The Empty Chair…
Who is Missing from the ARD Table

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- IEP takes place without student present
- Student present with minimal participation and/or preparation
- Student present with some participation (presents information, gives input into goals, answers questions)
- Student present and actively participates
- Student present and takes responsibility for one piece of the process
- Student present and takes responsibility for most of the process
Lets chat about the basics

- What is an ARD/IEP Meeting:
  - A review of a student’s special education program must occur at least once each year and includes an update of the student’s progress, a review of the current IEP, and development of a new IEP for the upcoming year.

- What is the purpose of an ARD/IEP Meeting?
  - The purpose of IEP meetings is to review, revise and update your child’s IEP on a regular basis.

- What is an IEP
  - Individualized Education Program
  - The IEP is a written plan describing the provision of special education and related services for your child once a disability has been determined. This written plan describes how your child’s needs will be addressed educationally.
  - The IEP describes what your child can already do and what he/she needs to learn for the next year. It lists the special help your child will receive in order to make progress in the school environment.

Who should be at my child’s ARD/IEP Meeting?

- The parent/guardian of the student
- At least one general education teacher of the student
- At least one special education teacher of the student, or special education provider
- A representative of the school who (Administration):
  - Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities
  - Is knowledgeable about the general education curriculum
  - Is knowledgeable about the availability of resources of the school district
- An individual who can interpret the instructional implications of the evaluation results
- Other individuals, invited by the parent or school, who have any knowledge about the student, including related services providers
- the student, when appropriate.
How will I know if it is appropriate?

- There’s no hard-and-fast rule on when a child is old enough or mature enough to attend an ARD/IEP meeting
- By law, your child can be part of the IEP team “whenever appropriate.”
- MOST parents/schools wait until the student is 13 or 14 to begin inviting the student to the ARD meetings (transition begins)

Questions to help guide your decision

- Does your child know what an ARD meeting is?
  - This conversation needs to be had BEFORE you have the child in the meeting
  - The meeting should NOT be the first place the child finds out they have a disability or need some extra help
- How do I have that conversation?
  - Make it age appropriate
  - Explain the process (the more they know, the more comfortable they are)
  - Show videos and ask questions
**Questions continued**

- Does your child WANT to go to the meeting?
  - Again, talk to your child
  - Ask questions
  - These meetings are meant to EMPOWER your child
  - Forcing your child to go when they are not ready may make them anxious or nervous about the process later on
- Does your child seem ready to self-advocate?
  - ARD meetings are a safe environment for them to practice this skill!

**Benefits of having your child attend**

- It lets them be a part of the decision making process
- It gives the team a chance to see how your child interacts with you
- It gives the team a chance to see how your child interacts in a new situation
- It gives your child a chance to give first hand feedback on how accommodations are working in class
- It allows your child to practice talking about their strengths and weaknesses
- It allows your child to hear their annual goals
- It helps the team plan for your child and sees your child as more than just a name on a paper
How do I prepare for my child to attend their meeting?

- First, talk to the teacher! Let them know you are interested in your child attending their meeting.
- Pick out some different ways your child may want to participate in their meeting:
  - All About me book
  - One Page Profile
  - Poster presentation
  - Powerpoint
  - Script
  - Prerecorded Video
- Talk to your child about their meeting
- Help your child create their presentation
- PRACTICE
- Let the team know they will be joining in advance.

Tips for starting

- Make your child aware of their behavior/academic deficits and create a plan for them to talk about it.
- Choose the role your child will have.
  - PREPARE AND PLAN! Students can present their progress in IEP goal areas and Specially Designed Instruction. This is a good starting point for students to take an active role and understand their education.
- Have your child leave for sensitive discussions.
  - Just because your child is presenting some information, does not mean they have to be part of the entire meeting (if they are not OFFICIALLY part of the IEP team)
- Prepare your child with data to present to them and have them fill write and practice the information they will present. (collaborate with teacher on this)
- Ensure that your child understands the meaning of their progress monitoring assessments and how they are used. Even a basic understanding of this will work wonders.
- Discuss with administrators and have a plan for how the meeting will be run, especially if your child is elementary/late elementary age.
- Discuss with service providers to get their feelings in letting your child present some of the information. You may want to stick to strictly academics to begin with.
- Keep everything as positive as possible.
What will my child do in their meeting?

- There are NO rules!
  - Present
  - Listen
  - Give input
  - Share a video
  - Share work
  - You name it! What is appropriate for YOUR child?

- Make a plan... collaborate
My About Me Book

TODO SOBRE

Tengo ______ años.
Mi cumpleaños es el ___ de __________.

Mis favoritos

Mi familia

Soy de ________.
Me gusta comer

Soy de ________.
Música

Me gusta ________.

Algo interesante sobre mí

Yo soy ________.

Elena

Tengo ______ años.
Mi cumpleaños es el ___ de __________.

Mis favoritos

Música

La fama es ________.

Soy de ________.
Me gusta comer

Yo soy ________.

Elena

Tengo ______ años.
Mi cumpleaños es el ___ de __________.

Mis favoritos

Música

La fama es ________.

Soy de ________.
Me gusta comer

Yo soy ________.

Elena

Tengo ______ años.
Mi cumpleaños es el ___ de __________.

Mis favoritos

Música

La fama es ________.

Soy de ________.
Me gusta comer

Yo soy ________.
Welcome To My School Plan Meeting

My disability is called ADHD
This means...
➢ I have difficulty ignoring noises and people around me.
➢ It’s hard for me to get started and stay focused on the class.

Crystal's PowerPoint Presentation

I like:

I don't like:

Videos

5:00 - 5:16 minute

6:10 - 8:38

13:03 - 15:00

High School Students Writing Present Level of Performance Student-Led IEPs
Life Course Tools
Journey through School

Past Life Experiences
LIST past life experiences and events that supported your vision for a good life.

Vision for the Future
LIST current/future life experiences that continue supporting your vision for a good life.

What I DON'T Want
LIST the things you don't want in your life...

10 WAYS To Involve Young Adults IN THEIR IEP MEETINGS

1. Be transparent about the student's disability and needs.
2. Go over the student's current IEP with them.
3. Conference with students prior to their IEP meeting.
4. Review the student's goals and progress with them.
5. Invite the student to the IEP meeting.
6. Encourage students to complete a report or progress review to present at the IEP meeting.
7. Hold practice or mock IEP meetings in a resource room setting.
8. Use a script to help students read at the IEP meeting.
9. Listen to the student at the IEP meeting.
10. Reflect on the IEP meeting with the student.
I am the I in I.E.P.