

ELEMENTARY-AGE STUDENTS AT THEIR OWN IEP MEETINGS?

Too Soon, Too Much Work or Just What We Need to Make Our Jobs Easier and Fun?

Special educators and parents will find this effort pays big dividends throughout the year - in the student's focus and motivation, the collaboration IEP team members and the development of supports in the mainstream classroom. The length of IEP meetings are often shorter and have a more positive and exciting atmosphere. The responsibility of a student's progress is not just on the shoulders of the adults. A natural outcome is the student's involvement in the development of and involvement in his own self-monitoring program. The student becomes eager to track his progress in specific IEP objectives, such as reading speed and accuracy, sentence writing and paragraph skills, math fact fluency, self-control behaviors and self-advocacy. Providing special education becomes more fun and less stressful.

PRESENTATION OUTLINE

- Meet Tim
- Reasons for investing the time
- Getting On the Same Page with Parents
 - “What works?” Meeting
- Self-appraisal interview
 - Example
 - #1-10 scale
- The “buy in”
- The little stuff that makes it work
- Self-appraisal interview for older students
- Format for the IEP meeting
- Questions

ELEMENTARY-AGE STUDENTS AT
THEIR OWN IEP MEETINGS?

Too Soon, Too Much Work or
Just What We Need to Make Our Jobs
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“Meet Tim”

My reason to invest the time

“The one who talks first
and the most owns the
challenge the most.”

APPLICABLE RESEARCH, CONSTRUCTS AND THEORIES

- **LD post-high school research**
- **Self-determination constructs**
- **Demystification constructs**
- **Resiliency Research**
- **William Glasser's Choice Theory**
- ***Bandura's Self-Efficacy Constructs of Motivation**

GOAL-SETTING

- **Research shows that *student selected goals* are more powerful than teacher selected goals.**

IN THEIR OWN WORDS

Justin

Classroom and
special education teachers

Parents

GETTING ON THE SAME PAGE WITH PARENTS – A “What Works” Meeting

- **“What works” meeting format questions:**
 - **What works, strengths, interests?**
 - **What are his challenges? Needs?**
 - **What doesn’t work?**
 - **What might work?**
 - **Plan?**
- **Have a follow-up “What’s working” meeting in 2-4, 4-6 or 6-8 weeks**

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WHEN TO DO A “WHAT WORKS” MEETING?

- When a transfer student’s records reflect some significant challenges
- When a significantly challenged student is moving on to the next grade – preferably done in the fall after 2-3 weeks
- When a parent indicates a history of “poor experiences” in previous schools

JESSE'S SELF-APPRAISAL

- **Watch Jennifer Williams, special education teacher - help Jesse “get it out”. Watch for her**
 - **reflective listening (restatements, summarizing, clarification)**
 - **multiple choice, close-ended questions**
 - **“filling in the blank” statements (sentence completion)**

SELF-APPRAISAL USING A #1-10 SCALE

HOW IS IT GOING IN _____?

NOT VERY WELL

OK

GOOD

VERY WELL

1

2

3

4

5

6

7

8

9

10

***QUESTIONS TO ASK TO CHECK
FOR OWNERSHIP***

- **What are you going to do?**
- **Do you want to make things better?**
- **Would you like some help making things better?**
- **How are you going to fix that?**

***MORE QUESTIONS TO ASK TO
CHECK FOR OWNERSHIP***

- **Are you planning on passing this grade, this course?**
- **What kind of grades do you want?**
- **How did you get your homework turned in, that passing grade, keep from getting kicked out of class?**
- **What strategies did you use?**

WHEN KIDS RUN OUT OF IDEAS

- **"Would you like to hear what some other kids have tried?"**
- **"Some kids try _____." "Will that work for you?"**

The Little Stuff That Make This Self-Appraisal Interview Work

- **Use self-appraisal scale (#1-10).**
- **Use large sheet of paper so everyone can see her words during the meeting.**
- **Have her personalize sheet with name and representations of favorite things to do at school.**

The Little Stuff That Make This Self-Appraisal Interview Work

- **Student helps develop list of areas to appraise.**
- **Student decides sequence of interview.**
- **Student decides the color to use for coding different parts (current, confidence, goals and areas in which to develop self-efficacy plan).**

The Little Stuff That Make This Self-Appraisal Interview Work

- **The student's words are written down and are big enough to read by all in the room.**
- **Student decides if she wants follow-up meeting to make self-efficacy plan from self-appraisal information.**

POSSIBLE SELF-APPRAISEL QUESTIONS with Middle and High School Students

1) *How is it going in ____-on a scale of 1-10?"*

- ***"How would you rate _____?"***
- ***"And what makes it a _____?"***
- ***"Why do you give it a _____?"***

2) *What's working for you?"*

- ***"What makes it a good day?"***
- ***"What do you do that makes things turn out well?"***
- ***"What do other people do?"***

POSSIBLE SELF-APPRAISEL QUESTIONS with Middle and High School Students

3) What doesn't work for you?

- “What makes it a bad day?”
- “What happens that you don't like?”
- “What do you do that makes things not turn out well?”
- “What do other people do?”

4) “What would make things better?”

- “How would it look?”
- “What pictures come to mind?”
- “What things are possible?”
- “Which are most important to you?”

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POSSIBLE SELF-APPRAISEL QUESTIONS with Middle and High School Students

5) *“How can you get that to happen?”*

- **“What has worked in the past?”**
- **“Would you like some help with _____?”**
- **“Would you like to hear what some other kids have tried?”** (Love and Logic technique – 5 Steps to Help Kids Own and Solve Their Own Problems)

6) *“Would you like help in developing a plan from what you have shared with me?”*

JACKIE JOHNSON'S QUESTIONS DURING THE 3YR RE-EVAL INTERVIEW

- What do you do best?
- What things work for you?
- How do you learn best?
- What would you like to work on?
- What goals would you like to set?
- How do you expect to reach your goals?
- What is possible after high school?

OTHER FOLKS INVOLVING STUDENTS IN THEIR IEP MEETINGS

- With middle school and high school students at their 3 year re-evaluation
 - **Jackie Johnson-Wirth, school psychologist**
 - Corvallis School District
 - (Email) jackiejw@corvallis.k12.mt.us
 - 406.961.3007

OTHER FOLKS INVOLVING STUDENTS IN THEIR IEP MEETINGS

- With high schoolers
 - Kathy Heffernan, special education teacher
 - Sentinel High School, Missoula
 - (Phone) 406.728.2400 x7519
 - Columbia Falls high school special education program

FORMAT FOR IEP MEETING

- Purpose of the meeting- discuss the “student-led” difference
 - **(5 minutes).**
- Student shares
 - her self-appraisal information with help of adult who interviewed student.
 - Her goals and needed supports.
 - **(10-15 minutes)**

FORMAT FOR IEP MEETING

- Special education teacher reports progress on previous IEP goals
– **(10 minutes)**.
- Team further develops IEP goals and special considerations; only general list of goals is developed; special education teacher can then share draft of goals/objectives
– **(10-15 minutes)**.

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FORMAT FOR IEP MEETING

- The setting and times to meet IEP goals are discussed.
–(10-15 minutes).
- Signatures
–(5 minutes).

QUESTIONS?

- **Why have a student at his own meeting?**
- **How young is too young?**
- **How do you get her to come to the meeting and be comfortable and feel competent?**
- **How do you encourage her to talk at the meeting?**

QUESTIONS?

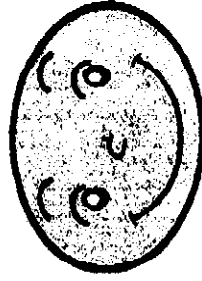
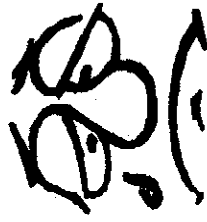
- **How do you encourage her to take ownership of her IEP goals?**
- **How do you help adults let the student talk for herself?**
- **What if she doesn't talk?**
- **What if she doesn't show?**
- **Other questions?**

LET'S CHECK-IN

HOW IS _____ GOING FOR YOU?

NOT VERY WELL OKAY VERY WELL

1 2 3 4 5 6 7 8 9 10



Jesse

1 2 3 4 5 6 7 8 9 10

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Reading 1-9

- Hard, stories have to be read to me.
- * Keep working, tell myself "I can" try work by myself.

Writing 5-8

- Hard, to write long things, don't like copying from board, spelling is tough.
- lost points for no caps or periods!
- * ask for help, chose 10 words to be responsible for.

Spelling 2

- too hard
- * only have 10 words
- keep cool

Math 8

- IF I go slow I don't get corrections

PE 9

- * I like jump roping, get cramps
- not fun when I wear snow boots
- * bring shoes

Homework 5/10-100

- I get it done more now. It haunts you when you don't do it.
- * 5 days prize, planner, watch, 15 min after school

My Teacher 10

She's fun, she only has so much time and she helps me.

Music 9

- I like to sing and play instruments.

Art 10-9

- I like to draw people, I don't like her to tell me what to do.

Attitude 7

- bad attitude = bad grades homework
- good attitude = good grades no homework
- * Tell myself its better to get through a few hours at school than have all night of homework

Staying Cool 7

- I've only blown up about 2 or 3 times lately. I get mad about corrections. I feel like a volcano.
- * Go to bathroom, splash cold water, head down

Friends 9-10000

- when it's not going good I worry + it interferes with my work.
- * Ignore my friends when they are mean.

Using time wisely 9-10

- Getting it done more (work)
- Some times I blab
- * Think about having homework all night 4!

Jesse

My Plan for Getting Ready for 5th grade

*ATTITUDE

- make a plan to "Stay Cool"

*READING

- Practice, try reading by myself
- I want to read an easy chapter book
- Practice getting faster.

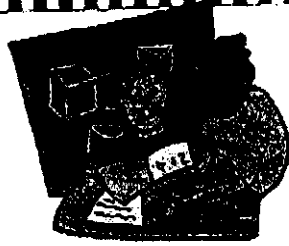
*SPELLING

- Be responsible for 10 words instead of the whole list.
- Check my own paper before I turn it in

*WRITING

- Remember capitals and periods

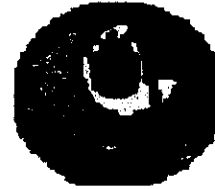
JESSE'S PLAN TO HAVE A GOOD ATTITUDE AT SCHOOL



1. When I have a partner who is not my friend I will talk to them in a nice voice.
2. I will try to talk things out with my partner
“How about you do the next one.”
3. I will smile and not make mean faces when teachers help me.
4. I will try to do hard work on my own first.
5. I will not interrupt teachers and I will use nice words to ask for help.
6. When kids who are done with their work bother me I will ignore them or say in a nice voice **“Please go away.”**

SPENCER'S GOALS

12/13/2002



READING

- 1) I want to get an A in my testable books.
- 2) I want to read 70 words at 3.2 grade level and double my speed at current grade. level
- 3) I want to learn how to graph my reading speed.
- 4) I will master and increase my Dolch words and phrases and graph my speed.

WRITING

- 1) I will write more on a page and increase my writing speed.
- 2) I will write longer sentences.
- 3) I will get better at editing. (caps, punc, spelling my high frequency words)