

The Futures Plan and the IEP

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Evidence-Based Practices

- National Secondary Transition technical Assistance Center (nsstac.org)
- Taxonomy for Transition Programming

Identified Methods of Student-Focused Planning

- **Involving Students in Individualized Education Program Meetings (General Practice)**
- **Teaching the Self-Advocacy Strategy (Specific)**
- **Teaching the Self-Directed IEP (Specific)**

Involving Students in Individualized Education Program Meetings

What is the Evidence-Base?

A moderate level of evidence based on an literature review of 16 intervention studies of primarily acceptable quality.

With whom was it implemented?

- A total of 309 students with disabilities participated in the 16 studies
- Ages ranged from 14 – 21 years
- Males (n = 193), Females (n = 116)
- Ethnicity/ race information not provided

With whom was it implemented?

Students with:

- No disability information (1 study, n = 6)
- Learning disabilities (n=185)
- Mental retardation ranging from mild to severe (n=63)
- Combination of learning, emotional, health, and/or orthopedic impairments (n=23)
- Developmental disabilities (n=10)
- Cognitive deficits and behavioral disabilities (n=5)
- Other health impairments (n=4)
- Orthopedic disabilities (n=4)
- Autism (n=1)
- Traumatic brain injury (n=1)
- Landau-Kleffner (n=1)

What is the practice?

Involving students in the IEP process includes instruction on:

- Participating in IEP meetings
- Participating in transition planning
- Leading IEP meetings
- Self-determination skills
- Transition awareness
- Empowerment

What is the practice?

Instructional strategies included:

- Role playing during simulated IEP conferences
- Small-group instruction
- Parent-student sessions
- Discussion
- Decision-making activities
- Problem-solving activities
- Modeling
- Individual work time with teacher support
- Creating diagrams, maps, and lines on chart paper
- Videos
- Workbooks
- Discussion
- Support groups and graphic representations
- Demonstrations
- Field-related and hands-on activities

How has it been implemented?

- To promote student involvement and participation in their IEP meetings, 10 studies implemented a specific curriculum
 - Self-Directed IEP
 - IEP Participation Strategy
 - Choice-Maker
 - Student-led IEPs: A Guide for Student Involvement
 - TAKE CHARGE for the Future
 - Whose Future Is It Anyway?
 - Next S.T.E.P.

How has it been implemented?

- To increase student participation in their IEP, 7 studies investigated the impact of a person-centered planning strategy
 - Whole Life Planning
 - Adapted Version of Personal Futures Planning Model
 - McGill Action Planning System
 - Person Centered Planning

How does this practice relate to Indicator 13?

Indicator 13 Checklist Items #1 - 6: Student identification of postsecondary goals, annual goals, necessary transition services, assent for coordination, use of age-appropriate transition assessment information, and identifying relevant courses of study are central to this intervention