



SUPPORTING ACTIVE STUDENT PARTICIPATION IN THE IEP PROCESS

The Student “Draft IEP” Tool

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Introduction

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Handouts for today....



Goal for today...



- Review development of framework to define the direction and scope of educational setting practice within the local education agency through a configuration of resources, as well as productive factors within an educational environment to facilitate students to reflect, assess and work toward a desired academic or behavioral outcomes

Why are we really here?

Our goal is to increase student engagement in the planning process to improve their academic and post-school outcomes.

Today we will discuss:

- “How” - Introduce the Student “Draft IEP” Tool and other resources to facilitate a student-directed IEP process.



Why Implement a Self-Directed IEP Process?

- Improves student achievement & self-determination (Test, 2004)
- Help students understand IEP process
Smith, Test, Flowers, & Wood, 2001)
- Enhance student motivation (Deci & Ryan, 2000; Niemac & Ryan, 2009)
- Increase student participation in meetings by choosing and expressing their goals, and discuss action steps, increase the amount of time students spoke during their meetings, and improve both student and adult perceptions of the meetings (Martin, Van Dyke, Christensen, Greene, Gardner, & Lovett, 2006)





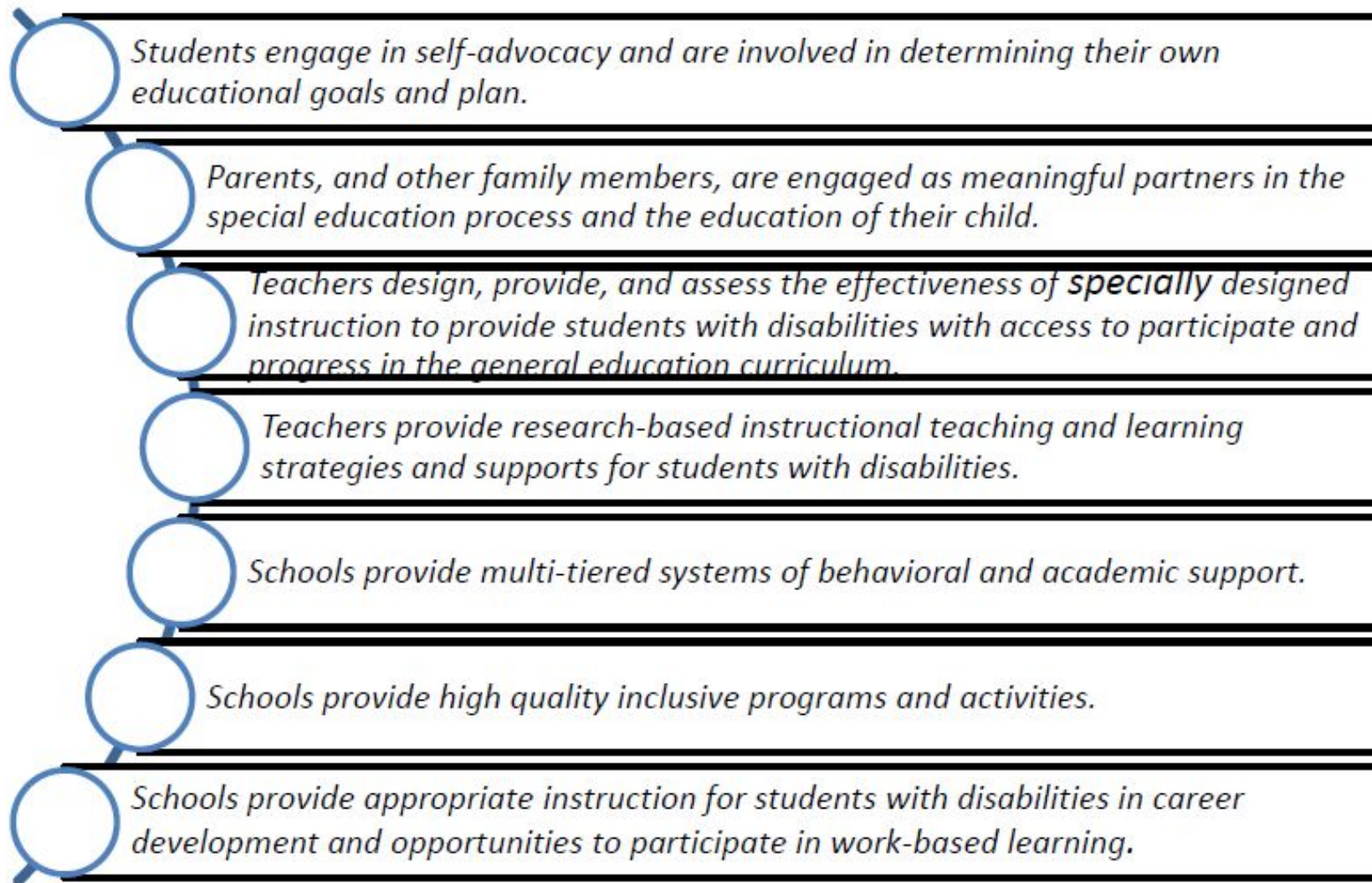
New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity



Blueprint For Improved Results For Students With Disabilities

Guiding Principles

The following principles will be used by the State to review policy, technical assistance and other improvement activities. School districts and schools are encouraged to use these principles to review practice and to identify and act on areas where improvement is needed.

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- Students engage in self-advocacy and are involved in determining their own educational goals and plan.
 - Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.
 - 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.
 - Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.
 - Schools provide multi-tiered systems of behavioral and academic support.
 - Schools provide high quality inclusive programs and activities.
 - Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Blueprint for Improved Results for Students with Disabilities

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STUDENTS ENGAGE IN SELF-ADVOCACY AND ARE INVOLVED IN DETERMINING THEIR OWN EDUCATIONAL GOALS AND PLANS.

This is evident when:

- *Students participate in individualized education program (IEP) meetings.*
- *Students create and monitor their progress towards academic and social goals.*
- *Students engage in career planning and selection of courses of study to prepare them for post-secondary living, working and learning.*

Student “Draft IEP” Interactive Tool

View on the *Hudson Valley Special Education Parent Center* website:

<http://www.hvsepciep.org/>



Student “Draft IEP” Interactive Tool

- Helps students prepare information relevant to IEP development
- Students develop their own “draft IEP” to share with IEP team
- Facilitate their participation in the discussion.
- Interactive website resource



Student “Draft IEP” Interactive Tool

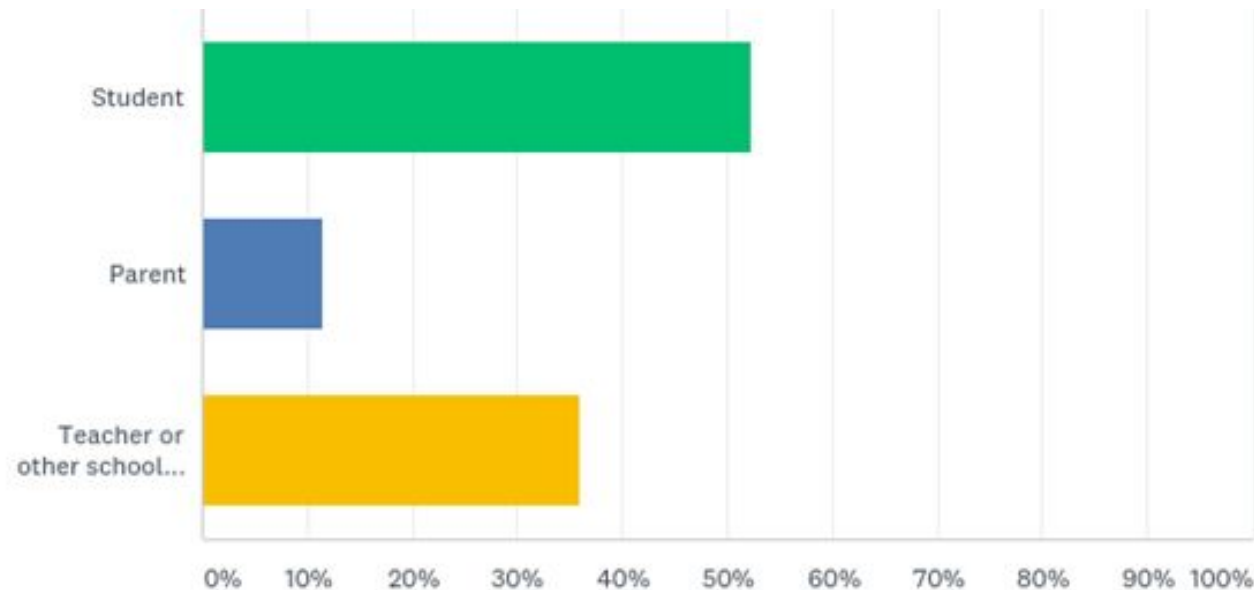
- Students answer questions, presented in everyday, non-jargon about their present levels of performance, annual and postsecondary goals, services, accommodations, and all areas of IEP development
- Each section is preceded with brief introductory explanation of the type of information contained in that section of the IEP
- Students work alone or with help of a teacher or parent
- A draft IEP document is generated, with their own answers to the program questions, printed in the corresponding content areas on the draft IEP form.

STUDENT “DRAFT IEP” INTERACTIVE TOOL DATA/FEEDBACK

Data Collection

- **Quantitative:** A survey was developed using the online Survey Monkey[©] platform to solicit feedback from educators, families, and students about the student's experience using the tool to prepare for their meeting, and/or in their IEP meeting after using the tool
- **Qualitative:** Email feedback was received from individuals who were either asked to review the tool or those who simply reached out unsolicited to express their opinions

Survey Respondents



ANSWER CHOICES	RESPONSES	
Student	52.38%	77
Parent	11.56%	17
Teacher or other school personell	36.05%	53
TOTAL		147

Survey Data: Student Age

- Age range of students who completed survey:
9 - 25 years old
- Average age of student respondent:
15 years old

Survey Data: Previous Participation

- 33% of the student respondents indicated that they had attended their IEP meetings previously
- 93% parents and teachers respondents indicated that students had either not attended their meetings previously, or come to their meetings but participated minimally, or not at all
- 10% (students) and 7% (teachers/parents) felt that the student had had contributed meaningfully in their meetings in the past

Survey Data: Post Completion Perceptions

- 85% student respondents indicated that they planned to attend their IEP meeting following completion of the Tool.
- 94% respondents indicated the tool would be shared before or at their meeting with the rest of the IEP team
- 83% of respondents indicated they felt they will be able to participate more in the meeting this year because they completed the "Draft IEP" Tool
- 90% of respondents felt that this tool was helpful for the student to prepare them for their IEP meeting.

Qualitative Feedback: Professional

- “I think this is a very good tool that would benefit students, parents and teachers.”
(R.C., former Deputy Commissioner, NYS Education Department)
- “It was truly amazing. In one case a young man who has always come to his meeting but never participated was able to communicate so much to the team. In the second, a young woman’s IEP draft changed all of our minds!”
(Y.G., Director of Special Education)
- “It has been wonderful in giving students a voice and I will absolutely continue to use it.”
(A.G., School Psychologist, therapeutic classroom)

Qualitative Feedback: Parents

- “It was great to see S. self advocate in a school setting for the first time, and she used the IEP document to concisely state her perspective.” *J. B. (parent)*
- “Great, great tool - thanks so much for putting it together!” *M. J. (parent)*
- “Wow! I had chills! She has never participated in her meeting besides crying to leave, and her thoughts were so clear and well articulated on her Draft IEP! I had no idea she had so much insight. It felt so good to incorporate her voice and her own goals. I’m so proud!” *N.H (parent)*



Questions?

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