

What Parents of Students with Disabilities Need to Know About the Student Voice in the IEP Process

Session 4 of Talking with Parents of Students with Disabilities Webinar Series

February 23, 2012

PaTTAN Pittsburgh

Dr. Eileen St. John



Pennsylvania Training and Technical Assistance Network

PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

PDE's Commitment to Least Restrictive Environment (LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

Learner Outcomes

Participants will:

- develop an understanding of how student voice in the IEP meeting can have a positive effect on the student's overall success
- deepen their understanding of how to overcome the challenges that arise when student's have a voice in the IEP process

“There can be no keener revelation of a society’s soul than the way in which it treats its children”

Nelson Mandela



Poll Question #1

Do your students have a voice in the IEP process?

- a. Always
- b. Sometimes
- c. Never

Overview

Overview

Factors that impact student voice:

- Parent/family member efficacy
- Parent/family member participation is limited
- Explanation of the IEP components

Students as Participants

Student Self-Advocacy

How schools can promote student self-advocacy:

- Provide opportunities for students to have input on their academic plans
- Provide opportunities for student-led IEP meetings

(ASCD, 2007)

Self-Determination

1. What is it?
2. Why is it important?
3. Barriers to Self-Determination



Poll Question #2

Do your students attend their IEP meetings?

- a. Always
- b. Sometimes
- c. Never

Student Participation in the IEP Meeting

Why is it important for students to participate in their IEP meeting?

Student Participation in the IEP Meeting

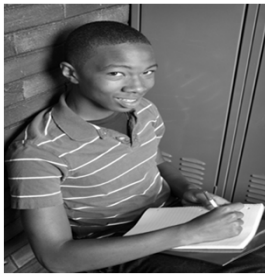
Student Rubric for IEP Participation

Student Name: _____ Date: _____

Area	Level I	Level II	Level III	Level IV
IEP Awareness	I don't know what IEP stands for.	I know what IEP stands for.	I know what IEP stands for and the purpose of the IEP meeting.	I know what IEP stands for, the purpose of an IEP meeting and I can tell others about these meetings.
IEP Participation	I don't participate or attend my IEP meeting.	I attend a pre-conference IEP meeting and/or my IEP meeting, but I don't participate in the meeting.	I attend and contribute information about myself for my IEP in a pre-conference or at the actual meeting.	I lead parts or my entire IEP meeting.
Knowledge of IEP Content	I don't know what is in my IEP.	I know that I have accommodations and goals but I don't know what they are.	I can name the accommodations and goals in my IEP, but I don't have a voice in developing them.	I can name the accommodations and goals in my IEP, and I have a voice in developing them.

Student Participation in the IEP Meeting

What should the student do if they want to help develop their IEP?



Student Participation in the IEP Meeting

Eight steps to IEP goals:

1. Evaluate current performance
2. Choose goal topic or action
3. Determine condition
4. Set criteria
5. Write the goal
6. Take action
7. Evaluate action
8. Determine and make adjustments

www.cec.sped.org/AM/Template.cfm?

Overcoming Challenges

Overcoming Challenges to Student Voice in the IEP Process

- Be student and family centered
- Students as participants
- Realistic expectations

Additional Training Opportunity

What School Leaders Need to Know About Strategies to Increase Engagement in Parent Trainings

April 26, 2012

12:00pm – 1:00pm

Talking with Parents of Students with Disabilities – A Webinar Series

Engage parents in the education of their children with the support services in school. There are many strategies to help increase parent participation in the education of their children. This webinar series is designed to provide school leaders with effective strategies to increase parent participation in the education of their children with disabilities. School leaders are encouraged to participate in this webinar series to gain knowledge and understanding of each of the webinars.

What Parents of Students with Disabilities Need to Know About Secondary Transition
 Tuesday, April 24, 2012 12:00 pm – 1:00 pm
 For parents of students with disabilities, knowing the latest information about secondary transition is essential. During the webinar, school leaders will learn of strategies to increase parent participation in the education of their children with disabilities with secondary transition.

What Parents of Students with Disabilities Need to Know About the Implementation of an Individualized Education Plan (IEP)
 Tuesday, April 24, 2012 12:00 pm – 1:00 pm
 For parents of students with disabilities, an IEP is a document that outlines a plan of instruction and services for the student. During the webinar, school leaders will learn of strategies to increase parent participation in the education of their children with disabilities with the implementation of an IEP.

What Parents of Students with Disabilities Need to Know About Strategies to Increase Engagement in Parent Trainings
 Tuesday, April 26, 2012 12:00 pm – 1:00 pm
 School leaders need to know about strategies to increase parent participation in the education of their children with disabilities. During the webinar, school leaders will learn of strategies to increase parent participation in the education of their children with disabilities.

What School Leaders Need to Know About Strategies to Increase Engagement in Parent Trainings
 Tuesday, April 26, 2012 12:00 pm – 1:00 pm
 School leaders need to know about strategies to increase parent participation in the education of their children with disabilities. During the webinar, school leaders will learn of strategies to increase parent participation in the education of their children with disabilities.

Presenter: KATHY DISABILITIES CONSULTANTS
Location: Online presentation, online resources, parent and school education resources
Registration: Register at the PVTN website www.pvtan.net for each session. Upon registration, an e-mail invitation will be sent to the registrant.
Additional Open Opportunities: PVTN is also offering a Regional Webinar Series, April 24-26, 2012, from 9:00 am to 1:00 pm, in each of the following locations: Allentown, Erie, Harrisburg, and York.
For information about registration, contact: Mary Gordon at mgordon@pvtan.net or 800-446-5607 x8671
For information about content, contact: Deborah Korman at dkorman@pvtan.net or 800-446-5607 x8671

Additional Training Opportunities

PVTN
 Pennsylvania Youth Leadership Network

PVTN Transition Workshop

Join PVTN for a one day event focused on:

- Developing Self-Determination+
- Leadership & Empowerment+
- Post-School Education and Employment+
- Independent Living+

April 30, 2012	Toftrees Resort, State College
May 1, 2012	IU # 5—Edinboro
May 4, 2012	PaTTAN Pittsburgh
May 14, 2012	PaTTAN Harrisburg
May 16, 2012	Radisson Lockwood Station, Scranton
May 17, 2012	PaTTAN King of Prussia

All sessions will be from 9:00 am - 2:00 pm

For more information, please contact:
 Mary Gordon, PaTTAN Pittsburgh, 800-446-5607 x8671, mgordon@pvtan.net

To register, please contact your local IU Transition Coordinator.

Agenda

- 9:00 a.m. Welcoming Activity
- 9:30 a.m. Self-Discovery
- 10:15 a.m. Break
- 10:30 a.m. Future Planning Post-Secondary Goals
- 12:00 p.m. Lunch provided
- 12:30 p.m. Self-Determination and Advocacy Skills
- 2:00 p.m. Adjourn

Pennsylvania Community on Transition

2011-2012

Upcoming Events

2011

December 7, 2011
 9:30 AM – 11:30 AM
 Pennsylvania's Secondary Transition Community of Practice: Making the Connections to Local Transition Coordinating Councils Webinar
 Offered as part of Transition Community of Practice Trainings

2012

January 25, 2012
 9:30 AM – 11:30 AM
 Effective Practices for Secondary Transition Webinar
 Offered as part of Transition Community of Practice Trainings

March 28, 2012
 9:30 AM – 11:30 AM
 Effective Practices for Secondary Transition Webinar
 Offered as part of Transition Community of Practice Trainings

July 25-27, 2012
 2012 Transition Community of Practice Conference
 The Penn State Conference Center
 Live presentations at the Pennsylvania Community on Transition Conference

Save the Dates

References

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- Cheatham, G., Hart, J., Malian, I., and McDonald, J., (2012). Six things to never say or hear during an IEP meeting: Educators as advocates for families. *Teaching Exceptional Children*, 44(3), 50-57.
- Hoover-Dempsey, K. V., and Sandler, H. M., (1997). Why do parents become involved in their children's education? *Review of Educational Research*, 67(1), 3-42.
- McGahee-Kovac, M., (2002). *A student's guide to the IEP*. The National Information Center for Children and Youth with Disabilities. www.nichcy.org
- Van Dycke, J. L., and Peterson, L. Y., (2011). Eight steps to help students develop IEP goals. www.cec.sped.org/AM/Template.cfm?
- Wilson-Hawbaker, B., (2007). Student –Led IEP meetings: Planning and implementation strategies. *Teaching Exceptional Children Plus*. 3(5) May.

Contact Information

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