

Student involvement

- Individual Education Plans

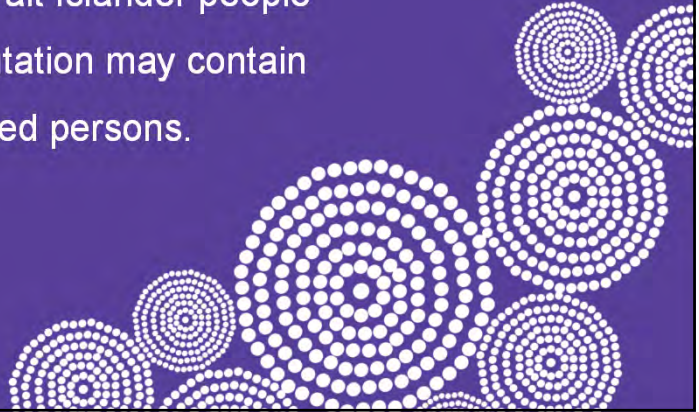


Acknowledgement



Cultural note

All Aboriginal and Torres Strait Islander people are advised that this presentation may contain images or voices of deceased persons.



A central graphic on a white background. At the top left is a yellow circle containing a black pen nib icon, followed by the word "Welcome" in purple. Below this is a purple speech bubble containing the name "Laura Owens" in white. To the right is another purple speech bubble containing the name "Alison Macrae" in white, with the word "Facilitator" written below it. The "positive partnerships" logo is in the bottom right corner. Various icons are scattered around: a graduation cap, a abacus, an alarm clock, a box with "abc", a scale, and a star. Dotted lines connect the names to the central area.

Using the webinar tools

#NB Ensure you set your 'chat box' to "ALL panelists and attendees"

Chat window

You can open the chat window and pop it up on the side of your screen

question and click enter

The image shows a Zoom webinar interface. The main screen displays a presentation slide with the title "Technology and Online Learning webinar" and an image of a person wearing a VR headset. A chat window is open on the right side of the screen, showing messages from participants. A purple callout box points to the chat window with the text "Chat window". Another purple callout box points to the chat window with the text "You can open the chat window and pop it up on the side of your screen". A third purple callout box points to the chat window with the text "question and click enter". An orange callout box points to the chat window with the text "#NB Ensure you set your 'chat box' to 'ALL panelists and attendees'". The chat window shows messages from participants, including "From Natasha to All panelists and attendees: Hi and thank you for this opportunity" and "From Liesl to All panelists and attendees: Hello everyone". The Zoom logo and "positive partnerships" logo are visible in the bottom right corner.

Something about you...

In what capacity are you attending this webinar?

The image features a graphic with a map of Australia in orange, overlaid with several location pins. Below the map are two circular photos of diverse groups of people. The top photo shows a group of four people (three women and one man) smiling. The bottom photo shows two young women smiling. The text "Something about you..." is at the top, and "In what capacity are you attending this webinar?" is below it. The "positive partnerships" logo is in the bottom right corner.

Session intentions

Explore how to build upon the voice of the autistic student during an Individual Education Plan (IEP) meeting.

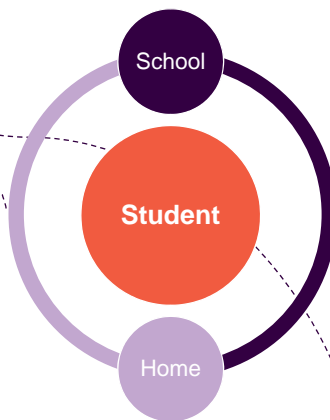


Share strategies to include the young person in their IEP plan

Individual Education Plans



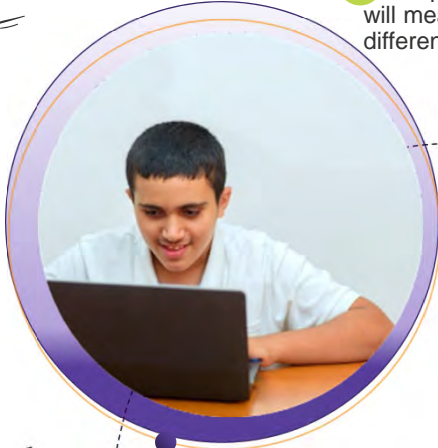
Disability Standards for Education (2005)



Nationally Consistent Collection of Data (NCCD)

Student Input

Participating in the process will mean different things to different students



Some may attend the meeting in person



Others may contribute by writing, drawing or pre-recording a verbal contribution

Self-determination

“it is imperative [for autistic students] to be taught to be, and supported as, active agents in determining their own needs”


Cavendish et al, 2016, p. 2



Whole school case study


“The school believes and demonstrates that students need to be supported to take increasing responsibility for their own learning, for their physical, personal and social wellbeing, and for their relationships with others and the community”.

Victoria Education, 2019




The screenshot shows the website for Mornington Special Developmental School. At the top is the school's logo, which consists of a stylized blue figure with arms raised, followed by the text 'MORNINGTON SPECIAL DEVELOPMENTAL SCHOOL'. Below the logo is a dark navigation bar with white text for 'HOME', 'ABOUT US', 'FACILITIES', 'CURRICULUM', 'LINKS', 'EVENT CALENDAR', and 'CONTACT US'. The main content area features a photograph of the school building, a paved area, and some trees.

Including students in their IEP



Geraldine Robertson



The video call window shows a woman with short grey hair and glasses, identified as Geraldine Robertson. She is wearing a blue and white plaid shirt. The video call interface includes a small icon of a speech bubble with question marks and exclamation marks in the top left corner, and a small icon of a target with three dots in the top right corner. The Positive Partnerships logo is located in the bottom right corner of the slide.

Including students in their IEP

Geraldine

Geraldine Robertson

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Strategies to involve students in their IEP

- Learn about what an IEP is
- Attend part of or all of the IEP meeting
- Be involved in the IEP planning process
- Make a contribution towards the IEP

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Strategies to involve students in their IEP

- IEP scavenger hunt
- Learn about IEP through notable people on the autism spectrum
- Write a goal for the student's hero or person of interest
- Share examples of de-identified IEP

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Strategies to involve students in their IEP

- Create vision statements for goals
- Involve students in inviting meeting attendees
- Involve students in the meeting preparation
- Role play what will happen at the meeting

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IEP example visuals

IEP meeting

- Introductions
- What has been working well?
- What has been challenging?
- Choose a goal to work on
- Choose a second goal to work on
- Choose a third goal to work on
- End

IEP meeting Agenda

Date: 20th February 2020

Time: 2pm

People attending: Me, Mum & Dad, My teacher, Learning Support Teacher

1. Introductions
2. Things that are working well for me
3. Things that I am finding challenging
4. Goal 1
5. Goal 2
6. Goal 3
7. End

Write a visual guide or agenda for the part of the IEP meeting the student will attend



IEP example visuals

Amanda's Meeting - Oct 23

<p>I am going to my IEP meeting.</p> <p>my meeting</p>	<p>There will be a lot of people in the room. It is ok to be nervous.</p> <p>people nervous</p>	<p>My teacher will be there. I might not know everyone.</p> <p>teacher other people</p>	<p>One person will tell everyone what we will talk about.</p> <p>leader other people</p>
<p>People might ask me questions. It is important for me to answer the questions.</p> <p>ask</p>	<p>I will introduce myself and say my name.</p> <p>name</p>	<p>It is important for everyone to take turns talking.</p>	<p>My IEP meeting is all about me! It is a time to talk to adults at my school.</p> <p>me</p>
<p>It is important for me to tell them what I need. I will share my powerpoint.</p>	<p>I will be allowed to tell them what I like about school. They need to know what helps me.</p>	<p>It is okay to tell them if I don't like something. If something is hard I can ask them to help me.</p>	<p>I am going to my IEP meeting to talk with others about my special needs.</p>

Write a social story about their involvement in the IEP meeting



Strategies to involve students in their IEP

Learn about what an IEP is

Be involved in the IEP planning process

Make a contribution towards the IEP

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Case study: Involving primary school age students

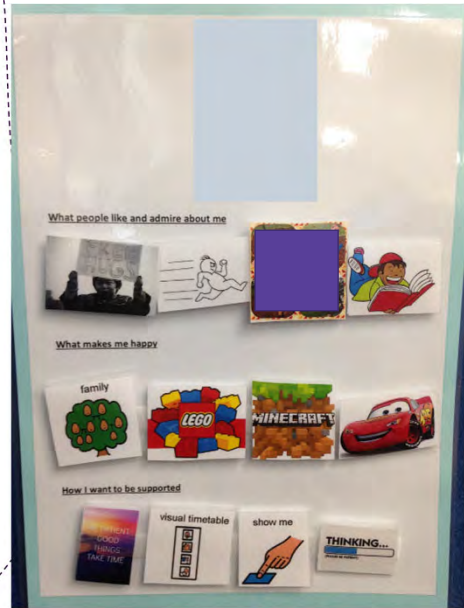
What else can I do?

How can I include the students?

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Visual example



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Written example





Written example

Sam 

What's Important to me

Electric toothbrush
iPad
birthday
family
Working in the hallway


Photo

How to best support me

Praise, encouragement, being patient when I have a new task, using the smartboard to help me, letting me work in the hallway

What people like and admire about me

Funny, imaginative, a little bit cheeky and I like to make people happy



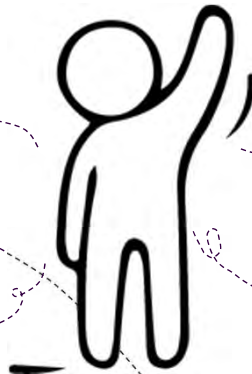
Strategies to involve students in their IEP

Learn about what an IEP is

Attend part of or all of the IEP meeting

Be involved in the IEP planning process

Write a contribution towards the IEP



High school involvement



Nathan Watts
Educator, QLD

Personalised Learning Plan	
Name:	James Brown
Class:	Year 10
Date:	
Personal/ Educational Information:	Student Support Officer Education Support Officer Care Manager (Level of Education) (Secondary)
Health and Medication:	None at present Allergies: None Medication: None
Strengths:	<ul style="list-style-type: none"> Active in school sports Good at working with others Good at working with others Good at working with others Good at working with others
Challenges:	<ul style="list-style-type: none"> Does not like to be in a group Does not like to be in a group Does not like to be in a group Does not like to be in a group Does not like to be in a group
Goals/ Commitments:	<ul style="list-style-type: none"> Complete all homework Attend all lessons Attend all lessons Attend all lessons Attend all lessons
Support to success:	<ul style="list-style-type: none"> Good at working with others Good at working with others Good at working with others Good at working with others Good at working with others
Support:	<ul style="list-style-type: none"> Good at working with others Good at working with others Good at working with others Good at working with others Good at working with others
Level of Disability at School:	<ul style="list-style-type: none"> Good at working with others Good at working with others Good at working with others Good at working with others Good at working with others
Other:	<ul style="list-style-type: none"> Good at working with others Good at working with others Good at working with others Good at working with others Good at working with others
Case Manager:	<ul style="list-style-type: none"> Good at working with others Good at working with others Good at working with others Good at working with others Good at working with others

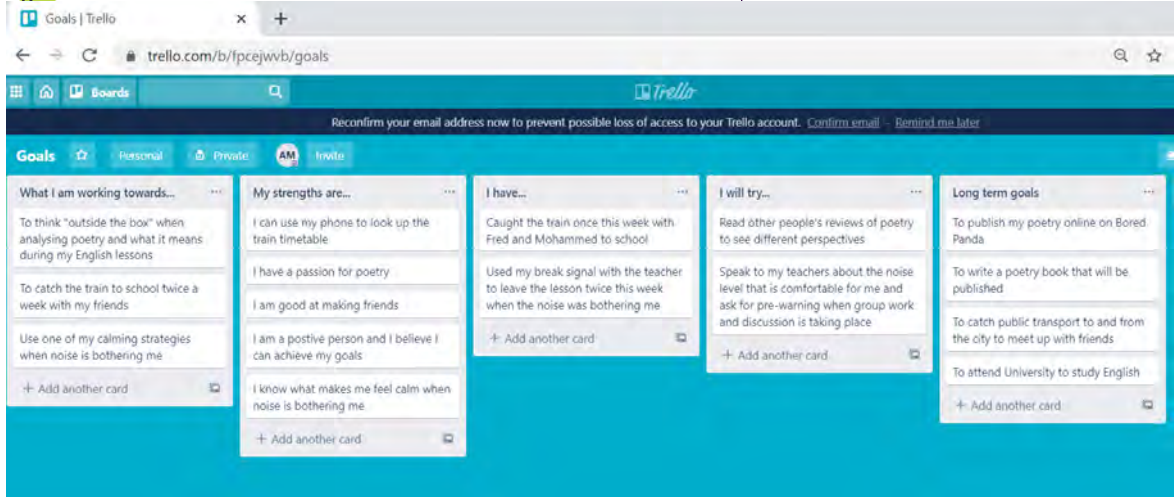


Stories from educators



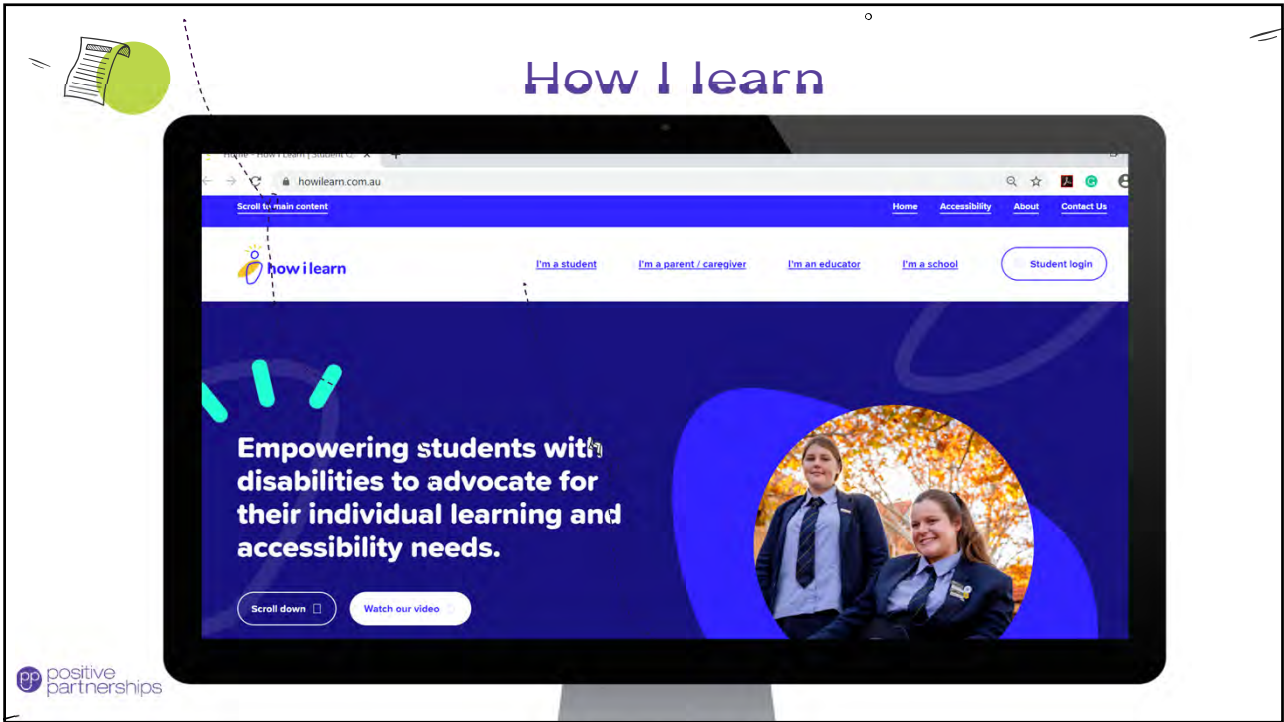


IEP example visuals

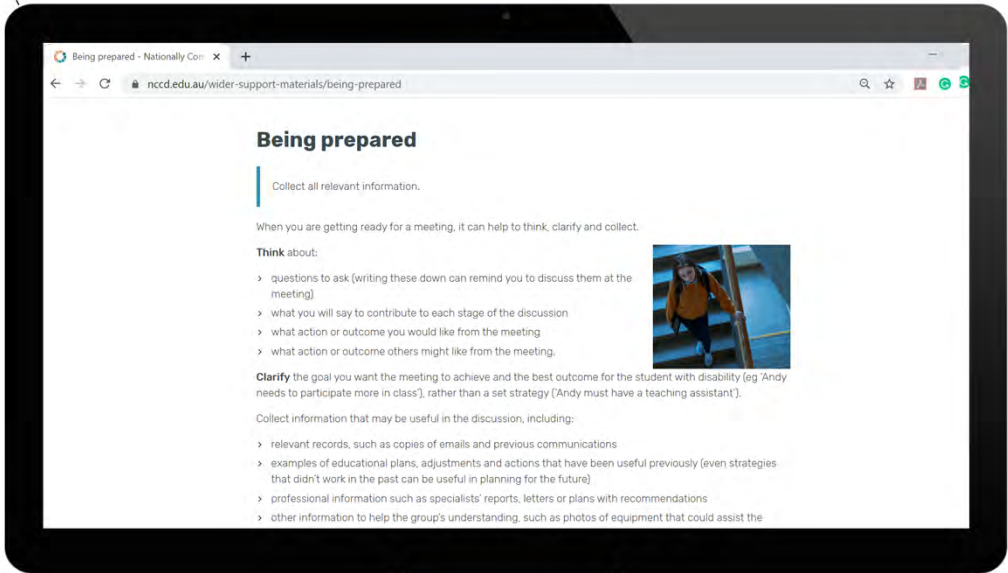



Stories from educators





NCCD portal



The screenshot shows a web browser window with the URL nccd.edu.au/wider-support-materials/being-prepared. The page content includes:

Being prepared

Collect all relevant information.

When you are getting ready for a meeting, it can help to think, clarify and collect.



Think about:

- > questions to ask (writing these down can remind you to discuss them at the meeting)
- > what you will say to contribute to each stage of the discussion
- > what action or outcome you would like from the meeting
- > what action or outcome others might like from the meeting.


Clarify the goal you want the meeting to achieve and the best outcome for the student with disability (eg 'Andy needs to participate more in class', rather than a set strategy ('Andy must have a teaching assistant').

Collect information that may be useful in the discussion, including:


- > relevant records, such as copies of emails and previous communications
- > examples of educational plans, adjustments and actions that have been useful previously (even strategies that didn't work in the past can be useful in planning for the future)
- > professional information such as specialists' reports, letters or plans with recommendations
- > other information to help the group's understanding, such as photos of equipment that could assist the




Ojani's message

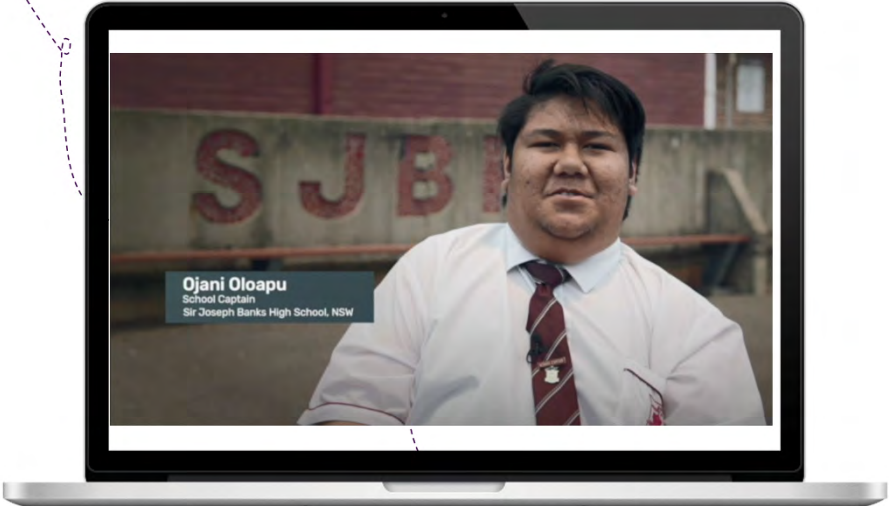


The screenshot shows a video message from Ojani Oloapu, School Captain at Sir Joseph Banks High School, NSW. He is wearing a white shirt and a red tie. The background features a banner with the letters 'S J B'.






Ojani's message



Ojani Oloapu
School Captain
Sir Joseph Banks High School, NSW



positivepartnerships.com.au




[LinkedIn positive partnerships](https://www.linkedin.com/company/positive-partnerships/)



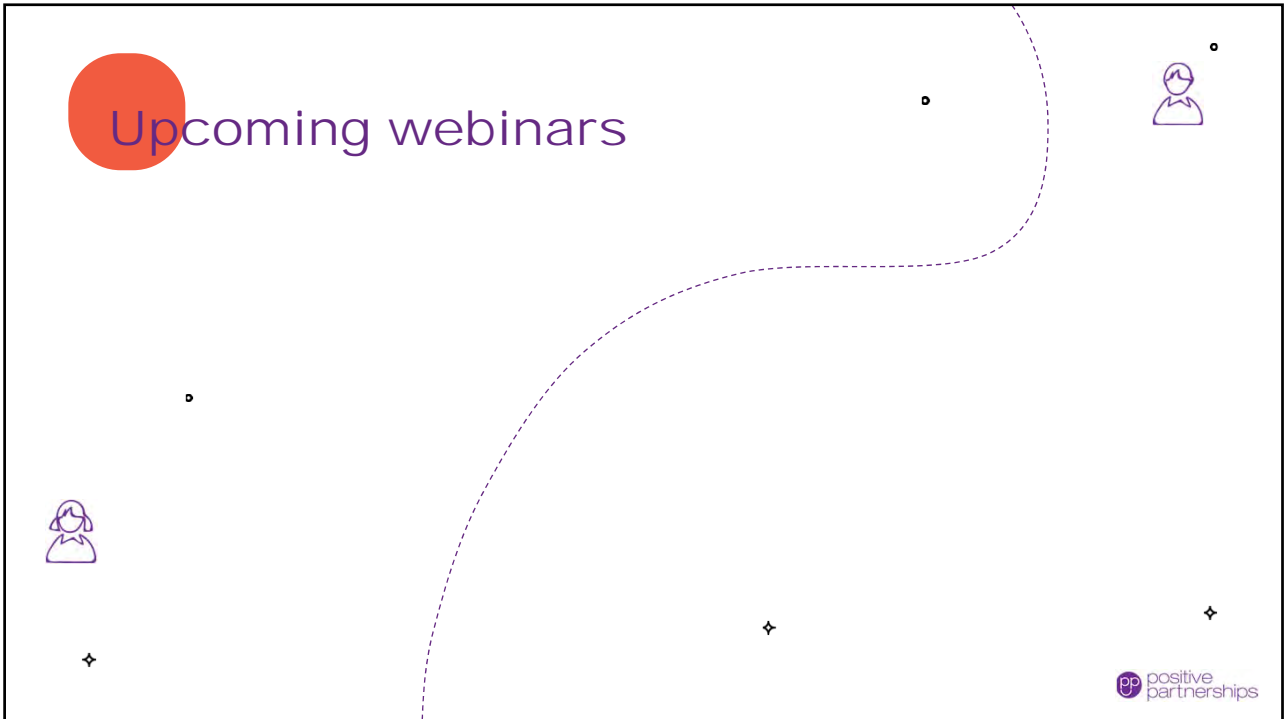
[facebook.com/PositivePartnershipsAU](https://www.facebook.com/PositivePartnershipsAU)



[Twitter @PosPartnerships](https://twitter.com/PosPartnerships)



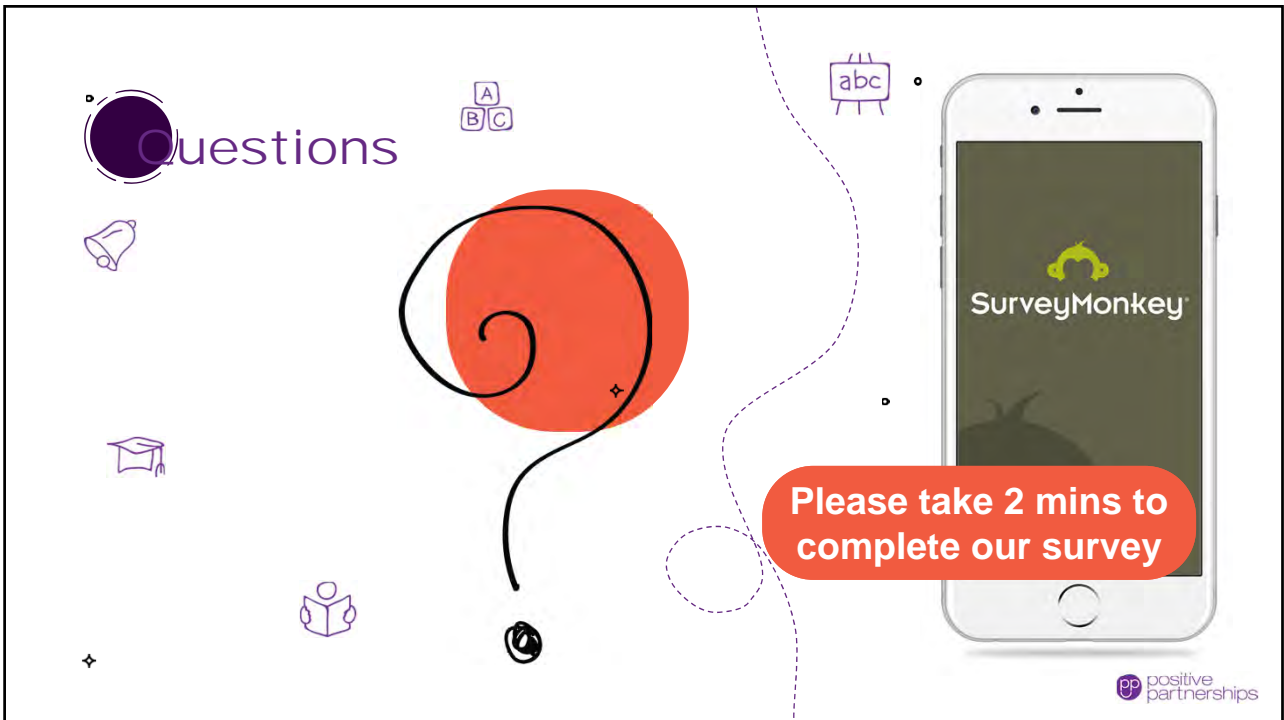
[Instagram @positivepartnerships](https://www.instagram.com/positivepartnerships)



Upcoming webinars

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This slide features the title "Upcoming webinars" in purple text next to a red circle. It includes a purple person icon in the top right, a purple person icon in the bottom left, and a dashed purple line that curves across the slide. The "positive partnerships" logo is in the bottom right corner.



Questions

Please take 2 mins to complete our survey

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This slide features the title "Questions" in purple text next to a purple circle. It includes a purple bell icon, a purple graduation cap icon, a purple person reading icon, a purple question mark icon, a purple "abc" box icon, and a large red question mark with a black spiral. A smartphone displays the SurveyMonkey logo. A red callout box contains the text "Please take 2 mins to complete our survey". The "positive partnerships" logo is in the bottom right corner.

