

### Activity 5

#### Ramona's voice in the IEP process

This activity is designed to generate further discussion about how to support a student's participation in their learning, planning and the IEP process.



Working individually to begin with, read the scenario about Ramona.



Working in pairs or small groups, discuss the following aspects of the IEP meeting: location, timing, roles of attendees, goal setting, recording and documentation.



Discuss the following questions:

- How could Ramona's voice be heard in the IEP process?
- How could Ramona set her own learning goals?
- How can Ramona's goals be presented in a format that is accessible to her so that she knows what she is learning?
- What does Ramona need to be able to contribute at the meeting?
- How can Ramona and her family and whānau be supported and made to feel comfortable at the meeting?

#### Additional reading

Students who are blind, deafblind or have low vision may require adaptations to the environment, adaptive methods of teaching and learning, special format materials, the use of technology and teaching in the Expanded Core Curriculum in order to access the curriculum in a meaningful way. The reading [Voices for Our Children: Parent's Perspectives of the IEP Process](#) discusses how the IEP is part of this process.

## Activity 5

### Ramona's voice in the IEP process (continued)

#### Ramona

Ramona is a 13-year-old Braille user with additional needs.

She attends a year 7–13 college and has a number of people involved in her programme. This includes the classroom teacher, two teacher aides, the school learning support coordinator, a physiotherapist, an orientation and mobility instructor, a Family Counselling Service support worker and a Resource Teacher: Vision.

Ramona has very definite ideas about what she would like to learn at school. She has a realistic understanding of the barriers she faces in learning, especially in respect to accessing particular environments owing to her physical difficulties. She is not always clear about expected time-frames and finds meeting deadlines a little difficult.

Ramona communicates well verbally but needs to record her ideas, plans and commitments to ensure she manages to meet the goals she sets without being over-committed.

Both her parents and Ramona will be attending the IEP.