



## Using *Self-Advocacy Strategy (3)* to Teach IEP Meetings Participation

**Objective:** To teach students to **participate in their IEP**.

### **Setting and Materials:**

**Settings:** Taught in a high school setting

**Materials:** Used Inventory Sheets where students and their parents identify and list their perceptions of the student's learning strengths, weaknesses to improve, goals and interests, and preferences for classroom learning and studying.

### **Content Taught**

The treatment intervention focuses on teaching the participants the IEP participant strategy (IPARS).

Provide inventory information during the IEP conference

Ask questions

Respond to questions

Summarize the IEP goals

These steps include such communication and social skills as active listening, using eye communication, having a pleasant tone of voice, using an open body posture, using statements to agree or disagree with what is being said, asking questions for clarification, responding to questions, using the Inventory Sheet to assist in presenting the information, and summarizing the goals that were agreed on by the conference participants.

### **Teaching Procedures**

1. Orientation provides an overview of the strategy.
2. Describe involves defining the IEP process, briefly describe the major behaviors associated with the strategy, and providing a rationale for each step in the strategy.
3. Model and Prepare involves the participants completing the Inventory Sheet and the teacher modeling each of the other steps in the strategy, eliciting good and bad examples of the behavior.

4. Verbal Rehearsal involves participants memorizing and elaborating on their understanding of the steps in the strategy and the associated behaviors.
5. Strategy Practice and Feedback involves giving participants a brief overview of the procedures and content of the IEP conference and participating in a simulated conference in which they respond to questions and statements typical of annual IEP conferences and provide feedback to each other.
6. Generalization stage involves having participants discuss when and how the strategy can be used in various types of conferences, and participating in a generalization session immediately preceding the student's scheduled IEP conference. During this 5-minute generalization session students review the steps in the strategy and their Inventory Sheets; they are given the opportunity to respond to several questions to "warm up" for the conference.

There are three types of training sessions: student sessions, a partner (parent and student) session, and a generalization session.

1. The student session consists of three, 50-minute sessions on 3 consecutive days. These sessions occur during school hours with 3-5 students participating at one time. During these sessions, the student learns the strategies using the acquisition stages.
2. At the partner session, 2-4 students and their parents meet for approximately 2 hours outside school time. First the teacher and students describe the strategy to the parents, and the students assist their parents in completing the Inventory Sheet. Next, each student and his or her parent(s) review the information and "negotiate a partnership" by determining which goals are held in common and which goals are unique to the student or parent(s).
3. Finally, both the students and parents participate in a simulated conference. The generalization session is held immediately preceding the conference.

### **Evaluation**

To determine the effectiveness of the intervention on student IEP conference participation, four dependent measures are collected:

1. quantity of student goals identified on the Inventory Sheets,
2. quantity and quality of student verbal contributions during the IEP conference,
3. evaluation of student performance during the IEP conference, and
4. conference length.

## Lesson Plan Based on:

VanReusen, A. K. & Bos, C. S. (1994). Facilitating student participation in individualized education programs through motivation strategy instruction. *Exceptional Children*, 60, 466-475.

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