


**WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION**



## Self Directed IEPs

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## Thank You!

For Slides and Videos Developed and Used from February 2014 Webinar Co-Presentation

- **Julie LaBerge**, Director of Pupil Services / Psychologist , Bonduel School District
- **Karsten K Powell**, Special Education Teacher, Altoona High School
- **Jen Robertson**, Special Education, Altoona School District

## Presentation Goals

Today you walk away with ...

- Understanding reasons why Student Led IEPs are a Good Idea?
- Specific Formats for Developing Student Led IEPs
- Tips on Including Students at All Developmental and Age Levels in Meaningful IEP Participation or Facilitation
- Resources for Further Study

## Assumptions

Presume Competence about Student Abilities


Students at ALL Developmental Levels have the Ability to Learn about Themselves and Communicate Something about Themselves

## Group Activity

Why Do You Think Student Led IEPs are a Good Idea?

*Type answers in question / chat box.*

## Introduction to Self Directed IEPs



- Outcomes and Research Base
- Definitions

### Outcomes of Self Directed IEPs

- Student Better Understands Her / His Abilities, Disability, and Needs
- Student is Able to Discuss Needed Accommodations to Others and in Groups
- Preparation for Disclosure in College and Career
- Student Point of View and Student Ownership is Focus of Meeting

### Outcomes of Self Directed IEPs

- Student Focused
- Teaches Independence
- Language in the Student's Words
- Educators Learn More from Student's Point of View on Strengths, Needs, Triggers
- Positive!

### Self Determination

The Terms Self Determination and Self Advocacy are Defined in Many Different Ways

What do they mean to you?

### Self Determination

- Self Determination may Include . . .
  - Self Identification and Awareness  
(how does student identify with disability / abilities)
  - Self Advocacy  
(how/can student request accommodations, follow up on getting needs met, be assertive, negotiate)

### Self Determination

- Self Determination may Include . . .
  - Ability to Take Control  
(how does student make decisions, problem solve)
  - Self Direction  
(how does student take responsibility, determine what it important, plan and set goals)

### Research on Self Determination

- Self Determination has Shown to . . .
  - Improve academic skills  
Konrad, Fowler, Walker, Test, & Wood, 2007
  - Improve employment and independent living  
Martorell, Gutierrez-Rechanca, Pereda, & Ayuso-Mateos (2008)
  - Improve quality of life  
Wehmeyer and Schwartz (1998)
- Research has Shown Students with Autism show Less Self Determination than Neurotypical Peers  
Wehmeyer & Shogren, 2008

### Resources and Considerations



### Resources Used to Implement Self Directed IEPs

- Student Template
  - Template is in same order of IEP document
- Computer / Screen / Projector
- Preparation and Planning!

### Student Considerations when Using Self Directed IEPs

- Consider Student's Communication Modes (Assistive Technology, etc...)
- Accommodate and Support for Student's Level of Anxiety

### Formats / Examples of Student Led IEPs



- Powerpoint Templates
- Worksheets
  - Key Questions
  - Multiple Choice
  - CLOZE
- Summary of Performance (SoP)

### Powerpoint Templates

Purpose of Student IEP PP Template . . .

- Allows Students to Present Key Information which is Part of IEP
- Information Aligns with "Formal" IEP which IEP Team Enters into the Actual IEP
- Customized to Individual Student
- In Student's Own Words

### Powerpoint Templates

Formal IEP / Required	Student IEP
Participants	Guests
How Disability Affects Progress in General Education Curriculum	My Disability is Called . . . This Means . . .
Present Levels of Performance	Things My Teacher Notices About Me . . .
Accommodations	These are Positive Ways you Can Help Me . . .
Assistive Technology	These are Assistive Technology Tools that Can Help Me . . .
Functional Performance	Daily Living, Self Help, Social Skills, Organization . . .
Assessment Accommodations	This is What I Need Help with Taking Tests . . .

Powerpoint Templates	
Formal IEP / Required	Student IEP
Strengths	These Are My Strengths . . .
Parent Concerns	These are the Concerns My Parent's Have about My Education . . .
Goals	My Educational Goals Are . . .
Will the Student be Involved Full Time in the General Education Curriculum	My Least Restrictive Environment is . . . I need help outside the classroom because . . .

Powerpoint Templates	
Formal IEP / Required	Student IEP
Present Levels of Performance	Things My Teacher Notices About Me . . .
	My School Behavior Is . . .
	My School Progress in Academics . . . (grades, math, reading, MAP assessment scores...)

**Powerpoint Templates**

Additional Sections of Student Powerpoint

- I'm Here Because . . .  
(state purpose of meeting in positive language)
- This is how My Disability Affects me at School, Classroom, and in Life  
(more information on functional/academic needs)

**Worksheets**

Reading Your IEP: The PLAAFP

*Instructions: Use this guide to help you read through your PLAAFP. Fill in each portion as you read and be ready to discuss what you find. Except when listing, you MUST write in complete sentences or I will require that you redo the assignment before your grade will be entered.*

**A.1. Strengths of the Child:**

1. List three of the strengths mentioned in this section of your IEP.
  - a. Strength one:
  - b. Strength two:
  - c. Strength three:
2. Do you agree with all of these strengths? Why or why not?

**Worksheet Templates . . .**

Purpose of Student IEP Worksheet Templates...

- Assist in Collection of Information for IEP Student Presentation
- Break Down Sections (Scaffolding)
  - Graphic organizers for Powerpoint slides
  - *Understanding My IEP goals*
  - Provides Examples

**Worksheet Templates . . .**

Purpose of Student IEP Worksheet Templates...

- Good for Collecting / Organizing Student Data
- Allows for Individualized Formats
  - Open Ended Questions
  - Multiple Choice
  - CLOZE

## Open Ended Questions

Examples . . .

- List 3 strengths or things you think you are good at in school
- How would you describe your disability? What is easy and what is hard?
- How does your disability affect you at school or at home?
- What goals do you have after high school?

## Multiple Choice

- Student Selects Options from Multiple Choice
- Provide 2-4 Choices for the Following:
  - Which accommodations do you think assists you the most
  - Which of the following do you see as your strengths?
  - What time of the day is most difficult for you?
- Consider doing Multiple Choice BEFORE IEP and then Student Presents Choices at IEP

## Check Box

Examples . . .

- Check Everything that Helps You at School
  - Written directions
  - Class discussions
  - Flashcards to review facts
  - Highlighters when taking notes
  - Audio books
  - Morning conference with a teacher
  - Visual schedules

## CLOZE

Examples . . .

- One thing my teacher notices about me is I am good at \_\_\_\_\_.
- Sometimes I get upset at school. One thing that upsets me is \_\_\_\_\_.
- When I am upset, teachers can \_\_\_\_\_ to make me feel better.

## Worksheet Templates . . .

Additional Optional Resources to Go with Worksheets . . .

- Previous Year IEP
- Other Assessment Data, Reports, Evaluations
  - Use color highlighters to highlight areas such as (math, reading, things that help me)
  - Worksheets guiding student to agree / disagree with previous year IEP (goals, accommodations, strengths, needs)

## Including ALL Students



### Considerations Across

- Developmental Levels
- Age Levels

**Age / Developmental Considerations**

- Student Selects Pictures for Slide Show
  - Pictures show student . . .
    - Strengths (engaging in activities)
    - Preferences
    - Friends
    - Family
- Student Pushes Button to Advance Slide Show

**Age / Developmental Considerations**

- Educators and/or Family Assist Student in Programming Speech Generating Device or Augmentative and Alternative Communication tool so Student can Participate in Meeting

**Age / Developmental Considerations**

- Depending on Age / Developmental Level Consider Participation in Specific Part(s) of IEP Meetings
  - Attendance
  - Preferences / Interests / Strengths
  - Favorite Accommodations
  - What Helps Me
  - Triggers

**Group Activity**

What other Multiple Choice Questions could you Ask a Student to Help Her / Him be More Involved in their IEP?

What Additional Ways Have you Had Students Participate in an IEP Meeting?



**Wrap Up**

- Key Ideas
- Steps for Implementing
- Tips / Tweaks
- Resources



**Keys to Success**



REMEMBER!

**Keep it Positive!**

### Steps for Implementing Self Directed IEPs



### Suggested Steps for Implementation

- Create Timeline
- Set up Meeting Time with Student
- Discuss Template (blank)
- Work with Student to Fill In Template
  - Discuss the “legal” and “teacher” language

### Suggested Steps for Implementation

- Student Brings Home Parent Concerns Form and Gets Information from Parents
- Student can Customize Presentation
- Student Presents at IEP Meeting
- After the First Year the Presentation is Revised and Student Adds More Information and Customization

### Resources

- **Autism Internet Modules**  
<http://www.autisminternetmodules.org/>
- **National Professional Development Center on Autism Spectrum Disorders**  
<http://autismpdc.fpg.unc.edu/>
- **OCALI Age Appropriate Transition Assessment**  
[http://www.ocali.org/project/tg\\_aata](http://www.ocali.org/project/tg_aata)

### WDPI Resources

- **Transition Improvement Grant**  
Lots of transition related resources (formerly know as WSTI)  
<http://www.witig.org/>
- **WDPI Transition Page**  
Links to additional resource, transition compliance guidance, and best practice including self determination resources  
[http://sped.dpi.wi.gov/sped\\_transition](http://sped.dpi.wi.gov/sped_transition)
- **Opening Doors to Self Determination**  
Part of the Opening Doors Series of Transition Resources  
<http://sped.dpi.wi.gov/files/sped/pdf/tranopndrs-self-determination.pdf>

### Self Determination Resources

- **OCALI Links to Self Determination Scales / Information**  
[http://www.ocali.org/project/tg\\_aata/page/self\\_determination](http://www.ocali.org/project/tg_aata/page/self_determination)
- **I'm Determined (Virginia Dept of Ed)**  
Includes Videos, Modules, and Other Information on Self Determination  
<http://www.imdetermined.org/>
- **Navigating College: A Handbook on Self Advocacy written for Autistic Students from Autistic Adults**  
A project from that autistic self advocacy network, this free pdf handbook provides insights and guidance for people with autism that are navigating the world of higher education.  
<http://www.navigatingcollege.org/>

## Self Determination Resources

- **Autistic Self Advocacy Network (ASAN)**  
The Autistic Self Advocacy Network is a 501(c)(3) nonprofit organization run by and for Autistic people. ASAN's supporters include Autistic adults and youth, cross-disability advocates, and non-autistic family members, professionals, educators and friends. ASAN was created to provide support and services to individuals on the autism spectrum while working to educate communities and improve public perceptions of autism. Our activities include public policy advocacy, community engagement to encourage inclusion and respect for neurodiversity, quality of life oriented research, and the development of Autistic cultural activities.  
<http://autisticadvocacy.org/>
- **Fostering Self-Determination among Children and Youth with Disabilities: Ideas from Parent for Parents.**  
This guide provides helpful information and ideas to promote independence and self-determination for students at any age.  
<http://www.waisman.wisc.edu/natural/supports/pdf/FosteringSelfDetermination.pdf>

## Student Directed Transition Planning Resources

- **Zarrow Center**  
Student Directed Transition Planning Resources  
<http://www.ou.edu/content/education/centers-and-partnerships/zarrow/transition-education-materials/student-directed-transition-planning.html>
- **Wisconsin Board for People with Developmental Disabilities (BPDD)**  
Self Directed Transition Planning Tool  
[http://wsti.org/wstidata/resources/lqtw%20transition%20planning%20tool\\_1353002951.pdf](http://wsti.org/wstidata/resources/lqtw%20transition%20planning%20tool_1353002951.pdf)

## College Preparation Web Sites

- **College Autism Spectrum**  
A web site that lists colleges for students with ASD and resources to help supports students with autism in college settings. This organization also provides trainings.  
<http://www.collegeautismspectrum.com/>
- **Autism Speaks: Post Secondary Education Toolkit**  
This resource provides ideas and resources of how to prepare students with ASD for college.  
<http://www.autismspeaks.org/family-services/tool-kits/transition-tool-kit/post-secondary-educational-opportunities>
- **Think College**  
A web site with resources/information for college options for students with intellectual disabilities.  
<http://www.thinkcollege.net/>

## Additional Resources

- **Center on Secondary Education for Students with Autism Spectrum Disorders (CSESA)**  
This recently developed federally funded project is a multi-site research and development center that will develop evidence based transition resources and practices for students with autism.  
<http://www.fpg.unc.edu/projects/center-secondary-education-students-autism-spectrum-disorders-csesa>
- **Life Journey Through Autism: A Guide for Transition to Adulthood.**  
A guide developed by the Organization for Autism Research (OAR)  
<http://www.researchautism.org/resources/reading/documents/transitionguide.pdf>

## WDPI Free Autism and Family Engagement Email Updates

- Sign up at WSPEI Autism web page:  
[http://sped.dpi.wi.gov/sped\\_autism](http://sped.dpi.wi.gov/sped_autism)
- Receive updates on new resources, articles, trainings, and more!!!
- This email list also receives autism and family engagement free webinar invitations

## Free Recorded Webinars

- Several Recorded Webinars on Autism as Well as WSPEI Webinars are Available on the Following Topics:
  - Functional Behavior Assessment
  - Visual Schedules / Visual Boundaries
  - Naturalistic Interventions
  - Functional Communication Training
  - Self Regulation
  - Effective Use of Paraprofessionals
  - Universal Design for Learning
  - Assisting Students / Families with Mental Health Needs
  - Overview of Wisconsin's Specific Learning Disability Rule
  - Any Many More!!!

Sign up at: <http://tinyurl.com/wdpi-spedwebinar-request>