

Student-Led Individualized Education Programs (IEPs): Student Tools

What is the process of having a student lead their IEP?

The process of a student-led IEP is similar to the process in a more traditional, teacher-led IEP. The core differences are that adults guide the student rather than dictate the outcomes and that students provide input throughout the process, which is divided into three distinct stages.

The Stages in the Process

Creation

- This occurs before the formal team meeting.
 - a. Student identifies own strengths, needs, personal interests.
 - Questionnaire about curriculum access/expanded core curriculum (ECC).
 - b. Student analyzes own data for access, accommodations, and progress.
 - Standardized assessment, formal grades, and teachers' comments.
 - c. Student sets goals based on needs created by vision impairment.
 - d. Student creates a plan for implementation for curriculum access and ECC.

Facilitation

- The student facilitates the meeting using a script with team members talking to the student rather than about the student.
 - a. Student presents own data.
 - b. Student answers questions from the team about vision impairment/access.
 - c. Student selects goals with the team to address curriculum access/ECC.

Implementation

- Student is the advocate for the IEP and leader of his/her own learning.
 - a. Implement accommodations/access to curriculum in appropriate media.
 - b. Collect and analyze data related to goals to track progress.
 - c. Advocates for accommodations in own IEP for consistent access to the curriculum.

Progression of Student IEP Participation

Students may start at any level that seems developmentally appropriate for that student. Early Childhood students will generally always be at Level 1, but older students may be at any level depending on factors such as past participation in an IEP meeting, level of self-awareness, and emotional readiness to participate in a meeting. Students should start at the highest appropriate level and should aim to advance to a higher level as they attend more of their IEP meetings.

Level 1

- Start with students understanding what an IEP is in developmentally appropriate ways (i.e. a plan to help support you in school).
- Students learn what a goal is.
- Students help set a personal goal and track it with teacher support.
- Students share progress via a video that is shared at IEP meeting.

Level 2

- Students are more aware of their strengths and needs/challenges and any interfering behaviors. They can be asked “what things are you good at” and “what’s hard for you”.
- Students are starting to be more aware of what helps them be successful in the classroom. They can respond yes or no when asked if a particular strategy helps them. This can inform selection of accommodations/supports in the IEP.
- Students may share their list of what they are good at and what’s hard for them/what things help at IEP meeting, via video or live participation.
- With preparation, students may respond to some questions from other IEP team members.

Level 3

- Help students become more familiar with sections of IEP (IEP Scavenger Hunt).
- With teacher support, students share and report on goals; students discuss why that goal is needed, how they feel about it, and share data about progress on goal.
- Student can discuss in greater detail what supports help them in the classroom and advocate for additions/revisions to IEP.

Level 4

- Students can explain how a goal helps them and how they are working on it in the classroom.
- Students may invite participants to meeting.
- Students may lead parts of the IEP meeting.

Level 5

- Student giving greater input into present levels of performance, goals, and needed supports. May help write Present Levels of Performance (PLOPS) and goals.
- Student analyzes data around past performance and progress toward goals.
- Greater participation in all aspects of IEP meeting; may facilitate some or all of meeting (introducing team members, discussing goals and supports, answering questions).