Using the Self-Advocacy Strategy to Teach Student Involvement in the IEP

What is the evidence base?

A moderate level of evidence based on two acceptable quality group studies and three acceptable quality single subject studies.

With who was it implemented?

- Students with:
  - Emotional and Behavioral Disabilities (2 studies, n=5)
  - Intellectual Disabilities (1 study, n=1)
  - Learning Disabilities (5 studies, n=32)
  - Other Health Impairments (1 study, n=3)
  - Other: combination of Tourette’s Syndrome, Obsessive-Compulsive Disorder, ADD, and Pervasive Developmental Disorder (1 study, n=1)
- Ages ranged from 12 to 18
- Males (n=29), females (n=13)
- Ethnicity:
  - African American (n=9)
  - American Indian (n=1)
  - Hispanic (n=4)
  - White (n=28)

What is the practice?

The Self-Advocacy Strategy (SAS) is a motivation and self-determination strategy designed to prepare students to participate in education or transition planning conferences. The strategy consists of 5 steps which are taught over a series of seven acquisition and generalization stages. The five steps are presented using the mnemonic “I PLAN” to help cue students to remember the steps for the strategy.

I PLAN represents:

- I - Inventory completed by students listing their strengths, weaknesses, learning needs, goals, and choices to prepare them for their upcoming IEP conference
- P - Provide your inventory involves identifying appropriate time for individual to share information during the conference, speaking clearly and completely, and referring to inventory as needed
- L - Listen & Respond addresses being an active listener and responding to statements made by others in a positive manner
• A - Ask questions focuses on asking appropriate questions to gather needed information
• N - Name your goals to communicate goals and ideas on actions to be taken

How has the practice been implemented?

• SAS paired with modeling and simulation has been used to teach identifying IEP goals prior to the meeting; increase verbal contributions during the IEP meeting; improve ratings of student participation in the IEP meeting according to student, parent(s), and teacher; and increase the length of meetings (VanReusen & Bos, 1994)
• SAS paired with self-instruction and simulation has been used to teach relevant contributions during the IEP meeting and identifying goals during the IEP meeting (VanReusen, Deshler, & Schumaker, 1989)
• SAS paired with computer-assisted instruction and simulation has been used to increase student participation in IEP meetings (Hammer, 2004)
• SAS paired with computer-assisted instruction has been used to teach verbal responses to questions during the IEP meeting, student contributed IEP goals during the meeting, and knowledge of the strategy (Lancaster et al., 2002)
• SAS has been used to improve student contributions during the IEP meeting (Test & Neale, 2004)

Where has it been implemented?

• High school (2 studies)
• Resource room (1 study)
• Self-contained classroom (1 study)
• School library (1 study)

Where is the best place to find out how to do this practice?

• For using SAS to increase student participation in the IEP meeting
  http://www.nsttac.org/LessonPlanLibrary/6.pdf
  http://www.nsttac.org/LessonPlanLibrary/4_7_37_41.pdf
• For using a computer-based version of the SAS to increase student participation in the IEP meeting
  http://www.nsttac.org/LessonPlanLibrary/5.pdf
How does this practice relate to Indicator 13?

- Indicator 13 Checklist Item #3: Teaching student participation in the IEP meeting may reflect results of transition assessment information
- Indicator 13 Checklist Item #4: Participating in the IEP meeting may be a transition service designated in an IEP that will enable a student to meet his or her postsecondary goals
- Indicator 13 Checklist Item #6: Teaching student participation in the IEP meeting may be an annual IEP goal that supports a student’s postsecondary goals
- Indicator 13 Checklist Item #7: Student participation in the IEP meeting would also require student invitation to the IEP meeting

How does this practice relate to Common Core Standards?

- Presentation of Knowledge and Ideas (Anchor Standards for Language, 9-12)
  - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate
- Comprehension and Collaboration (Anchor Standards for Speaking and Listening, 9-12)
  - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively

How does this practice relate to the State’s Career Cluster Initiative: Essential Knowledge and Skills?

- Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences (Communications)
  - Prepare oral presentation to provide information for specific purposes and audiences
  - Identify support materials that will enhance an oral presentation
  - Prepare support materials that will enhance an oral presentation
  - Deliver an oral presentation that sustains listeners’ attention and interest
  - Align presentation strategies to the intended audience
- Apply active listening skills to obtain and clarify information (Communications)
  - Interpret a given verbal message/information
  - Respond with restatement and clarification techniques to clarify information

References used to establish this evidence base:


**Additional References:**