

Today, Tomorrow, and Beyond: SLIEP Assessment of Practices

Why You Need This Document

Do you want to enhance your understanding of the facilitation of Student-Led IEPs? Have you wondered how well your current practices support the establishment of SLIEPs at your LEA? Would you like to examine your current practices in a deeper, more reflective manner? Then this document is for you!

There are many benefits to the utilization of SLIEPs – benefits for students, families, and, indeed, the entire school community! By engaging in SLIEPs, students develop greater knowledge of themselves and their educational programming, gain self-confidence and self-advocacy skills, and experience smoother transitions and increased satisfaction with post-school outcomes. Families benefit from student-led IEPs as well. They experience enhanced motivation to engage in IEP meetings, increased feelings of welcome, and greater knowledge of their children's skills, preferences, and future goals. And all members of the team feel increased levels of positivity and collaboration, as well as increased levels of discussion and problem-solving.



How to Use This Document

This document is used to reflect upon SLIEP practices and determine an action plan to improve how SLIEPs are facilitated. It consists of four components of SLIEPs: General Practices and School Culture; Preparation for SLIEP Meetings; Facilitation of SLIEP Meetings; and Meeting Follow-Up and Beyond. There are several elements to consider under each component. Before you complete this document, it is recommended that your LEA **learn about student-led IEPs** and begin to **establish staff buy-in** of the SLIEP process. After you do this, you should **create a team** who will be responsible for completing this document. Ensure that your team represents a wide variety of educational stakeholders – administrators, classroom teachers, special educators, related service personnel, counselors, school psychologists, families, students... Instruct the team that you will be meeting to reflect upon SLIEP processes. Provide them with a copy of this document ahead of time to increase their understanding of the content that will be considered. Make sure that your team knows that the SLIEP process goes BEYOND the IEP meeting itself. Though some of the elements examined refer directly to meetings, there are also elements that will examine general practices and how to maintain student engagement in special education throughout the school year. Next, **gather the evidence** you will need to appropriately respond to and consider the guiding questions. You may use evidence such as school mission and vision statements, special education policies and procedures, survey data, testimonials, artifacts (such as portfolios and schedules), and much, much more. You may want to **assign a notetaker** during the meeting to record the discussion that surrounds the guiding questions. As a team, **score each element** as Not in Place (1), Partially in Place (2), or Always in Place (3). Calculate the total score of each component and include it in the Action Plan (see page 6). The Action Plan will help you determine how you use this information to shape planning, goal-setting, and steps to improve SLIEP processes.

Component A: General Practices and School Culture

Elements	Guiding Questions	Not in Place (1)	Partially in Place (2)	Always In Place (3)
1. Collaborative school-family partnerships are evident to the school community and beyond	How do staff members verbally express respect for families? How do staff and administration model a commitment to family partnerships?			
2. Students are recognized as important contributing members of the IEP team	How do students of all ages participate in their IEP team meetings? How do educators promote student attendance at IEP team meetings? How do educators engage students in IEP meetings?			
3. Students of all ages and abilities participate in self-advocacy skill-building activities	How do school staff members introduce self-advocacy skills to students? Describe how school staff members respond to students asking for what they need.			
4. Communication with families is offered in multiple means and consists of two-way, as well as one-way, communication	What communication types are used to communicate with families? Describe home-school communication policies and procedures. How are families surveyed to determine their communication preferences?			
5. Meetings are held <i>flexibly</i>, at times, at locations, and in formats that are convenient to the student and family	Describe the process for scheduling academic meetings. How does administration ensure flexibility in times, formats, and locations of meetings? How does the team ensure that families and students have time to view and absorb IEP information?			
6. IEP content is explained in terms that students and families can understand	How do you ensure that students and families understand IEP content? How do you define acronyms and difficult terms? What resources do you give to families throughout the year to promote understanding?			
7. Communication occurs with families to gather input, insight, cultural awareness, and perspective throughout the school year and before IEP meetings	What is the process for gathering information from families to inform IEP development? How do staff members regularly communicate with families to gain insight?			
8. Students are welcomed and encouraged to attend or lead their own academic meetings at all ages	Describe how school staff promote student leadership of parent-teacher meetings, 504 meetings, IEP, meetings, etc.			
9. Connections are made between IEP information, everyday performance, and future goals	Describe how school staff help families understand the connections between IEP information and everyday performance and future goals.			
10. School administration ensures that all IEP team members are available to attend IEP meetings	How does administration ensure that IEP team members are available to attend IEP meetings? What virtual options are available for attending meetings?			
11. School administration provides team members with the means to collaborate between IEP meetings	How do team members collaborate between meetings? How does administration ensure that there is time or virtual means to collaborate?			

Total Score: /33 = %

Total:

Component B: Preparation for SLIEP Team Meetings

Elements	Guiding Questions	Not in Place (1)	Partially in Place (2)	Always In Place (3)
1. School administration ensures that staff members are prepared to support students in the implementation of SLIEPs	What training is provided about how to facilitate SLIEPs? What resources are provided to the staff? How does administration support staff members in their facilitation of SLIEPs?			
2. Students are taught about the parts of the IEP and what they mean	How do IEP team members communicate with each other to determine who will teach IEP sections? Describe how students express their understanding of IEP sections.			
3. Family members understand the why and how of SLIEPs	What SLIEP resources are shared with families? How does school staff explain SLIEPs to families?			
4. Students understand the why and how of SLIEPs	Describe how students explain the benefits of SLIEPs. What do students know about the SLIEP process?			
5. Teams introduce and review vocabulary like "goals," "accommodations," etc., to both families and students	How do IEP teams explain concepts and vocabulary? How is time built into the student's schedule to help them learn necessary terms and vocabulary?			
6. Students are taught about their IEP team members and their roles	How many students can name the members of their IEP teams and what their roles are? How is this skill taught?			
7. Staff members help students make connections between their IEP goals and their future aspirations	Describe some instances when students were able to identify the connections between IEP goals and future goals.			
8. Families are kept up-to-date on the SLIEP process	How does school staff inform families about the SLIEP process?			
9. Feedback is gathered from the family regarding if and how they may want to be involved in the SLIEP	How does the school collect information from the family to inform the SLIEP process? How do families participate in the SLIEP process?			
10. Students are provided with multiple means of participating in and leading their meetings	In what ways do students participate in and lead their own IEP team meetings? How do your SLIEP team meetings promote the many ways that students can express themselves?			
11. A schedule of preparation for SLIEPs is established and followed by staff members	Share an example of an SLIEP preparation schedule.			
12. Staff ensures that students are prepared and empowered to lead their own IEP meetings	How do staff members reserve time for the student to prepare for the meeting? Provide a student testimonial displaying self-confidence.			
13. Staff supports students in practicing their role for the IEP meeting	How does staff ensure that students have resources, materials, and technology that they need to successfully lead meetings?			

Total Score: /39 = %

Total:

Component #C: Facilitation of SLIEP Team Meetings

Elements	Guiding Questions	Not in Place (1)	Partially in Place (2)	Always In Place (3)
1. Students are given time to prepare on the day of the SLIEP	How do school staff ensure that students are given time to prepare on the day of the SLIEP team meeting?			
2. Students participate in the welcoming and introduction of team members	How many students welcome and introduce team members on the day of the meeting? Provide an example of student involvement.			
3. Staff provides students with the supports they need to lead their own IEPs (materials, devices, technology, wait time, break time, etc.)	What materials and resources are available for students to assist them in leading their IEPs? What adaptations are provided that support student voice and leadership?			
4. The room is arranged to promote collaborative partnerships.	What is a typical meeting location? What is the room arrangement like?			
5. Timing of the SLIEP is flexible, with options given to extend meeting time or schedule additional meeting time, as needed	What flexible timing options are provided to students and families for IEP meetings? How does the school ensure that timing extensions or additional meeting times are available?			
6. The SLIEP is presented as a celebration of the student's progress	What are some positive things that team members express during SLIEPs? How are team members encouraged to celebrate student success?			
7. Team members are encouraged to look to the student as the leader of the SLIEP team meeting	How is the student leadership role emphasized? How are students valued as leaders regardless of the ways they are participating in meetings?			
8. IEP team members attend SLIEPs and actively participate in student-led activities	What percentage of team members attend your IEP meetings? How do staff members actively respond to student-led activities?			
9. Content is explained in ways that all team members can understand	How do teams ensure that student- and family-friendly content is used throughout the meeting? How is content presented nonverbally (through visuals, portfolios, artifacts, etc.)?			
10. Questions and contributions from students and families are welcomed and encouraged	How often do students and families initiate conversations during the meeting? What does an interactive meeting look like?			
11. Family members are actively engaged in SLIEP meeting	How do families demonstrate understanding of meeting content? What does family engagement in SLIEPs look like?			

Total Score: /33 = %

Total:

Component #D: Meeting Follow-Up and Beyond

Elements	Guiding Questions	Not in Place (1)	Partially in Place (2)	Always In Place (3)
1. The staff debriefs with the students and collects feedback following the IEP team meeting	What does the debriefing process look like? Describe how the team promotes the positive aspects of the IEP team meeting, as well as opportunities for growth.			
2. The staff collects feedback from the family regarding the SLIEP meeting	How does school staff collect and analyze data from the family? How does this family data shape "next steps" in the SLIEP process?			
3. The staff collects and archives meeting materials and notes from debriefing	What kind of data and artifacts are collected in order to show SLIEP growth through the years? How is data maintained?			
4. The team, including the student, collaborates on ideas for enhancing leadership in preparation for next year's IEP team meeting	What does team collaboration look like? How does the team determine how to build leadership schools throughout the school year to enhance leadership at next year's meeting?			
5. Student participation in team meetings grows and changes over time	Describe how student participation in meetings has changed from year to year. How does the team ensure that growth occurs?			
6. The team supports student leadership during transitions between grades, teachers, and schools	How does the team collaborate to promote effective transitions? How does the team support students leading their own transitions?			
7. Communication occurs among all team members, including students, throughout the school year	Describe the procedures used to share information among team members throughout the school year. How often is information communicated? What modes of communication are used?			
8. Student participation in the IEP process continues throughout the school year	How does staff help students maintain leadership in their SLIEP process throughout the school year? Describe how students continue to be active participants in the process.			
9. Student participation in the IEP process grows and changes over time	How does student participation in the special education process differ from one year to the next? How do you determine if students demonstrate increased self-advocacy skills over time?			
10. Students maintain their awareness of their goals throughout the school year	Describe how students talk about their IEP goals in their own words. How do students make connections between IEP goals, daily life, and future goals?			
11. Students are active in the progress monitoring process	How are students made aware of their progress monitoring data? How do students participate in monitoring their own progress?			
12. Students are aware of and request specially designed instruction as needed	What do your students know about their own accommodations and modifications? Describe some occasions when students have asked these. How do school staff support the development of skills needed to request accommodations and modifications?			

Total Score: /36 = %

Total:

Action Planning Based on SLIEP Needs Assessment

Use the below scoring guide and action planning document to determine a course of action to develop greater efficacy of SLIEP processes. Please note that, while we have provided a table that can be used to organize your results from the examination of Components and Elements, you do not need to choose action planning goals based on scoring alone. For example, you may receive a score of 82% on Component A and a score of 69% on Component B. You may choose to address Component B or, instead, select Component as a goal area because you feel that it is more important to establish strong general practices and school culture (Component A) *first* before moving on to another component. This is a team decision and may be based on a number of factors specific to your educational agency. After you've decided which component(s) to address, you should also select elements to focus upon. This will help narrow down your goals. It is recommended that you select **no more than two components**, with **no more than three elements** for each component. After selecting components and elements, continue to answer the guiding questions included in the document to complete your Action Plan.

Scoring on SLIEP Components:

Component #A: General Teaching	Component #B: Preparation	Component #C: Meeting Facilitation	Component #D: Follow-Up
Scoring: %	Scoring: %	Scoring: %	Scoring: %
Include in Action Plan? Y or N	Include in Action Plan? Y or N	Include in Action Plan? Y or N	Include in Action Plan? Y or N

Selected Component(s):

Selected Elements to Be Targeted (Choose no more than three per component):

Rationale for Selecting Component (scoring; relationship to school goals, mission, and vision; etc.):

Goals for Selected Components (select no more than three for each component):

What Resources and Materials Are Needed:

What Educational Partners Are Involved:

Steps for Action Planning – Component _____ :

Goal #1:

- Step 1: _____ Person/Role Responsible: _____ Due Date: _____
- Step 2: _____ Person/Role Responsible: _____ Due Date: _____
- Step 3: _____ Person/Role Responsible: _____ Due Date: _____
- Step 4: _____ Person/Role Responsible: _____ Due Date: _____
- Step 5: _____ Person/Role Responsible: _____ Due Date: _____
- Step 6: _____ Person/Role Responsible: _____ Due Date: _____

Goal #2:

- Step 1: _____ Person/Role Responsible: _____ Due Date: _____
- Step 2: _____ Person/Role Responsible: _____ Due Date: _____
- Step 3: _____ Person/Role Responsible: _____ Due Date: _____
- Step 4: _____ Person/Role Responsible: _____ Due Date: _____
- Step 5: _____ Person/Role Responsible: _____ Due Date: _____
- Step 6: _____ Person/Role Responsible: _____ Due Date: _____

Goal #3:

- Step 1: _____ Person/Role Responsible: _____ Due Date: _____
- Step 2: _____ Person/Role Responsible: _____ Due Date: _____
- Step 3: _____ Person/Role Responsible: _____ Due Date: _____
- Step 4: _____ Person/Role Responsible: _____ Due Date: _____
- Step 5: _____ Person/Role Responsible: _____ Due Date: _____
- Step 6: _____ Person/Role Responsible: _____ Due Date: _____

Steps for Action Planning – Component _____ :

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