

Student-Led Individualized Education Programs (IEPs) for Students with Vision Impairment

Definition:

Student-led IEPs are planning processes that actively and meaningfully engages the student with a vision impairment as a leader and participant based on age and ability.

Purpose:

Student-led IEPs allow students to be involved in identifying their own strengths and needs that lead to making progress toward their goals and build on-going independence.

Student-Led IEP Process:

Creation

- Identify strengths and needs.
- Analyze data.
- Set goals.
- Create a plan for implementation.
- Review the student-led IEP process rubric.

Facilitation

- Presentation of data.
- Discussion.
- Select targeted goals.

Implementation

- Implementing accommodations.
- Monitoring goals every grading period.

Grade Level Participation (students may become involved earlier):

- K-2:** IEP takes place without student in attendance.
- 3-4:** Student attends IEP with minimal participation and/or preparation.
- 5-6:** Student attends IEP with some participation (presents information, gives input into goals, answer questions).
- 7-8:** Student attends IEP and actively participates.
- 9-10:** Student attends IEP and takes responsibility for one piece of the process.
- 11-12:** Student leads the IEP and takes responsibility for the entire process.

Source:

[Two Rivers Public Charter School](https://www.learnwithtworivers.org/student-led-ieps.html), Washington, DC
(<https://www.learnwithtworivers.org/student-led-ieps.html>)

How do student-led IEPs work?

- It occurs within the context of the overall IEP process.
- Specific roles vary and are individualized based on age, needs, and abilities.
- The approach can be utilized from Kindergarten through 12th grade.
- It requires investment in preparing student and parents.

There is a continuum of involvement for the student:

- IEP takes place without student present.
 - The student is present with minimal participation and/or preparation (answers questions regarding impact of vision impairment in the classroom).
- The student is present with some participation (presents information regarding vision impairment and impact on learning, gives input into goals for accessing the curriculum, answers questions).
- The student is present and actively participates (describes what is needed for success in accessing the curriculum, describes accommodations within the school day, etc.).
- The student is present and takes responsibility for one piece of the process.
- The student is present and takes responsibility for most of the process.

Making the Student-Led IEP Process Work

- Student should make a seating plan and print/braille nameplates for the team meeting table.
- Student should be involved in making an agenda for the meeting.
- Student should ask for introductions at the beginning of the meeting.
- Team members should identify themselves as the speaker each time they speak.
- Team members should speak directly to the student, not to the teacher or parent when addressing student topics.
- When speaking about the student's progress, behavior, etc., team members should keep in mind the age and ability of the student and keep comments appropriate.
- At every age level, team members should address questions to the student and allow the student time to answer the question.

Student-Led IEP Toolkits

- [Student-Led IEP Toolkit for Students](https://www.ossesecondarytransition.org/) (https://www.ossesecondarytransition.org/)
- [Student-Led IEP Toolkit for Families](https://www.ossesecondarytransition.org/page/studentled_iep_toolkit_for_families)
(https://www.ossesecondarytransition.org/page/studentled_iep_toolkit_for_families)
- [Student-Led IEP Toolkit for Educators](https://www.ossesecondarytransition.org/page/studentled_iep_toolkit_for_educators)
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