Region 4 TTAC @ GMU Announces:

HLPs in *Action*
Community of Practice 4-Part Series

Upcoming Events
- Part 1- September 30th:
  Student Involvement in IEP Goal Development
- Part 2- October 21st:
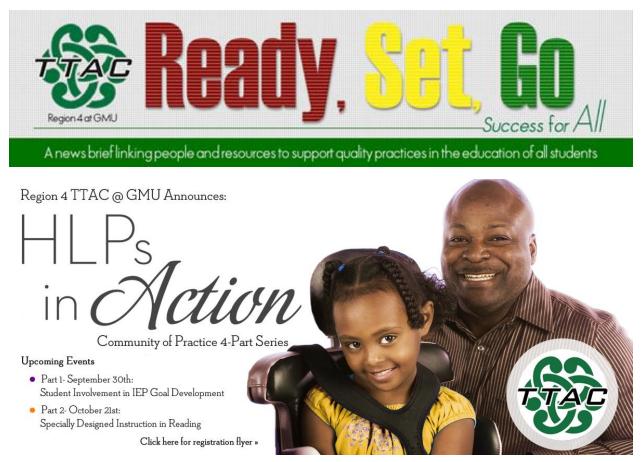 Specially Designed Instruction in Reading

Click here for registration flyer »

HLPs in *Action*: Student Involvement in IEP Goal Development

Teachers' skills in guiding the process of setting IEP goals and adapting curricula to attain goals is essential to student success. Involving students in shaping their own IEP learning goals is a critical factor for student success. Educators and students may set learning goals jointly through the Individualized Education Program (IEP). According to the Individuals with Disabilities Act (IDEA, 2004), the IEP must incorporate the student's preferences, interests, needs, and strengths. When students have a voice in determining their own IEP goals, they gain the opportunity to practice many skills that facilitate independence, develop an ability to overcome obstacles, and set themselves upon the course for a self-determined life. When planning and learning is remote, it becomes even more imperative that students agree with and are self-motivated to reach their learning goals.

Get Ready to involve your students in designing long- and short-term goals of their IEPs.

High Leverage Practices (HLPs) for educators for goal-setting and adapting curricula are helpful resources to guide educators in the goal-setting process. To facilitate student involvement in development of their own IEP, especially when learning is occurring remotely:

- Pre-plan the IEP agenda to ensure that the student's voice is heard. Involving students in pre-planning helps students establish a measure of confidence and control about their learning.
- Choose among three I'm Determined tools: One Pager, Goal Plan and Good Day Plan- to incorporate into IEP planning. The One-Pager elicits from students their strengths, interests, preferences and needs. The Goal Plan tool states goals, desired outcomes of reaching goals, and the supports necessary to reach goals. The Good Day Plan can be a way to crystallize what needs to happen every day to reach goals, including goals of remote learning. These tools can be accessed and presented in multiple ways and may be provided to students and families in advance.
- Consider the areas of self-motivation, self-discipline, and working independently as IEP goals.
- Prepare a continuum of options for students and families with limited access to digital communication, including telephone calls and in-person meetings.
- See that student participation in their own IEPs empowers students and builds ownership of their own education. Watch how students participate in their IEP meeting at the elementary level.
- Watch how secondary level students develop self-determination and strongly value leading their IEP meetings.

Get Set to support the student voice in setting long- and short-term goals and to assist in prioritizing education goals. Prepare to incorporate assessment data, grade-level standards, and students' prior knowledge to adapt curricular materials to meet instructional goals. Utilize the following 2 HLPs to ensure student engagement in the IEP goal writing process is supported by evidence-based practices:

- HLP 11 Checklist: Identify Long- And Short-Term Learning Goals
- HLP 13 Checklist: Adapt Curriculum Materials and Tasks
- HLP 13 Video: Make Adaptations

Go further to explore student involvement in goal-setting as educational practice and in incorporating student voice.

- High Leverage Practices Website
- VDOE K-12 Inclusive Practice Guide
- Enhancing Self-Determination for Transition-Age Students at Home
- Virtual IEP Meeting Tip Sheets
- 8 Tips for Conducting Virtual IEP Meetings
- Electronic Portfolios to Bring Student Voice to Life
- Register for TTAC's HLPs in Action Community of Practice: Student Involvement in IEP Goal Development on September 30th @ 4:30pm!

References

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in special education: A professional development guide for school leaders.* Arlington, VA: Council
for Exceptional Children & CEEDAR Center. https://highleveragepractices.org/

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