Student Involvement and Student-Led IEPs - My Child Can Statements

Welcome, Families!

This handout shows how your child can take part in their Individualized Education Program (IEP) meetings. Your child's voice matters! These 'My Child Can' statements help your child build confidence and independence as they grow.

Overview

Students should gradually learn to take part in their IEP meetings from kindergarten through high school and beyond. The goal is to help them:

- Understand their strengths, preferences, interests, and needs
- Speak up for themselves in the way they communicate
- Build independence over time

Every student has unique needs and grows at their own pace. Support looks different for each child!

Why Student Involvement Matters

Research shows that when students participate in their IEP meetings, they are more confident and prepared for the future. Here's why:

- Builds independence: Students learn to ask for help and explain what they need.
- Prepares for life after school: Helps students practice skills for work, college, and adult life.
- Improves future planning: Students' interests and goals guide their transition plans.
- Encourages ownership: Students understand their progress and goals.
- Builds confidence: Participating helps students become stronger communicators.
- Centers their voice: The IEP must reflect what matters to the student.

Purpose of the Outcomes

These outcomes help families and educators:

- Support students in building self-advocacy skills
- Keep student voice at the center of the IEP
- Prepare early for the transition to adulthood
- Provide a clear roadmap from year to year
- Create meaningful, student-centered IEP meetings

Student Involvement and Student-Led IEPs: Outcomes for Elementary

During the IEP meeting, with prompting and support as needed, my child can:

K–2

- Introduce their parent and at least one teacher.
- Share simple information about themselves, such as their name, birthday, and family.
- Share information about themselves for an “All About Me” activity.
- Share 1–3 things they are good at and 1–3 things they like and do not like.

3rd Grade

- Identify the members of their IEP team and explain their roles with support as needed.
- Share personal information about themselves, such as their name, birthday, age, address, friends, and pets.
- Identify and share 3 strengths, 3 preferences (likes and dislikes), interests, hobbies, leisure activities, and personal needs.
- Share at least one IEP goal.
- Share one support that helps them learn.

4th Grade

- Introduce the members of their IEP team and describe their roles with minimal support.
- Share personal information about themselves, including their name, birthday, age, address, friends, and pets.
- Identify and share 3–5 strengths, 3–5 preferences (likes and dislikes), interests, and needs.
- Share at least two IEP goals.
- Share at least two supports that help them learn.

5th Grade

- Introduce IEP team members and explain their roles.
- Share "All About Me" information, including name, birthday, age, address, friends, and pets.
- Share 3–8 strengths, 3–5 preferences (likes and dislikes), interests, and needs.
- Share at least 3 IEP goals.
- Share at least 3 supports that help them learn.

Student Involvement and Student-Led IEPs: Outcomes for Middle School

During the IEP meeting, with increased independence, my child can:

6th Grade

- Introduce members of the IEP team and explain each person's role.
- Share information about themselves in an "All About Me" presentation.
- Describe 3–8 strengths, 3–5 preferences (likes and dislikes), interests, and needs.
- Explain future goals and what they would like to be when they grow up.
- Describe their disability or disabilities in their own words.
- Communicate their progress toward at least 2 previous IEP goals.
- Share at least 3 IEP goals.
- Explain at least 3 supports that help them learn.

7th Grade

- Introduce themselves and members of the IEP team and explain each person's role.
- Share 3–8 strengths, 3–5 preferences (likes and dislikes), interests, and needs.
- Describe future plans for school and work after high school and explain how their strengths, preferences, and interests connect with those goals.
- Describe their disability or disabilities in their own words.
- Explain how their disability impacts their learning.
- Communicate progress toward at least two previous IEP goals.
- Communicate at least three IEP goals.
- Communicate at least three supports (accommodations and modifications) that help them learn.

8th Grade

- Help coordinate the IEP meeting date and time with parents and teachers.
- Participate in annual transition assessments.
- Contribute to the development of postsecondary and annual transition goals.
- Introduce themselves and members of the IEP team and explain each person's role.
- Share 3–8 strengths, 3–5 preferences (likes and dislikes), interests, and needs.
- Describe postsecondary education and employment goals and explain how their strengths, preferences, and interests connect with those goals.
- Explain at least 3 supports that help them learn.
- Describe their disability or disabilities in their own words and explain to the IEP team how this impacts their learning.
- Communicate progress toward at least 3 previous goals.
- Communicate at least 3 IEP goals and the accommodations or modifications needed to reach them.

Student Involvement and Student-Led IEPs: Outcomes for High School

Before and during the IEP meeting, my child can independently or with support as appropriate:

9th Grade

- Help schedule the date and time for their IEP meeting with parents and teachers.
- Invite at least one general education teacher to their IEP meeting.
- Participate in annual transition assessments.
- Help develop academic, postsecondary, and annual transition goals.
- Introduce themselves and the members of the IEP team and explain each person's role.
- Share their strengths, preferences, interests, hobbies, and needs.
- Explain their postsecondary goals and describe how their strengths, preferences, and interests connect with those goals.
- Describe their disability or disabilities in their own words and explain how this impacts their learning, both to the IEP team and to family and teachers outside of the meeting.
- Communicate their progress toward their goals.
- Communicate at least 3 IEP goals and the accommodations or modifications needed to reach them.
- Communicate their annual transition goals for the IEP.

10th Grade

- Help coordinate the date and time for their IEP meeting with parents and teachers.
- Invite at least one general education teacher to their IEP meeting.
- Participate in annual transition assessments.
- Contribute to the development of academic, postsecondary, and annual transition goals.
- Introduce themselves and the members of the IEP team and explain each person's role.
- Lead portions of their IEP meeting.
- Share their strengths, preferences, interests, and needs.
- Explain their postsecondary goals and describe how their strengths, preferences, and interests connect with those goals.
- Describe their disability or disabilities in their own words and explain how this impacts their learning to the IEP team and to others, such as family members, teachers, and friends.
- Communicate their progress toward their goals.
- Communicate at least 3 IEP goals and the accommodations or modifications needed to reach them.
- Communicate their annual transition goals for the IEP.

11th Grade

- Help coordinate the date and time for their IEP meeting with parents and teachers.
- Invite at least one general education teacher to their IEP meeting.
- Participate in annual transition assessments.
- Contribute to the development of academic, postsecondary, and annual transition goals.
- Introduce themselves and the members of the IEP team, including outside agency representatives such as a DRS Counselor, Pre-ETS Specialist, counselor, or CTE instructor, and explain each person's role.
- Lead all or almost all of their IEP meeting.
- Communicate their strengths, preferences, interests, and needs.
- Explain their postsecondary goals and describe how their strengths, preferences, and interests connect with those goals.
- Describe their disability or disabilities in their own words and explain how this impacts their learning and participation in community, work, or transition-focused environments, both with the IEP team and with family members, teachers, and friends.
- Communicate their progress toward their goals.
- Communicate at least 3 of their IEP goals and the accommodations or modifications needed to reach them.
- Communicate their annual transition goals for the new IEP.
- Describe their coordinated activities and courses of study.
- Explain the age of majority in their own words.

12th Grade

- Coordinate the date and time of their IEP meeting with parents and teachers.
- Invite at least one general education teacher to participate in their IEP meeting.
- Participate in annual transition assessments.
- Contribute to the development of their academic, postsecondary, and annual transition goals.
- Introduce themselves and the members of their IEP team, including outside agency representatives such as a DRS Counselor, Pre-ETS Specialist, counselor, or CTE instructor, and explain each person's role.
- Lead their IEP meeting.
- Communicate their strengths, preferences, interests, needs, and accommodations.
- Explain their postsecondary goals and describe how their strengths, preferences, and interests connect with those goals.
- Describe their disability or disabilities in their own words and explain how this impacts their learning and participation in community, work, or transition-focused environments, both with the IEP team and with family members, teachers, and friends.
- Communicate their progress toward their goals.
- Communicate their new IEP goals and the accommodations or modifications needed to reach them.
- Communicate their annual transition goals for the new IEP.
- Describe their coordinated activities and courses of study.
- Explain the age of majority in their own words.
- Develop their Summary of Performance (SOP) and share it at their IEP meeting.

Grade 13+ Extended Transition Programs and Services

Before and during the IEP meeting, my young adult child can independently or with support as appropriate:

- Introduce members of their IEP team, including a DRS Counselor and Pre-ETS Specialist, with support when applicable.
- Lead all or most of their IEP meeting with support as needed.
- Communicate their strengths, preferences, interests, and needs with support.
- Communicate their postsecondary goals, annual goals, and progress toward their goals with support.
- Describe their coordinated activities and courses of study with support.
- Describe their disability or disabilities in their own words and explain how this impacts their learning and participation in community, work, or transition-focused environments, both with the IEP team and with family members, teachers, and friends.
- Develop their Summary of Performance (SOP) and share it during their IEP meeting with support, when applicable.

Explanation of IEP Terms Used in the Outcomes

- **IEP (Individualized Education Program):** A written plan for services and supports.
- **IEP Team:** The group that writes the IEP (parents, teachers, student, specialists).
- **Accommodations:** Supports that help a student learn without changing expectations.
- **Career and Technology Education (CTE):** Classes that teach skills for a certain job or career, like health care, welding, or computers.
- **Modifications:** Changes to what a student is expected to learn.
- **Transition Planning:** Preparing for life after high school.
- **Postsecondary Goals:** Goals for after graduation (college, work, training).
- **Annual Transition Goals:** Steps taken each year to reach postsecondary goals.

- **Strengths, Preferences, Interests, and Needs:** What a student enjoys, is good at, and needs help with.
- **Transition Assessments:** Tools to understand a student's interests and strengths.
- **Courses of Study:** Classes chosen to support the student's goals.
- **Age of Majority:** The age (usually 18) when the student makes their own educational decisions.
- **Summary of Performance (SOP):** A final document summarizing strengths and supports.
- **Outside Agency Representatives:** People who help plan for work, training, and adulthood.
- **DRS Counselor (Vocational Rehabilitation or VR Counselor):** A person from the Oklahoma Department of Rehabilitation Services (DRS) who helps people with disabilities plan for, find, and keep a job.
- **Pre-Employment Transition Services (Pre-ETS) Specialist:** A person who helps students with disabilities, ages 14 to 21, explore jobs, practice work skills, and plan for life after high school.

Resources

- I'm Determined (https://www.imdetermined.org/)
- Student Rubric for IEP Participation - I'm Determined (https://www.imdetermined.org/tool/student-rubric-for-iep-participation)
- Zarrow Institute on Transition & Self-Determination (https://www.ou.edu/education/zarrow)
- ChoiceMaker Curriculum (https://www.ou.edu/education/zarrow/resources/curriculum)

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