



# Student Directed IEPs



- Few things help an individual more than to place responsibility upon him, and to let him know that you trust him.

-Booker T. Washington

# Mission Statement/Goals



- There is evidence to support that empowering students to have control over their education has helped them to become more invested in their learning and are better prepared to meet success with future endeavors after high school.
- While the Pearl River School District has a long history of having their students participate in the development of their IEPs it is through this training, we have empowered our students to become more involved in the CSE process, their accommodations, and in developing the means to better advocate for themselves in the future.

# What is a student directed IEP?

- An educational document or plan that is created with maximum input from the student themselves.
- Students learn how to read them.
- Students learn how to track their progress.
- Students learn what goes into creating them.
- Students invite attendees, speak at and “run” the meetings.





# How the process changes...

- The new CSE meeting is more focused on the student
- The IEP becomes more relevant to student needs
- The meeting maintains more positive focus and interactions
- Instead of talking “about” a student we speak with them.
- At the upper grades, students “create” their own presentations for their meetings helping to incorporate 21<sup>st</sup> century technology skills.



[https://docs.google.com/document/d/15C9wrli7AGL17C06okkc-I\\_R-GU5FbQ4m93-GAQ\\_iUE/edit](https://docs.google.com/document/d/15C9wrli7AGL17C06okkc-I_R-GU5FbQ4m93-GAQ_iUE/edit)

# What does this mean for students?

- Although they already attend and speak at CSE meetings, this program is geared toward more active participation.
- This includes:
  - Inviting attendees
  - Introducing the participants
  - Highlighting your accomplishments in the past year
  - Presenting your own interests, preferences, and desired transition outcomes.
  - Addressing what you do well and what help you may need
  - Sharing goals and benchmarks for the upcoming year
  - Asking for feedback from team members.



# Benefits

As a result, students have a better understanding and awareness of:

- Disability
- The IEP process and relevance
- Self-determination skills



## Parent Benefits

- Increased parent involvement and voice
- Improved communication with teacher
- More self-determined youth
- Positive interaction with school personnel

# Where do we go from here?

- The teachers at PRHS already work through a lot of this process with their students
  - Interest inventories
  - Personal inventories
  - Discussing classification and needs
  - Tracking progress with IEP goals





# Do students have to do this?

- Students are not required to do a formal presentation, however, they are encouraged to actively participate in meetings and to continue to develop skills to self-advocate for their needs.
- On some level we all already participate in our IEP meetings.
- All students will continue to collect information that will be used in the IEP meetings.



# Q&A

- Invite questions

