


Advocacy: Student-Led IEP Meetings




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Transition planning:Begin with the end in mind” (Covey, 1989).

A statement of needed transition services that includes strategies and activities that will assist the student in preparing for postsecondary activities has to be included in the IEP at least by the time the child turns 16 years of age. (IDEA, 2004)

Covey, S. (1989). The 7 habits of highly effective people. New York: Free Press.



Transition plans are developed in the IEP meeting, so how involved should a student be in the IEP meeting?

Advocacy in action

- Once the student graduates, the student is responsible for advocating for his or her own academic needs & services. The student needs to be able to:
 - Discuss their disability and how it affects their learning
 - Know their legal rights
 - Determine reasonable accommodations directly related to their disability
 - Identify effective study skills
 - Manage their time

Self Determination

“Self determination is defined as a combination of skills, knowledge, and beliefs that enable a person to engage in goal directed, self regulated, autonomous behavior” (Field, Martin, Miller, Ward, & Wehmeyer, 1998, p. 2).

Promoting self-determination

- **Students who are self-determined tend to make things happen.** They need to be able to:
 - Set personal goals
 - Solve problems that act as barriers to achieving their goals
 - Make appropriate choices based on personal preferences & interests
 - Participate in decisions that impact the quality of life
 - Advocate for their own academic needs & services
 - Create action plans to achieve goals
 - Self-regulate & self-manage day-to-day actions

Rights and Responsibilities

Secondary Education

- IDEA, ADA, Section 504
- School district: identification & evaluation
- Service delivery: Driven by IEP team
- Advocacy: Parents or guardians are the primary advocate.

Postsecondary Education

- ADA, Section 504
- Student: self-identify & provide documentation
- Service delivery: Student notifies the Office of Disability Services to set up supports
- Advocacy: Students must advocate for their own academic needs & services.

Transition Timelines

When should transition planning begin? NOW!



Transition Websites

- National Center on Secondary Education and Transition: Key Provisions on Transition
<http://www.ncset.org/publications/related/ideatransition.asp>
- National Secondary Transition Technical Assistance Center
<http://www.nsttac.org>
- Virginia College Quest
<http://www.vacollegequest.org/>
- Wrightslaw
<http://www.wrightslaw.com>

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