



## Using Published Curricula to Teach Student Involvement in the Individualized Education Program (IEP) Meeting

### What is the level of evidence?

- This is an evidence-based practice for **students with disabilities** based on five methodologically sound group studies, and five methodologically sound single-case studies across 200 participants.
- This is a research-based practice for students with **learning disabilities** based on five methodologically sound studies group studies and two methodologically sound single-case studies across 107 participants with learning disabilities.
- This is a research-based practice for students with **autism** based on two methodologically sound single-case studies across five participants with autism.
- This is a research-based practice for students with **emotional and behavioral disabilities** based on five methodologically sound studies group studies across 22 participants with emotional and behavioral disabilities.
- This is a research-based practice for students with **intellectual disabilities** based on four methodologically sound single-case studies across 33 participants with intellectual disabilities.
- This is a research-based practice for students with **other health impairment** based on three methodologically sound studies group studies across 13 participants with other health impairment.

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

The best place to find out how to implement published IEP curricula is through the following research to practice lesson plan starters:

- For using the SD IEP to teach student involvement in the IEP meeting:
  - [Self-Directed IEP \(Allen et al., 2002\)](#)
- For resources on implementing the Self-Directed IEP curriculum: [Zarrow Center - Choicemaker materials - Self-Directed IEP](#)
- For using SAS to increase student participation in the IEP meeting:
  - [Self-Advocacy Strategy-3 \(VanReusen & Bos, 1994\)](#)
  - [Self-Advocacy Strategy-1 \(VanReusen, Deshler, & Schumaker, 1998\)](#)
- For using a computer-based version of the SAS to increase student participation in the IEP meeting:
  - [Self-Advocacy Strategy-2 Multimedia \(Lancaster, Schumaker, & Deshler, 2002\)](#)
- For using an adapted version of the Personal Futures Planning model:
  - [IEP using Person Centered Planning \(Miner & Bates, 1997\)](#)

### With who was it implemented?

- Students with
  - **ADHD (1 study, n=9)**
  - **Autism (2 studies, n=5)**
  - **Emotional and Behavioral Disabilities (5 studies, n=22)**
  - **Intellectual Disabilities (4 studies, n=33)**
  - **Learning Disabilities (7 studies, n=107)**
  - **Orthopedic Impairment (1 study, n=1)**
  - **Other Health Impairment (3 studies, n=13)**
  - **Speech Language Disorder (1 study, n=6)**
  - **Other: unidentified (1 study, n=3)**
  - **Other: combination of Tourette's Syndrome, Obsessive-Compulsive Disorder, ADD, and Pervasive Developmental Disorder (1 study, n=1)**
- Ages ranged from 12 to 21
- Males (n=142), females (n=58)
- Ethnicity
  - African American (n=41)
  - American Indian (n=2)
  - Asian/Pacific Islander (n=3)
  - Hispanic (n=17)
  - White (n=132)
  - Other: multicultural (n=2)
  - Not reported (n=3)

### What is the practice?

Published curricula to teach student involvement in the IEP meeting includes the following curricula:

- The Self-Directed IEP (Martin et al., 2006)
- Self-Advocacy Strategy (Test and Neale, 2004)
- Whose Future is it Anyway? (Lee et al., 2010)
- An adapted version of Personal Futures Planning model (Miner and Bates, 1997)

IEP curricula were typically delivered over several instructional sessions included instruction on the following topics:

- Participating in IEP meetings
- Participating in transition planning
- Leading IEP meetings
- Self-determination skills
- Transition awareness

Student involvement in IEP meetings included leading the meeting by introducing meeting attendees, stating the purpose, and closing the meeting; identifying interests, strengths, and needs; identifying and evaluating annual and post-school goals; identifying supports; identifying community resources; and exhibiting appropriate meeting behaviors such as making eye contact, using appropriate tone of voice, and being an active listener.

### **How has the practice been implemented?**

- The Self-Directed IEP (SD IEP) has been used to teach students to lead their IEP meetings, report their interests, report their skills and limits, and report their goals and options (Allen, Smith, Test, Flowers, & Wood, 2001)
- The SD IEP has been used to teach students to introduce people and explain the purpose of the IEP meeting, review past goals, discuss future goals, and close the meeting (Snyder & Shapiro, 1997)
- The SD IEP has been used to teach students to start and lead their IEP meetings, increase participation in their meetings by choosing their goals, expressing their goals, and discuss action steps, increase the amount of time students spoke during their meetings, and improve both student and adult perceptions of the meetings (Martin et al., 2006)
- Self-Advocacy Strategy (SAS) in combination 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 (Van Reusen & Bos, 1994)
- SAS in combination with self-instruction and simulation has been used to teach relevant contributions during the IEP meeting and identifying goals during the IEP meeting (Van Reusen et al., 1989)
- SAS in combination with computer-assisted instruction and simulation has been used to

- increase student participation in IEP meetings (Hammer, 2004)
- SAS in combination 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 and increase self-determination (Test & Neale, 2004)
- Whose Future is it Anyway? in combination with a cognitively accessible audio reader, Rocket Reader, has been used to teach students knowledge about transition planning, increase students self-determination, and increase self-efficacy and the belief that desired outcomes would result
- An adapted version of Personal Futures Planning model has been used to increase the amount of time parents spoke during IEP meetings, the amount of time spent discussing post-school issues, and improve family perceptions of the IEP meeting

### **Where has it been implemented?**

- General education classroom (1 study) High School classroom (3 studies)
- Self-contained classroom (3 studies) Resource room (2 studies)
- Separate school (1 study) School library (1 study) Family home (1 study)

### **How does this practice relate to Indicator 13?**

- Indicator 13 Checklist Item #3: Involvement in the IEP meeting may reflect results of transition assessment information
- Indicator Checklist Item #4: Involvement in the IEP meeting may be a transition service designated in an IEP that will enable a student to meet his or her postsecondary goals
- Indicator 13 Checklist Item #6: Involvement in the IEP meeting may be an annual IEP goal that supports a student's postsecondary goals
- Indicator 13 Checklist Item #7: Student invitation to the IEP meeting would be documented with increased student involvement in the IEP meeting

### **How does this practice relate to Common Core Standards?**

- Presentation of Knowledge and Ideas (Anchor Standards for Speaking and Listening, Grades 6-12)
  - 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, Grades 6-12)
  - 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)
- Employ critical thinking and interpersonal conflicts with staff and/or customers (Problem Solving and Critical Thinking)
- Operate presentation applications to prepare presentations (Information Technology Applications)
- Employ teamwork skills to achieve collective goals and use team members' talents effectively (Leadership and Teamwork)
- Develop a personal career plan to meet career goals and objectives. (Employability and Career Development)

## **References used to establish this evidence base:**

Allen, S., Smith, A., Test, D. W., Flowers, C., & Wood, W. M. (2001). The effects of Self-Directed IEP on student participation in IEP meetings. *Career Development for Exceptional Individuals*, 24, 107-120.

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.

Lee, Y., Wehmeyer, M., Palmer, S., Williams-Diehm, K., Davies, D. K., & Stock, S. E. (2010). Effect of student-directed transition planning with a computer-based reading support program on the self-determination of students with disabilities. *The Journal of Special Education*. Advance online publication. doi:10.1177/0022466909358916

Martin, J. E., Van Dycke, J. L., Christensen, W. R., Greene, B. A., Gardner, J. E., & Lovett, D. L. (2006). Increasing student participation in their transition IEP meetings: Establishing the Self-Directed IEP as an evidenced-based practice. *Exceptional Children*, 72, 299-316.

Miner, C.A., & Bates, P.E. (1997). The effects of person centered planning activities on the IEP/transition planning process. *Education and Training in Mental Retardation and Developmental Disabilities*, 32, 105-112.

Snyder, E. P., & Shapiro, E. S. (1997). Teaching students with emotional/behavioral disorders the skills to participate in the development of their own IEPs. *Behavioral Disorders*, 22, 246-259.

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

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

Van Reusen, 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 view SD IEP curriculum samples or purchase the curriculum: Martin, J. E., HuberMarshall, L., Maxson, L., & Jerman, P. (1996). *Choicemaker: Self-Directed IEP*. Longmont, CO: Sopris West, Inc. <http://store.cambiumlearning.com/ProgramPage.aspx?parentId=019005526&functionID=009000008&site=sw>

To order the SAS curriculum: Van Reusen, 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>

To download the WFA curriculum Wehmeyer, M., Lawrence, M., Garner, N., Soukup, N., & Palmer, S. (2004). *Whose Future is it Anyway? A student-directed transition planning process*. Retrieved from <http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-education-materials/whos-future-is-it-anyway.html>

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