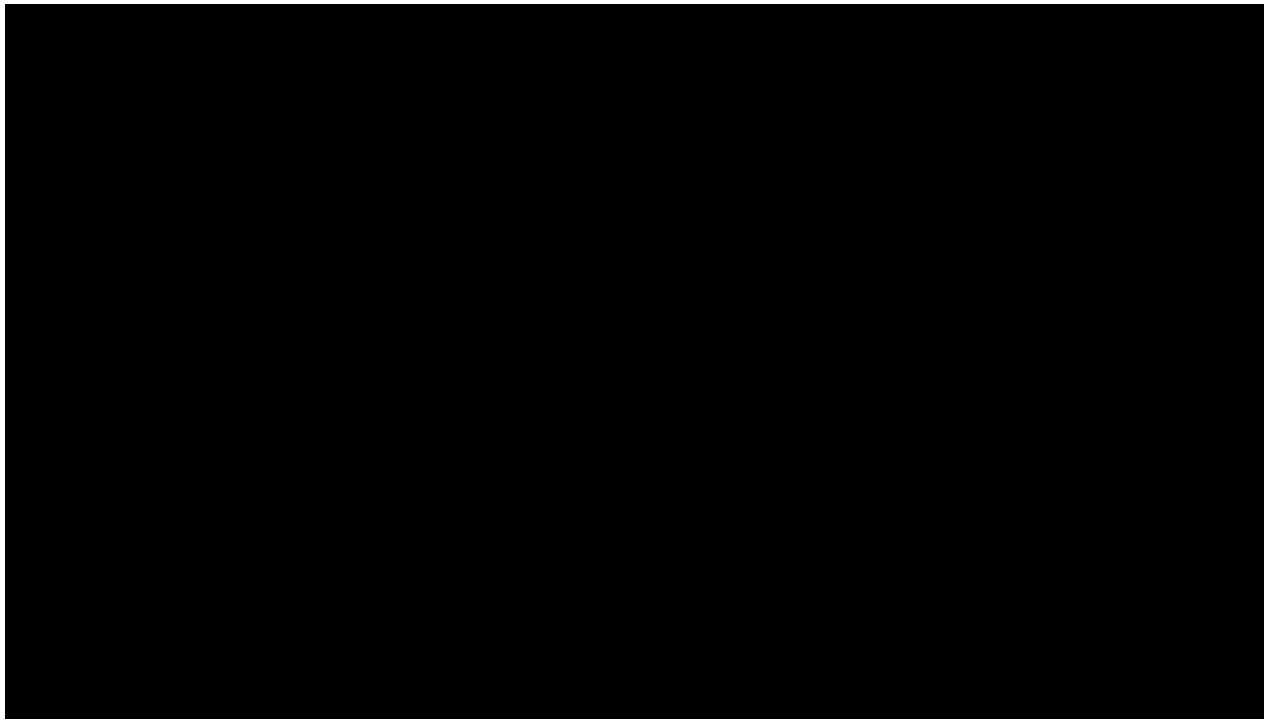


The Preparation Staff/Student

- Framing the lessons in two compartments:
 - Self-determination/Advocacy
 - IEP Meeting Awareness



The Preparation Self-Determination/Advocacy





Student Planning Document



Pre-Meeting Planning for _____'s IEP meeting

Present Levels of Performance: How will you present or participate in your IEP meeting?
verbally, note cards, with PowerPoint, make a video
Other: _____

Strengths:
What do you like to do? What do you do well?
Brainstorm your ideas about your strengths, interests and talents.

Challenges:
Brainstorm your ideas about what is hard for you and how you can explain why it is hard.

Accommodations:
What do you need or use to help you in the classroom or at home to help with assignments, projects.

Transition:
What do you want to do after high school for education or training?

What do you want to do after high school for a job?

What thoughts do you have about where you will live after high school?

How will you get around (to work, grocery store, fun places) after high school?

The Preparation: One Pager

One Pager

Aubrey Grace Hamman

Primary & Secondary
Disability:
Autism & Dyslexia / Specific
Learning Disability (SLD)



Grade: 11th
IEP due date: 1/29/2025
Case manager: Mrs. VanderVelde
Tutorial teacher & period: Mr. Hernandez, period 5

Accommodations

- Multiplication Chart and Calculator
- Choice seating/Seating in the front of the classroom near the teacher
- Separate setting (ex: in tutorial class) for testing
- copy of completed notes and a list of core concepts for tests
- text to speech, speech to text with text editing tools enabled and spell checker.
- Points are not reduced for spelling
- May make a note on my Apple watch/phone for questions to ask later or if I need to know how to spell something. (If it becomes a problem talk to my case manager)

Description of Needs

My Dyslexia sometimes makes spelling harder along with reading, pronouncing and grammar checking.

My Autism makes it harder for me to "read the room". My past teachers have said that I raise my hand too much and need to do it less. I should wait a few seconds to see if anyone else will raise their hand. My Autism also makes it harder for me to see other people's emotions or understand what emotions someone maybe feeling or that I am feeling.

I need: My devices to use speech to text. It helps when I don't have to worry about the spelling and can get my ideas down so i can think about what i want to wright instead of spelling

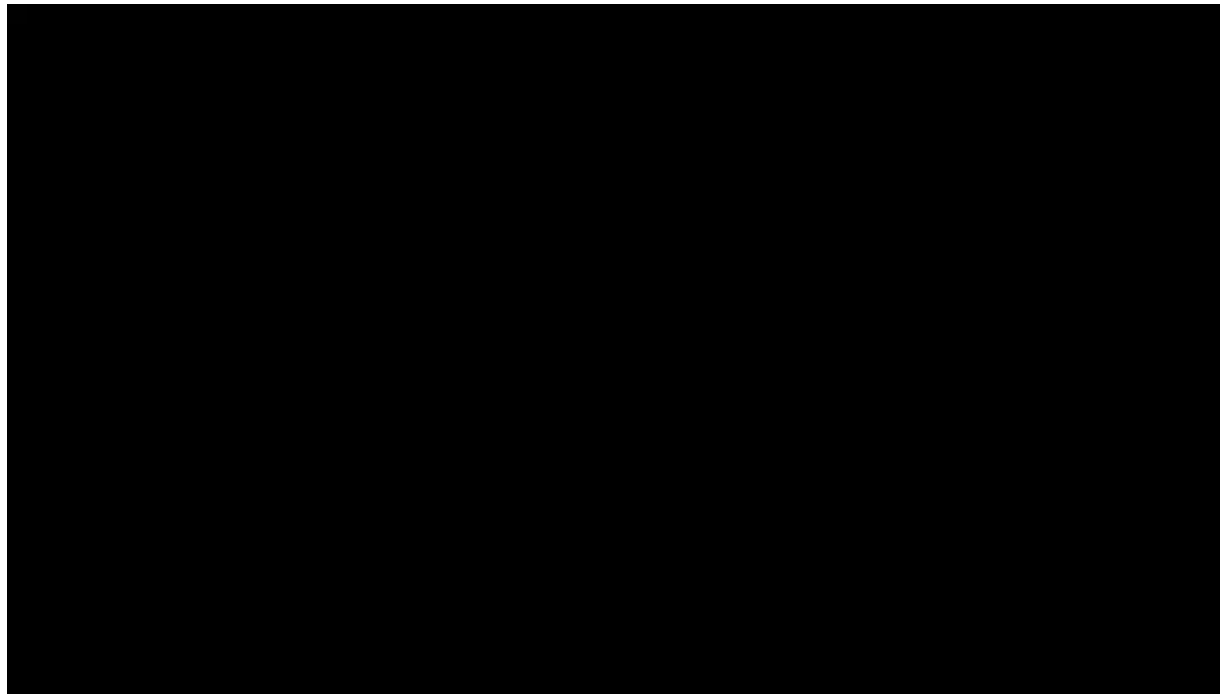
I can sometimes get: Unsure and doubt myself and my work.

Goals

1. "Grade level written expression" which means I will be able to rewrite things my own words and I will be able to grammar check and leave no errors. I will be able to take out information that is unnecessary and get a 75% or higher
2. "Asking/Answering questions" which means I will not ask a question that is an unnecessary, I will not raise my hand as much and try to answer questions less. I will be able to look around the classroom and see if the question is rhetorical and be able to see if the teacher wants an answer or not.

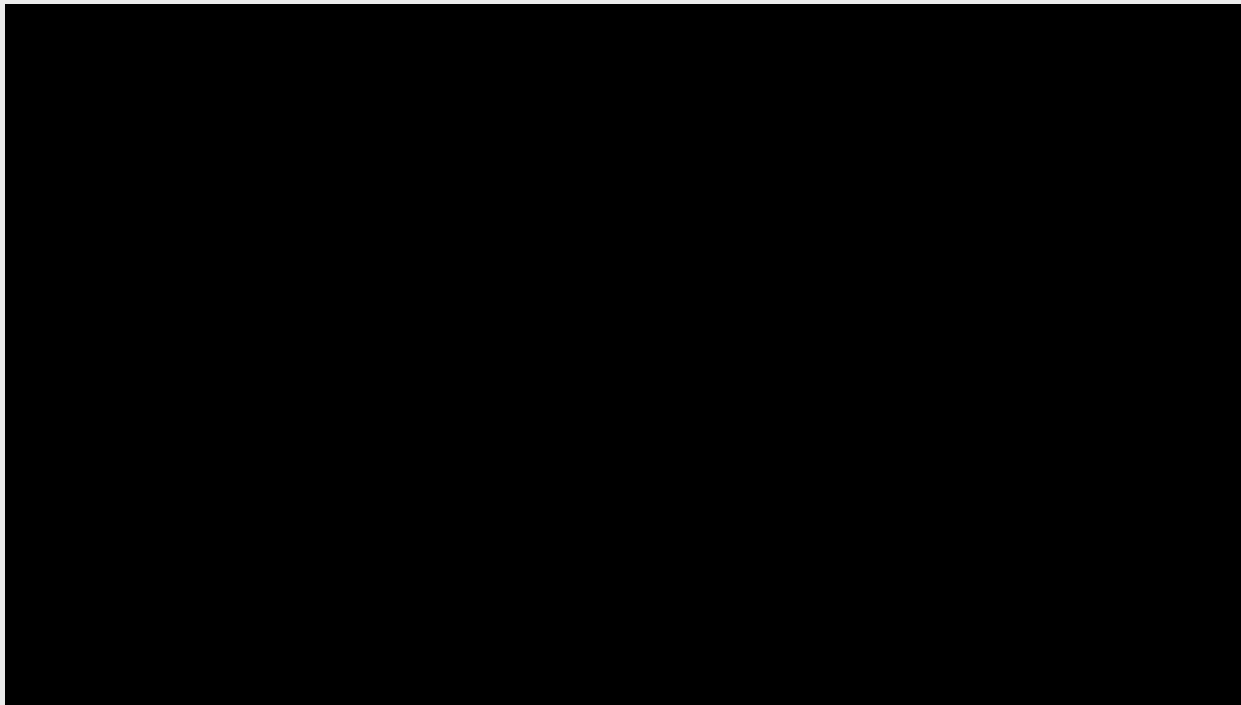


The Preparation IEP Meeting Awareness—Teacher





The Preparation IEP Meeting Awareness—Family





The Preparation IEP Meeting Awareness

IEP Agenda

IEP Agenda

for _____

Welcome

- Welcome and Purpose
- Introductions and Roles
- Outcomes and Agenda Overview
- Norms
- Procedural Safeguards

Present Levels of Performance
(What is it the student knows, understands, and is able to do?)

- Strengths Classroom performance
- Challenges Classroom Assessment
- Eligibility Transition (if applicable)

Annual Goals
(What is it we want the student to know, understand, and be able to do in one year?)

- Review of Goals
- Accommodations/Modifications

Special Education Services

- Specialized Instruction
- Related Services
- Placement
- Participation in Testing
- ESY (Extended School Year)/AT (Assistive Technology)

Ending

- Confirm Agreements/Action Plan
- Complete paperwork
- Acknowledgements
- Debrief



The Preparation IEP Meeting Awareness—Student

- We're gonna talk about what it's gonna



Roles Worksheet



Co-Facilitation for Student-Led IEP Meetings: Roles Worksheet

Name of Job	What will I do?	Who will prepare the student?
Inviter/Emailer		
Room Arranger		
Greeter/Escort		
Facilitator/Co-facilitator		
Technology/note-taker		
Timekeeper		
Action planner		
Parking lot attendant		
Questioner		
Signaler (when not understood by everyone or if a break is needed)		
Agenda Checker		
Clarifier		
Thanker/Acknowledger		
Copy Maker/Paper Handler		



The Outcome





The Outcome



- Alright, so here's the next goal.

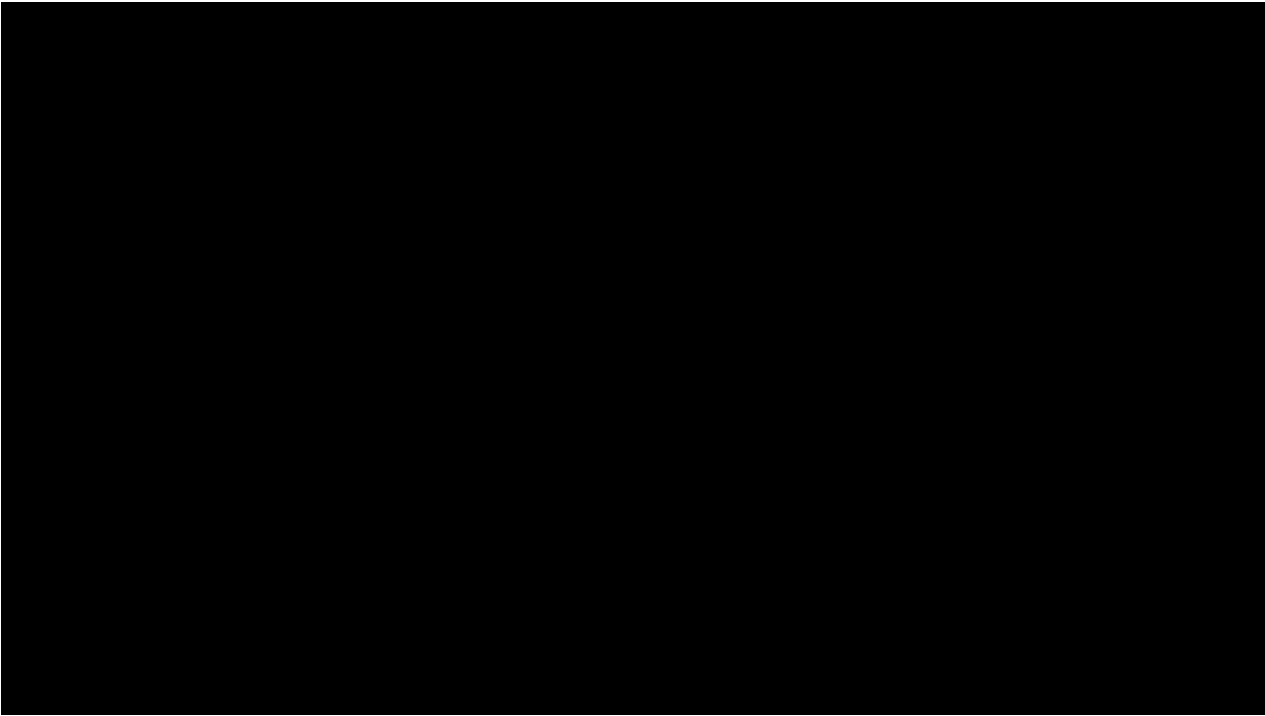


The Outcome: Additional Advantages Addressing Goals





The Outcome: Additional Advantages Mitigating Conflict





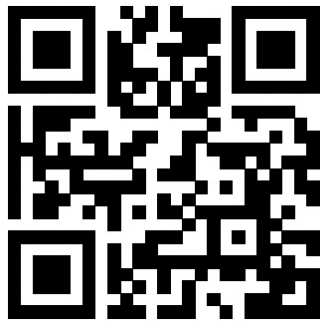
Action Plan

Write down three things that you plan to take back to your district to use or share with your staff.



Key2Ed, Inc.

Key2Ed is the authority on facilitating school and family partnerships.



Schedule time with us!

key2ed.com



[@key2ed](https://www.facebook.com/key2ed)



Cassie Velasquez
M.Ed., M.D.R.

Owner



[@key2edinc](https://www.instagram.com/key2edinc)



Robin O'Shea
Ph.D.

Owner

linktr.ee/key2ed

