Strengthening Self Advocacy Through Student Led IEPs
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Learning Targets
• I can:
  – Explain what a student led IEP is and why it is important
  – Identify the challenges and possible solutions to implementing student led IEPs
  – Feel confident in knowing how to facilitate student led IEPs
What IS a Student Led IEP?

An IEP meeting where the most important person at the meeting- THE STUDENT- takes part in the meeting to the greatest extent possible.

Why?

“Tell me and I’ll forget, show me and I may remember, involve me and I’ll understand.”

• Chinese Proverb

Why? We Believe Every student deserves...

• to be challenged and supported to reach their dreams in life
• to develop self-advocacy skills
• for their voice to be heard
We Believe Every Guardian...

- Needs to be able to see the potential and opportunities for their child
- Must be active participants in building their child’s IEP

Why?

Fostering Self-Determination

- An understanding of one's strengths and limitations, together with a belief of oneself as capable and effective are essential to self-determination

“Self-determined people are actors in their own lives instead of being acted upon by others.”

Why?

Research Strongly Suggests

- Students and teachers alike report that students using this process knew more about their disabilities, legal rights, and appropriate accommodations than other students (Mason, McGahee-Kovac, and Johnson, 2004)
Observations of IEP meetings... revealed that elementary students were capable of contributing important information about their disabilities and suggestions for accommodating them. (Danneker & Bottge, 2008)

Students also gained increased self-confidence and the ability to advocate for themselves (Mason, McGahee-Kovac, and Johnson, 2004)

The IEP planning meeting provides opportunities for students to develop critical skills for:
- self management
- self advocacy
- goal setting
- choice making
Social Emotional Impact

- Teachers have noted that using this process has helped increase positive relationships with students and families.

Testimonials

"I like seeing how I am doing in classes and how they (teachers) think if I'm keeping up alright."

"It benefits me to lead my own IEPs in a way that makes me in charge because that's how it is gonna be for the rest of my life me telling my SEA when to check in and what to do."

Testimonials

"When Brett was in the room during his meeting, the teacher went from being a 'case' manager to being a 'person' manager. Brett was seen as a person, not a case that needed to be managed or dealt with."
Incorporate Proven Best Practices

Why?

Student Focused Planning

Student Led IEPs

Collaboration and Program Structure

Family Involvement

Student Development

What?

Student Led IEPs

• Involve students and parents in the educational process, leading to deeper understanding of their hopes, goals, and dreams for the future

What?

Bella’s Trip in Paris IEP Meeting!

I. Introductions
II. Celebrating Bella
III. Highlights from the year
IV. Ms. Shannon, Mrs. Kohner, Mrs. Norvell, Ms.
    Peterson, Mrs. Hewett
V. Ms. Kar (Medical and other good stuff)
VI. Ms. Panting (OT), Ms. Lauren (PT), Mr. Anderson
   (DAPE)
VII. FAIR transition
IEP Script

Step 1: Pre-Meeting planning

Step 2: During meeting activities/facilitation

Step 3: Post meeting debriefing

How? Handout

Quick Start Guide

Step 1: Pre-Meeting planning

Step 2: During meeting activities/facilitation

Step 3: Post meeting debriefing

How? Handout

Important to AND Important for AND
The balance between them
Helpful Hints

• Support the meeting facilitator, but be aware of equity of voice
• Make sure the student and all stakeholders understands the purpose of an IEP, rather than just going through the motions
• Write student centered IEPs

Thank You!

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• Chinese Proverb

Thank you for your kind attention
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