

# **Student Led IEP Meetings: Building Capacity for Self-Determination**

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# Introductions



Take 2 minutes to fill in your responses to the following:

- What do others like or admire about you?
- What is important to you that you want others to know?
- What is important for you to be successful?

# Rachel (from the Learning Community)

## What others like and admire about Rachel

Wicked sense of humour

Her ability to make friends and connect with people

Her taste in men, music and DVD's!

Her long eye lashes and expressive eyes

She is a funky babe!



## Important To Rachel

Having fun and getting messy – likes water fights in the bath;

Loves having her hair and nails done – ‘girlie pampering’

Her mobile phone to keep in touch (calls and texts) with what is happening!

Not to be in her chair any longer than she has to be – must get out of it as soon as possible, prefers to lie on the floor or on her tummy on her bed

That everyone who supports Rachel understands her communication (see communication charts)

That only female staff support her around her personal care

## Important For Rachel (support needs)

Rachel has complex needs and these must be fully understood before you can properly support her. You need to read the details of her file (including her health action plan) before supporting her as it contains vital, detailed information around staying healthy and safe

Having the right equipment on hand to meet her needs – e.g. Day-bed, hoist fully charged, suction machine

Rachel needs to stay calm and cool. If she gets upset she becomes hot and finds it difficult to control her saliva and manage her swallow – you need always to have suction equipment with you. She also must wear cool, loose-fitting clothes

Name:  
Address:

Date:



## My Strengths

- What do I do well in school?
- What do I do well at home or in my community?
- What do other people say are my strengths?

## My Interests

- What do I like to do when I am not in school?
- What activities or organizations do I enjoy participating in?
- What are my hobbies?

## My Preferences

- What works for me? What helps me be successful?
- Where do I see myself in the future:
  - Living?
  - Working?
  - Doing for fun?



## My Needs

- What are the accommodations that help me?
- How can others help me?
- What are some things that are difficult for me?



# What Brings You to This Workshop?

What do you hope to accomplish today in this workshop?



# Objectives

Participants will be able to:

- Understand the importance of self-determination
- Use strategies to help build capacity for student involvement
- Identify barriers to student participation
- Identify resources to further develop skills



# Self-Determination

Self-determination is a concept reflecting the belief that all individuals have the right to direct their own lives. Students who have self-determination skills have a stronger chance of being successful in making the transition to adulthood, including employment and independence.

Wehmeyer & Schwartz, 1997



# What Self-Determination Looks Like?

Students with self-determination can:

- Understand their disability
- Identify their strengths, interests, preferences and challenges
- Set achievable goals
- Tell others what they need to be successful





# Students Who Are Self-Determined...

- Show increased self-confidence and self-advocacy
- Have a higher likelihood of being employed
- Earn more per hour
- More likely to live outside the family home
- Have a savings or checking account

Wehmeyer & Schwartz, 1997



# How can Parents Encourage Self-Determination?

- Encourage the child to:
  - Make choices (as appropriate)
  - Set priorities
  - Experience natural consequences (+/-)
  - Engage in new experiences
  - Identify strengths and challenges
  - Identify supports that work
  - Learn about their disability
  - Understand their rights



# Remember...

There are no IEPs after high school.

Self identification and self advocacy are critical skills for adults with disabilities.



# Where Do We Start?

- When should we start teaching self-determination?
- What factors influence the decision?
  - Cultural/family
  - Legal
  - Disability



# Talking to a Child About His/Her Disability



# Tips for Parents

- Be knowledgeable about your child's strengths, talents, gifts, interests and learning differences
- Focus on the child and not the disability
- Educate don't excuse
- Provide honest and specific feedback

[www.imdetermined.org](http://www.imdetermined.org)



# Opportunities for Practice

- Students will require opportunities to practice self-determination skills
  - Informal conversations with trusted friends, family, and other adults
  - Requests for support (more time, retake test)
  - Self-care



# KEYS TO SUCCESS

## Self-Determination

*People who are self-determined are self-aware, set goals, make plans, and ask for support when needed.*

### HAVE A "CAN DO" ATTITUDE

A "can do" attitude will help you meet your goals.

### GIVE YOURSELF TIME

to learn and develop new skills. Practice and then practice some more!

### BECOME SELF-AWARE

Know your interests, preferences, strengths and challenges.  
Pay attention to how you feel and respond in different situations.

### KNOW YOUR OPTIONS

Know what your options are & what resources are available.

### FIND YOUR VOICE

Tell people what you want & why it's important to you.

### DEVELOP POSITIVE RELATIONSHIPS

Develop positive relationships with others & turn to them for support when needed.

### WORK WITH OTHERS

Work with others to come up with solutions to your problems.

### LISTEN FOR UNDERSTANDING

We can come up with the best solutions for everyone when we listen for "why" someone wants something.

### UNDERSTAND HOW TO MANAGE EMOTIONS & CONFLICTS

Know what upsets you & identify strategies that can help you manage your emotions & conflicts.

### KNOW YOUR RIGHTS AND WHAT'S IN YOUR PLAN

Students with Disabilities: Learn about your rights & what's in your plan.



These courses are funded in part by the JAMS Foundation and the US Department of Education, Office of Special Education Programs.



# Continuum of Student Participation



Attendance



Participation



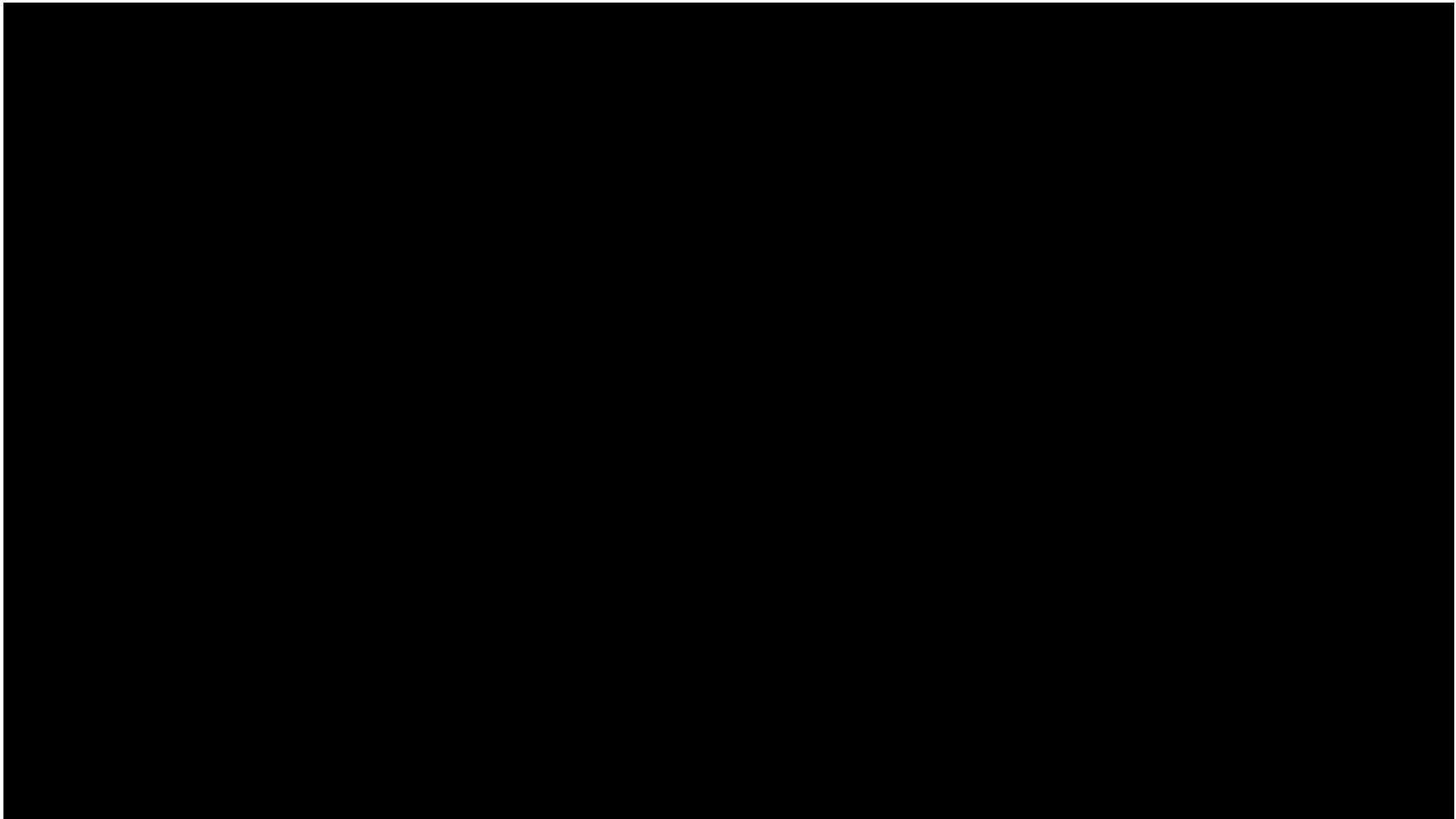
Facilitation

# Student Participation in IEP Meetings

- What pre-requisite skills are required to include a student in their meeting?
- What, if any, additional skills will the adults need?
- What are the positive outcomes of student participation? Negative outcomes?



# Student Led IEPs - D.C. Initiative



# Strategies for Building Student Capacity

- Prepare students for disagreement.
- Model positive communication techniques.
- Help students identify their interests/needs.
- Teach listening skills.
- Remember – Student IEP participation is an ongoing process. Practice and opportunities build confidence.



# Scaling Participation

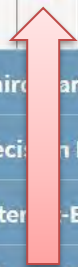
Every student can participate meaningfully!

- Design slideshow
- Arrange nametags
- Photos of student strengths
- Agree/disagree card
- Others?



# Student Led IEPs and DR

CADRE Continuum of Dispute Resolution Processes & Practices																		
Stages of Conflict	Stage I			Stage II		Stage III			Stage IV		Stage V							
Levels of Intervention	Prevention			Disagreement		Conflict			Procedural Safeguards		Legal Review							
Assistance/ Intervention Options	Parent Engagement	Participant & Stakeholder Training	Stakeholder Council	Collaborative Rule Making	Parent to Parent Assistance	Case Manager	Telephone Intermediary	Facilitation	Mediation Models	Ombudsperson	Third Party Opinion/Consultation	Resolution Meeting	Mediation Under IDEA	Written State Complaints	Due Process Hearing	Hearing Appeal (Two-Tier Systems)	Litigation	Legislation
Dimensions that help clarify placement of the options along the Continuum	Third-Party Assistance						Third-Party Intervention											
	Decision Making by Parties						Decision Making by Third-Party											
	Interest-Based						Rights-Based											
	Informal & Flexible						Formal & Fixed											



# Barriers



# Cultural Considerations

Cultural groups *may*...

...view gender roles differently.

...view generational roles differently.

...defer to authority differently.

...experience 'disability' differently.

...experience and address conflict differently.

...communicate and process information differently.

...assimilate into the dominant culture differently.

...find the IEP process to be inaccessible or unattractive.





# Cultural Considerations

- How might cultural norms and values impact interest in student led IEPs?
- What can we do to make the IEP process more accessible to people from all backgrounds?



# Resources

- <http://ossesecondarytransition.org/studentledieps>
  - Self-Determination Film Series
  - Student-led IEP Toolkit
- [www.learningcommunity.us](http://www.learningcommunity.us)
- [www.imdetermined.org](http://www.imdetermined.org)



# Resources (continued)

- [www.cadreworks.org](http://www.cadreworks.org)
  - Webinar: Student-Led IEPs & Youth Engagement as a Dispute Resolution Option
- <http://www.parenttoolkit.com/topics/social-and-emotional>
  - Resources on social emotional learning
- [www.parentcenterhub.org/behavior-at-home](http://www.parentcenterhub.org/behavior-at-home)
  - Behavior support



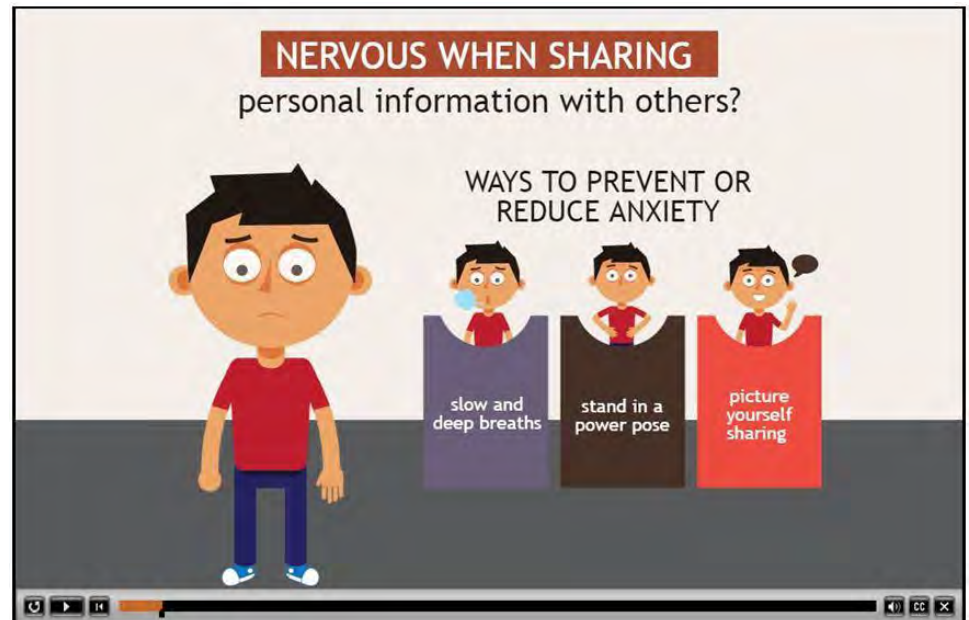
# Coming Soon!

## CADRE's Self-Directed Online Learning Module

### Student Self-Determination Series

- Self-Determination Overview
- Finding Your Voice
- Listening for Understanding
- Managing Emotions and Conflict
- Collaborative Problem Solving
- Educational Planning Meetings

    
These courses are funded in part by the JAMS Foundation and  
the US Department of Education, Office of Special Education Programs.



The screenshot shows a video player interface. At the top, a red banner reads "NERVOUS WHEN SHARING" followed by the text "personal information with others?". Below this, a large cartoon boy with a sad expression stands on the left. To his right, three smaller cartoon boys are shown in separate colored boxes (purple, brown, and red) demonstrating different techniques. The purple box is labeled "slow and deep breaths", the brown box is labeled "stand in a power pose", and the red box is labeled "picture yourself sharing". At the bottom of the video player, there is a progress bar and control icons for play, pause, and volume.

# See You at the Symposium!



- Visit our [registration website](#) for more information
- **1 Complementary Registration** per parent center



# Questions



# Debrief



What  
Worked?

What  
Can We  
Improve?



# Need More Information?

Visit CADRE online

[www.cadreworks.org](http://www.cadreworks.org)

Contact Diana via email

[dcruz@directionservice.org](mailto:dcruz@directionservice.org)

Sign up for the CADRE Caucus Newsletter!

