

# **Student-Led IEPs**

## ***The Difference***

**Ed Ashworth-Special Education Teacher & Case Manager**

**Carrie Stokes-Special Education Director**

**Ande Chapman-Transition consultant**

# Agenda

***The Difference***

**Ed Ashworth**

**How It All Started  
Staff & Students**

***The Difference***

**Ande Chapman**

**Focused Student Workshop**

***The Difference***

**Carrie Stokes**

**Administrator's Perspective**

**Questions & Answers**

# The DIFFERENCE in my Life



## ➤ THE DIFFERENCE

- Student Led IEP Training presented on October 30, 2018
- Presenter: Mrs. Hirschmann, Seattle U Center for Change in Transition Services

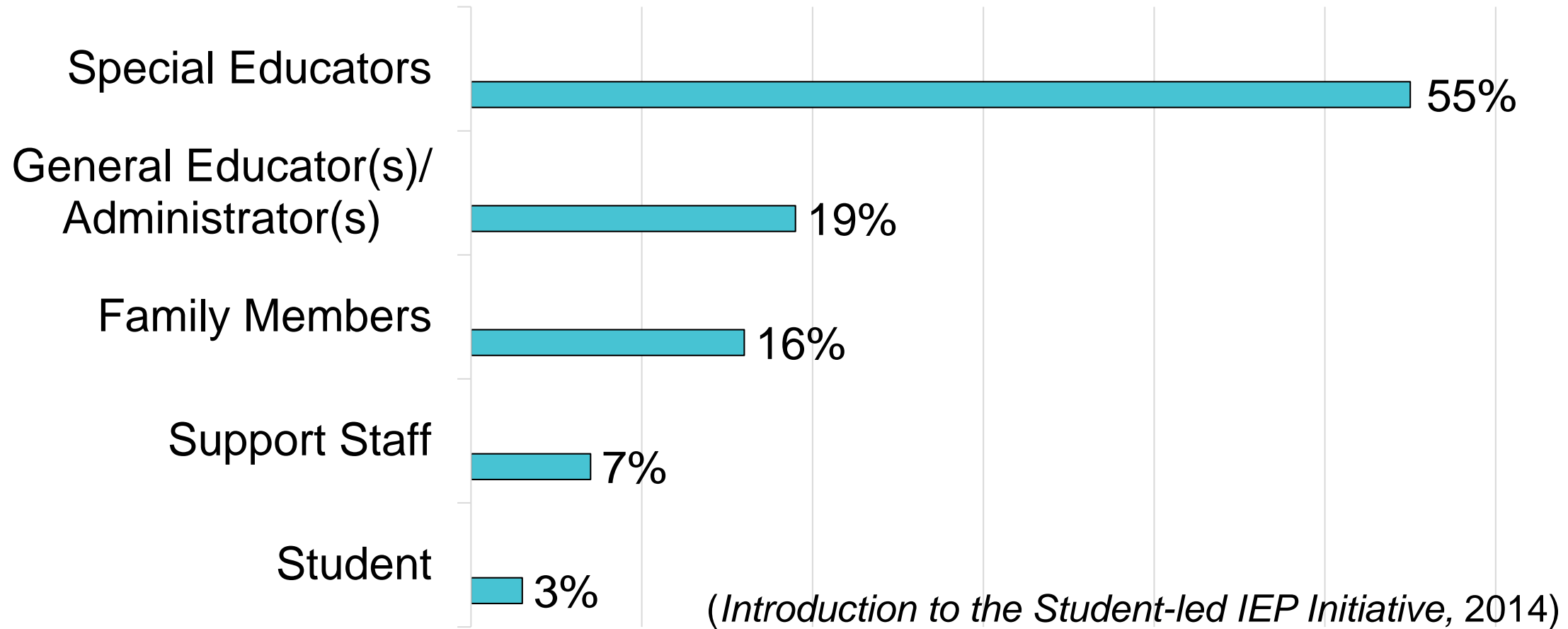
This training changed the program I supervise and how we can empower our students to self advocate for and promote themselves to faculty and administration for their education!

## WHAT ARE THE TEACHERS SAYING IN THE GENERAL EDUCATION FIELD?

I appreciate the format... it gives the kids the "floor." I like the power it gives them and it gives me a new context... seeing them explaining their different learning processes. Well done. Aaron Nickelson, Junior / Senior History

The Student led IEP 's were impressive. The best part about them is what they do for the student. So many of our students have difficulty communicating, especially when they have a need. They also give them confidence and a better understanding of themselves. Ron Cate, 9<sup>th</sup>/10<sup>th</sup> History.

# IEP Participation: Who Talks?



# Starting Point (What the student understands about themselves)

## Step 1a: Assessments

- [Self-Determined Checklist-Student Assessment](#)
- [ChoiceMaker Self-Determination Assessment](#)
- [AIR Self-Determination Assessments](#)
- [Student Rubric for IEP Participation](#)
- [Me! Scale](#)

Visit the CCTS website for additional [Self-Determination and Student-Directed Transition Planning assessment resources](#).

## Teaching Resources we used.

### Self-Determination Teaching Resources

- [How Self-Determined Are You Toolbox](#)
- [ChoiceMaker Self-Determination Lesson Materials](#)
- [The I'm Determined project](#)
- [Zarrow Center for Learning Enrichment](#)



# FUNDAMENTAL TRANSITION SKILLS BELL RINGERS

BY: MINDY LINGO  
SOONER SCHOLAR  
UNIVERSITY OF OKLAHOMA

## Bell Ringer Components

- HOW DO I SEE MYSELF
- DISABILITY INFORMATION (LEARNING STYLE)
- IEP (INDIVIDUALIZED EDUCATION PROGRAM)
- IMPROVEMENT SKILLS
- MY FUTURE

## What is my Learning Style?

- My particular learning style is in Math Calculation and Math Reasoning. It means:
- Dyscalculia is defined as a failure to achieve in mathematics commensurate with chronological age, normal intelligence, and adequate instruction. It is marked by difficulties with visualization; visual-spatial perception, processing and discrimination; counting; pattern recognition; sequential memory; working-memory for numbers; retrieval of learned facts and procedures; directional confusion; quantitative processing speed; kinesthetic sequences; and perception of time.



## What it means to ME!

- Math has always been a struggle for me, ever since day one. It's degrading knowing when you're the last one finishing a test, with cold sweats as you have NO idea what's on the paper. An example of work that I have issues with during math is proof, and word problems. I'm very visual, and It's hard piecing pictures together in my mind as so much goes on inside. Trigonometry has been almost a breeze for me however, it involves easy steps with law of sines and cosines. Though once the steps grow too long it can become extremely difficult to remember what I was told.
- Listen to her.



## The learning style I am living with is ADHD.

- What this means to me

I sometimes have trouble understanding but am too ashamed of asking while they're talking in front of the class. I space off a lot, especially during notes. I don't like asking other people for help except the teacher or close friends. I can forget assignments easily and things that I've learned, I'd forget most.

Listen to him. Teacher says:

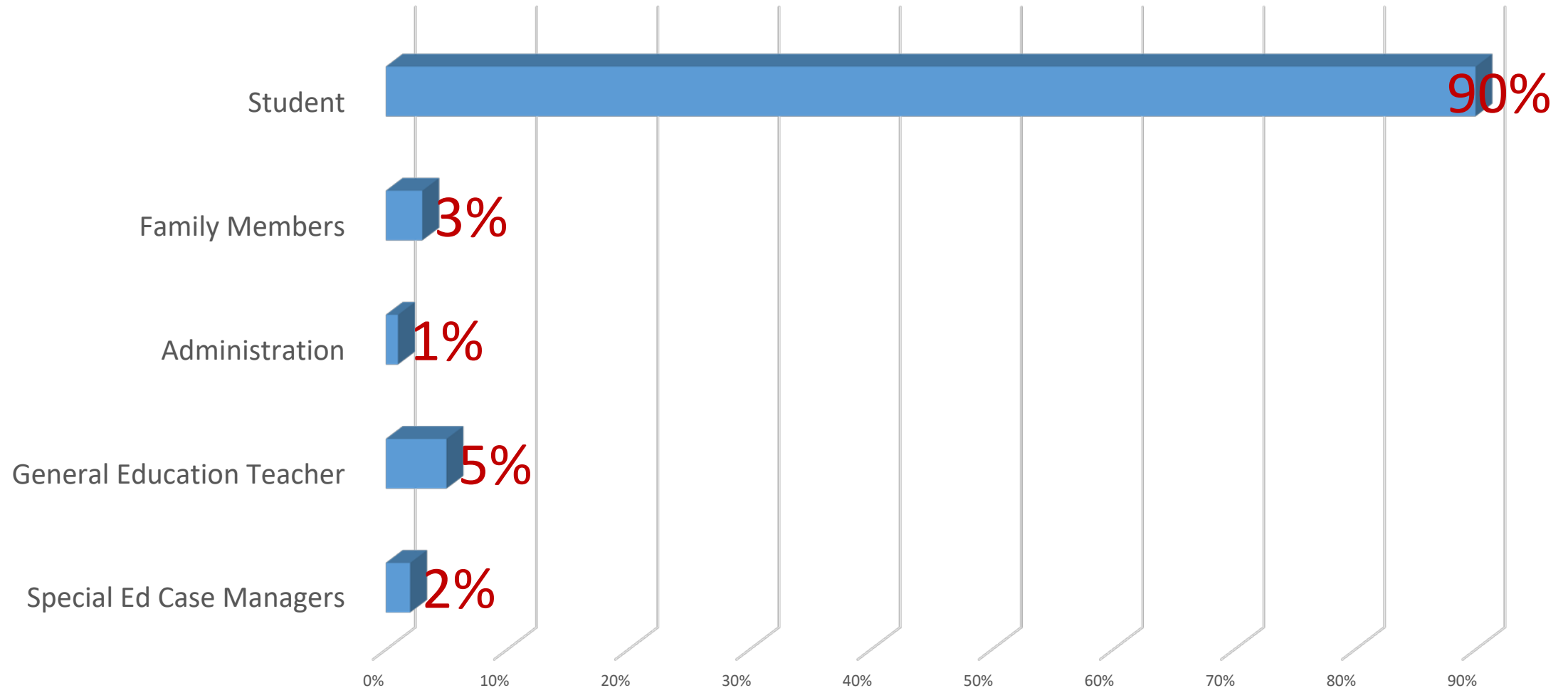
# THE LEARNING STYLE I AM LIVING WITH IS AUTISM

THIS MEANS THE DIFFICULTY IN SOCIAL INTERACTION AND COMMUNICATION  
AND BY RESTRICTED OR REPETITIVE PATTERNS OF THOUGHT AND BEHAVIOR.

WHAT THIS MEANS TO ME THAT I CAN HAVE A HARD TIME WITH BEING SOCIAL  
WITH OTHERS AND THAT I HAVE PACIFIC PATTERNS OF MY BEHAVER THAT I HAVE  
TO DO (OR THE WORLD WELL END)

# STUDENT-LED IEP meeting Participation: *"THE DIFFERENCE"*

Speaking % of Who's talking during IEP meetings



## What are “DIFFERENCES” as seen by the professionals?

What's fantastic about the student-led IEP meetings is that it shifts the onus back onto the student. With that and through the lens of a teacher, you receive a more authentic glimpse of the learning barriers individuals are facing as well as the accommodations that work best. At the end of the day, getting students to self-advocate in this manner is significant in preparing them for the world beyond school.

*Zach Spaet, Vocational Teacher*

The Student Led IEP in my eyes has shown educators and family members the strengths and challenges that students are experiencing. Also it has been a great way for students to advocate for their needs, as they work towards their high school and post-secondary goals. *HS Counselor Brit Carden*



## Impactful & Influential

This year, our junior class advisory used a power point presentation, similar to the IEP presentations in Mr. Ashworth's class, for student led conferences. The teachers on the advisory committee were influenced by seeing presentations at IEPs and witnessing how much more dynamic and student-focused a conference could be. Seeing the IEPs guided and influenced our decision to have all the junior students share a similar power point.

This is the first year I have participated in the IEP process in the manner you are using, having the students plan and present their own IEPs. There are some real benefits to doing IEPs this way. First, the students take **ownership** of their education by presenting their backgrounds, strengths, needs, and plans. The students seem empowered by this process, and instead of the adults discussing the students' needs and accommodations, the students themselves are explaining what they need to be successful. Second, it was much more informative for me as a teacher to **listen to the student first** before discussing amongst teachers/administrators. This put the responsibility of communication directly to the student/teacher relationship and is much more helpful.

*Sandy Colbert, HS English*

## SAMPLES OF STUDENT CREATIVITY



# Concerns

- ☐ Somethings that concerns me is making sure I pass all my work with a B or higher.
- ☐ Finding the right trade school for me.
- ☐ I'm fully ready to graduate, but will I.
- ☐ Me not liking the trade (job) I want to do.
- ☐ Nervous about spending money and time on something that I don't want to do.

DISORIENTED

BEWILDERED



# Future – Working Plans

## ■ I would like to work at Payless

- Training
- Experiences
- Interact with customers.
- Assist in sales.
- Work cash register
- Stock shelves
- Get shoes from shelves
- Stock storage area
- Answer telephones



# Future – Working Plans

- I would like to be a barber and cut hair
- **Skill needed:**
- **Shaving** the face, neck and back of the neck
- **Clipper cutting** for both short and long hair
- **Shear training** for men and women's haircuts
  - Professional Barber license
  - Job shadowing / work under or for a Master Barber

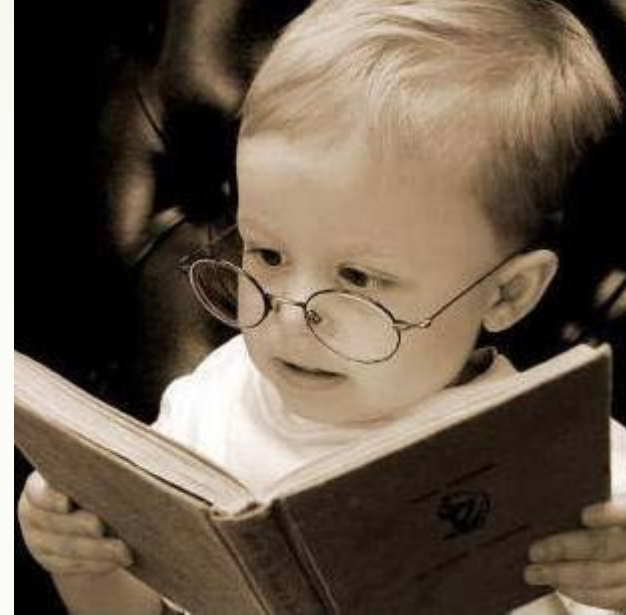
# INTERESTS

- School:
- Soccer
- Basketball
- Lunch
- Woodshop
- PE
- Office User Specialist
- Home:
- Video Games
- Dogs
- Soccer
- Friends
- Family



# Accommodations

- ▶ Having a calculator.
- ▶ Having more time.
- ▶ Using my notes on assignments or exams.
- ▶ Longer time to study.
- ▶ One on one help.
- ▶ Having math operations and formulas provided to me.
- ▶ Pre-Load with examples and model expectations for assignments and/or exams.





# Strengths

Some of the strengths I have in school include

- Reading
- Typing
- Digitools



## STRENGTHS.

- LEADERSHIP
- COOPERATION
- SOCIAL SKILLS
- PERFECTIONIST
- EMPATHETIC
- ORGANIZED
- CONFIDENCE



# ***The Difference***

- **Focused Student Workshop**

# **Building My Future**



**Blueprints**

**Foundations & Tools**

**Framing-Goal Setting**

**Other Contractors-Resources,  
Who Else?**

**Your Future**

# **Blueprint-I.E.P**

## **Individualized Education Plan**

***WHY IS IT IMPORTANT?*** High School, High School & Beyond,  
Employment, Daily Living

**The Vision** (The dream)

**The Plan and some of the Tools you will need**

**Making sure the Plan is Complete** (What happens when building a home and the blueprint isn't complete?)

**You** (owners/builders) **have input into the Plan-Student-Led IEPs**

**Allows for Changes** (Reflection & Remodeling)**Yearly Review**

# Foundations & Tools



- **Self-Determination & Self-Advocacy**
- **Strengths**
- **Interests**
- **Preferences**
- **Needs-Accommodations**

# ***The Difference***

## **The Administrator's Perspective**

# ***The Difference***

## **Administrator's Perspective**

- **Being part of a Student-Led IEP**
- **Professional Collaboration**
- **For Special Education Teacher**

# QUESTIONS & ANSWERS