TEACHER SELF-EFFICACY WITH TEACHING STUDENTS TO LEAD IEP MEETINGS: A CORRELATION STUDY ON ADMINISTRATOR SUPPORT

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ABSTRACT

Self-efficacy has been closely linked to teacher performance of instructional tasks. Previous studies on teacher self-efficacy focused on general activities and were less specific regarding special education teachers' perceived ability to perform a given task. The purpose of this quantitative correlation study was to evaluate high school special education teachers' self-efficacy with teaching students with disabilities the skills they need to lead their IEP meetings. The research question addressed the relationship between a high school special education teacher's support from administration, and the level of the teacher's self-efficacy with respect to teaching students with disabilities the skills they need to lead their IEP meetings. A sample of 84 high school special education teachers completed the Teacher Survey of Student Involvement in IEP Meetings Questionnaire (TSSIIMQ). A two-sample t-test, was performed on the participant's responses. The results showed that special education teachers' support from administration was statistically significantly correlated with their levels of self-efficacy. This study had significant implications for social change by suggesting that a higher level of teacher self-efficacy may lead to an increase in preparing students who are self-determined advocates involved in leading their IEP meetings.

Keywords: Student-led IEP, Student-directed IEP, Self-efficacy, Special Education Teacher Self-efficacy, Correlation Research, Self-determination, Administrator Support.

INTRODUCTION

The level of self-efficacy a teacher has with an instructional task is an important predictor in whether the teacher will perform and provide instruction on that task (Midgley, Feldlaufer, & Eccles, 1989). For high school special education teachers who instruct students with disabilities both in academic content and on Individualized Education Program (IEP) related requirements, self-efficacy is an important construct when deciding between these two important needs of students with disabilities. High school special education teachers may be responsible for instructing students, managing students' caseloads, and facilitating IEP and transition meetings. Additional responsibilities may include filling out IEP related paperwork and staying current with any new instructional activities to prepare students with disabilities for life after high school. The self-efficacy of a high school special education teacher who manages these responsibilities is important to understand because it may decide which instructional tasks will be performed and those instructional tasks that will not be carried out.

Early studies of self-efficacy showed that teachers who exhibited high self-efficacy on an instructional task would spend more time planning and organizing activities (Allinder,1994) and be open to new ideas about how to meet students' needs (Berman, McLaughlin, Bass, Pauly, & Zellman,1977; Guskey, 1988; Stein & Wang, 1988). In addition to being more open to new instructional ideas, teachers who exhibit high self-efficacy view students as accessible and are more likely to view learning and making improvements as positives (Wolters & Daugherty, 2007). Teachers with high self-efficacy will normally contribute more to the learning success of students (Chacon, 2005). In contrast, teachers who exhibit lower self-efficacy are more likely to have lower standards of

excellence of students, have a more negative view of performing new instructional tasks, and be pessimistic about student academic growth (Woolfolk & Hoy, 1990; Woolfolk, Rosoff, & Hoy, 1990). Whether a teacher exhibits high or low self-efficacy is an important factor in the success of a student and in determining if the teacher will fulfill instructional obligations.

An instructional initiative that has emerged in special education is the practice of teaching students with disabilities, particularly those in high school, how to participate in leading their IEP meetings. The student-led Individualized Education Program (student-led IEP) process encourages the student to take a leadership role in developing and presenting information about their IEPs. According to Askvig (2003), the student-led IEP experience is a critical part of the student's growth process. Though the support for student leadership in the IEP is established, the special education teacher is ultimately responsible for providing instruction to the student on how to lead his/her IEP meeting. Special education teachers are often responsible for providing instruction on student-led IEPs, organizing lessons, managing activities, and providing opportunities for students to perform skills associated with leading their IEP meetings. Several published studies and curricula have identified the special education teacher as the individual accountable for teaching students with disabilities the skills associated with the student-led IEP process (Hawbecker, 2007; Martin et al., 1996; Pocock et al., 2002). The self-efficacy of high school special education teachers has yet to be examined by researchers related to teaching students with disabilities the skills to lead their meetings.

The idea that self-efficacy is a predictor of whether a teacher will provide instruction on a task is significant when discussing high school special education teacher's responsibility to follow through with instructing students with disabilities on how to lead their IEP meetings. The student-led IEP process is a pioneering idea for high school special education teachers and if teachers who exhibit high self-efficacy are more open to new concepts or instruction (Berman et al.,1977; Guskey, 1988; Stein & Wang, 1988), then it will be important to examine their self-efficacy as it relates to teaching the student-led IEP initiative. By examining the self-efficacy of the high school special education teacher with teaching students the skills to lead their IEP meeting, one may be able to better predict whether the teacher will perform the instructional task.

Research has indicated that students with disabilities who are involved in leading their IEP meetings learn skills associated with self-determination, self-advocacy, decision-making, self-evaluation, and goal attainment abilities (Mason et al., 2004). Although students with disabilities would learn skills by leading their IEP meeting, because it is a more modern initiative, students will require specific training from their special education teachers that focuses on shifting the responsibility of directing the meeting from teacher to student. The problem is that many students with disabilities are not being taught by their high school special education teachers the skills to lead their IEP meetings. The problem of being involved in leading their IEP meetings could be minimized if high school special education teachers taught students with disabilities the skills associated with leading their IEP meetings.

A review of the literature revealed that the students will need instruction from their teacher that is centered on learning many of the following responsibilities associated with leading their IEP meetings: (I) describing one's disability, strengths, needs, legal rights, and present level of performance; (ii) evaluating one's progress, weighing alternative goals and engaging in goal-setting and goal-attaining activities; (iii) preparing for a formal presentation and advocating for oneself in a formal setting; (iv) communicating one's preference and interest; (v) accepting responsibility for areas where improvement is needed; (vi) participating in discussions regarding one's post school plans and needs (for youth aged 16 and older); and (vii) determining one's accommodation needs and securing appropriate accommodations. (Test et al., 2004, p. 393)

The significance of teaching students these skills are shown in recent legislation (IDEA, 2004) that has called for

an increase in student involvement in IEP planning. The call for an increase in student participation has some states and local school districts looking for ways to involve students in the IEP planning process. Special education teachers have, however, been unable to keep up with IDEA's demand for student participation in the IEP process. Research on the potential obstacles teachers may face with implementing the student leadership in the IEP process has been minimally documented (Hawbecker, 2007; Mason, McGahee-Kovac, & Johnson, 2004). Support from the building administrator has been offered as a possible obstacle teachers may face when implementing the student-led IEP process (Hawbecker, 2007; Mason et al., 2004; Test et al., 2004). Though listed as a potential obstacle, research has not established administrator support as a barrier for teachers.

In addition to not understanding the barriers for high school special education teachers the level of self-efficacy high school teachers have with respect to teaching students the skills they need to lead their IEP meeting is unknown. Without this knowledge, stakeholders such as school administrators, teachers, parents and students may not be fully prepared to improve the role of the student in the IEP meeting. The purpose of the study was to evaluate high school special education teachers' self-efficacy with teaching high school students with disabilities the skills they need to lead their IEP meetings. This research focused on administrator support as a potential barrier for teachers in practicing the student-led IEP meeting process. This study examined the relationship between the level of self-efficacy of the high school special education teacher and administrator support in preparing students to lead their IEP meetings.

Self-Efficacy

The theory of self-efficacy presented by Bandura (1977) was rooted in the theory of social-cognition, which stated that one acts as his or her own agent for self-development, self-renewal, and adaptation. According to the social-cognitive theory, cognitive factors like self-regulation, goal setting, and self-efficacy are psychological factors that affect behavior. This argument means that people behave differently based on their level of enthusiasm or self-efficacy. In social-cognitive theory, Bandura (1977) defined self-efficacy as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (p. 3).

There have been a number of key studies that discuss the self-efficacy of teachers (Anderson, Greene, & Loewen, 1988; Coladarci, 1992; Gibson & Dembo, 1984). Theorists have speculated that the beliefs an individual or teacher has about an ability or task will affect one's motivation and actions (Paneque & Barbetta, 2006). Specifically, the more knowledge that one has regarding his/her ability to perform a given task, the more motivated one is to carry out that task. However, Bandura (1986) explained that, while simply having the knowledge to carry out a task is important, it does not guarantee that one will complete the task. Self-efficacy is a key predictor of completing the task. Bandura's statement may be factual for teachers who must implement instructional-related tasks like the student-led IEP process. Teachers must have a certain level of self-efficacy toward a given task or a desired goal, and must have the belief that they can perform the task successfully (Eslami & Fatahi, 2008). Identifying the obstacles high school special education teachers faced in terms of resources like administrative support will help establish an understanding of special education teacher's self-efficacy with teaching students to lead their IEP meetings.

Schwarzer and Hallum (2008) made three conclusions about self-efficacy and similar constructs such as self-esteem, self-concept, and locus of control. They are that (a) self-efficacy entails an internal attribution (i.e., I am the cause of the action), (b) it refers to future behaviors, and (c) it is a good predictor of actual behavior. As it relates to this study, self-efficacy may be a good predictor of whether teachers will perform the tasks related to teaching students the skills they need to lead their IEP meeting. In fact, Schwarzer and Schmitz (2005) stated that the expectations of self-efficacy will often determine whether a response to an action will be taken, how much energy will be exerted towards the action, and, in the face of obstacles and failures, how long the action will be sustained. The responsibility to teach students the skills

they need to lead their IEP in the face of obstacles and failure presents serious concerns for teachers, as their self-efficacy on the student-directed task is studied.

Administrator Support

Administrator support is an important construct in determining teacher self-efficacy with teaching the skills associated with the student-led IEP process (Hawbaker, 2007; Test et al., 2004). Administrator support has long had an impact on teacher self-efficacy with job performance and specific task performance. As such, administrator support has an impact on whether some teachers stay or leave the field of general or special education (Boe et al., 1999). Special education teachers tend to have higher ratings of self-efficacy when performing an instructional task or retaining their position when they have support from their school administration (Rosenholtz, 1999). The level of teacher-self-efficacy with job performance can be linked to teacher self-efficacy when teachers have administrative support. Support from the administrator may include assisting with professional development, emotional support, problem situations, and personal support as it relates to education matters. The level of self-efficacy teachers have in terms of teaching students the skills associated with the student-directed process will help identify whether this is an obstacle for this job task.

Student-led IEP

Student involvement and leadership in the IEP meeting is critical for empowering them to be self-determined and empowered individuals who have control over their own lives. Martin et al. (2006) examined the effectiveness of the student-led IEP program. Martin et al. observed 130 secondary students, over 130 IEP meetings, and 764 IEP team members. The researchers found that the student-led IEP intervention, in comparison to a teacher-directed IEP meeting approach, produced six major findings:

- Students started and led considerably more IEP meetings.
- Students increased their talking during the IEP meeting.
- Student leadership skills increased significantly during the meeting.
- Students' higher perceptions of their IEP meeting.
- Students' and teachers' confirmation of higher transition-related issues discussed.
- The final finding indicated that the length of the IEP meeting did not increase based on students leading their IEP meeting, a possible concern for some special education teachers. (p.192)

The findings of this study helped to validate the effectiveness of the student-led IEP process as an evidence-based practice.

In a study on developing student competency in the IEP meeting, Torgerson et al. (2006) acknowledged that researchers have encouraged the instruction of student leadership in the IEP meeting. However, there is a lack of follow-through on student leadership in the IEP meeting, especially at the high school level. Torgeson et al. (2006) recommended that special education teachers have a positive attitude towards instructing students on how to be involved in the IEP meeting. Arndt et al. (2006) also found that the data indicated student lack of involvement in the IEP process was not due to the students' inability to learn the skills that are needed to participate in the meeting. The authors learned that students need logical and efficient instruction that will give them the skills to participate in the IEP meeting. Even with the evidence that supports the importance of students with disabilities needing to participate in the IEP meeting process, participation is still almost nonexistent.

The link between self-determination and student leadership in the IEP process is critical to understanding the importance of the student-led IEP process. Students with disabilities can often learn to be self-determined individuals by taking a leadership role in the IEP meeting, and, through the IEP meeting, students can learn and infuse skills of self-determination. As with the literature on the student-led process, there is a gap in the research and teacher practice of self-determination skills and implementing components like the student-led IEP process (Fielder & Donneker, 2007). For students with disabilities, leading the process of developing the IEP is a logical way of expressing skills related to self-

determination.

Brandon, Bates, and Minor (2009) studied self-determination skills and self-directed IEP meetings for students with a learning disability. The authors established that self-determination can be enabled to some degree simply by placing individuals in more powerful roles, such as the leading an IEP meeting, and by having the educator support the student in that role.

Furthermore, in a study on student opinion and interest in their IEP, Agran and Hughes (2008) found that IEP meetings provided both a natural and a practical experience for students with disabilities to apply their learned self-determination skills to problems and concerns that have relevance and meaning for them—thereby constructing their future lives. The authors' research on student interest in the IEP meeting encouraged promoting self-determination skills of students with disabilities and teaching the student how to actively participate in the IEP meeting. Agran and Hughes (2008) also stated that there is a discrepancy in the promotion of self-determination and the delivery of its instruction and practice (i.e., student IEP participation). Despite data that suggest students with disabilities are increasingly becoming involved in the IEP process (Test et al., 2004), they receive little or no self-determination instruction nor any instruction on being an active member in the IEP process. The results of the study by Agran and Hughes (2008) demonstrated the natural application of the dependency of practicing self-determination and its impact on student leadership in the IEP process.

Despite research that supports the instruction of students' with disabilities assuming leadership roles in the IEP meeting process (Martin et al., 2006; Valenzuela & Martin, 2005; Van Dycke, 2005), special education teachers are finding it difficult to teach students to lead their IEP meetings. Teacher self-efficacy in teaching students with disabilities to lead their IEP meeting is an important development for the advancement of students with disabilities in developing leadership, self-advocacy, and self-determination skills. Therefore the purpose of this study is to determine the level of self-efficacy teachers have with respect to teaching students the skills they need to lead their IEP meeting.

Methodology

Research Design

This study used a quantitative, correlation method to study high school special education teacher's self-efficacy with teaching students with disabilities the skills to lead their IEP meetings. The importance of using this quantitative, correlation method approach was to examine relationships among two or more variables (Leedy & Ormrod, 2005). Correlation design is a type of quantitative research which entails the assessment of potential relationship between variables (Leedy & Ormrod, 2010). Examining the research process of other researchers (Bandura,1977; Schwarzer & Hallum,2008) gave convincing information in deciding on the correlation method approach. Pearson's correlation statistic was used to evaluate the relationship between each variable. Aczel (1996) discussed this analysis technique and justified its computation between multiple variables. The research questions for this study examined relationships, which is suitable for a correlation design.

Setting

This study took place in an urban southeast school district in the United States. The school district served roughly 7000 students with disabilities. Students at the elementary school through high school level have been found eligible for special education services under the categories described by IDEA (intellectual disabilities, emotional disabilities, learning disabilities, physical disabilities, visual disabilities, and speech and language disabilities).

Participants

The participants in this study were comprised of high school special education teachers who instruct students with differing disabilities. The populations of high school special education teachers were identified from the data list services maintained at the local school district's central office location. Permission from the school district to conduct the study and use participants was received prior to conducting research. There were a total of 159 eligible participants, and all of the 159 eligible participants were invited to participate in the research. Of the 159 teachers

invited, 99 consented to participate in the study. However, only 84 of the 99 consenting participants completed all of the questions on the survey; as such the final sample size for this study was 84. The power calculations were performed using the PASS 2008 software (Hintze, J. 2008). PASS 2008. NCSS, LLC. Kaysville, Utah. www.ncss.com.

Research Question

There are significant advantages for teachers in encouraging students to lead their IEP meetings. Evidence suggests that many students with disabilities may exit high school without adequate understanding of their disabilities—including knowing their individual strengths and needs—or knowing how certain accommodations can enhance their lives (Gil, 2007). While the advantages of knowing one's individual strengths and needs are important, many high school special education teachers are struggling with involving students with disabilities in leading their IEP meetings. The general research question was: What is the relationship between a high school special education teacher's support from administration and the level of their self-efficacy with respect to teaching students with disabilities the skills they need to lead their IEP meetings? The following research question was addressed.

Q1. Is there a difference in the level of perceived teacher self-efficacy (TSE) between teachers who have support from their administrators for teaching students the skills they need to lead their IEP meeting (AS) and teachers who do not have support?

H0. There is no difference in the average teacher self-efficacy (TSE) score between teachers who have training in teaching students the skills they need to lead their IEP (SST) and teachers who do not have training.

Ha. There is a difference in the average teacher self-efficacy (TSE) score between teachers who have training in teaching students the skills they need to lead their IEP (SST) and teachers who do not have training

Independent and Dependent Variable.

Administrative support (AS): This was measured on a categorical scale with two categories. Teachers were asked if they have support from their administrator to work with students to teach them the skills they need, to be effective at leading their IEP meeting. Response choices were coded as 0=No or 1=Yes.

The dependent variable for the study refers to teacher self-efficacy.

Teacher self-efficacy (TSE): This variable was measured on a continuous scale with a range of 1 to 4. The score will be derived by calculating the average of questions 1 through 10 from the Teacher Survey of Student Involvement in IEP Meetings Questionnaire (TSSIIMQ; Appendix E). The TSSIIMQ instrument used for this study was modified and adapted from Daytner and Schwarzer's (1999) Teacher Self-Efficacy Scale (TSES; Appendix D). Response choices to the TSSIIMQ survey questions are coded as: 1=not at all true; 2=barely true; 3=moderately true, and; 4=exactly true. Thus, lower scores indicate less self-efficacy with respect to teaching students the skills they need to lead their IEP while larger scores indicate greater self-efficacy.

Data Collection, Procedures and Analysis

A modern approach to collecting research data is to survey using the Internet (Dantzker & Hunter, 2006).The survey was made available electronically on the Internet using http://www.surveymonkey.com. All participating high school special education teachers in the school district were sent a request through their email address to participate in the online survey. The survey was made available for 21 days. One week or 7 days after the online survey had been sent to participants, an email reminder was sent to remind participants of the requested deadline to partake in the survey. Two weeks or 14 days after the initial survey delivery, a second email request was sent to any participant that had not answered the survey.

The instrument for this study was modified and adapted from Schwarzer and Daytner (1999) Teacher Self-Efficacy Scale (TSES). The development of the TSES focused on four major areas in the teaching profession: (i) job accomplishments, (ii) skill development of the job, (iii) social interactions with parents, teachers, and colleagues, and (iv) coping with job stress. The TSES was originally developed in the German language and

contained approximately 27 items. After conducting a study on a sample of approximately 300 German teachers, the instrument was reduced to 10 items (Schwarzer & Hallum, 2008). For the purpose of this study, the TSES was modified and adapted, with authors consent; to determine the level of self-efficacy teachers have with respect to teaching students the skills they need to lead their IEP meeting. For this study, the modified TSES questionnaire will be referred to as the Teacher Survey of Student Involvement in IEP Meetings Questionnaire (TSSIIMQ).

The original TSES has a history of established validity and reliability. Schwarzer and Daytner (1999) administered the teacher self-efficacy questionnaire to 300 German teachers on a nationwide study of regarding self-efficacious teachers to optimize the validity of the instrument. Cronbach's alpha was found to be between .76 and .82 retest reliability was .76 (n=93), for a 1 year period. Validity was indicated by attaining the means of correlations with other teacher characteristics across two points in time. A pilot study was conducted to measure the internal consistency reliability of the modified TSES questionnaire. A total of 16 eighth-grade special education teachers consented to complete the pilot survey. The participants were chosen based on their knowledge of the student-led IEP process. One study participant exited the survey without completing all of the questions and was omitted from the analysis. Thus, the pilot study was based on a sample size of 15 special education teachers. Table 1 shows that Cronbach's alpha was 0.95 for the teacher self-efficacy score. Thus, the teacher self-efficacy score had excellent internal consistency reliability. After establishing reliability, the survey was posted on SurveyMonkey for study participants.

Data Analysis

All statistical analyses were performed using PASW (formerly SPSS) for Windows (PASW 18.0, SPSS Inc., Chicago, IL). All of the analyses are two-tailed with a 5% alpha level. Demographic variables were summarized using the mean, standard deviation and range for continuous variables and frequency and percent for categorical variables. Cronbach's alpha was used to measure the reliability of the teacher self-efficacy scale score.

Cronbach's Alpha	N of Items
.950	10

Table 1. Pilot Study: Cronbach's alpha for the TSE Scale Score

The hypothesis was tested using a two-sample t-test. If the t-test was statistically significant, then the null hypothesis would be rejected and it would be concluded that there is a difference in the average self-efficacy (TSE) score between teachers who have support from their administrator for teaching students the skills they need to lead their IEP (AS) and teachers who do not have support. The size of the difference between the two groups was demonstrated by reporting the average and standard deviation TSE score separately for each group.

Results

The TSSIIMQ included a demographics section where participants were asked to report fundamental information to include their highest degree earned; teaching endorsement; number of students on caseload; years of special education teaching experience; and gender. Participants were also asked to provide information on the number of hours a week spent supporting students to lead IEP meetings; whether or not they have received training on teaching students' to lead IEP meetings; and whether they receive support from their school administrator in helping students to lead their IEP meetings. Descriptive statistics related to administrator support is provided below.

Participants were asked to answer "yes" or "no" to whether their school administrator supported special education teachers in helping students to lead their IEP meeting (independent variable). Of the 84 respondents, 58 (69%) replied yes, while 26 (31%) answered no regarding their school administrator supporting them in helping students to lead their IEP meeting. Table 2 shows the statistics derived from the responses.

TSSIIMQ: Results

The TSSIIMQ was scored by averaging the responses to

each of the questions from 1 through 10. The scale ranged from 1 to 4 where lower scores indicate less self-efficacy with respect to teaching students the skills they need to lead their IEP meeting while larger scores indicate greater self-efficacy. Table 3 shows descriptive statistics for the teacher self-efficacy Score.

Figure 1 is an error bar chart which shows the average (and 95% confidence interval for the average) teacher self-efficacy (TSE) score, separately for teachers who have, and do not have, administrative support for teaching students to lead their own IEP meetings. Table 4 shows the group of teachers that have administrative support had a statistically significantly larger average TSE score compared to teachers with no administrative support.

The average (SD) teacher self-efficacy score was 3.39 (0.35) versus 2.91 (0.78) for teachers who have, and do not have, administrative support for teaching students to lead their own IEP meetings, respectively, $t(82) = 3.97$; $p < 0.001$. Therefore, the null hypothesis for the research question was rejected and it was concluded that on average, teachers that have administrative support for teaching students to lead their own IEP meetings have a higher level of teacher self-efficacy than teachers that have no administrative support.

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	58	69.0	69.0	69.0
No	26	31.0	31.0	100.0
Total	84	100.0	100.0	

Table 2. Demographic Independent Variable Relating to Administrator Support

	N					
	Valid	Missing	Mean	Std. Deviation	Minimum	Maximum
Teacher Self-Efficacy Score	84	0	3.2429	.56211	1.30	4.00

Table 3. TSSIIMQ: Descriptive Statistics for Teacher Self-Efficacy Score

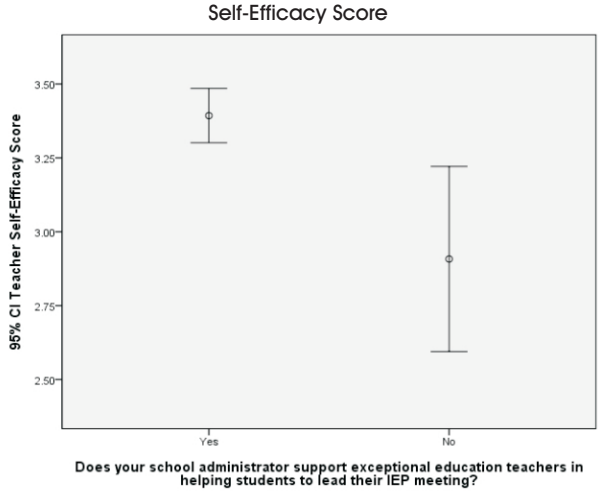

Figure 1. Error Bar Chart of Teacher Self-Efficacy Score by Administrative Support

Discussion

Research studies recommended students participate in leading their Individualized Education Program (IEP) meeting with training support provided from their teachers (Eisenmen, Chamberlin, & McGahee-Kovac, 2005; Van Dycke, 2005). The purpose of this correlation study was to evaluate high school special education teachers' self-efficacy with teaching high school students with disabilities, the skills needed to lead their IEP meetings.

Previous research on teacher self-efficacy indicated that when higher reports of self-efficacy were revealed, a teacher's performance of a task increased (Maigo & Mei-yan, 2010). In this study on special education teacher self-efficacy with teaching students the skills to lead their IEP meeting, the response from teachers indicated that self-efficacy is correlated with task performance. The findings of the research question showed that teachers who have administrative support had a statistically significant higher average TSE score compared to teachers with no administrative support. The mean TSE score was 3.30 (0.35) and 2.91 (0.78), respectively, $t(82) = 3.97$; $p < 0.001$, for teachers who have, and do not have, administrative support for teaching students to lead IEP meetings. The findings indicated that administrative support for teachers is critically important with regard to special education teachers' self-efficacy as it relates to teaching students the skills to lead their IEP meetings.

Variables	Administrative help for helping students to lead their IEP meeting?	N Valid	N Missing	Mean	Std. Deviation	Minimum	Maximum
Teacher Self-Efficacy Score	Yes	58	0	3.3931	.34937	2.80	4.00
	No	26	0	2.9077	.77559	1.30	4.00

Table 4. Statistics of Support from Administrator

Independent Samples Test	t-test for Equality of Means		
	t	df	p-value
Teacher Self-Efficacy Score	3.971	82	<0.001

The results suggest that self-efficacy is correlated to teachers' teaching students the skills to lead their IEP meetings. In addition, as mentioned earlier, Karvonen, Test, Wood, Browder, and Algozzine (2004) found in their study on self-determination practices, that an impetus person or someone who held a positive regard to enhancing self-determined practices, like the student-led IEP model, influenced other educators and were more likely to demonstrate these practices in their schools. As it relates to this study, that same impetus person may exhibit the perception of higher self-efficacy and would be likely to implement practices like the student-led IEP model. Included in their study on self-determination practices, Karvonen et al. emphasized having the school administrator in a supporting role for teachers implementing self-determination practices. Karvonen et al. found that school sites and teachers that had strong support from their administrator had stronger programs dedicated to enhancing student self-determination and school sites and teachers that had limited support from their administrator had weaker programs. The findings of Karvonen et al. are consistent with the results of this study which revealed the need for a strong level of support from the school administrator with initiatives like the student-led IEP process.

The results are significant in addressing literature concerning students participation in their IEP meetings (Eisemen, Chamberlain, & McGahee-Kovac, 2006; VanDyke, Martin, & Lovett, 2006) and barriers special education teachers may face with teaching students to lead their IEP meetings (Agran & Hughes, 2008; Weidenthal & Kochhar-Bryant, 2007). The support of the administrator in teacher's efforts with performing school based activities and instructional tasks are aligned with studies linking administrator support with self-efficacy (Caskey, Santoli, McClurg, 2008; McLaurin, Smith, & Smillie, 2009). As such, this study helps to strengthen the social implications for assuring administrative support for teachers with regard to supporting teachers' efforts with initiating instructional tasks.

Limitations

The population under study included 159 high school special education teachers of students with disabilities within one urban school district. This could limit the generalizabilty of the study results. Therefore, one should be careful when generalizing the results of the study to students with disabilities of a dissimilar age, other school districts, and other populations of special education teachers at the elementary and middle school levels. Additionally, the correlation design method used for this study, does not account for all possible variables that may affect the relationship described by the statistic. Therefore, it is possible that other variables not examined in the study affected a positive correlation.

Conclusion

This study could provide insight into the process of instructing students with disabilities on how to lead their own IEP meetings. Collected data was analyzed to provide a clearer understanding of this phenomenon. By examining teacher self-efficacy within this context, the process of social change in the area of special education was enhanced. In addition, by reviewing the potential barriers administrative support, stakeholders can begin to identify and remove any barriers that may cause teachers from limiting instruction to students with disabilities on the student-led IEP initiative. Specifically, this study benefits students with disabilities who are at the center of the student-led IEP process. By identifying and removing barriers for teachers to provide instruction to students to lead their IEP meetings, students with disabilities will be better prepared at manufacturing the skills to be successful in the IEP meeting process. Though the results of this study indicated a relationship between self-efficacy and administrator support in regard to teaching students the skills to lead their IEP meetings, a causation of the relationships cannot be determined. Correlation research does not explain causation (Creswell, 2003). As such, the causes behind high school special education teacher's self-efficacy perceptions will need further investigation. Additional research may be necessary to understand the in-depth relationship between administrator support and self-efficacy as it relates to teaching students the skills to lead their IEP meetings.

Martin et al. (2006) stated that it is likely that students do not

participate in their IEP meetings because they do not possess the repertoire of IEP-related knowledge and skills as a result of lack of instruction. This study sought to contribute to this body of knowledge recommended by Martin et al. (2006) by researching educators who are required to teach student's with disabilities the skills to lead their IEP meetings. The findings of this study indicate that without administrative support, teachers may feel unsupported and lack the desire or self-efficacy to perform instructional tasks like teaching students to lead their IEP meetings. The results will help to fill existing research gaps related to the teacher self-efficacy and the student-led IEP initiative, which may lead to greater outcomes for students who are the center of the student-led initiative.

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