Using the Self Directed IEP to Teach Student Involvement in the IEP Meeting

What is the evidence base?

- This is an evidence-based practice for **students with disabilities** based on one methodologically sound group study with random assignment across 130 students with disabilities and four methodologically sound single-subject studies across 15 students with disabilities.

- This is a research-based practice for **students with learning disabilities** based on one methodologically sound group study with random assignment across 93 students with learning disabilities and two methodologically sound single-subject studies across two students with learning disabilities.

- This is a research-based practice for **students with intellectual disability** based on one methodologically sound group study with random assignment across 11 students with intellectual disability and three methodologically sound single-subject studies across six students with intellectual disability.

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

The best place to find out how to implement the SD IEP is through the following research to practice lesson plan starter:

- Using SD IEP to teach student involvement in the IEP meeting:
  - [Self-Directed IEP (Allen et al., 2002)](#)

With who was it implemented?

- Students with
  - **Intellectual Disability (4 studies, n=17)**
  - **Learning Disabilities (3 studies, n=95)**
  - Emotional and/or Behavioral Disorders (2 studies, n=18)
  - Other Health Impairment (2 studies, n=11)
  - Autism Spectrum Disorder (2 studies, n=5)
  - ADD/ADHD (1 study, n=3)
  - Orthopedic Impairment (1 study, n=2)
  - PDD, Visually Impaired, Hearing Impaired (1 study, n=1)

- o Other: not specified (1 study, n=6)
- Ages ranged from 12 to 21
- Males (n=92), Females (n=53)
- Ethnicity
  - o African American (n=15)
  - o Hispanic (n=5)
  - o White (n=118)
  - o Other: multicultural (n=4)
  - o Not reported: (n=3)

What is the practice?

The *Self-Directed IEP* (*SD IEP*) lesson package is divided into four instructional units, including students leading meeting, reporting interests, reporting skills, and reporting options. It is a multimedia package designed to teach students the skills needed to manage their own IEP meetings. It includes a teacher manual, a student workbook, and two videos that present 11 steps necessary for students to lead their own IEP meetings:
a) Begin meeting by stating purpose
b) Introduce everyone
c) Review past goals and performance
d) Ask for others' feedback
e) State your school & transition goals
f) Ask questions
g) Deal with differences of opinion
h) State the support you'll need
i) Summarize your goals
j) Close meeting
k) Work on IEP goals all year

Instruction follows a model-lead-test format.

How has the practice been implemented?

The *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)
- 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)
- 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, Van Dyke, Christensen, Greene, Gardner, & Lovett, 2006)

- Students to participate in their IEP meetings and generalization of those skills to their real IEP meetings (Ardnt, Konrad, & Test, 2006).
- Students to participate in planning for and participating in their IEP meetings using computer-assisted instruction (Kelley, Bartholomew, & Test, 2011)

Where has it been implemented?

- High School classroom (1 study)
- Self-contained classroom (1 study)
- Separate school (1 study)

How does this practice relate to Common Core Standards?

- Presentation of Knowledge and Ideas (Anchor Standards for Speaking and Listening, G.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, G.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)

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.

Arndt, S. A., Konrad, M., & Test, D. W. (2006). Effects of the Self-Directed IEP on student participation in planning meetings. *Remedial and Special Education, 27*, 194-207.

Kelley, K. R., Bartholomew, A., & Test, D. W. (2011). Effects of the Self-Directed IEP delivered using computer-assisted instruction on student participation in educational planning meetings. *Remedial and Special Education, 34,* 67-77.

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.

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.

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

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