



Department of
Education

Partners in
Education

Student Leadership Through Student-Led IEP Team Meetings

January 27, 2021

Presenters

- **Marshae Burton**, Self advocate
- **Loria Hubbard**, Director of IDD Programs, BlueCare
- **Tyler Lisowski**, Teacher, Metropolitan Nashville Public Schools
- **Guice Smith**, Self advocate and student, Lipscomb IDEAL Program

What do you think?

- **Best IEP meeting or moment?**
- **Most challenging?**
- **Unique?**



Research (Martin, Marshall, Sale (2004))

- When students led IEP meetings:
 - Parents were more likely to know the reason for the meeting and understand what was going on
 - Special educators talked less
 - Parents, general educators, and related service providers were more comfortable saying what they thought
 - Administrators talked more about student strengths and interests
 - Parents and general educators knew more what next steps to take
 - General educators felt better about the meeting

Research: David J. Royer (2016)

- Royer found that:
 - Students who led their IEP Team Meetings (n = 25) spoke on average for 36.78% of IEP meeting time, while comparison group students (n = 14) spoke on average 2.15%
 - Students who led their meetings recalled significantly more IEP knowledge and had shorter meetings
 - When students led their meetings school faculty were significantly more satisfied with IEP meetings

Self-Determination

- Self-awareness
- Self-knowledge
- Decision-making
- Self-advocacy
- Independent performance
- Self-evaluation
- Adjustment



Self-Advocacy

- Understanding one's specific needs
- Knowing what help or support will address those needs
- Effectively communicating those needs to others



The IDEA and Secondary Transition

- Students must be invited to their IEP Team Meetings by age 14
- Transition IEPs must be based on student preferences and interests



Preparing Students Before the Meeting

- Show student the IEP and review it with them
- Assist the student in deciding what they want to discuss at their meeting
- Student decides who to invite: circle of support
- Procedural safeguards and rights: you are an adult now
- Conservatorship and alternatives
- Teacher and student discuss progress on goals
- Prepare/edit One Page Profile
- Self-advocacy group lessons: making choices, big vs small
- Role play with student leading their IEP meeting: skits

Nothing about me without me.



Student Leadership: Prepare the Student

- Talk with student, not about student
- Encourage student to ask questions
- “I do not understand” card
- No side conversations
- No jargon
- Explain acronyms



Prepare for Differences of Opinion

- Help the student practice reflective listening
- Self-advocacy includes respecting yourself and others and using productive language
- It is okay to not agree with everyone
- Teach respectful words
- Teacher focuses on what student CAN do during the meeting

Sample IEP Meeting Agenda

- 1. Introductions**
2. Current Information
3. Strengths and Challenges/Present Levels of Performance
4. Accommodations and Modifications
5. Transition Plan
6. Goals and Objectives
7. Related Services
8. Summarize Meeting/Questions and Concerns
9. Close Meeting

1. Introductions

Student (Guice)

- Welcome to my meeting. My name is Guice Smith. My goal is: work at the Holiday Inn hotel. Let's introduce ourselves.
- May say the reason for their meeting is to review progress and plan
- Shares their agenda
- Has at least one thing to discuss at the meeting

Teacher

- Assists the student only as needed. Less teacher talking means more student talking
- Reviews procedural safeguards, supported decision-making, power of attorney - keep in mind cultural differences

1. Introductions: Post-School Perspective

Guice

- As a college student at Lipscomb IDEAL, I introduce myself to other students and teachers. I also participate in planning meetings.

Marshae

- When I worked at Panera Bread I introduced myself to my co-workers and bosses. I met many new people.

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2. Current Information

Student (Marshae)

- Talks about changes in address or phone number
- Talks about any medications
- Should know about disability

Teacher

- Uses accessible vocabulary

2. Current Information: Post-School Perspective

Guice

- Professors need to know I'm in the IDEAL program. I have to ask for help. I can e-mail or ask questions to professors.

Marshae

- I need to know my address and personal information for job applications.

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3. Strengths and Challenges/Present Levels of Performance

Student (Marshae)

- Reads the one-page profile
- Shares work photos
- Shares class work
- Gives input for support areas

Teacher

- Shares assessment data with team
- Discusses student work experience and encourages the student to elaborate
- Shares information from natural supports
- Focuses on student abilities and accomplishments and areas for growth



My name: Marshae Burton

My birthday: July 7th

My school: Community Based Transition Program, graduated from Antioch High School

I live here: Antioch, TN

My friends: Cavalina, Ashley, Beverly

My family: Cousin, Granny, Daddy, Mama, Uncle, Granddaddy, Auntie

My hobbies: Dance, talking on the phone, being on Facebook, going out to eat, hanging out with friends and family

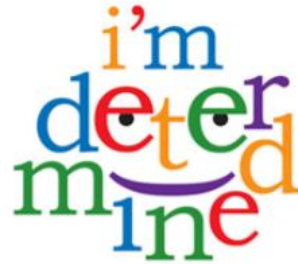
My goal for the year: Get a job

My strengths: Greeting customers at my former job, Bagging groceries, cleaning and bussing tables, communicating with people, going to the gym independently on Access ride bus, and going to the nail shop independently on Access ride bus.

My support: I need a job coach for help at work. I also need help with: math, counting money, reading and spelling.

One Page Profile Example from ImDetermined.org

Name: Justin George
Address:
DOB:



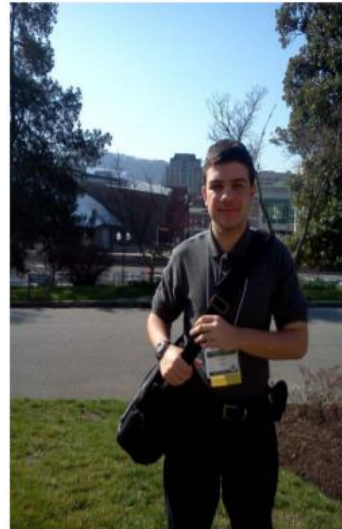
Date:

My Strengths

- Advocacy/public speaking
- Enjoy listening to peer advocates
- History
- Reading/computer skills
- Working towards independence
- Passion for what I do at Im Determined and YLF
- Keep trying

My Preferences

- Study with someone
- Write down notes
- Have clear expectations of me
- Allegories
- Minimal distractions.



My Interests

- Amateur Radio and emergency communications groups.
- Weather/skywarn
- Being outside
- Computers
- Social Media
- Kings Dominion/Busch Gardens
- Beach/ pool
- Spending time with family

My Needs

- Notes
- Extra time on tests
- Hands on and visual (IE, watching the teachers do an example)

Guice 's STAR Chart



3. Strengths and Challenges/Present Levels of Performance Post-School Perspective

Guice

- I should know about my strengths and challenges at college. This can help me pick internships and prepare for a job.

Marshae

- I want to work at a new job. I need to know my work strengths and things I need help with. I can list my strengths at a job interview.

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4. Accommodations and Modifications

Student (Guice)

- Talks about needed supports and accommodations
- What kind of help do I need?
- Refer to One Page Profile

Teacher

- Prompt student to use one-page profile



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4. Accommodations and Modifications: Post-School Perspective

Guice

- IDEAL staff help make assignments easier for me. I am still learning in class but at my level.

Marshae

- I need a job coach to help me when I get a new job. I am a quick learner but will need help at first.

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3. Strengths and Challenges/Present Levels of Performance
4. Accommodations and Modifications
5. **Transition Plan**
6. Goals and Objectives
7. Related Services
8. Summarize Meeting/Questions and Concerns
9. Close Meeting

5. Transition Plan

- Teacher and student discuss student goals in the four transition areas:
 - Employment
 - Postsecondary Education
 - Independent Living
 - Community Involvement
- Teacher asks student for input in each area. May already be on one-page profile. Remind student it's okay for these goals to change. Encourages student to identify who can help reach these goals.

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6. Goals and Objectives

Student (Guice)

- Prepare to share at least one goal with team
- Speaks up if something doesn't make sense or disagrees

Teacher

- Presents proposed goals and objectives to team
- Facilitates related services sharing goals
- Connects goals and objectives with transition goals and desired outcomes
- Encourages student to participate and speak up

5. & 6. Transition Plan/Goals and Objectives: Post-School Perspective

Guice

- Hard to plan because of the pandemic. I want to work and get paid, maybe at a hotel. I might live with friends one day. I'm involved with my church and I am an Eagle Scout.

Marshae

- I want to work at a job. Coronavirus makes it hard to get a job and move out of the house.

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7. **Related Services**
8. Summarize Meeting/Questions and Concerns
9. Close Meeting

7. Related Services

Student (Marshae)

- Shares experience accessing these services (speech therapy, for example). Is it helpful? Needed? Not needed? Often enough? Not often enough?

Teacher

- Encourages student to speak up and provide input

7. Related Services: Post-School Perspective

- Additional supports can be requested through post-secondary education program or workplace
- Vocational Rehabilitation and/or ECF choices may help provide these services



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9. Close Meeting

8. Summarize the Meeting/Questions or Concerns

Student (Guice)

- Re-state goal
- One more opportunity to ask questions to team members

Teacher

- Prompt student to share goal
- Prompt student to ask questions to team
- Facilitate conversation between student and rest of team

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9. **Close Meeting**

9. Close IEP Team Meeting

Student (Marshae)

- “Thank you for coming to my meeting.”

Teacher

- Thanks IEP team
- Encourages student



After the IEP Team Meeting – Throughout the Year

- Role play and teach all students about the IEP throughout the school year
- Periodically review IEP progress during school year

Teacher Takeaways

- Students are unique and so are the meetings!
- Consider student prior knowledge and experience with self-determination and self-advocacy
- Small steps are big wins



Advice from Guice

- It is very important to go to your IEP meeting
- Speak up for yourself at the meeting
- Have goals and dreams and don't be afraid to share them, like getting a job or going to college
- Dress up and be polite
- Listen to others
- Sometimes it is okay to disagree



Tips of the Day with Marshae

- It is important to learn everything
- Be on-time
- More students and parents should go to the meetings
- When I lead my meetings I feel like I belong



Self-Advocate Panel

The floor is open for questions!

- **Marshae Burton**, Self advocate
- **Guice Smith**, Self advocate and student, Lipscomb IDEAL Program

Contact Information

- **Marshae Burton**, Self advocate
 - marshaeburton96@gmail.com
- **Loria Hubbard**
 - loria_hubbard@bcbst.com
- **Tyler Lisowski**, Teacher, Metropolitan Nashville Public Schools
 - tyler.lisowski@mnps.org
- **Guice Smith**, Self advocate and student, Lipscomb IDEAL Program
 - wgsmith1@mail.lipscomb.edu

Resources

- [Leadership: A guide for promoting leadership skills in youth with disabilities](#)
- [I'm Determined Resources on Student Involvement in IEP Team Meetings](#)
- [I'm Determined One Pager Template](#)
- [Transition Tennessee](#)



Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

Excellence | Optimism | Judgment | Courage | Teamwork