NTACT THE COLLABORATIVE | National Technical Assistance Center on Transition

PRACTICE DESCRIPTION

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

(Evidence-Based Practice)

What is the evidence base?

This is an evidence-based practice for students with disabilities based on five methodologically sound single-case studies, one methodologically sound group experimental study with random assignment, and one rigorous group experimental study that did not meet standards across 484 students with disabilities.

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

- The Zarrow Center for the Choicemaker Curriculum that includes the Self-Directed IEP: https://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials/choicemaker-curriculum

With whom was it implemented?

- Students with
  - Intellectual disability (*n* = 79)
  - Autism (*n* = 11)
  - Emotion behavior disability (*n* = 41)
  - Learning disability (*n* = 247)
  - Other health impairment (*n* = 40)
  - Orthopedic impairment (*n* = 2)
  - Other disabilities (*n* = 26
  - Not specified (*n* = 37)
- Ages ranged from 11 to 20
- Males (*n* = 180), females (*n* = 109), not specified (*n* = 195)
- Ethnicity
  - White (*n* = 208)
  - Black (*n* = 13)
  - Hispanic (*n* = 34)
  - Native (*n* = 2)
  - Not identified (*n* = 227)

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.

The *SD IEP* has been used to teach

- Student knowledge of steps for leading their IEP (Diegelmann & Test, 2018).
- Students to participate in planning for and participating in their IEP meetings using computer-assisted instruction (Kelley et al., 2011).
- Students self-directed IEP instruction to increase their level of self-determination and transition knowledge and skills (Seong et al., 2015).
- Students skills to improve participating in their IEP meetings (Allen et al., 2001).
- Students how to direct their own IEP meeting (Arndt et al., 2006).
- Students skills on how to improve participation in their IEP meetings through the Self-Directed IEP lesson package (Synder & Shapiro, 1997)

Where has it been implemented?

- An empty classroom at a middle school and a high school
- A private, state-approved, non-profit school for students with complex language, learning, and intellectual disabilities
- A middle and/or a high school

How does this practice relate to Common Core Standards?

- **CCSS.ELA-LITERACY.CCRA.L.3** – Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

How does this practice relate to the Common Career Technical Core?

- **Plan education and career path aligned to personal goals.** Career-ready individuals take personal ownership of their own educational and career goals, and they regularly act on a plan to attain these goals.
- **Act as a responsible and contributing citizen and employee.** Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others.
- **Apply appropriate academic and technical skills.** Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive

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*(2), 107-120. https://doi.org/10.1177/088572880102400202

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Diegelmann, K. M., & Test, D. W. (2018). Effects of a self-monitoring checklist as a component of the self-directed IEP. *Education and Training in Autism and Developmental Disabilities*, *53*(1), 73–83. https://www.jstor.org/stable/26420428

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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*(3), 299-316. ttps://doi.org/10.1177/001440290607200303

Seong, Y., Wehmeyer, M. L., Palmer, S. B., & Little, T. D. (2015). Effects of student-directed individualized education program on self-determination and transition of adolescents with disabilities. *Career Development and Transition for Exceptional Individuals*, *38*(3), 132–141. https://doi. org/10.1177/2165143414544359

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*(4), 246-259. https://doi.org/10.1177/019874299702200405

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