Using the Self-Advocacy Strategy to Teach Student Involvement in the IEP

What is the evidence base?

- This is a research-based practice for **students with disabilities** based on three methodologically group experimental studies with random assignment and three methodologically sound single-subject studies across 71 students with disabilities.
- This is a research-based practice for **students with learning disabilities** based on three methodologically sound group experimental studies with random assignment and two methodologically sound single-subject studies across 56 students with learning disabilities.

Where is the best place to find out how to do this practice?

The best place to find out how to implement *Self-Advocacy Strategy* to Teach Student Involvement in the IEP *is* through the following lesson plan starters.

- For using SAS to increase student participation in the IEP meeting
    - Self-Advocacy Strategy (VanReusen & Bos, 1994)
    - Self-Advocacy Strategy (VanReusen, Deshler, & Schumaker, 1989)
- For using a computer-based version of the SAS to increase student participation in the IEP meeting
    - Self-Advocacy Strategy Multimedia (Lancaster, Schumaker, & Deshler, 2002)

With whom was it implemented?

- Students with
    - Emotional and Behavioral Disabilities (2 studies, n=6)
    - Intellectual Disabilities (2 studies, n=6)
    - **Learning Disabilities (4 studies, n=56)**
    - Other Health Impairments (1 study, n=3)
- Ages ranged from 12 to 18
- Males (n=48), females (n=23)
- Ethnicity
    - African American (n=9)

- Asian/Pacific Islander (n=1)
- Hispanic (n=7)
- White (n=53)
- Not Reported (n=1)

What is the practice?

The *Self-Advocacy Strategy* (SAS) is a motivation and self-determination strategy designed to prepare students to participate in education or transition planning conferences. The strategy consists of 5 steps that are taught over a series of seven acquisition and generalization stages. The five steps are presented using the mnemonic "I PLAN" to help cue students to remember the steps for the strategy.

I PLAN represents:

- I - Inventory completed by students listing their strengths, weaknesses, learning needs, goals, and choices to prepare them for their upcoming IEP conference
- P - Provide your inventory involves identifying appropriate time for individual to share information during the conference, speaking clearly and completely, and referring to inventory as needed
- L - Listen & Respond addresses being an active listener and responding to statements made by others in a positive manner
- A - Ask questions focuses on asking appropriate questions to gather needed information
- N - Name your goals to communicate goals and ideas on actions to be taken

How has the practice been implemented?

- *SAS* paired with modeling and simulation has been used to teach identifying IEP goals prior to the meeting; increase verbal contributions during the IEP meeting; improve ratings of student participation in the IEP meeting according to student, parent(s), and teacher; and increase the length of meetings (VanReusen & Bos, 1994)
- *SAS* paired with self-instruction and simulation has been used to teach relevant contributions during the IEP meeting and identifying goals during the IEP meeting (VanReusen, Deshler, & Schumaker, 1989)
- *SAS* paired with computer-assisted instruction and simulation has been used to increase student participation in IEP meetings (Hammer, 2004)
- *SAS* paired with computer-assisted instruction has been used to teach verbal responses to questions during the IEP meeting, student contributed IEP goals during the meeting, and knowledge of the strategy (Lancaster et al., 2002)
- *SAS* has been used to improve student contributions during the IEP meeting (Test & Neale, 2004)

- The CD-Rom version of SAS has been used to improve student contributions during their IEP meetings (Cease-Cook, Test, & Scroggins, 2013)

Where has it been implemented?

- High school (2 studies)
- Resource room (1 study)
- Special Education Classroom (2 studies)
- School library (1 study)

How does this practice relate to Common Core Standards?

- Presentation of Knowledge and Ideas (Anchor Standards for Language, 9-12)
  - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

- Comprehension and Collaboration (Anchor Standards for Speaking and Listening, 9-12)
  - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

How does this practice relate to the State's Career Cluster Initiative: Essential Knowledge and Skills?

- Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences (Communications)
  - Prepare oral presentation to provide information for specific purposes and audiences
  - Identify support materials that will enhance an oral presentation
  - Prepare support materials that will enhance an oral presentation
  - Deliver an oral presentation that sustains listeners' attention and interest
  - Align presentation strategies to the intended audience

- Apply active listening skills to obtain and clarify information (Communications)
  - Interpret a given verbal message/information
  - Respond with restatement and clarification techniques to clarify information

References used to establish this evidence base:

Cease-Cook, J., Test, D. W., & Scroggins, L. S. (2013). Effects of the CD-ROM version of the "Self-Advocacy Strategy" on quality of contributions in IEP meetings of high school students

with intellectual disability. *Education and Training in Autism and Developmental Disabilities*, 48, 258-268

Hammer, M. R. (2004). Using the Self-Advocacy Strategy to increase student participation in IEP conferences. *Intervention in School and Clinic, 39*, 295-300.

Lancaster, P. E., Schumaker, J. B., & Deshler, D. D. (2002). The development and validation of an interactive hypermedia program for teaching a self-advocacy strategy to students with disabilities. *Learning Disability Quarterly, 25*, 277-302.

Test, D. W., & Neale, M. (2004). Using the Self-Advocacy Strategy to increase middle graders' IEP participation. *Journal of Behavioral Education, 13*, 135-145.

VanReusen, A. K., & Bos, C. (1994). Facilitating student participation in individualized educational programs through motivational strategies and instruction. *Exceptional Children, 22*, 30-32.

VanReusen, A. K., Deshler, D. D., & Schumaker, J. B. (1989). Effects of a student participation strategy in facilitating the involvement of adolescents with learning disabilities in the individualized educational program planning process. *Learning Disabilities,* 1, 23-34.

Additional References:

To order the curriculum VanReusen, A. K., Bos, C., & Schumaker, J. B. (1994) Self-Advocacy Strategy for education and transition planning. Lawrence, KS: Edge Enterprises. http://www.ku-crl.org/sim/strategies/advocacy.shtml