



Student-Led IEP Meetings

Levels of Participation

FULL PARTICIPATION	Full participation of a student in the IEP Meeting involves preparation and interviews prior to the IEP Meeting. The Student lead most or a high percentage of the IEP Meeting. Collaboration with parents and staff to monitor the implementation of the IEP is important. Students may use presentation strategies to assist in leading the meeting, such as the use of an agenda, PowerPoint, etc., to guide them through the student input process. They may also pre-record video or voice on the PPT. During the meeting, the student may ask for help from their case manager or appraisal staff assistance when they are unsure how to proceed. Full participation tends to be used by students with high incidence disabilities (<i>LD, ED, etc</i>). To lead--or not lead--the meeting is a choice and should be honored to the maximum extent possible. This includes text to video formats.
PARTIAL PARTICIPATION	Partial participation is more frequently used by students with low incidence disabilities and students who are less inclined to lead most or all of the IEP Meeting. Some students would like more meaningful input that results in active rather than passive participation in the IEP meeting, but they do not want to be the meeting leader. This position should be honored. Staff and parents should assist the student to prepare for the portions of the meeting in which the student does want to take a leadership role. Presentation strategies similar to those described for full participation may be used such as PowerPoint or video recording. This includes text to video formats.
EXTERNAL PARTICIPATION	Some students choose not to attend the IEP Meeting due to course/class demands in general education or a possible discomfort with adult meetings. Parents and staff of some students with significant, severe disabilities may choose not to have the student participate. For some students, under the age of majority (18), it is the request of the parent that the student not be present. If the student does not attend the IEP Meeting, refer to the external participation strategies to ensure meaningful student involvement in the IEP process. In this way, staff and parents honor the student's preferences and ensure the IEP Meeting continues to be a student-centered IEP planning process with student input into their responsibility as a learner/student.

Guiding Principles

For the *Full* and *Partial Participation* models, the primary difference is the ability, comfort level, and willingness of the student to lead the IEP Meeting. Training, pre-planning to ensure student input, and IEP monitoring exist in all models. For the *External Participation* model, the primary difference is the absence of the student in the actual meeting; however, all other strategies should a student-centered IEP process with student input.

Student-Led IEP Meetings: Matrix of Strategies for Students

Strategy	Characteristics
Full Participation	<p style="text-align: center;">Transition Assessment</p> <ul style="list-style-type: none"> Student assists in identifying transition information that needs to be gathered Student assists in identifying existing assessment resources, such as the general education career assessment, completed course assignments related to careers and postsecondary information Student works with the general education counselor to identify career and postsecondary education preferences Student and case manager/TED work to gather existing information and schedule assessments, if needed Parents participate in the transition assessment through a parent survey or interview Student, parents, and appraisal staff collaborate to review assessment results and identify preferences and interests
	<p style="text-align: center;">IEP Development</p> <ul style="list-style-type: none"> Student works with the teachers, appraisal staff, and parents to use the transition assessment information to develop <u>proposed</u>, measurable, postsecondary goals to present to the IEP Committee Student works with the teachers, appraisal staff, and parents to identify accommodations/modifications that were effective in previous least restrictive, educational settings Student works with teachers, appraisal staff, and parents to identify natural supports that were effective in previous least restrictive, educational settings Student collaborates with the IEP Committee to review the ALL assessment information to develop appropriate, measurable postsecondary goals and other education goals that support the student's postsecondary goals
	<p style="text-align: center;">Meeting Leadership</p> <ul style="list-style-type: none"> Student is trained to participate and lead the IEP Meeting Preparation to lead the meeting is conducted before the meeting date. Activities include, but are not limited to: Preparing the student agenda; identifying committee members to participate; inviting participants to the IEP Meeting; and developing a presentation format (i.e., PowerPoint, personal video, portfolio, and/or speaking script) Student welcomes IEP Meeting participants, conducts introductions, and shares with committee members his/her postsecondary goals, strengths, and instructional and support needs to reach the postsecondary goal Student uses an IEP Meeting agenda to involve committee members in the required components of the IEP Meeting Student requests the appraisal staff member to read the IEP Meeting Minutes/Deliberations or written meeting summary at the completion of the meeting. The student asks committee members to listen to the summary to determine if the notes are accurate and to determine if the education program developed is truly designed to assist the student in meeting his/her postsecondary goals Student thanks IEP Meeting participants for attending and concludes the meeting

	Monitoring the IEP	<ul style="list-style-type: none"> • Student and case manager review the IEP and mastery criteria • Student and case manager identify methods to determine progress and mastery completion • Student is trained in self-determination strategies to implement and monitor action plans • Student is trained in skills to evaluate progress and make appropriate adjustments to meet the IEP goals (Student-monitored IEPs) • Student, parents and case manager communicate on a scheduled basis to review IEP progress • Student, parents, and case manager establish a celebration process to track mastery of IEP goals and completion of the IEP plan for the academic year
	Strategy	Characteristics
Partial Participation	Transition Assessment	<ul style="list-style-type: none"> • Student assists in identifying transition information to gather • Student assists in identifying existing assessment resources, such as the general education career assessment, completed course assignments related to careers and postsecondary information • Student works with the general education counselor to identify career and postsecondary education preferences • Student and appraisal staff work collaboratively to gather existing information and schedule new assessment administrations • Parents participate in the transition assessment • Student, parents, and appraisal staff collaborate to review assessment results and identify preferences and interests
	IEP Development	<ul style="list-style-type: none"> • Student works with the teachers, appraisal staff, and parents to use the transition assessment information to develop <u>proposed</u>, measurable, postsecondary goals to present to the IEP Committee • Student works with the teachers, appraisal staff, and parents to identify accommodations/modifications that were effective in previous least restrictive, educational settings • Student works with teachers, appraisal staff, and parents to identify natural supports that were effective in previous least restrictive, educational settings
	Meeting Leadership	<ul style="list-style-type: none"> • Student is trained to participate and lead identified parts of the IEP Meeting • Preparation to lead identified parts of the meeting is conducted before the meeting date. Activities include but are not limited to: Preparing the student agenda; identifying committee members to participate; inviting participants to the IEP Meeting; and developing a presentation format (i.e., PowerPoint, personal video, portfolio, and/or speaking script) • Student welcomes IEP Meeting participants, conducts introductions, and shares with committee members his/her postsecondary goals, strengths, and instructional and support needs to reach the postsecondary goal • Appraisal staff completes the required components of the IEP Meeting • Appraisal staff reads the IEP Meeting Minutes/Deliberations or written meeting summary at the completion of the meeting • Appraisal staff asks committee members to listen to the summary to determine if the notes are accurate and to determine if the education program developed is truly designed to assist the student in meeting his/her postsecondary goals • Student thanks IEP Meeting participants for attending and Appraisal Staff concludes the meeting

	Monitoring the IEP	<ul style="list-style-type: none"> • Student and case manager review the IEP and mastery criteria • Student and case manager identify methods to determine progress and mastery completion • Student is trained in self-determination strategies to implement and monitor action plans • Student is trained in skills to evaluate progress and make appropriate adjustments to meet the IEP goals (Student-Monitored IEPs) • Student, parents and case manager communicate on a scheduled basis to review IEP progress • Student, parents, and case manager establish a celebration process to track mastery of IEP goals and completion of the IEP plan for the academic year
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External Participation	Transition Assessment	<ul style="list-style-type: none"> • Student assists in identifying transition information to gather • Student assists in identifying existing assessment resources, such as the general education career assessment, completed course assignments related to careers and postsecondary information • Student works with the general education counselor to identify career and postsecondary education preferences • Student and appraisal staff work collaboratively to gather existing information and schedule new assessment administrations • Parents participate in the transition assessment • Student, parents, and appraisal staff collaborate to review assessment results and identify preferences and interests • The student works with parents and staff to identify the strengths, needs, preferences and interests the students wants presented to the IEP Committee
	IEP Development	<ul style="list-style-type: none"> • Student works with the teachers, appraisal staff, and parents to use the transition assessment information to develop <u>proposed</u>, measurable, postsecondary goals to present to the IEP Committee • Student works with the teachers, appraisal staff, and parents to identify accommodations/modifications that were effective in previous least restrictive, educational settings • Student works with teachers, appraisal staff, and parents to identify natural supports that were effective in previous least restrictive, educational settings
	Meeting Leadership	<ul style="list-style-type: none"> • Student works with the case manager or appraisal staff to ensure input into the IEP planning process • Student meets with the case manager following the IEP meeting to review the IEP plans and develop a process to jointly implement and monitor the IEP
	Monitoring the IEP	<ul style="list-style-type: none"> • Student and case manager review the IEP and mastery criteria • Student and case manager identify methods to determine progress and mastery completion • Student is trained in self-determination strategies to implement and monitor action plans • Student is trained in skills to evaluate progress and make appropriate adjustments to meet the IEP goals (Student-Monitored IEPs) • Student, parents and case manager communicate on a scheduled basis to review IEP progress • Student, parents, and case manager establish a celebration process to track mastery of IEP goals and completion of the IEP plan for the academic year