Creating Change: 
Student-Led IEPs & Youth Engagement as a Dispute Resolution Option

Sarah Grime, David Friedemann, Moneé Wright

March 15, 2016 
2:30 pm – 3:45 pm ET (11:30-12:45 PT)

Note: The PowerPoint is currently available on the CADRE website
http://www.directionservice.org/cadre/studentlediep.cfm

Technical Stuff:

➢ Please enter any questions or technical difficulties into the chat box.

➢ Thank you for taking the time to answer the webinar poll questions! (Note: The poll questions will appear on your screen until we remove them)
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Student-Led IEPs & Youth Engagement as a Dispute Resolution Option

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Washington, DC to Eugene, OR

- Schools & student engagement in DC
- Schools & student engagement in Eugene

www.schooltalkdc.org
SLIEP & Youth Engagement as a Dispute Resolution Option

* Stage 1: Prevention (CADRE Continuum)
  - Increasing the capacity of students to meaningfully participate, collaborate and problem solve

Photos in this presentation are from “The Best Me I Can Be” – film produced in collaboration and with funding from the DC Office of the State Superintendent of Education
Defining the Student-led IEP

- Substance: meaningful student participation in IEP development
- Process: the student takes a leadership and decision-making role

Adapted from the “Student-led IEP Toolkit” available on the DC Office of the State Superintendent of Education Secondary Transition Website www.ossesecondarytransition.org
IEP Participation Spectrum

Student engagement levels based on individual needs and abilities

- IEP takes place without student present
- Student present with minimal participation and/or preparation
- Student present with some participation (presents information, gives input into goals, answers questions)
- Student present and actively participates
- Student present and takes responsibility for one piece of the process
- Student present and takes responsibility for most of the process

Adapted from the “Student-led IEP Toolkit” available on the DC Office of the State Superintendent of Education Secondary Transition Website www.ossesecondarytransition.org
Research

* Student develops stronger self-advocacy and self-determination skills, leads to increased self-confidence
* Students gains greater knowledge of disability and accommodations
* Increased parent and general education teacher participation
* Less tension—meeting environment becomes a forum for inclusive positive communication between all participants
* Reduced stigma associated with having a disability
* Allowing students to play a decision-making role leads to increased student engagement and accountability
* Improved transition outcomes

“It’s really helped me to gain a better understanding of how vulnerable it is not to have that information. Now that he has that information me and my husband can sit back and say ‘OK.’ So thumbs up to him. I’m really excited about it, really excited.” - parent
Tips for Getting Started

* Buy in & training for schools
  * Prepare schools & parents

* Assess students self-advocacy skills
  * Variety of assessments and self-determination checklists available on www.imdetermined.org

* Develop a goal and plan for each student

* Prepare the student

* Watch the magic happen…

In DC, OSSE and the Secondary Transition CoP provided materials and coaching to support the work at each school.
Steps for Preparing Students

* Build self-awareness
  - Disability
  - Abilities & Limitations
  - Needs & Supports
  - Goals

* Understand the IEP
  - Rights
  - Process
  - Review own IEP

* Plan for Participation
  - Introductions & Facilitation
  - Ground rules
  - Use technology
  - Create “out” for student
  - Provide opportunities for practice
Utilize Assistive Technology

* Develop PowerPoints
* Student demos their assistive technology during the meeting
* Video tape the presentation ahead of time if student is nervous
* Record the IEP meeting and use it to debrief with student after the meeting
* Ask student to take pictures to tell their story

I’m Determined Video – The Importance of Assistance Technology OC

http://www.imdetermined.org/youth/videos/
Student Participation

* Prepare & send invitations
* Conduct introductions
* Make a presentation
* Communicate strengths, weaknesses, needs, & interests
* Request accommodations
* Define future goals, dreams, and aspirations
* Write sections of the IEP
* Facilitate all/part of the meeting
Tips

※ Be flexible about the way each school builds in time to work with students.
※ Apply self-advocacy skills beyond the IEP meeting.
※ Involve students in many ways that work for them.
※ Provide teachers and parents with tools for talking to students about their disability.
Impact of Increased Participation

Students who lead and participate in IEP meetings gain:

* Greater awareness about their disability
* Understanding of how their disability impacts their academic performance
* Increased self-determination skills
* Knowledge about available and appropriate accommodations
* Familiarity with the IEP process

“When you are out of school - an adult - you have to take care of everything. You need practice. If only the parents talk, the kids won’t be prepared for life.”
- Adult Self-Advocate, DC Advocacy Partners
Implementing SLIEPs in DC

Collaborative initiative with OSSE, DCPS, charter schools, the DC Secondary Transition Community of Practice, and SchoolTalk
DC Student-led IEP Demonstration Project: Best Me I Can Be Video Student-led IEP Toolkit

www.ossesecondarytransition.org

Video & Toolkit Modules

* Module 1: Getting Started
* Module 2: Building Self-Awareness
* Module 3: Understanding Your IEP
* Module 4: Preparing for Participation
* Module 5: Student-led IEPs
<table>
<thead>
<tr>
<th>Quote</th>
<th>Source</th>
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<td>“Now I can tell people like my teachers what I need, my goals, and what I don’t need”</td>
<td>student</td>
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<td>“When I get to middle school I want to achieve all my goals. Especially, my math goals. When I grow up I want to be an archeologist, a scientist, a biologist, and a basketball player. My career goals are all involve math which makes it important for me to strengthen my skills”</td>
<td>student</td>
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<td>“I’ve seen that what really determines a student’s success is not the severity of their disability. Its how engaged they are and using strategies to overcome it. The kids who really say ‘yes, I know that strategy works for me and I am going to try it,’ they are the ones who do well.”</td>
<td>Director of Student Support Services</td>
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Quotes from “The Best Me I Can Be” – film produced in collaboration and with funding from the DC Office of the State Superintendent of Education
Expansion in DC

* DCPS self-advocacy curriculum
* CoP resources & videos for how to talk to students about their disabilities + public awareness campaign
* OSSE professional learning community for SLIEPs with more significant disabilities
  * Arts-based initiatives
* Beyond IEPs
  * CIRCLES – Year 3
  * Restorative Justice Pilot
  * DC Youth Leaders Peer Network
“The I’m Determined project, a state directed project funded by the Virginia Department of Education, focuses on providing direct instruction, models, and opportunities to practice skills associated with self-determined behavior. This project facilitates youth, especially those with disabilities to undertake a measure of control in their lives, helping to set and steer the course rather than remaining the silent passenger.”

www.imdetermined.org
Sources


I’m Determined – [www.imdetermined.org](http://www.imdetermined.org)


[http://www.ou.edu/content/education/centers-and-partnerships/zarrow/presentations.html](http://www.ou.edu/content/education/centers-and-partnerships/zarrow/presentations.html)
Sources


SchoolTalk. [www.schooltalkdc.org](http://www.schooltalkdc.org)


The Zarrow Center for Learning and Enrichment – [http://www.ou.edu/content/education/centers-and-partnerships/zarrow.html](http://www.ou.edu/content/education/centers-and-partnerships/zarrow.html)

Thank you for joining us!

Please take a few minutes to respond to this brief survey about your experience:

Webinar Survey

https://www.surveymonkey.com/r/studentledieps
Upcoming Webinar
Constructive Individual and Systemic Approaches to Helping Frequent Filers

Presenters:
Suzanne McDougall & Marshall Peter

June 8, 2016
2:30 pm – 3:45 pm ET (11:30-12:45 PT)
Registration Open Soon – Check the CADRE Website!