

**Strategies to Facilitate Student Engagement and Voice in the Development and
Implementation of IEPs**

Works Cited

Barnard-Brak, L., & Lechtenberger, D. (2009). Student IEP Participation and Academic Achievement Across Time. *Remedial and Special Education, 31*(5), 343-349. <https://doi.org/10.1177/0741932509338382> (Original work published 2010)

“The results of the current study indicate a significant, positive association between student IEP participation and academic achievement across time using a nationally representative sample of elementary school-aged children with disabilities”

Fitzgerald, J. L., & Watkins, M. W. (2006). Parents’ Rights in Special Education: The Readability of Procedural Safeguards. *Exceptional Children, 72*(4), 497-510.

“Results indicated that only 4% to 8% of Parents' Rights documents were written at the recommended reading level. To the contrary, 20% to 50% of the documents were written at a college reading level or higher, and other text characteristics may have added to their difficulty.”

Fleming, M., & Wated, G. (2016). The Impact of Academic Self-Efficacy and Perceived Stigma on the Performance of Students With Learning Disabilities. *Learning Disabilities: A Multidisciplinary Journal, 21*(2), 59.
[doi:10.18666/LDMJ-2016-V21-I2-7127](https://doi.org/10.18666/LDMJ-2016-V21-I2-7127)

“Results indicated that there was no relationship between perceived stigma and academic performance. However, self-efficacy was positively correlated with academic performance. Results also indicated that Caucasian, non-Hispanic students reported the highest levels of academic self-efficacy whereas Hispanic students reported the lowest levels. Furthermore, students with learning disability alone reported the highest cumulative GPAs, while those with learning disability and comorbid ADHD reported the lowest.”

Gaspar, C. R., & Sahay, D. (2025). Expanding the concept of parent involvement to special education: Considerations for inclusivity. *Journal of family theory & review*, 10.1111/jftr.12634. Advance online publication. <https://doi.org/10.1111/jftr.12634>

“Parents may already struggle to participate actively and confidently in meetings given the unfamiliar and complex nature of special education procedures. They must learn to navigate the highly specialized special education system, including procedures and timelines that lack transparency and dense documents with unfamiliar, technical terms (Parekh, 2023). Such processes further constrain parents’ involvement by requiring them to possess specific economic and cultural capital to participate and advocate effectively for their child (Ong-Dean, 2009; Rossetti et al., 2021).”

Ginevra, M. C., Di Maggio, I., Valbusa, I., Santilli, S., & Nota, L. (2021). Teachers’ attitudes towards students with disabilities: the role of the type of information provided in the students’ profiles of children with disabilities. *European Journal of Special Needs*

Education, 37(3), 357–370. <https://doi.org/10.1080/08856257.2021.1878658>

“The type of information provided in the students’ profiles of children with disabilities positively impacted teachers’ attitudes towards the students when the descriptions focused on their strengths.”

Goscicki BL, Sanderson KA, Urbano RC, Hodapp RM. (2023). Parent and student participation in IEP meetings: Transition-aged students still overlooked. *Journal of Vocational Rehabilitation*, 59(1), 91-106. doi:[10.3233/JVR-230030](https://doi.org/10.3233/JVR-230030)

“In transition-age IEPs, student involvement in the IEP was predicted by students actively leading their meeting.”

Hart, J. E., & Brehm, J. (2013). Promoting Self-Determination: A Model for Training Elementary

Students to Self-Advocate for IEP Accommodations: A Model for Training Elementary Students to Self-Advocate for IEP Accommodations. *TEACHING Exceptional Children*, 45(5), 40-48. <https://doi.org/10.1177/004005991304500505> (Original work published 2013)

Researchers “developed and utilized a research-inspired model for students to become self-advocates with respect to their IEP accommodations. This model is intended for use



with students in elementary grades who possess requisite basic language skills and who are most likely to be included in general education classes. Introducing IEP accommodations to special education students at an early age can be completed through 10 easy teacher actions and, of course, in collaboration with parents “

Mueller, C. (2019). *Beyond Stigma: Disability Identity in School Contexts* [PhD

Dissertation for University of Washington's College of Education].

<https://digital.lib.washington.edu/server/api/core/bitstreams/d375a636-3b1b-4f0e-b2a3-db3961e6fab9/content>

“This study has a few important implications for the study and development of disability identity in school contexts. The study builds on disability studies literature and activist calls for understanding the importance of disability identity development, as both a unique phenomenon and as an identity that has positive implications if shaped and developed intentionally. Additionally, the study provides justification for this intentional development of disability identity inside of special education contexts in particular, as a matter of conceptual, academic, and individual importance for the field and for the people it serves:” authentic discussion of disability, community with disabled people, and broadening meaning of social connection.

Sanderson, K. A., & Goldman, S. E. (2021). *Understanding the Characteristics*



and Predictors of Student Involvement in IEP Meetings. *The Journal of Special Education*, 56(1), 3-13. <https://doi.org/10.1177/00224669211008259> (Original work published 2022)

“Results indicated that only a third of students attended their most recent IEP meeting. Most students who did attend their meeting were not actively participating.”

Scheef, A. R., Yeager, K. H., & Deardorff, M. E. (2023). Barriers to Implementing Student-Led IEPs. *Career Development and Transition for Exceptional Individuals*, 47(3), 184-197. <https://doi.org/10.1177/21651434231190301> (Original work published 2024)

“Common barriers to student-led IEPs include factors related to (a) students, (b) systemic issues, and (c) other IEP team members. In addition, those who do not have students who lead IEPs were more likely to identify the following specific factors as barriers: student ability, teacher self-efficacy, personal interest, and the age of the student.”

Shorter, N. A. (2021). *Increasing Student Self-Determination Through IEP Meeting Participation* [Master's thesis, Bethel University]. Spark Repository. <https://spark.bethel.edu/etd/771>

“students who receive self-determination instruction through IEP meeting preparation and participation increase their self-awareness of their strengths, needs, and personal goals, assist in creating their own goals, and improving their verbal and nonverbal



communication skills.

Takajo, H. D. (2018). *Takajo, H. D. (2018). Student-Led Individual Transition Plans and the Effects on Self-Determination*. [Sonoma State University Masters in Education Thesis].
<https://scholarworks.calstate.edu/downloads/fn106z52f>

“Including students throughout the transition process increases motivation, self-determination, builds autonomy, independence, and leadership skills as they develop the skills necessary to be autonomous individuals in life after high school”

