

The Different Levels of IEP Participation

Attending the IEP meeting and sharing information –

The student is present and treated as a full member of the IEP team. The IEP team facilitator/case manager directs questions to the student such as, “What helps you do well in science?” Student may share samples of work, talk about their elective, their friends, share pictures, etc.

Co-presenting-

The student shares responsibility for presenting information with the IEP team facilitator/case manager. For example, the student may read or present information that should be incorporated into the IEP (ex., accommodations that help). There is a delineation of responsibilities, with the student knowing his or her responsibilities in advance.

Leading-

The student is the leader/facilitator of the IEP team. The student schedules IEP with team members (and follows up with reminder), welcomes everyone, makes introductions, orients team members to the agenda, states the purpose of the meeting, reviews sections of the IEP (progress on goals, present levels, special factors, new goals, accommodations and modifications, services, educational setting), leads the team in the discussion of transition services and ITP information, solicits input from team members, summarizes IEP, obtains signatures, and closes the meeting. The student also directs the conversation throughout the meeting.