

Me!

Lessons for Teaching Self-Awareness and Self-Advocacy

Sequence of Contents for Combined PDF

This document contains all materials included in the Me! lessons, except for the supplemental PowerPoint presentations. These are listed within each unit and can be downloaded separately from the table below. All 10 units, introductory information, additional resources, and unit quizzes with answers are compiled into a single document in the order listed below.

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ME!

Lessons for Teaching Self-Awareness & Self-Advocacy

Version 2.0

University of Oklahoma Zarrow Center for Learning Enrichment
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Units & Lessons

UNIT 1: Getting Started

Lesson 1: Understanding Self-awareness & Self-advocacy

Lesson 2: Understanding What It's all About

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Lesson 2: Learning About Special Education: How & why did I get here?

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UNIT 10: Assessing My Progress & Portfolio

Lesson 1: Assessing My Progress

Lesson 2: Assessing My Portfolio

Using The ME! Lessons

The ME! Lessons were developed to help educators teach students critical transition skills. Prior to beginning the lessons, please review the Scope and Sequence and the Lesson Plans. We recommend that educators teach the units and lessons in the order presented in the scope and sequence. We also encourage educators to include additional activities as they see appropriate to further enrich the lessons.

We estimate that it will take approximately 17-23 hours to teach the lessons with each lesson taking 45-60 minutes, not including the extension activities. The time required will vary based on individual teacher and student needs. Lessons may be taught daily or once or twice a week, depending on teacher and student needs. The more time between lessons, the more time needed for review. Lessons may be taught as part of existing curricula or as a stand-alone course. Please give us feedback on how you teach the lessons, how long it took, and any suggestions for change. Send your comments to zarrowcenter@ou.edu.

The major components of the units include the ME! Book, KWL Chart, Self-Awareness Research Project, and My Meeting activity. The ME! Book is a student portfolio developed over the course of the 10 units. Please see the ME! Book instructions included in Unit 1 materials for details on the ME! Book.

A KWL chart (Ogle, 1986) is a teaching strategy that provides structure for students as they comprehend, recall, and organize information they have learned. During Unit 1 and 2, students are introduced to the KWL chart. Please see Using a KWL Chart included with Unit 1 materials for additional information regarding the use of the KWL chart.

Unit 6 is dedicated to the introduction, planning, completion, and presentation of the Self-Awareness Research Project. This project is designed to encourage students to identify, describe, and research their abilities, strengths, disability, and plans for the future. While three lessons have been dedicated to the project, it is likely that most educators will need to use additional class time for project completion.

The My Meeting activity is completed during Unit 7 and requires students to create a written plan to self-advocate for accommodations in a subject area class. Each student must meet with a teacher to advocate according to the student-developed written plan and then have that teacher complete an evaluation of the student's performance.

At the beginning of each of the 10 units, you will find a description of the unit purpose and an overview of each lesson included in the unit. Additionally, the Oklahoma PASS standards addressed in the unit are listed before the unit lesson plans. The numbering of the PASS standards has been kept the same as the numbering in the PASS document from the Oklahoma State Department of Education (OSDE). Therefore, some of the standards identified for each unit may appear to be missing a number or objective. For example, Unit 2 PASS standards for Social Studies and Instructional Technology begin with Standard 4. This indicates that the PASS standards 1-3 for those two areas were not addressed in Unit 2.

Each detailed lesson plan includes student objectives, materials, lesson opening, procedures, closure, and student evaluation. As you read through the lessons you will notice some italicized text. The italicized text indicates a script included to help educators address important information while facilitating class discussion and presenting lesson content.

Eleven of the 23 lessons include an Extension Activity. These activities are not required, but we strongly recommend that educators include each Extension Activity whenever possible as they provide students with valuable information and additional opportunities for discussion and evaluation.

Four of the 10 units include Critical Thinking activities that require students to identify problems and solutions from a scenario provided at the beginning of the unit. At the conclusion of the unit, students revisit the scenario to discuss the problems and solutions they originally identified and elaborate or change their responses based on the information learned during the unit. The Extension Activity included in Unit 10 provides students an opportunity to develop their own Critical Thinking scenario.

Each of the 10 units (excluding unit 6) includes a brief Knowledge Quiz for students to complete. The Knowledge Quiz may be completed at the end of the unit to assess student knowledge or at the beginning and end of the unit as a way for students to evaluate what they learned during the unit. It is highly recommended that educators include each Knowledge Quiz as a useful student self-assessment tool and not simply as a “test” at the end of the unit. Quiz items that students struggle with should be added to KWL charts as something to be “learned”.

Educators using the ME! Lessons may modify all lesson materials as needed to better meet individual student and teacher needs. Please send your modified versions and suggestions to zarrowcenter@ou.edu so that they may be considered for posting for others to use.

Recommended Resources

The following resource recommendations have been included for educators to use during lessons as Enrichment Activities and as possible resources for Unit 6 as students complete the Self-Awareness Project. These resources are not required, but may be helpful to students and educators. Please review each resource prior to using it in your classroom to determine its appropriateness for your students.

Books

The following four books are published by Free Spirit Publishing Inc. Free Spirit publishes several books that could be valuable resources for students and educators. Some of the topics covered by Free Spirit books include ADHD, autism, teens and the law, stress management, anger management, and goal setting. Go to www.freespirit.com for more information.

1. **The Survival Guide for Kids with LD** by *Gary Fisher and Rhoda Cummings*
This 96 page book contains helpful information about LDs, IDEA, special education, and getting along with others at school and home. Many of the 12 chapters align with the ME! Lessons and could easily be added as independent reading and/or homework as students complete the units.
2. **You're Smarter Than You Think: A Kid's Guide to Multiple Intelligences** by *Thomas Armstrong, Ph.D.*
3. **The Survival Guide for Kids with ADD or ADHD** by *John F. Taylor, Ph.D.*
4. **The Behavior Survival Guide for Kids: How to make Good Choices and Stay Out of Trouble** by *Thomas McIntyre, Ph.D.*

The following is a brief list of books written for students. Please visit the Center for Disability Information & Referral (CeDIR) at <http://www.iidc.indiana.edu/cedir/kidsweb/> for a more extensive list of books categorized by disability.

1. **What is Dyslexia: A Book Explaining Dyslexia for Kids and Adults to Use Together** by *Alan M. Hultquist*
2. **Attention, Girls!: A Guide to Learn All About Your Ad/Hd** by *Carl Pearce*
3. **The Girls' Guide to AD/HD: Don't Lose This Book!** By *Beth Walker*
4. **That's Like Me!** by *Jill Lauren*
5. **Succeeding With LD: True Stories About Real People With LD** by *Jill Lauren*
6. **Why Do You Do That?: A Book About Tourette Syndrome for Children and Young People** by *Uttom Chowdhury and Mary Robertson*

7. **A Guide to High School Success for Students with Disabilities** by *Cynthia Ann Bowman*
8. **My New Brain: Memoir of a Brain Injury - An Unexpected Change** by *Lori Williams*

Videos & Websites

I'M TYLER This video features Tyler, a high school student who has cerebral palsy. The purpose of this video is to educate people about ability awareness. Go to www.imtyler.org for more information.

Temple Grandin This 103 minute video is based on the life of Temple Grandin, a woman living with autism. This story begins with Temple's childhood experiences and covers her life as she earned her doctorate and became well known for her work advocating for the humane treatment of livestock.

Disaboom Network Disaboom is an organization dedicated to providing information and resources for people with disabilities. The Disaboom website includes many streaming videos about disabilities. The videos cover topics such as disability rights, adaptive sports, animals with disabilities, assistive technology and much more. Visit www.disaboom.com for more information.

Diversity World Visit <http://www.diversityworld.com/Disability/vid.htm> for online videos about disability and employment.

Americans with Disabilities Act Video about the ADA and how it has impacted three different people with disabilities.

http://www.ada.gov/mycountryvideo/hi_speed_qt/mycountrydslgallery.htm

History of Disabilities

Disability Social History Project <http://www.disabilityhistory.org/index.html>

Parallels in Time 1, a written timeline with flash video by MNDDC

<http://www.mnddc.org/parallels/index.html>

Parallels in Time 2 <http://www.mnddc.org/parallels2/index.htm>

Misunderstood Minds This web site includes activities that simulate various learning disabilities. Many of the activities are helpful for teaching people about the experiences of students with disabilities. Visit <http://www.pbs.org/wgbh/misunderstoodminds/> for more information.

LD Online Visit LD Online at <http://www.ldonline.org/multimedia> for videos and updates on research and stories about students with disabilities.

IRIS A resource of learning modules, videos, resources, etc. produced by Vanderbilt College and OSEP-IDEAS that Work project <http://iris.peabody.vanderbilt.edu/resources.html>

IEP

Document that outlines the plan for a student's education

IDEA

A federal law that requires schools to provide special education to students with disabilities

Goals

Goals are things you, your family, and the school plan for you to achieve and these are written in your IEP

Objectives

Steps to reaching your goal

Accommodations

Changes made to HOW a student completes his/her work.

Modifications

Changes to WHAT a student is expected to do

Types of Meetings:

Eligibility Meeting

Meeting held to review student test scores and other information to determine if a student qualifies for special education

Annual Review

A yearly meeting held to review a student's IEP and progress made

Reevaluation Meeting

A meeting held every 3 years to review new testing results, IEP, and testing results

Transition Meeting

A meeting held to discuss and plan for a student's future.

Exit Meeting

Meeting held before graduation to review student progress and discontinue special education services

Acronyms Review

I-

E-

P-

I-

D-

E-

A-

F-

A-

P-

E-

S-

H-

A-

R-

E-

Individual (2x)

Eye contact

Education (3x)

Act

Plan

Disabilities

Free

Public

Have a nice tone

Appropriate

Activate your thinking

Relax

Sit or stand up straight

Special Education Laws

Review Sheet

<u>LAW</u>	<u>What it Says</u>
IDEA	
Child Find	
ADA	
Section 504	
FAPE	

Unit 4 and 5 Review Sheet

1. I D E A-

2. Child Find-

3. Rights-

4. Responsibilities -

5. Who can have modifications? High School Student College Student

6. Who can have accommodations? High School Student College Student

7. Who is responsible for finding students with disabilities? K-12 Schools or Colleges

8. Section 504, ADA – What are they?

9. F A P E-

10. Verbal Communication –

11. Nonverbal Communication-

12. One example of good communication-

13. One example of bad communication-

14. S H A R E

ME!
Unit 1 and Unit 2
Review

1. K-

W-

L-

2. Prejudice-

3. Accommodation-

4. 3 Types of Postsecondary Goals-

a. _____

b. _____

c. _____

5. IDEA-

6. F-

A-

P-

E-

7. S-

H-

A-

R-

E-

8. I-

E-

P-

9. One Strength-

10. One area you need to work on-

Unit 1: Getting Started

Lesson Overviews

Unit Purpose: The purpose of Unit 1 is to familiarize students with the concepts of self-awareness and self-advocacy, provide students opportunities to identify and discuss their strengths and needs, and help them identify questions they have regarding self-awareness and self-advocacy. Additionally, students are introduced to the KWL chart and the ME! Book, both of which are used throughout the remaining lessons and units.

Lesson 1: Understanding Self-Awareness & Self-Advocacy

Objectives

Students will:

1. define self-awareness and self-advocacy
2. identify examples of self-awareness and self-advocacy
3. identify personal strengths, weaknesses, likes, and dislikes
4. use retelling skills to participate in oral presentation (Extension Activity)
5. complete the ME! Scale

Materials

1. Worksheet 1-1: Understanding Self-Awareness and Self-Advocacy
2. Student ME! Scale
3. Parent/guardian YOU! Scale

Activities and Procedures: Students begin Lesson 1 by listening to and analyzing a scenario read to them by the teacher. Once students have discussed the scenario, they complete Worksheet 1-1: Understanding Self-Awareness and Self-Advocacy. As they complete worksheet 1-1, students define the terms self-awareness and self-advocacy and answer a series of questions requiring them to identify personal likes, dislikes, strengths, and weaknesses. Once students finish worksheet 1-1, they each complete a copy of the ME! Scale, which should take approximately 10 minutes. Students must also take home a copy of the YOU! Scale to be completed by a parent or guardian. Each student will need a copy of the completed YOU! Scale to use in Lesson 2.

Student Evaluation:

1. Completion of ME! Scale
2. Completed worksheet 1-1: Understanding Self-Awareness and Self-Advocacy
3. Verbal participation during class discussion

Extension Activity: Lesson 1 includes one Extension Activity. For the activity, students are asked to revisit the scenario read at the beginning of Lesson 1. Students work in small groups to change the scenario by including examples of self-awareness and self-advocacy. Each

group shares their story aloud once it is completed. This activity takes approximately 15-30 to complete.

Lesson 2: Understanding What It's all About

Objectives

Students will:

1. compare ME! and YOU! Scales
2. identify similarities and differences on the ME! and YOU! Scales
3. develop strategies to improve scores on ME! and YOU! Scales
4. add to KWL (Know, Want to Know, Learned) chart

Materials

1. Completed ME! and YOU! Scales (from Lesson 1)
2. Worksheet 1-2: My Improvement Plan
3. Three ring binder for each student
4. Eight tabbed dividers for each student
5. Three hole punch
6. ME! Book Instructions and Table of Contents
7. Markers, paper, etc. for students to decorate ME! Book cover
8. Unit 1 Knowledge Quiz

Activities and Procedures: Before beginning Lesson 2, students need their completed worksheet 1-1, their ME! Scale, and YOU! Scale from Lesson 1. Lesson 2 begins with a review of the terms self-awareness and self-advocacy. Next, students compare the results of the two scales and use that information to complete worksheet 1-2: My Improvement Plan. Once students complete their worksheet, they begin assembling their ME! Book using the instructions and table of contents provided with the lesson materials. Next, students are introduced to the KWL chart, which is completed as a class. It is important to model the KWL procedure for students during Lesson 2, prior to introducing the individual KWL chart in Unit 2. As a closing activity each student completes the Unit 1 Knowledge Quiz.

Student Evaluation:

1. Participation during group work
2. Completed Unit 1-2 Worksheet: My Improvements Plan
3. Verbal participation during class discussion
4. Completion of written story (Extension Activity)
5. Unit 1 Knowledge Quiz

Extension Activity: Lesson 2 Extension Activity requires students to work in small groups to develop a story based on 11 guiding questions. Next, each group shares aloud the completed story as a way to facilitate discussion about self-advocacy and self-awareness. The time required to complete this activity varies based on the number of students in your class and the extent to which you require groups to write the story. This activity should take a minimum of 30 minutes.

Unit 1: Getting Started

COMMON CORE STANDARDS

- High School English Language Arts (Grades 9-10 & 11-12)

Language

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. [CCSS.ELA-Literacy.L.9-10.1a](#) Use parallel structure.*
- b. [CCSS.ELA-Literacy.L.9-10.1b](#) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

[CCSS.ELA-Literacy.L.11-12.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.L.9-10.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- c. [CCSS.ELA-Literacy.L.9-10.2c](#) Spell correctly.

[CCSS.ELA-Literacy.L.11-12.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- b. [CCSS.ELA-Literacy.L.11-12.2b](#) Spell correctly.

[CCSS.ELA-Literacy.L.9-10.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- a. [CCSS.ELA-Literacy.L.9-10.3a](#) Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

[CCSS.ELA-Literacy.L.11-12.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- c. [CCSS.ELA-Literacy.L.11-12.3a](#) Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

[CCSS.ELA-Literacy.L.9-10.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- a. [CCSS.ELA-Literacy.L.9-10.4a](#) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. [CCSS.ELA-Literacy.L.9-10.4b](#) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

[CCSS.ELA-Literacy.L.9-10.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

[CCSS.ELA-Literacy.L.11-12.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing

[CCSS.ELA-Literacy.W.9-10.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- b. [CCSS.ELA-Literacy.W.9-10.3b](#) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

[CCSS.ELA-Literacy.W.11-12.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- b. [CCSS.ELA-Literacy.W.11-12.3b](#) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- e. [CCSS.ELA-Literacy.W.11-12.3e](#) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

[CCSS.ELA-Literacy.W.9-10.5](#): Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[CCSS.ELA-Literacy.W.11-12.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 [here](#).)

[CCSS.ELA-Literacy.W.9-10.10](#): Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

[CCSS.ELA-Literacy.W.11-12.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

[CCSS.ELA-Literacy.SL.9-10.1](#): Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. [CCSS.ELA-Literacy.SL.9-10.1a](#) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- c. [CCSS.ELA-Literacy.SL.9-10.1c](#) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

[CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. [CSS.ELA-Literacy.SL.11-12.1a](#) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- c. [CCSS.ELA-Literacy.SL.11-12.1c](#) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

[CCSS.ELA-Literacy.SL.9-10.3](#): Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

[CCSS.ELA-Literacy.SL.9-10.4](#): Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[CCSS.ELA-Literacy.SL.9-10.6](#): Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

[CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 [here](#) for specific expectations.)

Lesson 1

Understanding Self-Awareness & Self-Advocacy

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. define self-awareness and self-advocacy
2. identify examples of self-awareness and self-advocacy
3. identify personal strengths, weaknesses, likes, and dislikes
4. use retelling skills to participate in oral presentation (Extension Activity)
5. complete the ME! Scale

MATERIALS

1. Worksheet 1-1: Understanding Self-Awareness and Self-Advocacy
2. Student ME! Scale
3. Parent/guardian YOU! Scale

LESSON OPENING

Read the following scenario to the class. This scenario is included on the back of worksheet 1-1, for reference as needed by students throughout Unit 1.

I will read you a short story about a high school student named Mike. Listen carefully while I read the story. Listen for situations in the story that are similar or different from your experiences.

Mike is a 17-year-old high school student who has a learning disability. He attends the general education classroom for all classes except English. He has always had a difficult time with spelling, reading and writing legibly. He attends Ms. Jones special education classroom for English. Mike has heard his teachers and mom talk about his IEP, but he is not sure what an IEP is and has never been interested enough to ask. He also knows that his mom comes to the school at least once a year for an IEP meeting. Last year, his special education teacher invited Mike to the meeting, but he hated the idea of sitting around a table with all his teachers while they talked about him.

When Mike takes a test for history or science class, he usually goes to the special education classroom to have Ms. Jones read the test to him. Most of the time he does not have to answer all of the questions, just the ones Ms. Jones or his classroom teacher has circled on the test. He rarely is required to answer the essay questions on tests. When he finishes his test, Ms. Jones puts it in a large envelope and places it in her desk. The only time

Mike sees his test again is if he did poorly on it and needs to make corrections. Mike does not understand who decided he would take his tests this way but he likes the routine because it makes it easier for him to pass his tests.

Mike will be a senior next year and is looking forward to graduation. He plans to attend a local college after graduation and believes he should do well since he has always earned passing grades in his classes.

Discussion point(s):

- Ask students to think about Mike’s situation. Specifically, his classes, tests, and assignments.
 - *Is there anything in Mike’s story that you can relate to your life?*
 - *What, if anything do you have in common with Mike?*
- Provide students with 1 to 2 minutes to think about the questions you asked.
- Provide students an opportunity to share their thoughts if they wish to do so.
- Move on to the procedure below.

PROCEDURE

1. Students participate in class discussion about the meaning of “self-awareness” and “self-advocacy” and complete worksheet 1-1.

Handout: Distribute worksheet 1-1: Understanding Self-Awareness and Self-Advocacy to each student.

- Write the word “self-awareness” on the board in front of the classroom.
- Ask students what they think “self-awareness” means and provide them an opportunity to respond.
 - *The word “self” means “me” and the word “awareness” means to know something, to be informed of something.*
 - *“Self-awareness” refers to a person knowing about himself or herself.*
 - *Take a minute to write the meaning of self-awareness on your worksheet.*
 - *Take a minute to think of answers to the following questions:*
 - *What are some things you do well?*
 - *What are some things you need to improve?*
 - *What are things you enjoy doing? Why do you like these things?*
 - *What are things you dislike doing? Why do you dislike these things?*
 - *What is important to you? Why?*
 - *Each of these questions are listed on your worksheet. Please take a minute to write down answers to each of these questions.*

- Provide students time to answer the questions on their paper.
- Have a few students share their answers aloud.
 - *These questions are about basic information you need to know about yourself in order to be self-aware.*
- Write the word “Self-advocacy” on the board in front of the classroom.
- Ask students what they think “Self-advocacy” means and provide them an opportunity to respond.
 - *Self-advocacy refers to a person making a deliberate or purposeful effort to speak up for his/her needs or ideas.*
 - *Take a minute to write the meaning of self-advocacy on your worksheet.*

Discussion point(s): Read and discuss the following scenario about Lucy and self-advocacy.

- *The following story about Lucy is a good example of self-advocacy. Listen while I read. Try to identify how Lucy self-advocates during the story.*
- *Lucy is a high school student who wears contacts. Even though she wears contacts, she cannot see small things from far away. When Lucy arrived to Algebra class on Monday, her teacher had made a new seating chart that left Lucy sitting at the back of the room. Lucy stayed after class to explain to her teacher that she needed to sit closer to the front because she could not see the board even when she wears her contacts.*

Use the following questions to guide a class discussion about the scenario.

- Why was it important for Lucy to speak up for herself?
- Do you think Lucy did the right thing?
- Have you ever been in a situation that you needed something changed in order to do your best? If so, did you speak up for yourself?
- Was it difficult for you to speak up for yourself? Explain.
- What would you have done in Lucy’s situation?
- How could Lucy’s actions in this situation impact her future?

Discussion point(s): Communication Skills

- *It is important to always use appropriate communication skills when advocating. If you are rude or belligerent, people will likely not listen to you. You must be able to explain why your need is important. If you cannot explain your need, you cannot expect the other person to understand why it is important. This applies to school, work and all other aspects of life. We will talk more about how to communicate effectively in Unit 5. I want you to spend some time between now*

and then thinking about the way you communicate with others. Think about your tone of voice, facial expression, body language, the words you use, and your level of self-confidence when talking to others.

Extension Activity: Use the following questions to guide a class discussion about “self-awareness” and “self-advocacy.”

- *Think about Mike! Are there any examples of “self-awareness” in his story?*
- *Are there any examples of “self-advocacy” in his story?*

After discussing the above questions, have students split into small groups and change Mike’s story to include examples of self-awareness and self-advocacy. Remind students that a copy of Mike’s story is on the back of their worksheet for reference if needed. There is also space on the paper for students to make notes about how they will change the story.

- Provide each small group time and opportunity to share their story about Mike.

Discussion point(s): Guide students to the table on worksheet 1-1. Have students brainstorm ideas about when and where they might have to self-advocate.

- *Let’s make a list of places or situations you might need to advocate for yourself. (Have students answer aloud while you write answers on overhead, chart paper, or dry erase board.)*
- *Can you advocate for yourself if you lack self-awareness? Why or why not?*
- *Choose an example from the list of places/situations you identified. Tell me something you might need to know about yourself to advocate in that situation. (Have students answer aloud while you write answers on overhead, chart paper, or dry erase board.)*

After classroom discussion is complete, have each student write the information you wrote on overhead, chart paper, or dry erase board on their individual worksheets. Students may also provide their own examples if they prefer. There is a table to copy five of the items onto their worksheet. Have students turn in their completed worksheets for grading.

2. Students complete ME! Scale.

Handout: Give each student a copy of the ME! Scale. It should typically take students five to ten minutes to complete the scale.

- *I am giving each of you a copy of the ME! Scale. This is not a test, but is an important tool that you will use to learn about yourself. Take a few minutes to answer all of the questions listed. Again, this is not a test, but it is very important that you answer all of the questions to the best of your ability. There are no right or wrong answers, just answers that are true for you.*
- Provide students with an opportunity to share their answers or ask questions about the ME! Scale.
- Have students turn in the completed ME! Scale.
- Distribute the YOU! Scale to each student.
- *Take this sheet home and have your parent/guardian answer each of the questions about you. Bring the completed sheet back to class with you tomorrow. You will need the answers from this sheet to help you with our next activity. Just like on the sheet you completed, it is very important that all questions are answered. There are no right or wrong answers, just answers that your parent/guardian feel best describe you. You will not have to share the answers with the class. This could be a good opportunity for you to talk to your parent/guardian about things you need to work on and the things you do well.*

LESSON CLOSURE

Discussion point(s): Have students define self-awareness and self-advocacy aloud.

- *“Self-awareness” refers to a person knowing about himself or herself. Things you do well. Things you need to improve. Things you enjoy doing. Things you dislike doing.*
- *“Self-advocacy” refers to a person making a deliberate or purposeful effort to speak up for his/her needs or ideas.*
- Ask students to identify aloud times and places that self-awareness and self-advocacy are necessary. Refer students to the table on worksheet 1-1 if they have difficulty providing examples.
 - *Over the next few weeks we will be working on activities to help you increase your self-awareness and help you become an effective self-advocate.*
- Remind student to bring the completed YOU! Scale back to class before the next lesson.

STUDENT EVALUATION

1. Completion of ME! Scale
2. Completed worksheet 1-1: Understanding Self-Awareness and Self-Advocacy
3. Verbal participation during class discussion

Lesson 2

Understanding What It’s All About

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. compare ME! and YOU! Scales
2. identify similarities and differences on the ME! and YOU! Scales
3. develop strategies to improve scores on ME! and YOU! Scales
4. add to KWL (Know, Want to Know, Learned) chart

MATERIALS

1. Completed ME! and YOU! Scales
2. Worksheet 1-2: My Improvement Plan
3. Three ring binder for each student
4. Eight tabbed dividers for each student
5. Three hole punch
6. ME! Book Instructions and Table of Contents
7. Markers, paper, etc. for student to decorate ME! Book cover
8. Unit 1 Knowledge Quiz

LESSON OPENING

- Review the meaning of “self-awareness” and “self-advocacy” covered during the last lesson.
 - *“Self-awareness” refers to a person knowing about himself or herself. Things you do well. Things you need to work on improving. Things you enjoy doing. Things you dislike doing.*
 - *“Self-advocacy” refers to a person making a deliberate or purposeful effort to speak up for his/her needs or ideas.*
 - *Identify a place and time that self-awareness knowledge and self-advocacy skills could be helpful. Think about some of the answers we brainstormed during our last lesson. Look back at worksheet 1-1 if you need some help thinking of an answer.*
- Provide students 2-3 minutes to respond verbally to this question.

- *Today we are going to talk a little more about self-advocacy and self-awareness. We are going to start by comparing your ME! and YOU! Scales.*

PROCEDURES

1. Students compare the completed ME! and YOU! Scales

Handout: Distribute completed *ME! Scales* from the last class and have students take out their completed *YOU! Scale*.

- *Everyone take out the completed YOU! Scale from your parent/guardian.*
- *I want you to take a minute to read over the answers on the YOU! Scale.*
- Provide students 2-3 minutes to read the answers.
 - *Now take a minute to read the answers you wrote on your ME! Scale during our last lesson.*
- Provide students 2-3 minutes to read the answers.
 - *Now put both of the scales next to each other and compare the answers.*
 - *What are some answers on your ME! Scale that are the same as the answers on your YOU! Scale?*
 - *What are some answers on your ME! Scale that are different to the answers on your YOU! Scale?*
 - *Find three items on the scales that you would like to have a different answer to. Circle each of those items. Your three answers can come from the YOU! Scale or the ME! Scale, or a combination of both scales.*
- Provide time and opportunity for students to discuss the items they chose and why they want different answers for those items.

2. Handout: Distribute worksheet 1-2: My Improvement Plan to each student to complete.

- Go over instructions with the students. (*see teacher edition (TE) of worksheet*)
- Provide time for students to complete the worksheet.
- Provide an opportunity for students to share their answers if they wish.

- Have students turn in completed worksheet 1-2 for grading.

3. Handout: Distribute a copy of the ME! Book Instructions and Table of Contents to each student.

- Go over instructions with the students.
- Provide time for each student to organize his/her ME! Book.

Extension Activity: Students work in small groups to create stories based on personal experiences.

- Divide students into groups of 2-5 depending on number of students and space available for group work.
- Distribute graded worksheets 1-1 from lesson 1. Students may use their answers and Mike’s story on the back as a guide while writing their story.
- Instruct each group to create a story about their experiences at school.
 - *For this activity each group will create one story about a student. You may choose one person in your group to write the story about or you may each contribute your experiences and combine those experiences into a story about one character. You need to discuss your experiences with your group before you make a decision about how to write your story.*

Guiding Questions: Provide each group with a copy of the following questions to help guide them as they create their story.

1. What is your character’s name?
2. What grade is he/she in and how old are they?
3. What does your character struggle with most at school?
4. What is your character doing to improve in the areas he/she struggles with?
5. Does your character attend class in the lab/resource room? If so, for what subject(s)?
6. Does your character take tests in the lab/resource room?
7. What are some things your character does well?
8. Give an example of when and how your character uses self-advocacy.
9. What are your characters plans after high school graduation?
10. You can also add information to your story as your group sees necessary.
11. You may also create a picture of your character.

Once students have completed their stories, have each group share their story aloud. Ask students to identify parts of the story in which the character displays good examples of self-advocacy and/or self-awareness. Discuss the different examples students described as post-high school graduation plans. Have each group hand in their written story.

4. Introduce KWL chart to class. See *Using A KWL Chart* for more information on KWL charts if needed.

- Explain to students that the class will use a KWL chart to keep track of what is learned and what will be learned as the class covers self-awareness and self-advocacy.
- Draw a KWL chart on the board, overhead, or chart paper.
- Have students work as a class to list everything they know about self-awareness and self-advocacy. List these in the K (know) column of the KWL chart.
- Have students follow the same procedure to list everything they want to know about self-awareness and self-advocacy. List these in the W (want to know) column of the class KWL chart.
- Follow the same procedure to add student input in the L (learning) column of the KWL chart.
- Explain to students that they need to review the items in the W (want to know) column at the beginning and end of each lesson to make sure they are getting answers to all of their questions.

LESSON CLOSURE

Discussion point(s): Ask students to define self-awareness and self-advocacy.

- *“Self-awareness” refers to a person knowing about himself or herself. Things you do well. Things you need to improve. Things you enjoy doing. Things you dislike doing.*
- *“Self-advocacy” refers to a person making a deliberate or purposeful effort to speak up for his/her needs or ideas.*
- Ask students to identify aloud times and places that self-awareness and self-advocacy are necessary or helpful.
- Remind students that the class will be using the KWL chart throughout the lessons. Encourage students to think of things to add to the chart during the next class.
- Remind students to file their completed and graded work into the correct section of their ME! Book and turn in worksheet 1-2: My Improvement Plan.

Handout: Distribute Unit 1 Knowledge Quiz for completion.

STUDENT EVALUATION

1. Participation during group work
2. Completed Unit 1-2 Worksheet: My Improvements Plan
3. Verbal participation during class discussion
4. Completion of written story (Extension Activity)
5. Unit 1 Knowledge Quiz

Unit 1: Getting Started

Lesson Overviews

Unit Purpose: The purpose of Unit 1 is to familiarize students with the concepts of self-awareness and self-advocacy, provide students opportunities to identify and discuss their strengths and needs, and help them identify questions they have regarding self-awareness and self-advocacy. Additionally, students are introduced to the KWL chart and the ME! Book, both of which are used throughout the remaining lessons and units.

Lesson 1: Understanding Self-Awareness & Self-Advocacy

Objectives

Students will:

1. define self-awareness and self-advocacy
2. identify examples of self-awareness and self-advocacy
3. identify personal strengths, weaknesses, likes, and dislikes
4. use retelling skills to participate in oral presentation (Extension Activity)
5. complete the ME! Scale

Materials

1. Worksheet 1-1: Understanding Self-Awareness and Self-Advocacy
2. Student ME! Scale
3. Parent/guardian YOU! Scale

Activities and Procedures: Students begin Lesson 1 by listening to and analyzing a scenario read to them by the teacher. Once students have discussed the scenario, they complete Worksheet 1-1: Understanding Self-Awareness and Self-Advocacy. As they complete worksheet 1-1, students define the terms self-awareness and self-advocacy and answer a series of questions requiring them to identify personal likes, dislikes, strengths, and weaknesses. Once students finish worksheet 1-1, they each complete a copy of the ME! Scale, which should take approximately 10 minutes. Students must also take home a copy of the YOU! Scale to be completed by a parent or guardian. Each student will need a copy of the completed YOU! Scale to use in Lesson 2.

Student Evaluation:

1. Completion of ME! Scale
2. Completed worksheet 1-1: Understanding Self-Awareness and Self-Advocacy
3. Verbal participation during class discussion

Extension Activity: Lesson 1 includes one Extension Activity. For the activity, students are asked to revisit the scenario read at the beginning of Lesson 1. Students work in small groups to change the scenario by including examples of self-awareness and self-advocacy. Each

group shares their story aloud once it is completed. This activity takes approximately 15-30 to complete.

Lesson 2: Understanding What It's all About

Objectives

Students will:

1. compare ME! and YOU! Scales
2. identify similarities and differences on the ME! and YOU! Scales
3. develop strategies to improve scores on ME! and YOU! Scales
4. add to KWL (Know, Want to Know, Learned) chart

Materials

1. Completed ME! and YOU! Scales (from Lesson 1)
2. Worksheet 1-2: My Improvement Plan
3. Three ring binder for each student
4. Eight tabbed dividers for each student
5. Three hole punch
6. ME! Book Instructions and Table of Contents
7. Markers, paper, etc for students to decorate ME! Book cover
8. Unit 1 Knowledge Quiz

Activities and Procedures: Before beginning Lesson 2, students need their completed worksheet 1-1, their ME! Scale, and YOU! Scale from Lesson 1. Lesson 2 begins with a review of the terms self-awareness and self-advocacy. Next, students compare the results of the two scales and use that information to complete worksheet 1-2: My Improvement Plan. Once students complete their worksheet, they begin assembling their ME! Book using the instructions and table of contents provided with the lesson materials. Next, students are introduced to the KWL chart, which is completed as a class. It is important to model the KWL procedure for students during Lesson 2, prior to introducing the individual KWL chart in Unit 2. As a closing activity each student completes the Unit 1 Knowledge Quiz.

Student Evaluation:

1. Participation during group work
2. Completed Unit 1-2 Worksheet: My Improvements Plan
3. Verbal participation during class discussion
4. Completion of written story (Extension Activity)
5. Unit 1 Knowledge Quiz

Extension Activity: Lesson 2 Extension Activity requires students to work in small groups to develop a story based on 11 guiding questions. Next, each group shares aloud the completed story as a way to facilitate discussion about self-advocacy and self-awareness. The time required to complete this activity varies based on the number of students in your class and the extent to which you require groups to write the story. This activity should take a minimum of 30 minutes.

Unit 1: Getting Started

COMMON CORE STANDARDS

- High School English Language Arts (Grades 9-10 & 11-12)

Language

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. [CCSS.ELA-Literacy.L.9-10.1a](#) Use parallel structure.*
- b. [CCSS.ELA-Literacy.L.9-10.1b](#) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

[CCSS.ELA-Literacy.L.11-12.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.L.9-10.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- c. [CCSS.ELA-Literacy.L.9-10.2c](#) Spell correctly.

[CCSS.ELA-Literacy.L.11-12.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- b. [CCSS.ELA-Literacy.L.11-12.2b](#) Spell correctly.

[CCSS.ELA-Literacy.L.9-10.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- a. [CCSS.ELA-Literacy.L.9-10.3a](#) Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.

[CCSS.ELA-Literacy.L.11-12.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- c. [CCSS.ELA-Literacy.L.11-12.3a](#) Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

[CCSS.ELA-Literacy.L.9-10.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- a. [CCSS.ELA-Literacy.L.9-10.4a](#) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. [CCSS.ELA-Literacy.L.9-10.4b](#) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

[CCSS.ELA-Literacy.L.9-10.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

[CCSS.ELA-Literacy.L.11-12.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Writing

[CCSS.ELA-Literacy.W.9-10.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- b. [CCSS.ELA-Literacy.W.9-10.3b](#) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

[CCSS.ELA-Literacy.W.11-12.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- b. [CCSS.ELA-Literacy.W.11-12.3b](#) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- e. [CCSS.ELA-Literacy.W.11-12.3e](#) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

[CCSS.ELA-Literacy.W.9-10.5](#): Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[CCSS.ELA-Literacy.W.11-12.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 [here](#).)

[CCSS.ELA-Literacy.W.9-10.10](#): Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

[CCSS.ELA-Literacy.W.11-12.10](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening

[CCSS.ELA-Literacy.SL.9-10.1](#): Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. [CCSS.ELA-Literacy.SL.9-10.1a](#) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- c. [CCSS.ELA-Literacy.SL.9-10.1c](#) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

[CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. [CCSS.ELA-Literacy.SL.11-12.1a](#) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- c. [CCSS.ELA-Literacy.SL.11-12.1c](#) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

[CCSS.ELA-Literacy.SL.9-10.3](#): Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

[CCSS.ELA-Literacy.SL.9-10.4](#): Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[CCSS.ELA-Literacy.SL.9-10.6](#): Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

[CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 [here](#) for specific expectations.)

Lesson 1

Understanding Self-Awareness & Self-Advocacy

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. define self-awareness and self-advocacy
2. identify examples of self-awareness and self-advocacy
3. identify personal strengths, weaknesses, likes, and dislikes
4. use retelling skills to participate in oral presentation (Extension Activity)
5. complete the ME! Scale

MATERIALS

1. Worksheet 1-1: Understanding Self-Awareness and Self-Advocacy
2. Student ME! Scale
3. Parent/guardian YOU! Scale

LESSON OPENING

Read the following scenario to the class. This scenario is included on the back of worksheet 1-1, for reference as needed by students throughout Unit 1.

I will read you a short story about a high school student named Mike. Listen carefully while I read the story. Listen for situations in the story that are similar or different from your experiences.

Mike is a 17-year-old high school student who has a learning disability. He attends the general education classroom for all classes except English. He has always had a difficult time with spelling, reading and writing legibly. He attends Ms. Jones special education classroom for English. Mike has heard his teachers and mom talk about his IEP, but he is not sure what an IEP is and has never been interested enough to ask. He also knows that his mom comes to the school at least once a year for an IEP meeting. Last year, his special education teacher invited Mike to the meeting, but he hated the idea of sitting around a table with all his teachers while they talked about him.

When Mike takes a test for history or science class, he usually goes to the special education classroom to have Ms. Jones read the test to him. Most of the time he does not have to answer all of the questions, just the ones Ms. Jones or his classroom teacher has circled on the test. He rarely is required to answer the essay questions on tests. When he finishes his test, Ms. Jones puts it in a large envelope and places it in her desk. The only time Mike sees his test again is if he did poorly on it and needs to make corrections. Mike does not

understand who decided he would take his tests this way but he likes the routine because it makes it easier for him to pass his tests.

Mike will be a senior next year and is looking forward to graduation. He plans to attend a local college after graduation and believes he should do well since he has always earned passing grades in his classes.

Discussion point(s):

- Ask students to think about Mike’s situation. Specifically, his classes, tests, and assignments.
 - *Is there anything in Mike’s story that you can relate to your life?*
 - *What, if anything do you have in common with Mike?*
 - **Modification: have students highlight items in the story that are similar to theirs**
- Provide students with 1 to 2 minutes to think about the questions you asked.
- Provide students an opportunity to share their thoughts if they wish to do so.
- Move on to the procedure below.

PROCEDURE

1. Students participate in class discussion about the meaning of “self-awareness” and “self-advocacy” and complete worksheet 1-1.

Handout: Distribute worksheet 1-1: Understanding Self-Awareness and Self-Advocacy to each student.

- Write the word “self-awareness” on the board in front of the classroom.
- Ask students what they think “self-awareness” means and provide them an opportunity to respond.
 - *The word “self” means “me” and the word “awareness” means to know something, to be informed of something.*
 - *“Self-awareness” refers to a person knowing about himself or herself.*
 - *Take a minute to write the meaning of self-awareness on your worksheet.*
 - *Take a minute to think of answers to the following questions:*
 - *What are some things you do well?*
 - *What are some things you need to improve?*
 - *What are things you enjoy doing? Why do you like these things?*
 - *What are things you dislike doing? Why do you dislike these things?*
 - *What is important to you? Why?*
 - *Each of these questions are listed on your worksheet. Please take a minute to write down answers to each of these questions.*

- Provide students time to answer the questions on their paper.
- Have a few students share their answers aloud.
 - *These questions are about basic information you need to know about yourself in order to be self-aware.*
- Write the word “Self-advocacy” on the board in front of the classroom.
- Ask students what they think “Self-advocacy” means and provide them an opportunity to respond.
 - *Self-advocacy refers to a person making a deliberate or purposeful effort to speak up for his/her needs or ideas.*
 - *Take a minute to write the meaning of self-advocacy on your worksheet.*

Discussion point(s): Read and discuss the following scenario about Lucy and self-advocacy.

- *The following story about Lucy is a good example of self-advocacy. Listen while I read. Try to identify how Lucy self-advocates during the story.*
- *Lucy is a high school student who wears contacts. Even though she wears contacts, she cannot see small things from far away. When Lucy arrived to Algebra class on Monday, her teacher had made a new seating chart that left Lucy sitting at the back of the room. Lucy stayed after class to explain to her teacher that she needed to sit closer to the front because she could not see the board even when she wears her contacts.*

Use the following questions to guide a class discussion about the scenario.

- Why was it important for Lucy to speak up for herself?
- Do you think Lucy did the right thing?
- Have you ever been in a situation that you needed something changed in order to do your best? If so, did you speak up for yourself?
- Was it difficult for you to speak up for yourself? Explain.
- What would you have done in Lucy’s situation?
- How could Lucy’s actions in this situation impact her future?

Discussion point(s): Communication Skills

- *It is important to always use appropriate communication skills when advocating. If you are rude or belligerent, people will likely not listen to you. You must be able to explain why your need is important. If you cannot explain your need, you cannot expect the other person to understand why it is important. This applies to school, work and all other aspects of life. We will talk more about how to communicate effectively in Unit 5. I want you to spend some time between now*

and then thinking about the way you communicate with others. Think about your tone of voice, facial expression, body language, the words you use, and your level of self-confidence when talking to others.

Extension Activity: Use the following questions to guide a class discussion about “self-awareness” and “self-advocacy.”

- *Think about Mike! Are there any examples of “self-awareness” in his story?*
- *Are there any examples of “self-advocacy” in his story?*

After discussing the above questions, have students split into small groups and change Mike’s story to include examples of self-awareness and self-advocacy. Remind students that a copy of Mike’s story is on the back of their worksheet for reference if needed. There is also space on the paper for students to make notes about how they will change the story.

- Provide each small group time and opportunity to share their story about Mike.

Discussion point(s): Guide students to the table on worksheet 1-1. Have students brainstorm ideas about when and where they might have to self-advocate.

- *Let’s make a list of places or situations you might need to advocate for yourself. (Have students answer aloud while you write answers on overhead, chart paper, or dry erase board.)*
- *Can you advocate for yourself if you lack self-awareness? Why or why not?*
- *Choose an example from the list of places/situations you identified. Tell me something you might need to know about yourself to advocate in that situation. (Have students answer aloud while you write answers on overhead, chart paper, or dry erase board.)*

After classroom discussion is complete, have each student write the information you wrote on overhead, chart paper, or dry erase board on their individual worksheets. Students may also provide their own examples if they prefer. There is a table to copy five of the items onto their worksheet. Have students turn in their completed worksheets for grading.

2. Students complete ME! Scale.

Handout: Give each student a copy of the ME! Scale. It should typically take students five to ten minutes to complete the scale.

- *I am giving each of you a copy of the ME! Scale. This is not a test, but is an important tool that you will use to learn about yourself. Take a few minutes to answer all of the questions listed. Again, this is not a test, but it is very important that you answer all of the questions to the best of your ability. There are no right or wrong answers, just answers that are true for you.*
- Provide students with an opportunity to share their answers or ask questions about the ME! Scale.
- Have students turn in the completed ME! Scale.
- Distribute the YOU! Scale to each student.
- *Take this sheet home and have your parent/guardian answer each of the questions about you. Bring the completed sheet back to class with you tomorrow. You will need the answers from this sheet to help you with our next activity. Just like on the sheet you completed, it is very important that all questions are answered. There are no right or wrong answers, just answers that your parent/guardian feel best describe you. You will not have to share the answers with the class. This could be a good opportunity for you to talk to your parent/guardian about things you need to work on and the things you do well.*

LESSON CLOSURE

Discussion point(s): Have students define self-awareness and self-advocacy aloud.

- *“Self-awareness” refers to a person knowing about himself or herself. Things you do well. Things you need to improve. Things you enjoy doing. Things you dislike doing.*
- *“Self-advocacy” refers to a person making a deliberate or purposeful effort to speak up for his/her needs or ideas.*
- Ask students to identify aloud times and places that self-awareness and self-advocacy are necessary. Refer students to the table on worksheet 1-1 if they have difficulty providing examples.
 - *Over the next few weeks we will be working on activities to help you increase your self-awareness and help you become an effective self-advocate.*
- Remind student to bring the completed YOU! Scale back to class before the next lesson.

STUDENT EVALUATION

1. Completion of ME! Scale
2. Completed worksheet 1-1: Understanding Self-Awareness and Self-Advocacy
3. Verbal participation during class discussion

Lesson 2

Understanding What It’s All About

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. compare ME! and YOU! Scales
2. identify similarities and differences on the ME! and YOU! Scales
3. develop strategies to improve scores on ME! and YOU! Scales
4. add to KWL (Know, Want to Know, Learned) chart

MATERIALS

1. Completed ME! and YOU! Scales
2. Worksheet 1-2: My Improvement Plan
3. Three ring binder for each student
4. Eight tabbed dividers for each student
5. Three hole punch
6. ME! Book Instructions and Table of Contents
7. Markers, paper, etc for student to decorate ME! Book cover
8. Unit 1 Knowledge Quiz

LESSON OPENING

- Review the meaning of “self-awareness” and “self-advocacy” covered during the last lesson.
 - *“Self-awareness” refers to a person knowing about himself or herself. Things you do well. Things you need to work on improving. Things you enjoy doing. Things you dislike doing.*
 - *“Self-advocacy” refers to a person making a deliberate or purposeful effort to speak up for his/her needs or ideas.*
 - *Identify a place and time that self-awareness knowledge and self-advocacy skills could be helpful. Think about some of the answers we brainstormed during our last lesson. Look back at worksheet 1-1 if you need some help thinking of an answer.*
- Provide students 2-3 minutes to respond verbally to this question.

- *Today we are going to talk a little more about self-advocacy and self-awareness. We are going to start by comparing your ME! and YOU! Scales.*

PROCEDURES

1. Students compare the completed ME! and YOU! Scales

Handout: Distribute completed *ME! Scales* from the last class and have students take out their completed *YOU! Scale*.

- *Everyone take out the completed YOU! Scale from your parent/guardian.*
- *I want you to take a minute to read over the answers on the YOU! Scale.*
- Provide students 2-3 minutes to read the answers.
 - *Now take a minute to read the answers you wrote on your ME! Scale during our last lesson.*
- Provide students 2-3 minutes to read the answers.
 - *Now put both of the scales next to each other and compare the answers.*
 - **Modification: Have students highlight the same answers in one color and highlight different answers in another.**
 - *What are some answers on your ME! Scale that are the same as the answers on your YOU! Scale?*
 - *What are some answers on your ME! Scale that are different to the answers on your YOU! Scale?*
 - *Find three items on the scales that you would like to have a different answer to. Circle each of those items. Your three answers can come from the YOU! Scale or the ME! Scale, or a combination of both scales.*
- Provide time and opportunity for students to discuss the items they chose and why they want different answers for those items.

2. Handout: Distribute worksheet 1-2: My Improvement Plan to each student to complete.

- Go over instructions with the students. (*see teacher edition (TE) of worksheet*)
- Provide time for students to complete the worksheet.
- Provide an opportunity for students to share their answers if they wish.

- Have students turn in completed worksheet 1-2 for grading.

3. Handout: Distribute a copy of the ME! Book Instructions and Table of Contents to each student.

- Go over instructions with the students.
- Provide time for each student to organize his/her ME! Book.

Extension Activity: Students work in small groups to create stories based on personal experiences.

- Divide students into groups of 2-5 depending on number of students and space available for group work.
- Distribute graded worksheets 1-1 from lesson 1. Students may use their answers and Mike's story on the back as a guide while writing their story.
- Instruct each group to create a story about their experiences at school.
 - *For this activity each group will create one story about a student. You may choose one person in your group to write the story about or you may each contribute your experiences and combine those experiences into a story about one character. You need to discuss your experiences with your group before you make a decision about how to write your story.*

Guiding Questions: Provide each group with a copy of the following questions to help guide them as they create their story.

1. What is your character's name?
2. What grade is he/she in and how old are they?
3. What does your character struggle with most at school?
4. What is your character doing to improve in the areas he/she struggles with?
5. Does your character attend class in the lab/resource room? If so, for what subject(s)?
6. Does your character take tests in the lab/resource room?
7. What are some things your character does well?
8. Give an example of when and how your character uses self-advocacy.
9. What are your characters plans after high school graduation?
10. You can also add information to your story as your group sees necessary.
11. You may also create a picture of your character.

Once students have completed their stories, have each group share their story aloud. Ask students to identify parts of the story in which the character displays good examples of self-advocacy and/or self-awareness. Discuss the different examples

students described as post-high school graduation plans. Have each group hand in their written story.

4. Introduce KWL chart to class. See *Using A KWL Chart* for more information on KWL charts if needed.

- Explain to students that the class will use a KWL chart to keep track of what is learned and what will be learned as the class covers self-awareness and self-advocacy.
- Draw a KWL chart on the board, overhead, or chart paper.
- Have students work as a class to list everything they know about self-awareness and self-advocacy. List these in the K (know) column of the KWL chart.
- Have students follow the same procedure to list everything they want to know about self-awareness and self-advocacy. List these in the W (want to know) column of the class KWL chart.
- Follow the same procedure to add student input in the L (learning) column of the KWL chart.
- Explain to students that they need to review the items in the W (want to know) column at the beginning and end of each lesson to make sure they are getting answers to all of their questions.

LESSON CLOSURE

Discussion point(s): Ask students to define self-awareness and self-advocacy.

- *“Self-awareness” refers to a person knowing about himself or herself. Things you do well. Things you need to improve. Things you enjoy doing. Things you dislike doing.*
- *“Self-advocacy” refers to a person making a deliberate or purposeful effort to speak up for his/her needs or ideas.*
- Ask students to identify aloud times and places that self-awareness and self-advocacy are necessary or helpful.
- Remind students that the class will be using the KWL chart throughout the lessons. Encourage students to think of things to add to the chart during the next class.
- Remind students to file their completed and graded work into the correct section of their ME! Book and turn in worksheet 1-2: My Improvement Plan.

Handout: Distribute Unit 1 Knowledge Quiz for completion.

STUDENT EVALUATION

1. Participation during group work
2. Completed Unit 1-2 Worksheet: My Improvements Plan
3. Verbal participation during class discussion
4. Completion of written story (Extension Activity)
5. Unit 1 Knowledge Quiz

Me!

**Student
Materials**

Understanding Self-Awareness and Self-Advocacy

Student _____

Date _____

1. Self-awareness - _____

a. What are some things you do well? _____

b. What are some things you need to work on improving? _____

c. What are things you enjoy doing? Why do you like these things? _____

d. What are things you dislike doing? Why do you dislike these things? _____

e. What is important to you? Why? _____

2. Self-advocacy - _____

Places and/or situations I might need to self-advocate:	Something I need to know about myself before I can self-advocate in this place and/or situation:
a.	
b.	
c.	
d.	
e.	

Other things for me to think about:

What do my communication skills say about me?

Do I use appropriate body language and tone of voice when I talk to others?

Do I make wise word choices when I speak to others?

Do I feel confident when I talk about myself to others.

Student: _____

Date: _____

ME! Scale

1. I know I am in special education.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
2. I have a disability.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
3. I have an IEP.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
4. I have IEP goals.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
5. I know my IEP goals.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
6. I (or my parents) have a copy of my IEP.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
7. I know what accommodations are.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
8. I can tell my teachers about accommodations I need in class.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
9. I feel good about my future.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
10. People with disabilities go to college.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
11. I can talk about my postschool goals and dreams.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
12. I can explain to others how my disability impacts my school work.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
13. I am comfortable telling others about my disability.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No



14. People with disabilities get good jobs after high school.

- a. Yes
- b. I think
- c. Not sure
- d. No

15. List 3 things you are good at when you are at school.

1. _____

2. _____

3. _____

16. List 3 things you need help with when you are at school.

1. _____

2. _____

3. _____

17. List 3 things you are good at when you are somewhere other than school.

1. _____

2. _____

3. _____

18. List 3 things you need help with when you are somewhere other than school.

1. _____

2. _____

3. _____

19. The most important thing in my life is: _____



Child: _____ Parent/Guardian: _____

YOU! Scale

1. My child knows he/she is in special education.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
2. My child knows he/she has a disability.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
3. My child knows he/she has an IEP.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
4. My child knows he/she has IEP goals.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
5. My child knows his/her IEP goals.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
6. My child has a copy of his/her IEP.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
7. My child knows what accommodations are.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
8. My child explains his/her accommodations to his/her teachers.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
9. I feel good about my child's future.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
10. People with disabilities go to college.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
11. My child talks about his/her postschool goals and dreams.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
12. My child can explain to others how his/her disability impacts his/her school work.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
13. My child is comfortable telling others about his/her disability.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No



14. People with disabilities get good jobs after high school.

- a. Yes
- b. I think
- c. Not sure
- d. No

15. List 3 things your child is good at when he/she is at school.

- 1. _____
- 2. _____
- 3. _____

16. List 3 things your child needs help with when he/she is at school.

- 1. _____
- 2. _____
- 3. _____

17. List 3 things your child is good at when he/she is somewhere other than school.

- 1. _____
- 2. _____
- 3. _____

18. List 3 things your child needs help with when he/she is somewhere other than school.

- 1. _____
- 2. _____
- 3. _____

19. The most important thing in my child's life is: _____



Worksheet 1-2 My Improvement Plan

Name _____ Date _____

Take a minute to look at the items you circled on the ME! and YOU! Scales. You should have circled three items. Write those three items and the scale they came from below.

1. _____

2. _____

3. _____

Brainstorm ways you can include your parents, friends, family and school to help you improve on the items you listed above. You can make a list, a web, an outline or any other brainstorming method that works best for you.

ME! Book Instructions and Table of Contents

A portfolio is a collection of personal work that can be organized in numerous ways. Over the next several weeks you will each create a portfolio containing work you complete as part of several self-advocacy and self-awareness lessons. The portfolio you create will be called your “ME! Book” and will consist of at least eight sections, which are listed in the Table of Contents included on this handout.

Purposes of creating a portfolio include:

- organizing and displaying your work
- displaying your growth over time
- evaluating your performance
- determining if your learning goals have been met
- creating a valuable resource you can use during and after high school

Content: Your portfolio will consist of at least eight separate sections. The contents of seven of the sections are listed in the Table of Contents of this handout. As you complete the lessons and activities from each unit, you will place your completed work into the appropriate section as indicated in the Table of Contents. Section 7 has been left empty so that you can create a section of information or work you feel is necessary or valuable.

Grade: During Unit 10 you will use the check-off column on the left side of your Table of Contents to make sure you have included each required component in your portfolio. Your teacher will use the check-off column on the right side of the Table of Contents when grading your portfolio. Remember, this is your portfolio and while you will be graded on the components listed on the table of contents, you may also include additional resources you believe to be important.

Starting Your ME! Book:

- You will need eight dividers and a three-ring binder for your ME! Book.
- Label each divider according to the sections included in the Table of Contents.
- Create a cover for your ME! Book that includes your name, grade, class, and semester.
- Take time to personalize your ME! Book by decorating the cover.
- Place the Table of Contents in front of your first divider.
- Place your completed work and notes in the appropriate sections of your ME! Book.

You are now off to a good start with your ME! Book. Remember, your portfolio is used to organize and display your work, evaluate your performance, and determine if you have met your learning goals. In order for these things to happen, you must keep your ME! Book neat and organized. It is important that you take the time to place your completed work, notes, and other materials in the correct section after each lesson.

Table of Contents

Student check off		<i>Unit</i>	<i>Lesson(s)</i>	Teacher check off
Section 1: KWL Charts				
<input type="checkbox"/>	KWL Charts			<input type="checkbox"/>
Section 2: ME! & YOU! Scales				
<input type="checkbox"/>	ME! Scale (Unit 1)	1	1	<input type="checkbox"/>
<input type="checkbox"/>	YOU! Scale (Unit 1)	1	1-2	<input type="checkbox"/>
<input type="checkbox"/>	My Improvement Plan (Unit 1)	1	2	<input type="checkbox"/>
<input type="checkbox"/>	ME! Scale (Unit 10)	10	1	<input type="checkbox"/>
<input type="checkbox"/>	YOU! Scale (Unit 10)	10	1	<input type="checkbox"/>
<input type="checkbox"/>	My Improvement Plan (Unit 10)	10	2	<input type="checkbox"/>
Section 3: IEP & Summary of Performance & Goals				
<input type="checkbox"/>	Worksheet 9-1: A Summary of My Performance & Goals	9	1	<input type="checkbox"/>
<input type="checkbox"/>	Notes I took during Unit 3			<input type="checkbox"/>
<input type="checkbox"/>	IEP	3	1-2	<input type="checkbox"/>
<input type="checkbox"/>	Worksheet 3-1: Important Things in My IEP	3	1-2	<input type="checkbox"/>
<input type="checkbox"/>	A Student's Guide to the IEP (extension activity)	3	1-2	<input type="checkbox"/>
Section 4: Research Project				
<input type="checkbox"/>	Final Draft	6	2-3	<input type="checkbox"/>
<input type="checkbox"/>	Worksheet 6-3a: Self-Awareness Project Self-Evaluation Form	6	3	<input type="checkbox"/>
<input type="checkbox"/>	Worksheet 6-3b: Self-Awareness Project Peer Evaluation form (<i>1 from each of your classmates</i>)	6	3	<input type="checkbox"/>
<input type="checkbox"/>	Worksheet 6-1a: Self-Awareness Research Project Requirements and Checklist	6	1-3	<input type="checkbox"/>
<input type="checkbox"/>	Worksheet 6-1b: Self-Awareness Project Planning Guide	6	1-3	<input type="checkbox"/>
<input type="checkbox"/>	Worksheet 6-1c: Self-Awareness Report Outline	6	1-3	<input type="checkbox"/>
<input type="checkbox"/>	Worksheet 6-1d: Self-Awareness Project Timeline	6	1-3	<input type="checkbox"/>
<input type="checkbox"/>	Rough Draft	6	1-2	<input type="checkbox"/>
Section 5: Postsecondary Resources				
<input type="checkbox"/>	Making the Transition from High School to College for Students with Disabilities: Transition Checklist (NCLD handout)	4	3	<input type="checkbox"/>
<input type="checkbox"/>	Worksheet 8-2: Requesting Accommodations at Postsecondary Schools	8	2	<input type="checkbox"/>
<input type="checkbox"/>	Master List (<i>this is the list that includes information from all student findings on worksheet 8-2</i>)	8	2	<input type="checkbox"/>

Table of Contents

Student check off		<i>Unit</i>	<i>Lesson(s)</i>	Teacher check off
Section 6: Worksheets, Notes, & Quiz's				
<input type="checkbox"/>	Worksheet 1-1: Understanding Self-awareness and Self-advocacy	1	1	<input type="checkbox"/>
<input type="checkbox"/>	Notes I took during Unit 1	1	1-2	<input type="checkbox"/>
<input type="checkbox"/>	Unit 1 Knowledge Quiz	1	2	<input type="checkbox"/>
<input type="checkbox"/>	Worksheet 2-1: History of Disabilities	2	1	<input type="checkbox"/>
<input type="checkbox"/>	Worksheet 2-2a: Learning About Special Education: How and Why Did I Get Here? <i>Terms & Acronyms</i>	2	2	<input type="checkbox"/>
<input type="checkbox"/>	Worksheet 2-2b: Learning About Special Education: How and Why Did I Get Here? <i>Flow chart</i>	2	2	<input type="checkbox"/>
<input type="checkbox"/>	Worksheet 2-3: Creating My History	2	3	<input type="checkbox"/>
<input type="checkbox"/>	Notes I took during Unit 2	2	1-3	<input type="checkbox"/>
<input type="checkbox"/>	Unit 2 Knowledge Quiz	2	3	<input type="checkbox"/>
<input type="checkbox"/>	Unit 3 Knowledge Quiz	3	2	<input type="checkbox"/>
<input type="checkbox"/>	Worksheet 4-2: Modifying My Modifications	4	2	<input type="checkbox"/>
<input type="checkbox"/>	Worksheet 4-3: Where Do I Go From Here?	4	3	<input type="checkbox"/>
<input type="checkbox"/>	Where Do I Go From Here - Illustration	4	3	<input type="checkbox"/>
<input type="checkbox"/>	Notes I took during Unit 4	4	1-3	<input type="checkbox"/>
<input type="checkbox"/>	Unit 4 Knowledge Quiz	4		<input type="checkbox"/>
<input type="checkbox"/>	Presentation Response Forms <i>(1 from each of your classmates)</i>	5	1	<input type="checkbox"/>
<input type="checkbox"/>	Worksheet 5-2: My Disability Information Form	5	2	<input type="checkbox"/>
<input type="checkbox"/>	Notes I took during Unit 5	5	1-2	<input type="checkbox"/>
<input type="checkbox"/>	Unit 5 Knowledge Quiz	5		<input type="checkbox"/>
<input type="checkbox"/>	Worksheet 7-1: My Meeting <i>(completed)</i>	7	1-2	<input type="checkbox"/>
<input type="checkbox"/>	Worksheet 7-2: Teacher Report <i>(completed)</i>	7	1-2	<input type="checkbox"/>
<input type="checkbox"/>	Worksheet 7-1: My Meeting <i>(blank copy for future use)</i>	7	1-2	<input type="checkbox"/>
<input type="checkbox"/>	Notes I took during Unit 7	7	1-2	<input type="checkbox"/>
<input type="checkbox"/>	Unit 7 Knowledge Quiz	7		<input type="checkbox"/>
<input type="checkbox"/>	Notes I took during Unit 8	8	1-3	<input type="checkbox"/>
<input type="checkbox"/>	Unit 8 Knowledge Quiz	8		<input type="checkbox"/>
<input type="checkbox"/>	Notes I took during Unit 9	9	1	<input type="checkbox"/>
<input type="checkbox"/>	Unit 9 Knowledge Quiz	9		<input type="checkbox"/>
<input type="checkbox"/>	Notes I took during Unit 10	10	1-2	<input type="checkbox"/>
<input type="checkbox"/>	Unit 10 Knowledge Quiz	10		<input type="checkbox"/>
Section 7:				
Section 8: Extension Activities				

Unit 1: Getting Started
Checking Your Knowledge Quiz

Define the following terms using complete sentences.

1. Self-awareness: _____

2. Self-advocacy: _____

Circle the correct answer.

3. Self-awareness plays an important role in my ability to self-advocate. **True False**
4. My communication skills influence how well others listen to me. **True False**
5. Using a KWL chart can help students keep track of what they learn. **True False**

Provide a short answer for the following questions.

6. Identify two or more purposes of your portfolio/ME! Book. _____

7. What does KWL stand for?
K _____
W _____
L _____

Me!

**Teacher
Materials**

Understanding Self-Awareness and Self-Advocacy - TE

Student _____

Date _____

1. Self-awareness - Self-awareness refers to a person knowing about himself or herself. Things he/she does well, needs to improve, enjoys, and or dislikes doing.
 - a. What are some things you do well? _____ answers will vary _____
 - b. What are some things you need to work on improving? _____ answers will vary _____
 - c. What are things you enjoy doing? Why do you like these things? _____ answers will vary _____
 - d. What are things you dislike doing? Why do you dislike these things? _____ answers will vary _____
 - e. What is important to you? Why? _____ answers will vary _____

2. Self-advocacy – Self-advocacy refers to a person making a deliberate or purposeful choice to speak up for his/her needs and/or ideas.

Places and/or situations I might need to self-advocate:	Something I need to know about myself before I can self-advocate in this place and/or situation:
a. <i>Examples include:</i> A subject area class	I need to identify the task/work I need help with and the accommodations I am allowed. I need to use appropriate communication skills while making this request.
b. Asking my counselor, parents, SPED teacher, etc to help me change my class schedule	I need to be able to clearly explain why the change is important for me and the classes I want to enroll in for next semester/school year. I need to use appropriate communication skills while making this request.
c. Tell my employer that I need time off of work	I need to clearly explain why I need off and why it is important to me. I need to use appropriate communication skills while making this request.
d. Requesting accommodations for my drivers license exam	I need to be able to clearly describe my disability, how it affects my test taking ability, and the accommodations I need. I need to use appropriate communication skills while making this request.
e.	

Other things for me to think about:

- What do my communication skills say about me?*
- Do I use appropriate body language and tone of voice when I talk to others?*
- Do I make wise word choices when I speak to others?*
- Do I feel confident when I talk about myself to others.*

Worksheet 1-2 My Improvement Plan - TE

Name _____ Date _____

Take a minute to look at the items you circled on the ME! and YOU! Scales. You should have circled three items. Write those three items and the scale they came from below.

1. YOU! Scale – for number 5 my mom answered that I do not know my IEP goals

2. YOU! Scale – for number 9 my mom answered that she is not sure about my future.

3. ME! Scale - I can only think of one thing I am good at while I am at school

Brainstorm ways you can include your parents, friends, family and school to help you improve on the items you listed above. You can make a list, a web, an outline or any other brainstorming method that works best for you.

Encourage students to consider who, what, when, why, and how while brainstorming their improvement plan for each item they listed above.

Unit 1: Getting Started
Checking Your Knowledge Quiz-TE

Define the following terms using complete sentences.

1. Self-awareness: Self-awareness refers to a person knowing about himself or herself. Things he/she does well, needs to improve, enjoys, and or dislikes doing.
2. Self-advocacy: Self-advocacy refers to a person making a deliberate or purposeful choice to speak up for his/her needs and/or ideas.

Circle the correct answer.

3. Self-awareness plays an important role in my ability to self-advocate. **True False**
4. My communication skills influence how well others listen to me. **True False**
5. Using a KWL chart can help students keep track of what they learn. **True False**

Provide a short answer for the following questions.

6. Identify two or more purposes of your portfolio/ME! Book. Possible answers include: organizing and displaying my work, displaying my growth over time, evaluating my performance, determining if my learning goals have been meet and/or creating a valuable resource to use during and after high school
7. What does KWL stand for?
K what students know
W what students want to learn/know
L what students want to learn/know

Me!

**Additional
Resources**

Using A KWL Chart

A KWL chart (Ogle, 1986) is a teaching strategy that provides structure for students as they comprehend, recall, and organize information they have learned. Teachers can use the KWL chart to help activate students' knowledge prior to discussing a topic. The KWL strategy also encourages students to consider their prior knowledge of a topic as they prepare to learn new information. The “K” in the KWL chart stands for “what students know”, the “W” stands for “what students want to learn”, and the “L” stands for “what students learn” as they complete a lesson or research.

During Unit 1, students are introduced to the KWL chart. During this introduction, the class completes a chart as the teacher models the process of filling in important information. During Unit 2, students continue to add to the KWL chart as a class and also learn to use an individual KWL chart. From this point forward, the individual KWL chart is used to help activate student learning and organize student questions and/or thoughts. The teacher should encourage students to independently complete their individual KWL charts. Once students have added information to their charts, they should be encouraged to share thoughts and questions with classmates. Encouraging discussion based on this information is a great way to encourage inquiry and facilitate discussion among students. This process also allows the teacher to identify topics and issues students need additional information about as well as allowing you to spend less time on content students may have already mastered.

It is important that the teacher pay close attention to the information students include on the individual KWL charts throughout the lessons. During Unit 10, the student KWL charts will be used to guide discussion about what they have learned and unanswered questions they may have. In order for the lesson to be meaningful, the teacher must be aware of what students have and have not included on the individual KWL charts.

The following links provide additional information regarding the use and/or expansion of KWL charts.

Study Guides and Strategies

<http://www.studygs.net/texred3.htm>

KWLH Technique

<http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1kwlh.htm>

Facing History and Ourselves: K-W-L Charts - Assessing What We Know/What We Still Want to Learn

<http://www.facinghistory.org/resources/strategies/k-w-l-charts-assessing-what-w>

readwritethink: K-W-L Chart

<http://www.readwritethink.org/classroom-resources/printouts/chart-a-30226.html>

Unit 2: Learning About Special Education

Lesson Overviews

Unit Purpose: The purpose of Unit 2 is to provide students a historical background of disability by discussing events that have influenced the treatment and societal views of people with disabilities. Additionally, students learn the process of being placed in special education and reflect on their personal educational history.

Lesson 1: Learning About the History of Disability

Objectives

Students will:

1. learn basic historical facts about attitudes towards people with disabilities
2. identify at least three historical events impacting attitudes towards disabilities
3. identify barriers and/or prejudice people with disabilities face

Materials

1. Worksheet 2-1: History of Disability
2. Individual KWL chart for each student
3. PowerPoint Presentation

Activities and Procedures: Unit 2, Lesson 1 begins with a brief review of self-advocacy and self-awareness. Next, students continue to add to the KWL chart as a group. Students are given worksheet 2-1: History of Disability, to complete before, during, and after the disability history discussion. Worksheet 2-1 provides students a guide for understanding and defining critical special education terms and historical events. Links to six videos are included to enhance the discussion about disability history. However, these are YouTube videos and therefore may not be accessible in your classroom. You might find it useful to view the videos prior to this lesson to give you additional discussion ideas. This lesson ends with students learning to use an individual KWL chart.

Student Evaluation

1. Participation in class discussion
2. Completion of worksheet 2-1: History of Disability
3. Entries on individual KWL chart

Extension Activity: There is no extension activity for Lesson 1.

Lesson 2: Learning About Special Education: How & Why Did I Get Here?

Objectives

Students will:

1. identify the purpose of special education
2. identify key terms and definitions related to special education
3. describe the process of being identified and placed in special education
4. describe the four most common types of IEP meetings

Materials

1. Worksheet 2-2a: Learning About Special Education: How and why did I get here? (terms and acronyms)
2. Worksheet 2-2b: Learning About Special Education: How and why did I get here? (blank flowchart)
3. Worksheet 2-2c: Learning About Special Education: How and why did I get here?
4. Worksheet 2-2d: Learning About Special Education: How and why did I get here? (answer key)
5. Scissors, tape, and/or glue

Activities and Procedures: Lesson 2 begins with each student making entries as needed to his/her individual KWL chart. It is important to provide students time and opportunity to discuss their chart entries. Next, students participate in class discussion while completing worksheet 2-2a: Learning About Special Education: How and why did I get here? (terms and acronyms). Once worksheet 2-2a is completed, students work in small groups or pairs to assemble a flow chart that includes nine steps of the special education process. Worksheets 2-2b, 2-2c, and 2-2d are provided to guide students while assembling their flow charts. As the lesson comes to a close, students have the opportunity to add new entries to their KWL chart as needed.

Student Evaluation:

1. Completed Worksheet 2-2a: Learning About Special Education: How and why did I get here? (terms and acronyms)
2. Worksheet 2-2b: Learning About Special Education: How and why did I get here? (flowchart)
3. Participation in class discussion
4. Entries as needed on individual KWL chart

Extension Activity: There is no extension activity for Lesson 2.

Lesson 3: Creating My History

Objectives

Students will:

1. use appropriate terms and acronyms to accurately describe their education experience
2. identify and describe key events in their educational history
3. create a personal written work depicting their educational experience

Materials

1. Materials will vary depending on the method students choose to complete their histories. Possible materials include: colored pencils, colored paper, student photos, paint and access to computers.
2. Worksheet 2-3: Creating MY! History

Activities and Procedures: Lesson 3 begins with students reviewing and discussing their KWL charts. Next, the class reviews the information on the flow charts completed during Lesson 2. As the main activity for this lesson, students each create a personal education history using worksheet 2-3 as a guide. At the close of Unit 2, Lesson 3, each student completes Unit 2 Knowledge Quiz.

Student Evaluation:

1. Completed worksheet 2-3: Creating My History
2. Completed student history
3. Class participation
4. Entries as needed on individual KWL chart

Extension Activity: There is no extension activity for Lesson 3.

Unit 2: Learning About Special Education

COMMON CORE STANDARDS

- High School English Language Arts (Grades 9-10 & 11-12) -

Language

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.L.11-12.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.L.9-10.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[CCSS.ELA-Literacy.L.9-10.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

[CCSS.ELA-Literacy.L.9-10.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

- a. [CCSS.ELA-Literacy.L.9-10.4a](#) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. [CCSS.ELA-Literacy.L.9-10.4b](#) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

Writing

[CCSS.ELA-Literacy.W.9-10.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. [CCSS.ELA-Literacy.W.9-10.3a](#) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. [CCSS.ELA-Literacy.W.9-10.3b](#) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. [CCSS.ELA-Literacy.W.9-10.3c](#) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

[CCSS.ELA-Literacy.W.9-10.4](#) Produce clear and coherent writing in which the development,

organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-Literacy.W.9-10.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Speaking and Listening

[CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. [CCSS.ELA-Literacy.SL.11-12.1a](#) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. [CCSS.ELA-Literacy.SL.11-12.1b](#) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. [CCSS.ELA-Literacy.SL.11-12.1c](#) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. [CCSS.ELA-Literacy.SL.11-12.1d](#) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

[CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

[CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

[CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

Reading: Literature

[CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Lesson 1

Learning About the History of Disability

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. learn basic historical facts about attitudes towards people with disabilities
2. identify at least three historical events impacting attitudes towards disabilities
3. identify barriers and/or prejudice people with disabilities face

MATERIALS

1. Worksheet 2-1: History of Disability
2. Individual KWL chart for each student
3. PowerPoint Presentation

LESSON OPENING

Review self-awareness and self-advocacy and introduce history of disability.

- *In the first unit, we talked a little about self-advocacy, self-awareness and the importance of knowing yourself. Today we are going to talk about disabilities. Specifically, how people with disabilities have been treated throughout history. I am going to read you some questions, you do not need to answer them aloud, just think about your answers.*
 - *What does disability mean?*
 - *How do you treat people with disabilities?*
 - *Why do you treat them like that?*
 - *How does society as a whole treat individuals with disabilities? What are some examples?*
 - *Has the treatment of people with disabilities changed over time?*
- *Today we are going to talk about some history of disabilities and how history has influenced the way people with disabilities are treated today.*
- *First, lets take a minute to review and add to our KWL chart. Lets look at what we wrote on the chart during the last class and then we can add things for today's topic, a history of disabilities.*

PROCEDURE

1. Discuss and complete worksheet 2-1: History of Disability as a group.

Handout: Distribute the worksheet 2-1: History of Disability. See teacher’s edition of worksheet for additional information.

- *Before we get started let’s talk about some words you are going to hear in today’s lesson. Some of these words may be unfamiliar to you but it is important that you understand them so you understand what we talk about today.*
- *Take a minute to read through section 1 of your worksheet. We are going to work through section 1 together.*
- *We will talk about the meaning of each word and then you will have time to write the definition on your worksheet.*

Note to teacher: The following suggestions might be helpful in assisting your students complete their worksheets correctly.

- Provide time and opportunity to discuss each term and for students to write the meanings on their worksheets.
- Use overhead if possible to complete worksheet and provide example for students.
- If you have computers in your classroom you might consider having students complete the worksheet electronically.
- Allow students to work in groups while completing the worksheet.

2. Provide a brief historical background on disabilities using the information below.

- *Now that you have your terms and definitions we are going to talk about the history about disabilities. We will start with how people with disabilities have been treated.*
- *Did you know that nearly 50 million people over age 5 have a disability? That means about 1 in 5 people have some type of disability.*
- *At times people with disabilities have been treated poorly and sometimes feared. This has often been due to a lack of understanding and knowledge about disabilities. As a result, there has often been prejudice against people with disabilities as well as low expectations.*
- *One example of mistreatment is the story of Balbrus Balaesus the Stutterer. This man was placed in a cage by a road during ancient Roman times. The road was busy with travelers who would stop to watch Balbrus. Many people thought it was funny to listen to him talk.*

Include Power Point presentation provided with this lesson to create a more interesting discussion about the history of disabilities.

- *You have probably learned about the Holocaust in Germany. During the Holocaust Jewish people were sent to concentration camps. Did you know that people with disabilities were also sent to concentration camps?*
- *In more recent years people with disabilities were put in special schools, hospitals and institutions where they had little or no contact with the public.*
- *While there have been many improvements in the way society treats people with disabilities, there are still barriers many people with disabilities face each day. Those barriers include low expectations and prejudice. Often people without disabilities are completely unaware of the barriers people with disabilities face each day. Sometimes people choose not to acknowledge the barriers that exist for people with disabilities.*

Activity: Ask students to take a couple of minutes and think of some examples of barriers or low expectations someone with a disability might experience.

Examples of low expectations may include:

- Jobs
- Education
- Social relationships

Examples of barriers may include:

- Transportation
- Travel (hotel, airport, airplane, train, etc.)
- Restaurants
- Shopping
- Technology
- Suitable housing
- Gyms
- Sporting Events

- Provide students 2 -3 minutes to brainstorm in pairs or small groups.
- Have students share some of the low expectations they identified.
- Have students share some of the barriers they identified.
- Provide students 2 -3 minutes to brainstorm ways to overcome the barriers and low expectations they identified.
- Have students share solutions they came up with to overcome those barriers and low expectations.
- Continue with historical background information

- *Despite prejudice and barriers people with disabilities often face, there have been many improvements in the way people with disabilities are treated. Some specific events throughout history have contributed to changes and improvements in the way society views and treats people with disabilities. The following are all examples of such events.*
- *In the late 1700's, a boy named Victor was found wandering around in the woods in France. He was about 12 years old when he was found. It is believed that Victor had been alone in the woods for at least 7 years. A man named Itard took the boy home and taught him how to read, write and live around people. Some people say this was the first time in history that an "IEP" was used. Itard wrote out goals and objectives based on Victor's needs. Many people have studied the information Itard wrote about Victor and believe that if Victor were alive today he would be diagnosed with Autism.*
- *War has also been a reoccurring event in history which has forced society to reevaluate how disabilities are viewed. Several examples of this include: The Revolutionary War (1775-1783), The Civil War (1861-1865), WW I (1914-1920), WWII (1939-1945), The Vietnam War (1957-1975) and more recently, The Gulf War (1990-1991) and the current wars in Iraq and Afghanistan. One thing all of these wars have in common is that many veterans returned home with disabilities from their injuries. Many people began to change their attitude toward people with disabilities because they now had friends and/or family who returned home from war with a disability.*
- *The civil rights movement in the 1960's also changed the way many people felt about people with disabilities. This was a time when minority groups, including Native Americans, Black Americans and people with disabilities, strongly advocated for equal rights.*
- *In the 1970's the first law in history to protect the civil rights of people with disabilities was passed. In 1975, The Education for All Handicapped Children Act was passed. The purpose of this law was to make education available to students with disabilities. This law is now known as IDEA.*
- *Since the 70's, other important legislation has been passed that has helped improve the lives of people with disabilities. Legislation that has impacted education includes:*
 - *Individuals with Disabilities Education Act*
 - *Americans with Disabilities Act*
 - *Rehabilitation Act Section 504*
- *We will learn about each of these laws in unit 4.*

Note to teacher: The following are links to videos that you might consider showing to students while discussing war, the civil rights movement, and disabilities. Please preview each clip prior to playing in your classroom to determine appropriateness for your students.

Helping wounded Warriors video 3:33 minutes

<http://www.youtube.com/watch?v=YJzHr9gplio&feature=related>

Wounded Warriors video clip 3:53 minutes

<http://www.youtube.com/watch?v=OhKIZWLiPSk>

Civil Rights Movement Tribute 4:22 minutes

http://www.youtube.com/watch?v=N4AzYmy4_mw

Civil Rights Video 3:46 minutes

<http://www.youtube.com/watch?v=c4IolhhYNg4&feature=related>

Native American Occupation of Alcatraz Island video 4:20 minutes

<http://www.youtube.com/watch?v=Y2TXvRpdDTw&feature=related>

Civil Rights Native Americans 4:03 minutes

<http://www.youtube.com/watch?v=ww4Pp-SQ-A8>

3. Complete section 2 and section 3 of worksheet 2-1: History of Disability.

- *You have two more sections of your worksheet that you need to complete. For section 2, Historical Events, you need to list three historical events that have changed the way society treats people with disabilities. After you identify the events, you need to explain how and/or why each of the events changed the way people with disabilities are treated. Think about the things discussed in class today.*

Give students a copy of the Power Point for reference during worksheet completion.

- *When you have finished section 2, go one to section 3, titled My Life.*
 - *In section 3, you are going to write about some of the barriers or prejudice you might have experienced in your life. Look at section 3 and follow along while I read the instructions aloud.*
 - *Think about the barriers and prejudice people with disabilities have faced over the years. Have you experienced barriers and prejudice in your life? If so describe at least one example of prejudice or a barrier you have experienced. If not, explain why you think you have not experienced barriers or prejudice during your life.*
 - *Take the next 10-15 minutes to complete your worksheet.*
- Provide students time and opportunity to share. Have students turn in completed work.
4. **Handout:** Distribute individual KWL chart to each student.

○ *During our last lesson, we filled out a KWL chart as a class. Starting today, you are going to follow that same procedure to complete your own KWL chart. Each time we have a lesson you will be given time to make entries on your chart. Keeping your own chart helps you identify and track the things you want to learn. It also helps me know if I need to review or add information to our lessons. Remember, the KWL stand for what you know, what you want to know and what you learned. Lets look at the instructions on the bottom of the KWL charts you each have.*

- 1. Start with the “K” column and list the things you know about the topic you are going to learn about.*
- 2. Next, go to the “W” column and list the things you want to know about the topic you are going to learn about.*
- 3. Once you have learned about the topic, complete the “L” column by identifying the things you learned. Then go back to the “K” column to see if everything you thought you knew was correct. If there are any incorrect statements mark them out and write in a correct statement.*
- 4. Next, go to the "W" column to see if all of your questions were answered. Highlight or underline any unanswered questions. Bring these questions up during class discussion.*
- 5. Before we finish for today, I want you to take a couple of minutes and make two or three entries in the “L” column of your KWL chart regarding what we talked about today.*

LESSON CLOSURE

- *Today we learned a little about the history of disabilities. There is still much about this history we did not talk about. Think about the questions you might still have about the history of disabilities. What are some things you are curious about but we did not discuss? Later, during unit 6, you will have an opportunity to do some research about disabilities. When you work on your research, maybe you can find answers to some of the questions you still have.*
- *In our next lesson, we are going to learn about special education and how and why some students are in special education and others are not.*
- *Take a minute and make two or three entries in the “W” column identifying things you would like to know about special education.*

STUDENT EVALUATION

1. Participation in class discussion
2. Completion of worksheet 2-1: History of Disability
3. Entries on individual KWL chart

Lesson 2

Special Education! How and Why Did I Get Here?

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. identify the purpose of special education
2. identify key terms and definitions related to special education
3. describe the process of being identified and placed in special education
4. describe the four most common types of IEP meetings

MATERIALS

1. Worksheet 2-2a: Learning About Special Education: How and why did I get here? (terms and acronyms)
2. Worksheet 2-2b: Learning About Special Education: How and why did I get here? (blank flowchart)
3. Worksheet 2-2c: Learning About Special Education: How and why did I get here?
4. Worksheet 2-2d: Learning About Special Education: How and why did I get here? (answer key)
5. Scissors, tape, and/or glue

LESSON OPENING

- *We have learned about self-awareness, self-advocacy and a little about the history of disabilities. Today we are going to talk about special education. You will learn why some students are in special education and how they get there. Before we start, does anyone have any questions about self-awareness, self-advocacy or the historical events we have talked about?*
- *Lets start by adding to our KWL charts. In the last lesson, you each started your own KWL charts. At the end of the lesson, you each made entries in the “K” column about special education. Lets take a minute and talk about the things you listed in the “K” column.*
 - Provide the students time to discuss and write entries as needed.
- *You also listed some things in the “W” column. Someone share something they listed in their “W” column.*
 - Provide the students time to discuss and write entries.

PROCEDURE

1. Discuss and complete worksheet 2-2a, Learning About Special Education, as a class.

Handout: Distribute worksheet 2-2a, Learning About Special Education.

Note to teacher: Use teachers guide of worksheet 2-2a to facilitate discussion about the information on the worksheet.

- *Many people are unfamiliar with the words and acronyms used to describe special education. Look at section one of your worksheet about terms and acronyms. Someone tell me what an acronym is.*
- *An acronym is a word formed from the first letter of several words. For example LOL. Many of you probably use this acronym regularly when texting. What does it stand for? Laughing Out Loud.*
- *Take a minute to write the definition of acronym on your worksheet. An acronym is a word formed from the first letter of several words.*

Note to teacher: Have worksheet on overhead to complete as an example for students.

- *An acronym you hear in special education is IEP. Does anyone know what those letters stand for? We talked about this one in our last lesson.*
- Provide students time to respond. Encourage them to look back on their work from the last lesson if they need help.
 - *The letters IEP stand for Individual Education Program.*
- Continue using teachers guide to facilitate the completion of sections 1 and 2.

2. Class discussion: How and why students are placed in special education.

Handout: Distribute Learning About Special Education 2-2b & 2-2c Flow chart. Have students work in small groups or pairs to complete the chart.

- *Now we are going to learn about how and why a student is placed in special education. Take a minute to look at the two sheets I just handed out. Sheet 2-2b has 9 boxes on it. Each box represents a step that must be taken in order for a student to be placed in special education. Sheet 2-2c has nine boxes with the different steps that must be taken for a student to be placed in special education. You are going to work in pairs/small groups to correctly arrange the information from sheet 2-2c into the boxes on sheet 2-2b.*
- Provide time for students to complete flow chart task. Move around the room, answering questions and monitoring student progress

Lesson 2- *Special Education! How and Why Did I Get Here?*

- Make sure each student completes a chart while working in pairs/groups. Each student will need a copy of the completed flow chart to place in his/her ME! Book.
- Provide students an opportunity to ask questions as needed.
- Once students have completed the flow charts, distribute the answer key, sheet 2-2d, for each pair/group to check the accuracy of their work.
- Facilitate class discussion over the steps and answer any questions students have about the steps and information on their charts.
- Have students turn in completed flow charts.

LESSON CLOSURE

- *As you can see by our work today, there are many things to learn about special education. I want you to think about the terms and acronyms we learned today. Also, think about the steps we discussed on the flow chart.*
- *In our next lesson, you are going to use what you learned today to describe your experience in school, starting with elementary school. Between now and then, I want you to think about the memories you have about your school years.*
 - *Can you remember your parents or teachers talking to you about your disability?*
 - *What were some things that were and might still be difficult for you in school?*
- *If you have a hard time remembering, ask your parents about when you were placed in special education. Ask them what they remember about the process.*
- *Now, take a minute and look at your KWL charts.*
- *Make entries identifying some things you learned today.*
- *Sometimes, the more we learn about something the more questions we have. Take a minute and add entries to the column of things you would like to know.*
- *Take a minute and look at the entries in the “know” column. Is there anything listed in the column that needs to be updated? Is there anything you thought you knew but turned out to be untrue? If so, take a minute to mark those entries out and write in the correct information.*
- *Once you have finished adding to your KWL chart, put it in your ME! Book.*
- *Be sure to hand in your worksheet 2-2a of terms and acronyms and your completed flow chart, sheet 2-2b.*

STUDENT EVALUATION

1. Completed Worksheet 2-2a: Learning About Special Education: How and why did I get here? (Terms and Acronyms)
2. Worksheet 2-2b: Learning About Special Education: How and why did I get here? (flowchart)
3. Participation in class discussion
4. Entries as needed on individual KWL chart

Lesson 3

Creating My History

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. use appropriate terms and acronyms to accurately describe their education experience
2. identify and describe key events in their educational history
3. create a personal written work depicting their educational experience

MATERIALS

1. Materials will vary depending on the method students choose to complete their histories. Possible materials include: colored pencils, colored paper, student photos, paint and access to computers.
2. Worksheet 2-3: Creating MY! History

LESSON OPENING

- *During the last lesson, you learned how and why students are placed in special education. Today you are going to use the information you learned, along with your memories, to create your own history of your education.*
- *Before we get started, everyone take out your KWL charts.*
- *Read over the entries you have made so far in each of the columns.*
 - Provide students an opportunity to share their entries if they like.
- *Does anyone have any questions about what we have covered so far?*
 - Provide an opportunity for questions and provide feedback to students.

PROCEDURE

1. **Handout:** Distribute graded work from last lesson.
2. **Discussion point(s):** Review the graded flow chart and terms and acronyms worksheet from last lesson.
 - *Lets do a quick review of the terms, acronyms and steps on the flow chart.*
 - Take a few minutes to review and discuss the handouts.
 - Provide students an opportunity to ask questions as needed.

3. **Activity:** Students will create their history based on their memories and the information learned in previous lessons.

Handout: Distribute worksheet 2-3: *Creating MY! History* to each students.

- *I am passing out a sheet called “Creating MY! History.” This sheet includes directions and questions that you will use to help complete today’s assignment. Look at your sheet while I read through the two paragraphs on the top of the page.*
 - Use teacher version of “Creating MY! History” worksheet to facilitate instructions and discussion of the assignment.
- *You have the rest of this period to work on your history. I will be moving around the room to check on your work and answer any questions you might have.*
- *When you finish your history, you need to review your KWL chart and make entries as needed.*

LESSON CLOSURE

- Check student’s work to make sure everyone completed their history.
- Have students complete the assignment as homework if they need additional time.
- Remind students to hand in their completed histories and place all other handouts in their ME! Book.

Handout: Distribute the Unit 2 Knowledge Quiz. Once students complete the quiz have them hand in for grading.

STUDENT EVALUATION

1. Completed worksheet 2-3 *Creating My History*
2. Completed student history
3. Class participation
4. Entries as needed on individual KWL chart
5. Unit 2 Knowledge Quiz

Unit 2: Learning About Special Education

Lesson Overviews

Unit Purpose: The purpose of Unit 2 is to provide students a historical background of disability by discussing events that have influenced the treatment and societal views of people with disabilities. Additionally, students learn the process of being placed in special education and reflect on their personal educational history.

Lesson 1: Learning About the History of Disability

Objectives

Students will:

1. learn basic historical facts about attitudes towards people with disabilities
2. indentify at least three historical events impacting attitudes towards disabilities
3. identify barriers and/or prejudice people with disabilities face

Materials

1. Worksheet 2-1: History of Disability
2. Individual KWL chart for each student
3. PowerPoint Presentation

Activities and Procedures: Unit 2, Lesson 1 begins with a brief review of self-advocacy and self-awareness. Next, students continue to add to the KWL chart as a group. Students are given worksheet 2-1: History of Disability, to complete before, during, and after the disability history discussion. Worksheet 2-1 provides students a guide for understanding and defining critical special education terms and historical events. Links to six videos are included to enhance the discussion about disability history. However, these are YouTube videos and therefore may not be accessible in your classroom. You might find it useful to view the videos prior to this lesson to give you additional discussion ideas. This lesson ends with students learning to use an individual KWL chart.

Student Evaluation

1. Participation in class discussion
2. Completion of worksheet 2-1: History of Disability
3. Entries on individual KWL chart

Extension Activity: There is no extension activity for Lesson 1.

Lesson 2: Learning About Special Education: How & Why Did I Get Here?

Objectives

Students will:

1. identify the purpose of special education
2. identify key terms and definitions related to special education
3. describe the process of being identified and placed in special education
4. describe the four most common types of IEP meetings

Materials

1. Worksheet 2-2a: Learning About Special Education: How and why did I get here? (terms and acronyms)
2. Worksheet 2-2b: Learning About Special Education: How and why did I get here? (blank flowchart)
3. Worksheet 2-2c: Learning About Special Education: How and why did I get here?
4. Worksheet 2-2d: Learning About Special Education: How and why did I get here? (answer key)
5. Scissors, tape, and/or glue

Activities and Procedures: Lesson 2 begins with each student making entries as needed to his/her individual KWL chart. It is important to provide students time and opportunity to discuss their chart entries. Next, students participate in class discussion while completing worksheet 2-2a: Learning About Special Education: How and why did I get here? (terms and acronyms). Once worksheet 2-2a is completed, students work in small groups or pairs to assemble a flow chart that includes nine steps of the special education process. Worksheets 2-2b, 2-2c, and 2-2d are provided to guide students while assembling their flow charts. As the lesson comes to a close, students have the opportunity to add new entries to their KWL chart as needed.

Student Evaluation:

1. Completed Worksheet 2-2a: Learning About Special Education: How and why did I get here? (terms and acronyms)
2. Worksheet 2-2b: Learning About Special Education: How and why did I get here? (flowchart)
3. Participation in class discussion
4. Entries as needed on individual KWL chart

Extension Activity: There is no extension activity for Lesson 2.

Lesson 3: Creating My History

Objectives

Students will:

1. use appropriate terms and acronyms to accurately describe their education experience
2. identify and describe key events in their educational history
3. create a personal written work depicting their educational experience

Materials

1. Materials will vary depending on the method students choose to complete their histories. Possible materials include: colored pencils, colored paper, student photos, paint and access to computers.
2. Worksheet 2-3: Creating MY! History

Activities and Procedures: Lesson 3 begins with students reviewing and discussing their KWL charts. Next, the class reviews the information on the flow charts completed during Lesson 2. As the main activity for this lesson, students each create a personal education history using worksheet 2-3 as a guide. At the close of Unit 2, Lesson 3, each student completes Unit 2 Knowledge Quiz.

Student Evaluation:

1. Completed worksheet 2-3: Creating My History
2. Completed student history
3. Class participation
4. Entries as needed on individual KWL chart

Extension Activity: There is no extension activity for Lesson 3.

Unit 2: Learning About Special Education

COMMON CORE STANDARDS

- High School English Language Arts (Grades 9-10 & 11-12) -

Language

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.L.11-12.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.L.9-10.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[CCSS.ELA-Literacy.L.9-10.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

[CCSS.ELA-Literacy.L.9-10.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

- a. [CCSS.ELA-Literacy.L.9-10.4a](#) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. [CCSS.ELA-Literacy.L.9-10.4b](#) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

Writing

[CCSS.ELA-Literacy.W.9-10.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. [CCSS.ELA-Literacy.W.9-10.3a](#) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. [CCSS.ELA-Literacy.W.9-10.3b](#) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. [CCSS.ELA-Literacy.W.9-10.3c](#) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

[CCSS.ELA-Literacy.W.9-10.4](#) Produce clear and coherent writing in which the development,

organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-Literacy.W.9-10.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Speaking and Listening

[CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. [CCSS.ELA-Literacy.SL.11-12.1a](#) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. [CCSS.ELA-Literacy.SL.11-12.1b](#) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. [CCSS.ELA-Literacy.SL.11-12.1c](#) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. [CCSS.ELA-Literacy.SL.11-12.1d](#) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

[CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

[CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

[CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

Reading: Literature

[CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Lesson 1

Learning About the History of Disability

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. learn basic historical facts about attitudes towards people with disabilities
2. indentify at least three historical events impacting attitudes towards disabilities
3. identify barriers and/or prejudice people with disabilities face

MATERIALS

1. Worksheet 2-1: History of Disability
2. Individual KWL chart for each student
3. PowerPoint Presentation

LESSON OPENING

Review self-awareness and self-advocacy and introduce history of disability.

- *In the first unit, we talked a little about self-advocacy, self-awareness and the importance of knowing yourself. Today we are going to talk about disabilities. Specifically, how people with disabilities have been treated throughout history. I am going to read you some questions, you do not need to answer them aloud, just think about your answers.*
 - *What does disability mean?*
 - *How do you treat people with disabilities?*
 - *Why do you treat them like that?*
 - *How does society as a whole treat individuals with disabilities? What are some examples?*
 - *Has the treatment of people with disabilities changed over time?*
- *Today we are going to talk about some history of disabilities and how history has influenced the way people with disabilities are treated today.*
- *First, lets take a minute to review and add to our KWL chart. Lets look at what we wrote on the chart during the last class and then we can add things for today's topic, a history of disabilities.*

PROCEDURE

1. Discuss and complete worksheet 2-1: History of Disability as a group.

Handout: Distribute the worksheet 2-1: History of Disability. See teacher’s edition of worksheet for additional information.

- *Before we get started let’s talk about some words you are going to hear in today’s lesson. Some of these words may be unfamiliar to you but it is important that you understand them so you understand what we talk about today.*
- *Take a minute to read through section 1 of your worksheet. We are going to work through section 1 together.*
- *We will talk about the meaning of each word and then you will have time to write the definition on your worksheet.*

Note to teacher: The following suggestions might be helpful in assisting your students complete their worksheets correctly.

- Provide time and opportunity to discuss each term and for students to write the meanings on their worksheets.
- Use overhead if possible to complete worksheet and provide example for students.
- If you have computers in your classroom you might consider having students complete the worksheet electronically.
- Allow students to work in groups while completing the worksheet.

2. Provide a brief historical background on disabilities using the information below.

- *Now that you have your terms and definitions we are going to talk about the history about disabilities. We will start with how people with disabilities have been treated.*
- *Did you know that nearly 50 million people over age 5 have a disability? That means about 1 in 5 people have some type of disability.*
- *At times people with disabilities have been treated poorly and sometimes feared. This has often been due to a lack of understanding and knowledge about disabilities. As a result, there has often been prejudice against people with disabilities as well as low expectations.*
- *One example of mistreatment is the story of Balbrus Balaesus the Stutterer. This man was placed in a cage by a road during ancient Roman times. The road was busy with travelers who would stop to watch Balbrus. Many people thought it was funny to listen to him talk.*

Include Power Point presentation provided with this lesson to create a more interesting discussion about the history of disabilities.

- *You have probably learned about the Holocaust in Germany. During the Holocaust Jewish people were sent to concentration camps. Did you know that people with disabilities were also sent to concentration camps?*
- *In more recent years people with disabilities were put in special schools, hospitals and institutions where they had little or no contact with the public.*
- *While there have been many improvements in the way society treats people with disabilities, there are still barriers many people with disabilities face each day. Those barriers include low expectations and prejudice. Often people without disabilities are completely unaware of the barriers people with disabilities face each day. Sometimes people choose not to acknowledge the barriers that exist for people with disabilities.*

Activity: Ask students to take a couple of minutes and think of some examples of barriers or low expectations someone with a disability might experience.

Examples of low expectations may include:

- Jobs
- Education
- Social relationships

Examples of barriers may include:

- Transportation
- Travel (hotel, airport, airplane, train, etc.)
- Restaurants
- Shopping
- Technology
- Suitable housing
- Gyms
- Sporting Events

- Provide students 2 -3 minutes to brainstorm in pairs or small groups.
- Have students share some of the low expectations they identified.
- Have students share some of the barriers they identified.
- Provide students 2 -3 minutes to brainstorm ways to overcome the barriers and low expectations they identified.
- Have students share solutions they came up with to overcome those barriers and low expectations.
- Continue with historical background information

- *Despite prejudice and barriers people with disabilities often face, there have been many improvements in the way people with disabilities are treated. Some specific events throughout history have contributed to changes and improvements in the way society views and treats people with disabilities. The following are all examples of such events.*
- *In the late 1700's, a boy named Victor was found wandering around in the woods in France. He was about 12 years old when he was found. It is believed that Victor had been alone in the woods for at least 7 years. A man named Itard took the boy home and taught him how to read, write and live around people. Some people say this was the first time in history that an "IEP" was used. Itard wrote out goals and objectives based on Victor's needs. Many people have studied the information Itard wrote about Victor and believe that if Victor were alive today he would be diagnosed with Autism.*
- *War has also been a reoccurring event in history which has forced society to reevaluate how disabilities are viewed. Several examples of this include: The Revolutionary War (1775-1783), The Civil War (1861-1865), WW I (1914-1920), WWII (1939-1945), The Vietnam War (1957-1975) and more recently, The Gulf War (1990-1991) and the current wars in Iraq and Afghanistan. One thing all of these wars have in common is that many veterans returned home with disabilities from their injuries. Many people began to change their attitude toward people with disabilities because they now had friends and/or family who returned home from war with a disability.*
- *The civil rights movement in the 1960's also changed the way many people felt about people with disabilities. This was a time when minority groups, including Native Americans, Black Americans and people with disabilities, strongly advocated for equal rights.*
- *In the 1970's the first law in history to protect the civil rights of people with disabilities was passed. In 1975, The Education for All Handicapped Children Act was passed. The purpose of this law was to make education available to students with disabilities. This law is now known as IDEA.*
- *Since the 70's, other important legislation has been passed that has helped improve the lives of people with disabilities. Legislation that has impacted education includes:*
 - *Individuals with Disabilities Education Act*
 - *Americans with Disabilities Act*
 - *Rehabilitation Act Section 504*
- *We will learn about each of these laws in unit 4.*

Note to teacher: The following are links to videos that you might consider showing to students while discussing war, the civil rights movement, and disabilities. Please preview each clip prior to playing in your classroom to determine appropriateness for your students.

Helping wounded Warriors video 3:33 minutes

<http://www.youtube.com/watch?v=YJzHr9gplio&feature=related>

Wounded Warriors video clip 3:53 minutes

<http://www.youtube.com/watch?v=OhKIZWLiPSk>

Civil Rights Movement Tribute 4:22 minutes

http://www.youtube.com/watch?v=N4AzYmy4_mw

Civil Rights Video 3:46 minutes

<http://www.youtube.com/watch?v=c4IolhhYNg4&feature=related>

Native American Occupation of Alcatraz Island video 4:20 minutes

<http://www.youtube.com/watch?v=Y2TXvRpdDTw&feature=related>

Civil Rights Native Americans 4:03 minutes

<http://www.youtube.com/watch?v=ww4Pp-SQ-A8>

3. Complete section 2 and section 3 of worksheet 2-1: History of Disability.

- *You have two more sections of your worksheet that you need to complete. For section 2, Historical Events, you need to list three historical events that have changed the way society treats people with disabilities. After you identify the events, you need to explain how and/or why each of the events changed the way people with disabilities are treated. Think about the things discussed in class today.*

Give students a copy of the Power Point for reference during worksheet completion.

- *When you have finished section 2, go one to section 3, titled My Life.*
 - *In section 3, you are going to write about some of the barriers or prejudice you might have experienced in your life. Look at section 3 and follow along while I read the instructions aloud.*
 - *Think about the barriers and prejudice people with disabilities have faced over the years. Have you experienced barriers and prejudice in your life? If so describe at least one example of prejudice or a barrier you have experienced. If not, explain why you think you have not experienced barriers or prejudice during your life.*
 - *Take the next 10-15 minutes to complete your worksheet.*
- Provide students time and opportunity to share. Have students turn in completed work.
4. **Handout:** Distribute individual KWL chart to each student.

- *During our last lesson, we filled out a KWL chart as a class. Starting today, you are going to follow that same procedure to complete your own KWL chart. Each time we have a lesson you will be given time to make entries on your chart. Keeping your own chart helps you identify and track the things you want to learn. It also helps me know if I need to review or add information to our lessons. Remember, the KWL stand for what you know, what you want to know and what you learned. Lets look at the instructions on the bottom of the KWL charts you each have.*
 1. *Start with the “K” column and list the things you know about the topic you are going to learn about.*
 2. *Next, go to the “W” column and list the things you want to know about the topic you are going to learn about.*
 3. *Once you have learned about the topic, complete the “L” column by identifying the things you learned. Then go back to the “K” column to see if everything you thought you knew was correct. If there are any incorrect statements mark them out and write in a correct statement.*
 4. *Next, go to the "W" column to see if all of your questions were answered. Highlight or underline any unanswered questions. Bring these questions up during class discussion.*
 5. *Before we finish for today, I want you to take a couple of minutes and make two or three entries in the “L” column of your KWL chart regarding what we talked about today.*

LESSON CLOSURE

- *Today we learned a little about the history of disabilities. There is still much about this history we did not talk about. Think about the questions you might still have about the history of disabilities. What are some things you are curious about but we did not discuss? Later, during unit 6, you will have an opportunity to do some research about disabilities. When you work on your research, maybe you can find answers to some of the questions you still have.*
- *In our next lesson, we are going to learn about special education and how and why some students are in special education and others are not.*
- *Take a minute and make two or three entries in the “W” column identifying things you would like to know about special education.*

STUDENT EVALUATION

1. Participation in class discussion
2. Completion of worksheet 2-1: History of Disability
3. Entries on individual KWL chart

Lesson 2

Special Education! How and Why Did I Get Here?

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. identify the purpose of special education
2. identify key terms and definitions related to special education
3. describe the process of being identified and placed in special education
4. describe the four most common types of IEP meetings

MATERIALS

1. Worksheet 2-2a: Learning About Special Education: How and why did I get here? (terms and acronyms)
2. Worksheet 2-2b: Learning About Special Education: How and why did I get here? (blank flowchart)
3. Worksheet 2-2c: Learning About Special Education: How and why did I get here?
4. Worksheet 2-2d: Learning About Special Education: How and why did I get here? (answer key)
5. **Worksheet 2-2e: Learning About Special Education: How and why did I get here? (Modified)**
6. Scissors, tape, and/or glue
7. **Power Point Presentation (Modified)**

LESSON OPENING

- *We have learned about self-awareness, self-advocacy and a little about the history of disabilities. Today we are going to talk about special education. You will learn why some students are in special education and how they get there. Before we start, does anyone have any questions about self-awareness, self-advocacy or the historical events we have talked about?*

- *Lets start by adding to our KWL charts. In the last lesson, you each started your own KWL charts. At the end of the lesson, you each made entries in the “K” column about special education. Lets take a minute and talk about the things you listed in the “K” column.*
 - Provide the students time to discuss and write entries as needed.

- *You also listed some things in the “W” column. Someone share something they listed in their “W” column.*

- Provide the students time to discuss and write entries.

PROCEDURE

1. Discuss and complete worksheet 2-2a, Learning About Special Education, as a class.

Handout: Distribute worksheet 2-2a, Learning About Special Education.

Note to teacher: Use teachers guide of worksheet 2-2a to facilitate discussion about the information on the worksheet.

- *Many people are unfamiliar with the words and acronyms used to describe special education. Look at section one of your worksheet about terms and acronyms. Someone tell me what an acronym is.*
- *An acronym is a word formed from the first letter of several words. For example LOL. Many of you probably use this acronym regularly when texting. What does it stand for? Laughing Out Loud.*
- *Take a minute to write the definition of acronym on your worksheet. An acronym is a word formed from the first letter of several words.*

Note to teacher: Have worksheet on overhead to complete as an example for students.

- *An acronym you hear in special education is IEP. Does anyone know what those letters stand for? We talked about this one in our last lesson.*
- Provide students time to respond. Encourage them to look back on their work from the last lesson if they need help.
 - *The letters IEP stand for Individual Education Program.*
- Continue using teachers guide to facilitate the completion of sections 1 and 2.

2. Class discussion: How and why students are placed in special education.

Handout: Distribute Learning About Special Education 2-2b & 2-2c Flow chart. Have students work in small groups or pairs to complete the chart.

- *Now we are going to learn about how and why a student is placed in special education. Take a minute to look at the two sheets I just handed out. Sheet 2-2b has 9 boxes on it. Each box represents a step that must be taken in order for a student to be placed in special education. Sheet 2-2c has nine boxes with the different steps that must be taken for a student to be placed in special education. You are going to work in pairs/small groups to correctly arrange the information from sheet 2-2c into the boxes on sheet 2-2b.*

Lesson 2- *Special Education! How and Why Did I Get Here?*

- Provide time for students to complete flow chart task. Move around the room, answering questions and monitoring student progress
- Make sure each student completes a chart while working in pairs/groups. Each student will need a copy of the completed flow chart to place in his/her ME! Book.
- Provide students an opportunity to ask questions as needed.
- Once students have completed the flow charts, distribute the answer key, sheet 2-2d, for each pair/group to check the accuracy of their work.
- Facilitate class discussion over the steps and answer any questions students have about the steps and information on their charts.
- Have students turn in completed flow charts.

LESSON CLOSURE

- *As you can see by our work today, there are many things to learn about special education. I want you to think about the terms and acronyms we learned today. Also, think about the steps we discussed on the flow chart.*
- *In our next lesson, you are going to use what you learned today to describe your experience in school, starting with elementary school. Between now and then, I want you to think about the memories you have about your school years.*
 - *Can you remember your parents or teachers talking to you about your disability?*
 - *What were some things that were and might still be difficult for you in school?*
- *If you have a hard time remembering, ask your parents about when you were placed in special education. Ask them what they remember about the process.*
- *Now, take a minute and look at your KWL charts.*
- *Make entries identifying some things you learned today.*
- *Sometimes, the more we learn about something the more questions we have. Take a minute and add entries to the column of things you would like to know.*
- *Take a minute and look at the entries in the “know” column. Is there anything listed in the column that needs to be updated? Is there anything you thought you knew but turned out to be untrue? If so, take a minute to mark those entries out and write in the correct information.*
- *Once you have finished adding to your KWL chart, put it in your ME! Book.*
- *Be sure to hand in your worksheet2-2a of terms and acronyms and your completed flow chart, sheet 2-2b.*

STUDENT EVALUATION

1. Completed Worksheet 2-2a: Learning About Special Education: How and why did I get here? (Terms and Acronyms)
2. Worksheet 2-2b: Learning About Special Education: How and why did I get here? (flowchart)
3. Participation in class discussion
4. Entries as needed on individual KWL chart

Lesson 3

Creating My History

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. use appropriate terms and acronyms to accurately describe their education experience
2. identify and describe key events in their educational history
3. create a personal written work depicting their educational experience

MATERIALS

1. Materials will vary depending on the method students choose to complete their histories. Possible materials include: colored pencils, colored paper, student photos, paint and access to computers.
2. Worksheet 2-3: Creating MY! History, [Worksheet 2-3 Modified](#)

LESSON OPENING

- *During the last lesson, you learned how and why students are placed in special education. Today you are going to use the information you learned, along with your memories, to create your own history of your education.*
- *Before we get started, everyone take out your KWL charts.*
- *Read over the entries you have made so far in each of the columns.*
 - Provide students an opportunity to share their entries if they like.
- *Does anyone have any questions about what we have covered so far?*
 - Provide an opportunity for questions and provide feedback to students.

PROCEDURE

1. **Handout:** Distribute graded work from last lesson.
2. **Discussion point(s):** Review the graded flow chart and terms and acronyms worksheet from last lesson.
 - *Lets do a quick review of the terms, acronyms and steps on the flow chart.*
 - Take a few minutes to review and discuss the handouts.
 - Provide students an opportunity to ask questions as needed.

3. **Activity:** Students will create their history based on their memories and the information learned in previous lessons.

Handout: Distribute worksheet 2-3: *Creating MY! History* to each students.

- *I am passing out a sheet called “Creating MY! History.” This sheet includes directions and questions that you will use to help complete today’s assignment. Look at your sheet while I read through the two paragraphs on the top of the page.*
 - Use teacher version of “Creating MY! History” worksheet to facilitate instructions and discussion of the assignment.
- *You have the rest of this period to work on your history. I will be moving around the room to check on your work and answer any questions you might have.*
- *When you finish your history, you need to review your KWL chart and make entries as needed.*

LESSON CLOSURE

- Check student’s work to make sure everyone completed their history.
- Have students complete the assignment as homework if they need additional time.
- Remind students to hand in their completed histories and place all other handouts in their ME! Book.

Handout: Distribute the Unit 2 Knowledge Quiz. Once students complete the quiz have them hand in for grading.

STUDENT EVALUATION

1. Completed worksheet 2-3 *Creating My History*
2. Completed student history
3. Class participation
4. Entries as needed on individual KWL chart
5. Unit 2 Knowledge Quiz

Me!

**Student
Materials**

Student: _____ Date: _____

History of Disability

Section 1: Key Terms and Definitions

1. stutter: _____

2. barrier: _____

3. prejudice: _____

4. low expectations: _____

5. Civil Rights Movement: _____

6. IEP: _____

7. Goals: _____

8. Objectives: _____

Section 2: Historical Events List three historical events that influenced the treatment of individuals with disabilities. Describe how or why each event changed the way society treats people with disabilities.

1. Event: _____
How/Why: _____

KWL Chart

Student: _____ Date: _____ to _____

K What I K now	W What I W ant to know	L What I L earned

1. Start with the “K” column and list the things you know about the topic you are going to learn about.
2. Next, go to the “W” column and list the things you want to know about the topic you are going to learn about.
3. Once you have learned about the topic complete the “L” column by identifying the things you learned. Then go back to the “K” column to see if everything you thought you knew was correct. If there are any incorrect statements mark them out and write in a correct statement.
4. Next, go to the "W" column to see if all of your questions were answered. Highlight or underline any unanswered questions. Bring these questions up during class discussion.

**Learning About Special Education:
How and why did I get here?**

Student: _____

Date: _____

Section 1: Terms and Acronyms

1. Acronyms: _____

Example: **LOL**
 Laughing
 Out
 Loud

2. IEP: _____

3. ITP: _____

4. IDEA: _____

5. goals: _____

6. objectives: _____

7. accommodations: _____

8. modifications: _____

Section 2: Types of Meetings

9. Eligibility Meeting: _____

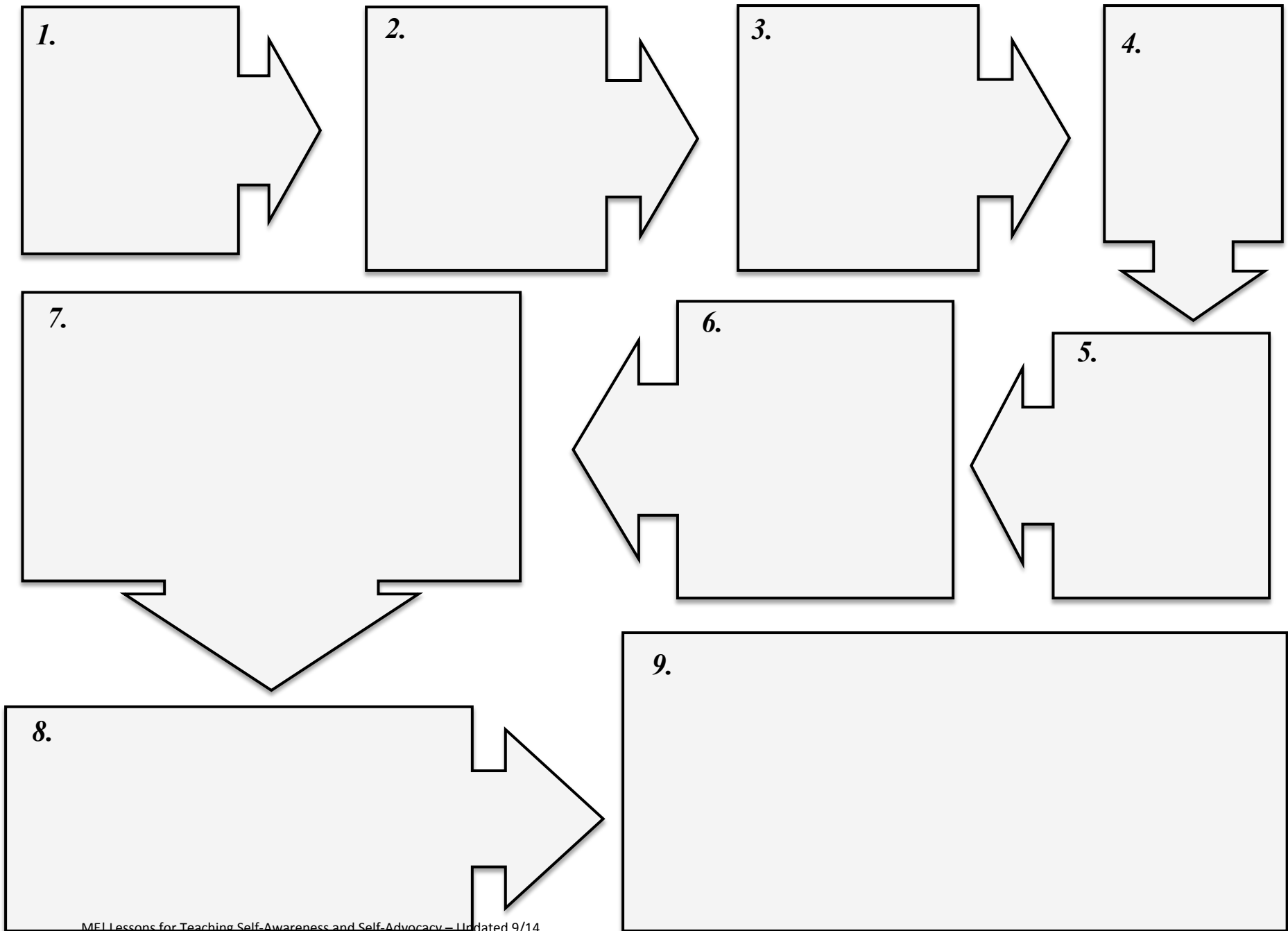
10. Annual Review: _____

11. Triennial Meeting (Three-year): _____

12. Transition Meeting: _____

13. Exit Meeting: _____

Learning About Special Education: How and why did I get here?



Cut out each of the following information boxes and place them in the correct boxes on worksheet 2-2b. Once you have placed each box in the correct order you will have a flowchart describing how a student is placed in special education.

Your parents/guardian, teachers, principal, counselor, and maybe other people as needed come together as a team. This team, along with you, makes up your IEP team.

Your IEP team has a meeting about your test scores. This meeting is called an eligibility meeting.

A teacher, parent/guardian or other person in the school who knows you well notices that you are having a difficult time learning things like the other kids. This person talks to your teacher about their concerns.

If the interventions help enough, then you stay in your class and nothing changes.

OR

If the interventions do not help you, then the school and your parents move onto the next step.

Your teacher uses interventions to try to help you. If you are having a hard time in math, then your teacher might spend extra time working on math with you. Your teacher might find someone to help you study your spelling words if that is what you are struggling with learning.

Someone from the school district gives you a test. This person can be a special education teacher, a counselor, a psychologist, or someone else the school has hired to give the test.

Every year, your IEP team meets to review your IEP and the progress you have made. This meeting is called your annual review.

Every three years, your team has a triennial meeting, usually called your three-year review.

When you graduate, you have a meeting called your exit meeting.

In addition, once you reach transition age, the school adds an ITP to your IEP. When this happens, you will have a transition meeting. Sometimes this happens at the same time as your IEP meeting and sometimes it is a separate meeting. It just depends on your needs.

Your teacher or someone else in your school fills out paper work to request that you be tested for special education. This is called a referral.

This is your first IEP meeting. Your IEP team writes an IEP that describes the types of services, accommodations and modifications you will get at school. Everyone on your team signs the IEP at the end of this meeting.

At this point, some things in your school day will change. The changes vary from student to student, depending on what he/she needs help with while at school.

Your IEP team decides whether you will be put into special education. This decision is made based on your test scores, reports from your teachers and concerns from your parents/guardian.

If your team decides no, you are not put into special education. You stay in class and nothing changes.

OR

If your team decides you need special education, they schedule another meeting to write your IEP.

Creating MY! History

During the last lesson you learned how and why a student is placed in special education. You are going to use the information you learned, along with your memories, to create your own history of your education. Below are questions to help guide you while you create your history. For this assignment, you can write your history in an essay, create a timeline, write a poem, a song, draw a picture, make a comic strip, or create a collage.

It is common for many students to be put into special education without the student understanding what is happening. Sometimes students do not even know they are in special education until they get older. Now that you understand how students are placed in special education, think about your memories and the questions below. Use the questions, your knowledge about special education, and your memories to create your history.

Answer the following questions to create a guide to use while you create a history about your education. Make sure that you think about the questions below while you are creating your history.

1. Did you or your parents/guardian know you had a disability before you started school? How did they know? _____

2. What grade were you in when you first realized that you had a difficult time with your schoolwork or being at school? _____

3. Who do you believe was the first person to notice that you were having a difficult time in school? (hint: box 1 on chart from lesson 2) _____

4. Can you remember some of the interventions your teacher used before you were tested for special education? If so, what are they? (hint: box 2 on chart from lesson 2) _____

5. What are some things you remember in elementary school that could have been the result of being in special education?
 - a. Did you go to a different classroom for part of the day? yes no

b. Did a different teacher come into your classroom to help you with your work?

yes no

c. Did you have a different reading or math book than the other students? yes no

6. What is the first thing you can remember about being in special education? How did this make you feel? _____

7. Do you remember anyone telling you what type of disability you have? Who told you? How did this make you feel? _____

8. Do the people in your family talk about your disability or special education? How does this make you feel? _____

9. Do your friends know you are in special education? Do they say anything about you being in special education? How does that make you feel? _____

10. How does being in special education make your school day different from other students who are not in special education? _____

11. What are your education plans after high school graduation? _____

Creating My History

1. Did you or your parents know you had a disability before you started school? **Yes No**

2. What grade were you in when you first realized that you had a difficult time with your schoolwork or being at school? **Grade** _____

3. Who do you believe was the first person to notice that you were having a difficult time in school? **Parent Teacher Friend You**

4. What interventions did the teachers use with you?

Extra time studying with teacher

Small group work

Extra practice

5. What are some things you remember in elementary school that could have been a result of being in special education?
 - A. Did you go to a different classroom for part of the day? **Yes No**
 - B. Did a different teacher come into your classroom to help you with your work?
 Yes No
 - C. Did you have a different reading or math book than the other students?
 Yes No

6. What was the first thing you can remember about being in special education?

How did you feel?

Surprised

Anxious

Concerned

Angry

Upset

Confused

Embarrassed

Worried

Alone

Nervous

Free

Relieved

Pleased

Important

7. Do you remember anyone telling you what type of disability you have? **Yes No**

What is it? _____

Who told you? **Parent Teacher Friend**

How did you feel?

Surprised	Anxious
Concerned	Angry
Upset	Confused
Embarrassed	Worried
Alone	Nervous
Free	Relieved
Pleased	Important

8. Do the people in your family talk about your disability or special education? **Yes No**

How does this make you feel?

Surprised	Anxious
Concerned	Angry
Upset	Confused
Embarrassed	Worried
Alone	Nervous
Free	Relieved
Pleased	Important

9. Do your friends know you are in special education? **Yes No**

Do they say anything about being in special education? **Yes No**

How does that make you feel?

Surprised

Anxious

Concerned

Angry

Upset

Confused

Embarrassed

Worried

Alone

Nervous

Free

Relieved

Pleased

Important

10. How does being in special education make your school day different from other students who are not in special education?

11. What are your plans after high school graduation?

Unit 2: Learning About Special Education
Checking Your Knowledge Quiz

Define each of the following terms using complete sentences.

1. Barrier: _____

2. Prejudice: _____

3. Accommodation: _____

Provide a short answer for the following questions.

4. List at least 3 people who are part of your IEP team.
 - a. _____
 - b. _____
 - c. _____

5. What does IEP stand for?
 - I _____
 - E _____
 - P _____

Circle the correct answer.

6. War has changed the way people in the Unites States view disability. **True False**
7. There is more than one type of IEP meeting. **True False**
8. How many people in the United States has a disability?
 - a. 1 in 5
 - b. 1 in 10
 - c. 1 in 50
 - d. 1 in 100

Me!

**Teacher
Materials**

Student: _____ Date: _____

History of Disability

Section 1: Key Terms and Definitions

1. stutter: A speech disorder that causes people to hesitate, repeat and/or prolong words when talking. Stuttering can make communicating with others difficult.
2. barrier: Anything that prevents or hinders movement and/or action.
3. prejudice: Beliefs and/or attitudes people have toward other people and/or situations without knowledge and facts about those people or situations. (race, social class, gender, ethnicity, etc.)
4. low expectations: The belief that a person lacks the capability to do something well.
5. Civil Rights Movement: A political movement during the 1960s led by minority groups such as Native Americans, Black Americans, and people with disabilities in an effort to be treated equally.
6. IEP: A document that describes the needs and services of a special education student.
7. Goals: Goals on an IEP are the things you, your family, and the school plan for you to achieve. These goals are written on your IEP.
8. Objectives: Steps to reaching a goal. Objectives are specific things you must accomplish in order to achieve your goal.

Section 2: Historical Events List three historical events that influenced the treatment of individuals with disabilities. Describe how or why each event changed the way society treats people with disabilities.

1. Event: Answers will vary
How/Why: _____

**Learning About Special Education:
How and why did I get here?**

Student: _____

Date: _____

Section 1: Terms and Acronyms

1. Acronym: A word or abbreviation formed by using the first letter of two or more words.

Example: **LOL**
 Laughing
 Out
 Loud

2. IEP: Individualized Education Program, a document that describes the needs and services of a special education student.

3. ITP: Individualized Transition Program, a guide to help families, schools, and students plan for the students future.

4. IDEA: Individuals with Disabilities Education Act, a federal law that requires schools to provide special education to students with disabilities.

5. goals: Goals on an IEP are the things you, your family, and the school plan for you to achieve. These goals are written on your IEP.

6. objectives: Steps to reaching a goal. Objectives are specific things you must accomplish in order to achieve your goal

7. accommodations: Adjustments or changes made to **how** a student completes his/her work. These changes and adjustments can include presentation, response, setting, time, and equipment.

8. modifications: Changes to **what** a student is expected to do. Modifications changed the content students are expected to master,

Section 2: Types of Meetings

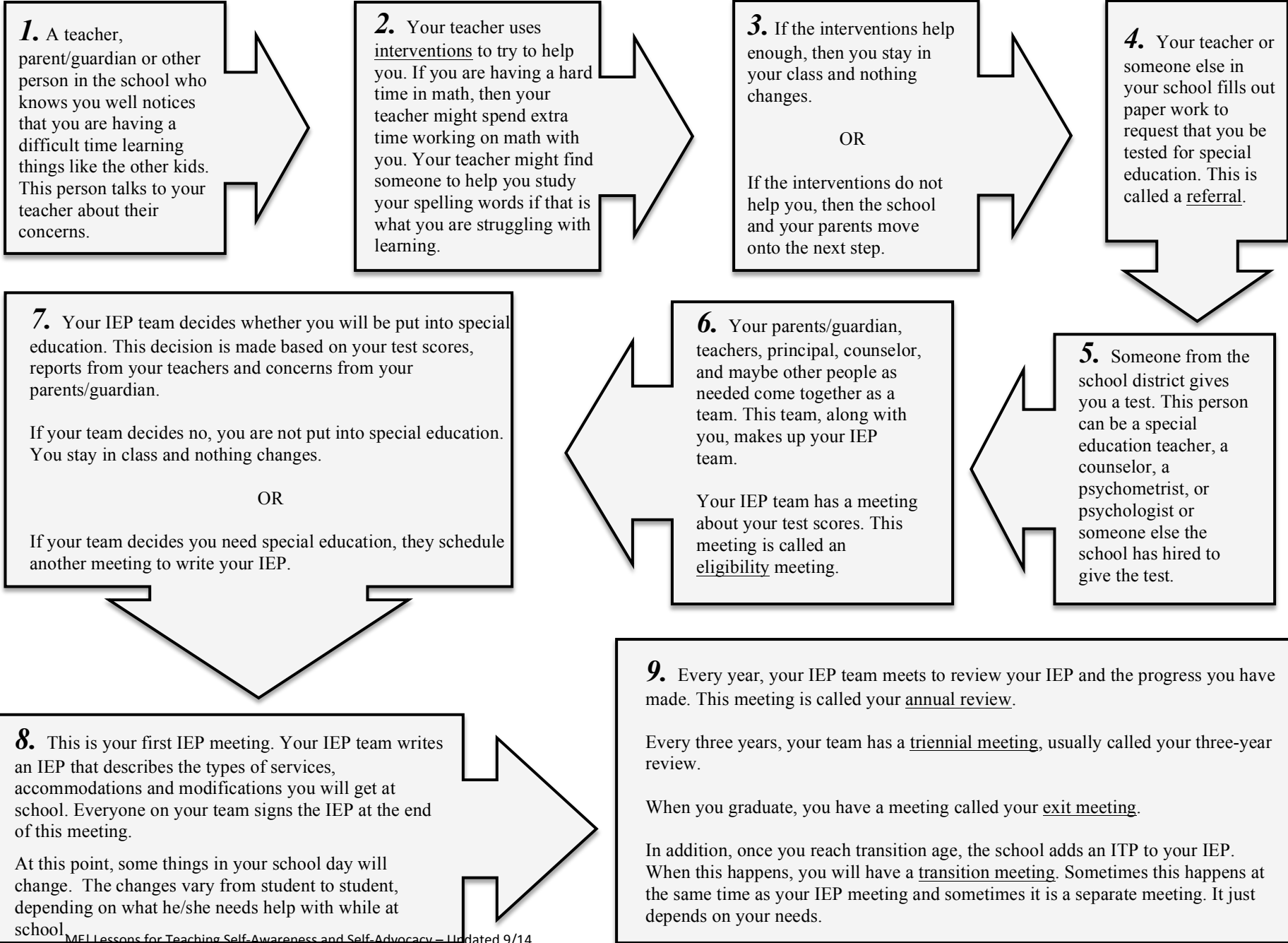
9. Eligibility Meeting: *A meeting held to review student test scores and other important information to determine if a student qualifies for special education.* _____

10. Annual Review: *A yearly meeting held to review a students IEP and progress and plan for the next year.* _____
11. Triennial Meeting (Three-year): *A meeting held every 3 years to review new testing results, the IEP, and progress of a special education student.* _____

12. Transition Meeting: *A meeting held to discuss and plan for a students future. Sometimes this meeting is held during an annual review meeting.* _____

13. Exit Meeting: *Before a special education student graduates an exit meeting is held to review student progress and discontinue special education services.* _____

Learning About Special Education: How and why did I get here?(Answer key)



Unit 2: Learning About Special Education
Checking Your Knowledge Quiz

Define each of the following terms using complete sentences.

1. Barrier: Anything that prevents or hinders movement and/or action
2. Prejudice: Beliefs and/or attitudes people have toward other people and/or situations without knowledge and facts about those people or situations. (race, social class, gender, ethnicity, etc.)
3. Accommodation: Adjustments or changes made to **how** a student completes his/her work. These changes and adjustments can include presentation, response, setting, time, and equipment.

Provide a short answer for the following questions.

4. List at least 3 people who are part of your IEP team.
 - a. _____
 - b. _____
 - c. _____
5. What does IEP stand for?
 - I Individual
 - E Education
 - P Program

Circle the correct answer.

6. War has changed the way people in the Unites States view disability. **True** **False**
7. There is more than one type of IEP meeting. **True** **False**
8. How many people in the United States has a disability?
 - a. **1 in 5**
 - b. 1 in 10
 - c. 1 in 50
 - d. 1 in 100

Unit 3: Understanding My IEP

Lesson Overviews

Unit Purpose: The purpose of Unit 3 is to familiarize students with major components and vocabulary included in IEPs.

Lesson 1: Getting to Know My IEP

Objectives

Students will:

1. identify the major components of an IEP
2. locate major sections of an IEP
3. define significant terms and acronyms contained in the IEP
4. describe important information in an IEP, including goals/objectives, accommodations and modifications

Materials

1. Copies of IEP (preferably the student's personal IEP)
2. Worksheet 3-1: Important Things in My IEP
3. Copies of NICHCY "A Student's Guide to the IEP" for each group (extension activity)
4. The links below are helpful for further information or to review prior to this lesson
<http://www.ed.gov/parents/needs/speced/iepguide/index.html>
<http://www.nichcy.org/>
<http://www.nichcy.org/EducateChildren/IEP/Pages/IEPcontents.aspx>
<http://www.nichcy.org/InformationResources/Pages/NICHCYPublications.aspx>
<http://www.nectac.org/chouse/acronyms.asp>

NICHCY free resources only available until Sep. 30, 2014

Activities and Procedures: Lesson 1 opens with a critical thinking activity that requires students to discuss a short scenario and then identify the problems and develop possible solutions to those problems. Next, students take time to discuss and make KWL chart entries. The main activity of this lesson requires students to use worksheet 3-1: Important Things In My IEP, to learn about the major components of their IEP's. Student work in pairs or small groups to complete this activity.

Student Evaluation

1. Student participation in class discussion and group work
2. Progress on worksheet 3-1 as appropriate for session
3. Entries on KWL chart as needed

Extension Activity: Lesson 1 includes an extension activity that uses *A Student's Guide to the IEP* (McGahee-Kocac, 2002) to help students learn about the IEP process. The information for this activity is included at the beginning of the procedures in Lesson 1. It would be appropriate to complete the lesson opening, then complete this extension activity prior to using worksheet 3-1. Completing this extension activity will likely take an entire class period.

Lesson 2: Still Getting to Know My IEP

Objectives

Students will:

1. identify the major components of an IEP
2. locate major sections of an IEP
3. define significant terms and acronyms contained in the IEP
4. describe important information in an IEP, including goals/objectives, accommodations and modifications

Materials

1. Copies of IEP (preferably the student's personal IEP)
2. Worksheet 3-1: Important Things in My IEP

Activities and Procedures: Lesson 2 provides students additional time to complete worksheet 3-1 from Lesson 1 and discuss questions they may have regarding their IEPs. Once students complete worksheet 3-1, they revisit the critical thinking scenario from Lesson 1. The purpose for revisiting the scenario is to determine if students identify additional problems and solutions after learning about IEPs. Students complete Unit 3 Knowledge Quiz as the lesson closure.

Student Evaluation

1. Student participation in class discussion and group work
2. Completion of worksheet 3-1
3. Entries on KWL chart as needed

Extension Activity: Lesson 2 does not include an extension activity. However, if you did not complete the Lesson 1 extension activity, it is appropriate to do so at the end of this lesson.

Unit 3: Understanding My Individualized Education Program

COMMON CORE STANDARDS

- High School English Language Arts (Grades 9, 10, 11, & 12) -

Writing

[CCSS.ELA-Literacy.W.9-10.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

[CCSS.ELA-Literacy.W.9-10.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.

Reading: Informational Texts

[CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

[CCSS.ELA-Literacy.RI.11-12.7](#) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Speaking and Listening

[CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. [CCSS.ELA-Literacy.SL.11-12.1a](#) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. [CCSS.ELA-Literacy.SL.9-10.1b](#) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

[CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

[CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

[CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language

[CCSS.ELA-Literacy.L.11-12.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Lesson 1

Getting To Know My IEP

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. identify the major components of an IEP
2. locate major sections of an IEP
3. define significant terms and acronyms contained in the IEP
4. describe important information in an IEP, including goals/objectives, accommodations and modifications

MATERIALS

1. Copies of IEP (preferably the students personal IEP)
2. Worksheet 3-1: Important Things in My IEP
3. Copies of NICHCY “A Student’s guide to the IEP” for each group (extension activity)
4. The links below are helpful for further information or to review prior to this lesson
<http://www.ed.gov/parents/needs/speced/iepguide/index.html>
<http://www.nichcy.org/>
<http://www.nichcy.org/EducateChildren/IEP/Pages/IEPcontents.aspx>
<http://www.nichcy.org/InformationResources/Pages/NICHCYPublications.aspx>
<http://www.nectac.org/chouse/acronyms.asp>

LESSON OPENING

Critical thinking: Read the following scenario to students. Have students identify the key issues/problems Sonia is facing. Have students brainstorm ways Sonia can solve her problem.

Sonia is in the 9th grade and has been attending her IEP meetings since the 6th grade. Every year Sonia sits quietly at the table during her IEP meeting while her parents and teachers talk about her IEP. Sonia would like to contribute to the meeting but does not know what to say and does not know what is written on her IEP. She is not even, sure she knows what an IEP is. Every year she leaves the meeting confused and irritated that everyone is making decisions about her with little or no input from her.

- Provide students time and opportunity to respond to the story.

- Record the solutions students identify in the space below or somewhere in the classroom. Students will need to revisit these solutions at the end of Unit 3.

Problems	Solutions
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- Instruct students to think about Sonia’s situation as they work through Unit 3. Inform them that at the end of the unit the class will discuss Sonia’s situation again to see if anyone has come up with new solutions for Sonia’s problems.
 - *Please take out your KWL charts.*
 - *Today you are going to start learning about your IEP.*
 - *Before we start, lets look at what we have learned and what we would like to learn.*
 - *Is there anything listed on your KWL that you have not gotten an answer to yet?*
 - *Now, lets take a minute to write some entries on what we know about IEPs.*
- Provide students time and opportunity to discuss what they know about IEPs.
 - *Now, lets take a minute to write some entries on what you want to know about IEPs.*
- Provide students time to make entries on their KWL charts.
 - *Lets move on to our lesson about IEPs*

PROCEDURE

Extension Activity: Use *A Student’s Guide to the IEP* (McGahee-Kovac, 2002) to familiarize students with the purpose of an IEP and the process involved in the development of an IEP. This guide is available at no cost and can be downloaded at <http://www.nichcy.org/InformationResources/Pages/NICHCYPublications.aspx> Scroll down to “Student’s Guide to the IEP” and click on the link “Helping Students Develop Their IEPs”. You may find many of the resources available at the NICHCY website helpful to you and your students.

Note to teacher: This lesson was designed for students to use a copy of their personal IEP. A blank IEP document may be used if you are unable to obtain a copy of students’ IEPs. In

addition, the vocabulary words used in the lesson come from the Oklahoma IEP available at the time this lesson was written. Please review the vocabulary words to ensure they match the IEP of your students. Edits can easily be made to the information in the table if needed.

1. Discuss and complete worksheet 3-1: Important Things In My IEP.

Handout: Distribute copies of student IEPs and worksheet 3-1: Important Things In My IEP to each student. Have students work in small groups or pairs to complete worksheet 3-1.

Discussion point(s): Briefly introduce the IEP document to students.

- *I have given you two handouts. One is a copy of your IEP (or a blank IEP) and one is a list of words and definitions you will need to know when we talk about your IEP. Lets look at the IEP first.*

- *What is an IEP?*

An IEP is a written document that describes the special education services a student needs and includes strengths, needs, goals, and transition plans.

- *Take a minute to look through the pages just to get an idea of what it looks like.*
- *How many of you have seen your IEP before?*
- *We are going to go through the IEP and talk about what the different parts of it are for and what some of the words mean.*

Discussion point(s): Briefly introduce worksheet 3-1: Important Things In My IEP to students.

- *Look at the other handout I gave you.*
- *You see the first column? The words in this column are words you will see on an IEP. In the column next to it is the definition of each of the words. The third column is blank. As we discuss each of the vocabulary words and their definitions, you need to list the page of the IEP they are on.*
- *Look on the back of your worksheet. You will see five blank rows. As we go through the IEP, there might be words you have questions about. You can write those words and the page numbers on your worksheet in the blank rows. We can discuss those words you think we need to add.*
- *You are going to work in pairs/small groups to complete worksheet 3-1: Important Things In My IEP.*
- *Does anyone have any questions before we begin?*

- It could also be helpful to place a blank IEP on an overhead to refer to during discussion with class or groups.
- Encourage students to write on the IEP if they need to.
- Provide time for students to work on worksheet 3-1: Important Things In My IEP. Move around the room, answering questions and monitoring student progress. Make sure that each student completes the worksheet while working in pairs/groups. Each student will need a completed copy to place in their ME! Book.

Note to teacher: Two lessons (excluding the extension activity) have been dedicated to covering the IEP and completion of worksheet 3-1. The time needed to complete this could vary depending on number of students and the questions they have about their IEPs. The important thing is to answer the student's questions and give students opportunities to discuss the information as needed.

LESSON CLOSURE

- *We are going to stop there for today.*
- *Does anyone have questions about today's work?*
- Provide time and opportunity for questions.
- Go around the room and have each pair/small group report on their progress for today.
 - *Lets take a minute to add to our KWL charts.*
- Provide time for students to make entries on their KWL charts.
 - *We will start our next lesson where we left off today. Make sure you put all of your papers in your ME! Book so you will have them during our next class*

STUDENT EVALUATION

1. Student participation in class discussion and group work.
2. Progress on worksheet 3-1 as appropriate for session
3. Entries on KWL chart as needed

Lesson 2

Still Getting to Know My IEP

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. identify the major components of an IEP
2. locate major sections of an IEP
3. define significant terms and acronyms contained in the IEP
4. describe important information in an IEP, including goals/objectives, accommodations and modifications

MATERIALS

1. Copies of IEP (preferably the students personal IEP)
2. Worksheet 3-1: Important Things in My IEP

LESSON OPENING

During our last class we started learning about the parts of your IEP and the meaning of many of the words included on your IEP. Today we are going to continue learning about your IEP. Before we start, does anyone have questions about what we did during our last class?

- *Please take out your KWL charts.*
- *Before we start, lets look at what you have learned and what you would like to learn.*
- *Is there anything listed on your KWL that you have not gotten an answer to yet?*
- Provide students time and opportunity to discuss what they have learned and what they would still like to learn about IEPs.
 - *Take a minute to write entries on your KWL chart if you need to.*
- Provide students time to make entries on their KWL charts.

PROCEDURE

Note to teacher: Two lessons (excluding the extension activity) have been dedicated to covering the IEP and completion of worksheet 3-1. The time needed to complete this could vary depending on number of students and the questions they have about their IEPs. The important thing is to answer the student's questions and give students opportunities to discuss the information as needed.

1. Students continue working in pairs/small groups to complete worksheet 3-1.

LESSON CLOSURE

Critical thinking: Reread the following scenario to students. Have them discuss the solutions they identified at the beginning of this unit. Provide students time to brainstorm additional solutions they may have thought of after learning the information from this unit.

Sonia is in the 9th grade and has been attending her IEP meetings since the 6th grade. Every year Sonia sits quietly at the table during her IEP meeting while her parents and teachers talk about her IEP. Sonia would like to contribute to the meeting, but does not know what to say and does not know what is written on her IEP. She is not even sure she knows what an IEP is. Every year she leaves the meeting confused and irritated that everyone is making decisions about her with little or no input from her.

- Provide students time and opportunity to respond to the story.

Handout: Distribute Unit 3 Knowledge Quiz for students to complete.

STUDENT EVALUATION

1. Student participation in class discussion and group work.
2. Completion of worksheet 3-1
3. Entries on KWL chart as needed
4. Unit 3 Knowledge Quiz

Unit 3: Understanding My IEP

Lesson Overviews

Unit Purpose: The purpose of Unit 3 is to familiarize students with major components and vocabulary included in IEPs.

Lesson 1: Getting to Know My IEP

Objectives

Students will:

1. identify the major components of an IEP
2. locate major sections of an IEP
3. define significant terms and acronyms contained in the IEP
4. describe important information in an IEP, including goals/objectives, accommodations and modifications

Materials

1. Copies of IEP (preferably the student's personal IEP)
2. Worksheet 3-1: Important Things in My IEP
3. Copies of NICHCY "A Student's Guide to the IEP" for each group (extension activity)
4. The links below are helpful for further information or to review prior to this lesson
<http://www.ed.gov/parents/needs/speced/iepguide/index.html>
<http://www.nichcy.org/>
<http://www.nichcy.org/EducateChildren/IEP/Pages/IEPcontents.aspx>
<http://www.nichcy.org/InformationResources/Pages/NICHCYPublications.aspx>
<http://www.nectac.org/chouse/acronyms.asp>

NICHCY free resources only available until Sep. 30, 2014

Activities and Procedures: Lesson 1 opens with a critical thinking activity that requires students to discuss a short scenario and then identify the problems and develop possible solutions to those problems. Next, students take time to discuss and make KWL chart entries. The main activity of this lesson requires students to use worksheet 3-1: Important Things In My IEP, to learn about the major components of their IEP's. Student work in pairs or small groups to complete this activity.

Student Evaluation

1. Student participation in class discussion and group work
2. Progress on worksheet 3-1 as appropriate for session
3. Entries on KWL chart as needed

Extension Activity: Lesson 1 includes an extension activity that uses *A Student's Guide to the IEP* (McGahee-Kocac, 2002) to help students learn about the IEP process. The information for this activity is included at the beginning of the procedures in Lesson 1. It would be appropriate to complete the lesson opening, then complete this extension activity prior to using worksheet 3-1. Completing this extension activity will likely take an entire class period.

Lesson 2: Still Getting to Know My IEP

Objectives

Students will:

1. identify the major components of an IEP
2. locate major sections of an IEP
3. define significant terms and acronyms contained in the IEP
4. describe important information in an IEP, including goals/objectives, accommodations and modifications

Materials

1. Copies of IEP (preferably the student's personal IEP)
2. Worksheet 3-1: Important Things in My IEP

Activities and Procedures: Lesson 2 provides students additional time to complete worksheet 3-1 from Lesson 1 and discuss questions they may have regarding their IEPs. Once students complete worksheet 3-1, they revisit the critical thinking scenario from Lesson 1. The purpose for revisiting the scenario is to determine if students identify additional problems and solutions after learning about IEPs. Students complete Unit 3 Knowledge Quiz as the lesson closure.

Student Evaluation

1. Student participation in class discussion and group work
2. Completion of worksheet 3-1
3. Entries on KWL chart as needed

Extension Activity: Lesson 2 does not include an extension activity. However, if you did not complete the Lesson 1 extension activity, it is appropriate to do so at the end of this lesson.

Unit 3: Understanding My Individualized Education Program

COMMON CORE STANDARDS

- High School English Language Arts (Grades 9, 10, 11, & 12) -

Writing

[CCSS.ELA-Literacy.W.9-10.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

[CCSS.ELA-Literacy.W.9-10.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.

Reading: Informational Texts

[CCSS.ELA-Literacy.RI.11-12.3](#) Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

[CCSS.ELA-Literacy.RI.11-12.7](#) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Speaking and Listening

[CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. [CCSS.ELA-Literacy.SL.11-12.1a](#) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. [CCSS.ELA-Literacy.SL.9-10.1b](#) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

[CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

[CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker’s point of view, reasoning, and use of

evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

[CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language

[CCSS.ELA-Literacy.L.11-12.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Lesson 1

Getting To Know My IEP

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. identify the major components of an IEP
2. locate major sections of an IEP
3. define significant terms and acronyms contained in the IEP
4. describe important information in an IEP, including goals/objectives, accommodations and modifications

MATERIALS

1. Copies of IEP (preferably the students personal IEP)
2. Worksheet 3-1: Important Things in My IEP, [Worksheet 3-1: Summary of My IEP \(Modification\)](#)
3. Copies of NICHCY “A Student’s guide to the IEP” for each group (extension activity)
4. The links below are helpful for further information or to review prior to this lesson
<http://www.ed.gov/parents/needs/speced/iepguide/index.html>
<http://www.nichcy.org/>
<http://www.nichcy.org/EducateChildren/IEP/Pages/IEPcontents.aspx>
<http://www.nichcy.org/InformationResources/Pages/NICHCYPublications.aspx>
<http://www.nectac.org/chouse/acronyms.asp>

NICHCY free resources only available until Sep. 30, 2014

LESSON OPENING

Critical thinking: Read the following scenario to students. Have students identify the key issues/problems Sonia is facing. Have students brainstorm ways Sonia can solve her problem.

Sonia is in the 9th grade and has been attending her IEP meetings since the 6th grade. Every year Sonia sits quietly at the table during her IEP meeting while her parents and teachers talk about her IEP. Sonia would like to contribute to the meeting but does not know what to say and does not know what is written on her IEP. She is not even, sure she knows what an IEP is. Every year she leaves the meeting confused and irritated that everyone is making decisions about her with little or no input from her.

- Provide students time and opportunity to respond to the story.

- Record the solutions students identify in the space below or somewhere in the classroom. Students will need to revisit these solutions at the end of Unit 3.

Problems	Solutions
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- Instruct students to think about Sonia’s situation as they work through Unit 3. Inform them that at the end of the unit the class will discuss Sonia’s situation again to see if anyone has come up with new solutions for Sonia’s problems.
 - Please take out your KWL charts.*
 - Today you are going to start learning about your IEP.*
 - Before we start, lets look at what we have learned and what we would like to learn.*
 - Is there anything listed on your KWL that you have not gotten an answer to yet?*
 - Now, lets take a minute to write some entries on what we know about IEPs.*
- Provide students time and opportunity to discuss what they know about IEPs.
 - Now, lets take a minute to write some entries on what you want to know about IEPs.*
- Provide students time to make entries on their KWL charts.
 - Lets move on to our lesson about IEPs*

PROCEDURE

Extension Activity: Use *A Student’s Guide to the IEP* (McGahee-Kovac, 2002) to familiarize students with the purpose of an IEP and the process involved in the development of an IEP. This guide is available at no cost and can be downloaded at <http://www.nichcy.org/InformationResources/Pages/NICHCYPublications.aspx> Scroll down to “Student’s Guide to the IEP” and click on the link “Helping Students Develop Their IEPs”. You may find many of the resources available at the NICHCY website helpful to you and your students.

Note to teacher: This lesson was designed for students to use a copy of their personal IEP. A blank IEP document may be used if you are unable to obtain a copy of students' IEPs. In addition, the vocabulary words used in the lesson come from the Oklahoma IEP available at the time this lesson was written. Please review the vocabulary words to ensure they match the IEP of your students. Edits can easily be made to the information in the table if needed.

1. Discuss and complete worksheet 3-1: Important Things In My IEP.

Handout: Distribute copies of student IEPs and worksheet 3-1: Important Things In My IEP to each student. Have students work in small groups or pairs to complete worksheet 3-1.

Discussion point(s): Briefly introduce the IEP document to students.

- *I have given you two handouts. One is a copy of your IEP (or a blank IEP) and one is a list of words and definitions you will need to know when we talk about your IEP. Lets look at the IEP first.*

- *What is an IEP?*

An IEP is a written document that describes the special education services a student needs and includes strengths, needs, goals, and transition plans.

- *Take a minute to look through the pages just to get an idea of what it looks like.*
- *How many of you have seen your IEP before?*
- *We are going to go through the IEP and talk about what the different parts of it are for and what some of the words mean.*

Discussion point(s): Briefly introduce worksheet 3-1: Important Things In My IEP to students.

- *Look at the other handout I gave you.*
- *You see the first column? The words in this column are words you will see on an IEP. In the column next to it is the definition of each of the words. The third column is blank. As we discuss each of the vocabulary words and their definitions, you need to list the page of the IEP they are on.*
- *Look on the back of your worksheet. You will see five blank rows. As we go through the IEP, there might be words you have questions about. You can write those words and the page numbers on your worksheet in the blank rows. We can discuss those words you think we need to add.*
- *You are going to work in pairs/small groups to complete worksheet 3-1: Important Things In My IEP.*

- *Does anyone have any questions before we begin?*
- It could also be helpful to place a blank IEP on an overhead to refer to during discussion with class or groups.
- Encourage students to write on the IEP if they need to.
- Provide time for students to work on worksheet 3-1: Important Things In My IEP. Move around the room, answering questions and monitoring student progress. Make sure that each student completes the worksheet while working in pairs/groups. Each student will need a completed copy to place in their ME! Book.

Note to teacher: Two lessons (excluding the extension activity) have been dedicated to covering the IEP and completion of worksheet 3-1. The time needed to complete this could vary depending on number of students and the questions they have about their IEPs. The important thing is to answer the student's questions and give students opportunities to discuss the information as needed.

LESSON CLOSURE

- *We are going to stop there for today.*
- *Does anyone have questions about today's work?*
- Provide time and opportunity for questions.
- Go around the room and have each pair/small group report on their progress for today.
 - *Lets take a minute to add to our KWL charts.*
- Provide time for students to make entries on their KWL charts.
 - *We will start our next lesson where we left off today. Make sure you put all of your papers in your ME! Book so you will have them during our next class*

STUDENT EVALUATION

1. Student participation in class discussion and group work.
2. Progress on worksheet 3-1 as appropriate for session
3. Entries on KWL chart as needed

Lesson 2

Still Getting to Know My IEP

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. identify the major components of an IEP
2. locate major sections of an IEP
3. define significant terms and acronyms contained in the IEP
4. describe important information in an IEP, including goals/objectives, accommodations and modifications

MATERIALS

1. Copies of IEP (preferably the students personal IEP)
2. Worksheet 3-1: Important Things in My IEP

LESSON OPENING

During our last class we started learning about the parts of your IEP and the meaning of many of the words included on your IEP. Today we are going to continue learning about your IEP. Before we start, does anyone have questions about what we did during our last class?

- *Please take out your KWL charts.*
- *Before we start, lets look at what you have learned and what you would like to learn.*
- *Is there anything listed on your KWL that you have not gotten an answer to yet?*
- Provide students time and opportunity to discuss what they have learned and what they would still like to learn about IEPs.
 - *Take a minute to write entries on your KWL chart if you need to.*
- Provide students time to make entries on their KWL charts.

PROCEDURE

Note to teacher: Two lessons (excluding the extension activity) have been dedicated to covering the IEP and completion of worksheet 3-1. The time needed to complete this could vary depending on number of students and the questions they have about their IEPs. The important thing is to answer the student's questions and give students opportunities to discuss the information as needed.

1. Students continue working in pairs/small groups to complete worksheet 3-1.

LESSON CLOSURE

Critical thinking: Reread the following scenario to students. Have them discuss the solutions they identified at the beginning of this unit. Provide students time to brainstorm additional solutions they may have thought of after learning the information from this unit.

Sonia is in the 9th grade and has been attending her IEP meetings since the 6th grade. Every year Sonia sits quietly at the table during her IEP meeting while her parents and teachers talk about her IEP. Sonia would like to contribute to the meeting, but does not know what to say and does not know what is written on her IEP. She is not even sure she knows what an IEP is. Every year she leaves the meeting confused and irritated that everyone is making decisions about her with little or no input from her.

- Provide students time and opportunity to respond to the story.

Handout: Distribute Unit 3 Knowledge Quiz for students to complete.

STUDENT EVALUATION

1. Student participation in class discussion and group work.
2. Completion of worksheet 3-1
3. Entries on KWL chart as needed
4. Unit 3 Knowledge Quiz

Me!

**Student
Materials**

Important Things in My IEP

An IEP is a written document that describes the special education services a student needs and includes strengths, needs, goals, and transition plans.

Section/Term	Meaning	Page #
1. Present Levels of Academic Achievement and Functional Educational Performance	Specific information about how you are doing in school, including results from tests you took	
2. Strengths of the child	The things you do well	
3. Anticipated Effects	The way your disability affects you in your general education classes	
4. Educational Needs	The things that are harder for you at school or skills that you need to develop	
5. Special Factors	Things considered in your IEP and whether or not they are important for your education	
6. Parent Concerns	The IEP team talks about what your parents want you to learn and questions they have about your education	
7. Type of Services	Special instruction provided to students with disabilities who qualify for it	
8. Related Services	Support services to help you, like speech-language services, physical therapy, assistive technology service, occupational therapy, and transportation	
9. Amount of time in the general education setting	The amount of time you will go to general education classes	
10. Supplementary aids and services	These are things to help you in the general education classes	
11. Program Modifications	Changes made in course standards and tests to help you do well in your coursework	
12. Goals and Objectives	Specific skills that you will be learning over the next year	
13. Postsecondary Goals	Goals about what you want to do after high school. <ol style="list-style-type: none"> 1. Independent living 2. Education/Training 3. Employment 	

Section	Meaning	Page #
14. Course of Study	Specific classes you plan to take to reach your goals	
15. Projected Date of Graduation/program completion and type	The date you should graduate and the diploma or certificate you will receive	
16. Vocational Education	Classes or programs at school and at the career tech, like work-study and job training	
17. Vocational Rehabilitation Counselor	Person who works for the State Department of Vocational Rehabilitation and supports learning about jobs	
18. Transfer of Rights at age of Majority	When a young adult with a disability reaches 18 years of age the school district must provide any notice required by the law to both the young adult and the parents.	
19. State and District-wide Assessment Program	The state and district tests you will take and any supports you will need when completing the tests	
20. Least Restrictive Placement (LRE)	The team decides the combination of special education services and general education and the best locations and ways to support your goals	
21. Team Participant Signatures	The people who attended your IEP meeting and are members of your IEP team	
22.		
23.		
24.		
25.		
26.		

IEP Summary

Area of Eligibility (disability):

Overall Strengths:

Parents Concerns:

Student/Parent Vision:

Course of Study:

Classes for Next Year:

Post secondary Goals:

A. Education/Training:

B. Employment:

C. Independent Living:

Present Level of Academic and Functional Performance **(Information on how you are doing in school)**

A. Reading
Strengths: (can do)
Weaknesses: (can't do)

B. Writing
Strengths: (can do)
Weaknesses: (can't do)

C. Math
Strengths: (can do)
Weaknesses: (can't do)

Accommodations in Class

Class:
Accommodations:

Class:

Accommodations:

Class:

Accommodations:

Class:

Accommodations:

Class:

Accommodations:

Accommodations on Test

Test:

Accommodations:

Test:

Accommodations:

Test:

Accommodations:

Test:

Accommodations:

Members of the IEP Team

1.

2.

3.

4.

5.

Who gets the rights to education when you turn 18?

Unit 3: Understanding My Individualized Education Program
Checking Your Knowledge Quiz

1. Which of the following is **NOT** a section included on your IEP?
 - a. Goals and objectives
 - b. Parent concerns
 - c. Your strengths
 - d. Student concerns

2. Where on your IEP would you find specific information about how you are doing in school and the results from your testing?
 - a. Present levels of Educational Performance
 - b. Goals and Objectives
 - c. Course of Study
 - d. Program Modifications

3. How many pages does your IEP include? _____

4. List one benefit of having an IEP _____

5. According to my IEP, my strengths include _____

6. According to my IEP, I need to work on _____

7. The three types of postsecondary goals listed on an IEP are _____, _____, and _____.

8. What classes are listed on your Course of Study for next school year?

9. Are the courses listed on your Course of Study, classes you want and/or need to take next year? **YES NO**

Me!

**Teacher
Materials**

Unit 3: Understanding My Individualized Education Program
Checking Your Knowledge Quiz

1. Which of the following is **NOT** a section included on your IEP?
 - a. Goals and objectives
 - b. Parent concerns
 - c. Your strengths
 - d. **Student concerns**

2. Where on your IEP would you find specific information about how you are doing in school and the results from your testing?
 - a. **Present levels of Educational Performance**
 - b. Goals and Objectives
 - c. Course of Study
 - d. Program Modifications

3. How many pages does your IEP include? _____

4. List one benefit of having an IEP _____
_____ *Answers will vary for items 3-6 and 8-9.* _____

5. According to my IEP, my strengths include _____

6. According to my IEP, I need to work on _____

7. The three types of postsecondary goals listed on an IEP are independent living,
education, and employment.

8. What classes are listed on your Course of Study for next school year?

9. Are the courses listed on your Course of Study, classes you want and/or need to take next year? **YES** **NO**

Me!

**Additional
Resources**

A Student's Guide to the IEP



by
Marcy McGahee-Kovac

2nd Edition, 2002

A publication of NICHCY—
The National Information Center for
Children and Youth with Disabilities

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Washington, DC 20013

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The *Student's Guide* series is written especially for students with disabilities. *A Student's Guide to the IEP* is the first in the series. You may also be interested in *A Student's Guide to Jobs*. We welcome your comments and encourage you to suggest future topics for the series. Please share your ideas with our staff by writing to the Editor.

Second Edition, 2002

The *Student's Guide* package includes this printed *student booklet*; a *technical assistance guide* for parents, transition specialists, and others interested in helping students get involved in developing their IEPs; and an *audiotape* featuring students, their parents, and school staff who share their stories about student participation in writing the IEP.

The guides and the tape are copyright free. Readers are encouraged to copy and share these materials, but please credit the National Information Center for Children and Youth with Disabilities (NICHCY).

Welcome to Your IEP!!

This guide will tell you:

- ✓ what an IEP is
- ✓ why you need to be part of your IEP team
- ✓ how to help write your IEP
- ✓ and much, much more!!

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Being a part of the team that writes your IEP
is an exciting, important thing to do.
It's your education—be in on planning it!

What is an IEP?

1 What is an IEP?

IEP stands for Individualized Education Program (IEP). The IEP is a written document that describes the educational plan for a student with a disability. Among other things, your IEP talks about your disability, what skills you need to learn, what you'll do in school this year, what services your school will provide, and where your learning will take place.

2 Why Do Students With Disabilities Need an IEP?

First, it's the law. The Individuals with Disabilities Education Act (IDEA) requires each student with disabilities who receives special education services to have an IEP—an educational program written just for him or her.

Second, the IEP helps the school meet your special needs. It also helps you plan educational goals for yourself. That is why it is called an IEP—because it is an *individualized* education program.

3 What is the Purpose of an IEP?

The purpose of the IEP is to make sure that everyone—you, your family, and school staff—knows what your educational program will be this year.

4 Where is the IEP Developed?

The IEP is developed during an IEP meeting. The people who are concerned with your education meet, discuss, and develop your IEP goals for the next year.

5 Who Comes to the IEP Meeting?

Certain individuals will help write your IEP. We've listed these below. Some are required by law to come to the meeting. (In the list below, we've written these people in **bold letters**.) Others, such as you and your parents, must be *invited* to take part in the meeting. It's your choice to attend or not. (We've listed these people without any bolding of the letters.) All of the people listed below work together as a team to write your IEP. So—who might you see at the meeting?

- You
- Your parents
- At least one of your **regular education teachers**, if you are (or may be) taking part in the regular education environment

- At least one of your **special education teachers** (or **special education providers**)
- **Someone who can talk about your evaluation results** and what they mean, especially what kind of instruction you need
- **Someone from the school system** who knows about special education services and educating students with disabilities and who can talk about what resources the school system has—this person may be your principal, a school counselor, or someone else from the school system
- People from transition service agencies (such as vocational rehabilitation), if you're going to be talking about what you plan to do after leaving high school and what you need to do now to get ready
- Other people who know you—your strengths and needs—very well and who can help you plan your educational program

6 How Often is the IEP Meeting Held?

The law requires that your IEP is reviewed and, if necessary, revised at least once a year. This means attending at least one IEP meeting each year. However, you, your parents, or the school can ask for more IEP meetings, if any of you think that it's necessary to take another look at your IEP.

7 How Long Does an IEP Meeting Last?

Approximately 30 minutes to 1 hour.

8 Why Should I Participate in the IEP Meeting?

It's *your* educational program everyone will be discussing in the meeting. Your opinions are an important part of this discussion.

9 What Should I Do if I Want to Help Develop my IEP?

There are five basic steps:

1. Talk to your parents and teachers.
2. Review last year's IEP.
3. Think about your strengths and needs in school.
4. Write your goals for this school year.
5. Practice what you want to say at the meeting.

More details on these steps are given in this booklet. Keep reading!

How Do I Develop My IEP?

What to Do Before the IEP Meeting

1 Tell your family and teachers that you are interested in participating in your next IEP meeting. It is important that you have the support of your parents and teachers, because they will play a major role in helping you.

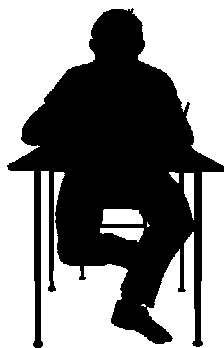
2 Ask your parents or teachers when your next IEP is due to be reviewed. Write the date below.

Next IEP Date:

3 Ask your parents or teachers for a copy of your current IEP.

4 Read your IEP carefully. The IEP has different sections. These sections are listed in the box on the right. Look at the information in the box. Look at your IEP. Can you find the different sections or this information in your IEP?

5 Ask your parents or teachers to explain what is written in your IEP, section-by-section. Ask questions. Make sure you understand the sections and information in your IEP.



Sections of the IEP

By law, your IEP must include certain information about you. This information is usually organized into the sections listed below. Your new IEP will also have these sections or information.

- *Present levels of educational performance*: This section includes precise information about how you are doing in school and sometimes in other aspects of your life
- *Goals for the year*, broken down into short-term *objectives or benchmarks*
- What *special education and related services* the school will provide to you
- An explanation of how much of your school day (if any) you will spend *not participating with children without disabilities* in the regular class and other school activities
- The *modifications* you will need when state or district-wide tests are given, or an explanation of why taking these tests is not appropriate for you; if you won't be taking these tests, then your IEP must say how you will be tested instead
- *When and where* the school will start providing services to you, *how often* the services will be provided, and *how long* the services are expected to last
- How the school will measure your *progress* toward your goals and how the school will tell your parents about your progress
- The *transition services* you need to get ready for life after finishing high school

One final note about what's on your IEP:

- If your state transfers rights to young people when they reach the *age of majority*, then at least one year before that time your IEP must state that you have been told about any rights that will transfer to you.

Writing Your IEP

1 You'll need several sheets of clean paper, and a pencil or pen. (If you like using a computer, that's fine, too. So is a tape recorder! You can also have a friend take notes for you.)

2 Start by describing your disability.

What is your disability called?

How does your disability affect you in school and at home? (For example, what things in school are harder because of your disability?)

What do you think is important for others to know about your disability?

If you aren't sure what to say, think about what the students on the tape had to say. How did they describe their disabilities?

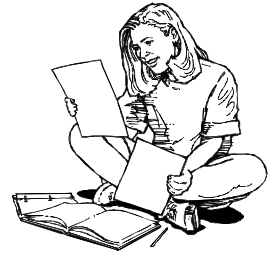
3 Look at your old IEP goals (including the short-term objectives or benchmarks). Do you think you have met those goals and objectives/benchmarks? (This means you can do the things listed there.) Put a check next to the goals and objectives you have met.

4 What goals and objectives/benchmarks have you NOT met? Write these down on paper. They may be important to include in your new IEP.



5 What are your strengths and needs in each class or subject? Make a list. This can be hard to do. Here are some suggestions to help you:

- Start with clean sheets of paper. Title one sheet "Strengths" and another sheet "Needs."
- Ask yourself the questions on the next page (see the box). These can help you think about your strengths and needs. Write your ideas down on your "Strengths" and "Needs" worksheets.



Hints: If you're not sure how to answer a question, look at the examples given. Also, think about what the students on the tape had to say. How did they describe their strengths and needs? What accommodations did they ask for? What did they say they needed to work on in school?



6 Show the goals in your old IEP to your parents and your teachers. Do they think you have met these goals? What goals haven't you met? Add their ideas to the list you started in Step 4 above.

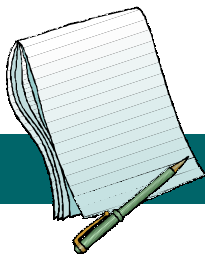
7 Ask your teachers what they believe your strengths and needs are in each class or subject. Write their ideas down.

8 Develop new goals and objectives/benchmarks for this year, using the list of strengths and needs you and your parents and teachers developed.

9 Describe the accommodations you may need in each class to meet these new goals and objectives. (See page 10 for a list of common accommodations.)

10 Think about your plans for the future and what you'll do after you've finished high school. Talk with your parents and teachers about what you should be doing this year to get ready. This is called *transition planning*.

11 Work with your parents and teachers to write a draft IEP document that includes all the information above. Make a copy for yourself to take to the IEP meeting. Make copies for everyone else who will be at the meeting.



Ask Yourself...

- *What classes do you take? Make a list.*
- *Which is your best class?*
- *What can you do well in this class?*

These are your **strengths**. (Example: read, write, listen, work in groups, work alone, draw, do your homework...)

- *What helps you do well?*

These can also be your strengths. (Examples: Your interest in the subject, your memory, patience, determination, effort, the help of others (what, specifically?), the way the teacher presents new information...)

- *What class is hardest for you?*
- *What's the hardest part of this class for you?*

These are the areas you need to work on during the school year. (Examples: Paying attention, reading the book, listening, staying in the seat, remembering new information, doing homework, doing work in groups...)

- *What accommodations would help you do better in this class?*

Look at the list of accommodations on page 10. Write down the ones you think would help you in this hard class.

- *What do you need to work on in your other classes?*

Go class by class and make a list of what is hard for you in each one. Be specific—for example, in math class, you might find “fractions,” “word problems,” or some other math skill very difficult.

- *What accommodations would help you in each class?*

For each class, list what accommodations, if any, would help you.

Getting Ready for the IEP Meeting

1 Talk to your special education teacher or regular education teacher about setting a time, date, and place for the IEP meeting. Make a list of who should be there.

2 Once the meeting is set, send everyone on your list an invitation like the example below.

An Invitation

Please come to my IEP meeting and share your ideas.

Date: Wednesday, October 23rd
Time: 2:30 p.m.
Place: Meeting Room 4

Signed,

Your name

p.s. If you cannot attend this meeting, please let me know when we can meet to talk about my IEP. Thank you.

3 To get ready for your IEP meeting, it's a good idea to think about what you want to say. At the meeting, you want to be able to:

- describe your disability
- talk about your strengths and needs
- describe your learning style (how you learn best and what gets in the way of your learning)
- tell team members the accommodations you need and why you need them
- describe any medications you are taking or medical needs you have (if you wish to share this information)

- list your educational goals and objectives/benchmarks
- talk about your transition plan for the future.

4 It's also a good idea to practice what you want to say. Practice with your parents, a classmate, or a teacher. [Parents need to know what your goals are before the meeting, so they can support your decisions.]



5 One week before the IEP meeting, you may wish to send out reminders to the people who will be attending: your parents, teachers, principal, and others who have been invited. The note can be simple, such as the example below.

Just to Remind You...

I'm looking forward to seeing you at my IEP meeting.

Wednesday, October 23rd
2:30 p.m., Meeting Room 4

Signed,
Your name

Participating in Your IEP Meeting

1 Make sure everyone knows each other. You may want to introduce them or have them introduce themselves.

2 Speak up and maintain good eye contact.



List of Accommodations

Section 504 of the Rehabilitation Act of 1973 is another important federal law for people with disabilities. This law states that reasonable accommodations must be made. But what are reasonable accommodations?

Reasonable accommodations are things the school or your teacher can do to make it easier for you to learn—adapting or adjusting what you're learning or how they're teaching.

Some common accommodations schools make for students with disabilities are listed below.

Note-taking Accommodations

- Use a tape recorder in the classroom
- Use another student's notes
- Have a notetaker in the class
- Use teacher's notes
- Use computer or typewriter

Test Taking Accommodations

- Extended time on test
- Take test in quiet area
- Have test read to you
- Take test orally

Additional Accommodations

- Use textbooks-on-tape
- Have extra set of books for home and school
- Restroom use (medical accommodations)
- Use a calculator or dictionary in class
- Have additional time to get from class to class
- Have seating in front of class
- Have extended time to take PSAT or SAT

3 Talk about the things you practiced, including:

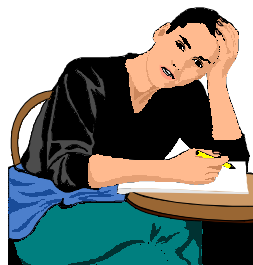
- your disability
- the strengths and needs you have in each of your classes
- your learning style
- the accommodations you need and why you need them
- your goals and objectives for the next year
- your transition plans for the future.

4 Ask for additional suggestions and comments on your IEP content. Be sure everyone has a chance to talk and share their ideas.

5 Listen to ideas and suggestions from the other IEP team members. If you don't understand something, ask for an explanation.

6 Share your feelings about the goals and objectives the other team member suggest. Try to come to agreement about what goals and objectives are important to list in your IEP. (If you cannot finish in the time you have, set a time and date for another meeting.)

7 Write down (or have someone else write down) everything that's been decided, so that a final IEP can be written.



8 When the meeting is over, thank everyone for attending.

After the IEP Meeting

1 Ask for a copy of the final IEP document. Go over it to be sure you understand what it says.

2 Keep this copy of the IEP, so you can look over it whenever you need to.

3 Work to accomplish the goals and objectives/benchmarks in your IEP.

4 Review your IEP throughout the year. If anything needs to be changed—for example, you've met goals in a class and want to write new goals, or you need more help with a subject—ask your special education teacher, your regular education teacher, or your parents to schedule another IEP meeting.

A Final Word...

You have planned for your high school education and thought about your future. It begins today. Good luck!

The *Student's Guide* is part of a set that includes this student booklet; a technical assistance guide for parents, teachers, and others; and an audiotape. NICHCY also disseminates other materials and can respond to individual requests for information. For further information or assistance, or to receive a NICHCY *Publications Catalog*, contact NICHCY, P.O. Box 1492, Washington, DC 20013. Telephone: 1-800-695-0285 (Voice/TTY) and (202) 884-8200 (Voice/TTY). You can e-mail us (nichcy@aed.org) or visit our Web site (www.nichcy.org), where you will find all of our publications.

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NICHCY thanks our Project Officer, **Dr. Peggy Cvach**, at the Office of Special Education Programs (OSEP), U.S. Department of Education, for her review and helpful suggestions. We also express our deep appreciation to **Alyne Ellis**, who produced the audiotape portion of this *Student Guide* package, and to **Marcy McGahee-Kovac**, of Fairfax County Public Schools, in Virginia, for authoring the student booklet.

We also thank: **Scott Ripley**, who read portions of the student booklet on the audiotape; **Christopher Hannan**, who wrote and performed the music on the tape; and **Interface Video**, for their generosity and expertise in production. Finally, we send out a special thank you to all the students and parents who shared their insights and experiences about students participating in developing their own IEPs: **Cara, Sarah, Sarah's mom Carla, Alex, Jean, and Matt**. Good luck to you all.

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Helping Students Develop Their IEPs

This guide is written for parents and teachers who would like to help students with disabilities become involved in developing their own Individualized Education Programs (IEPs). It is accompanied by an audiotape of teachers and parents discussing how they have helped students become active participants in the IEP process. NICHCY hopes that, together, the guide and the tape will answer many of your questions about involving students in planning their own education.

While the concept of involving students in developing their own IEPs may seem difficult at first, in fact, students have much to gain from being involved. During the process, they can:

- learn more about their strengths and skills and be able to tell others;
- learn more about their disability, including how to talk about and explain the nature of their disability to others;
- learn what accommodations are and what types of accommodations might help them succeed in the classroom;
- learn how to speak for themselves;

- develop some of the skills necessary for self-determination and independent decision-making;
- learn about the goals and objectives that form the basis for their education and why these goals and objectives are important for them; and, ultimately,
- become more involved in their own education.

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This guide is organized into lesson plans to help teachers use the student materials in their classrooms. However, parents can easily adapt the lesson plans to use at home with their child with a disability. These lesson plans are based upon the experiences of Marcy McGahee, a special education resource teacher who has worked with her students with disabilities for many years to involve them in the IEP process.

The plans are written in general terms, to facilitate their adaptation to other classrooms and other instructors, including parents. No indication is given as to how much time to devote to any one part of the lessons—**each reader must adapt the lessons to suit his or her own needs, schedule, and students.** The lesson plans are written with the assumption that readers have a copy of the Student's Guide audiotope and booklet to use with their students.

Some tips from the "experience files" of Marcy McGahee:

- Start working with students in the beginning of the year, when everyone wants to do their best.
- Tailor working with the IEP to the needs and abilities of each student. Not every student will be able to write his or her own entire IEP, but all should—and can—participate in some fashion. With some students, you may want to concentrate on only some of the IEP sections or on inviting and facilitating their participation in the process (e.g., describing strengths and interests, describing the disability, listing the accommodations that are needed, talking about future plans).



This technical assistance guide and its tape are designed to be used in conjunction with NICHCY's *A Student's Guide to the IEP*, a package that also consists of a student booklet and an audiotope. The *Student's Guide* package is designed expressly to inform students about the IEP process and motivate them to become involved. The *Student's Guide* is available by contacting NICHCY or by visiting our Web site: www.nichcy.org.

When to Involve Students

According to the law, the Individuals with Disabilities Education Act, students of any age must be invited to participate in their own IEP meeting if a purpose of the meeting will be the consideration of transition services. By law, transition planning for students must begin at age 14 (or younger, if the IEP team determines it is appropriate). (See page 7 for a more detailed description of what transition planning involves.)

If the student does not attend the IEP meeting, the school must take other steps to ensure that the student's preferences and interests are considered. Students have a lot to say about themselves, their strengths, their needs, their interests and preferences, and what they would like to do in the future. Just ask them!

This booklet is about giving students the tools to answer effectively.

- Realize that this undertaking requires a commitment of time. Your students will certainly benefit, and they are sure to surprise their teachers, parents, and even themselves. However, be aware — talking to students about IEPs and helping them prepare for the IEP meeting *will take time*.
- Start slowly, devoting time each week to talking with students about themselves and their IEPs. Talk weekly with students about their strengths, needs, learning differences, academic goals, and plans for the future. Work with them via worksheets, class discussion, individualized work, and role-playing. By slowly building a foundation and progressively building upon it, this work will not seem too overwhelming or in-depth for students.
- Always tailor discussions and work to the needs and capabilities of your students. But don't underestimate them! As you well know, they can surprise you with their ideas, their understanding, and their desire and ability to participate and speak up for themselves.
- Celebrate each student's strengths and growth!

Laying the Foundation

1 Make sure that you have a copy of the *Student's Guide* audiotope for your students to listen to (for your convenience, the *Student's Guide* tape is on the reverse side of the tape for teachers and parents), as well as a copy of the *Student's Guide* booklet for each student. (Feel free to copy the booklet and tape; they both are copyright free.)

2 Photocopy each student's current IEP.



3 Read through each IEP and identify sensitive issues or areas where student questions are likely to arise. Pay special attention to “present levels of performance,” diagnosis, medications taken, accommodations required, or any information that students may not be aware of or that may be sensitive. Many students are not aware of the goals that have been established for them. Be prepared to address these and any sensitive issue in a positive, discreet manner.

4 Inform parents that students will be involved in the IEP process. You can convey this information by listing it on the syllabus you hand out on back-to-school night, by sending a letter home, or by phone. Invite parents to ask any questions they have about their child's involvement in the IEP process. Suggest to your students that they also discuss the IEP process at home. Many parents may already have a copy of their child's current IEP. If not, sending a copy home to the student's parents may be useful.

5 Prepare any worksheets, handouts, or other materials you intend to use during your presentations about the IEP. Inform yourself (and the student's family) about the laws supporting the rights of individuals with disabilities. (See Appendix A for information about several important federal laws. Also see the Resources section of this guide.)

Introductory Work with Students

The lessons below carry with them no indication of how much time they will take, individually or collectively. Each numbered item tends to be a separate activity, to allow teachers and parents to break up the discussions across days and weeks.

It's important to be consistent—and persistent. Begin the lessons early in the year. Once you begin, try to devote some time every day, every few days, or every week to these types of discussions and activities. Overall, the process *will take time*—but it is tremendously worthwhile to take that time, moving slowly, taking one piece of the puzzle at a time, giving students plenty of opportunities to discuss, reflect, practice, review, and practice some more.

All items should be considered as suggestions. **Each reader must adapt the lessons to suit his or her own needs and schedule and the capabilities and needs of students in the class.**

1 Open the discussion.

Introduce the topic of *learning* to students. Spend some time talking with students about learning — how they learn, what's easy for them to learn, what helps them learn, what's hard for them to learn, what they (or others) can do to help them learn what's difficult. Write their comments and observations down (without identifying specific students' learning techniques or difficulties) on a poster, overhead, or chalkboard. Look for similarities in learning approaches. Point out differences.

2 Find out what your students already know.

Administer a questionnaire similar to the one on page 5, which is designed to (a) give you an idea of what students already know; and (b) lay the foundation for a discussion about disability and have students focus for a moment upon *their* disability. (Possible answers to this questionnaire are presented in Appendix B.)

Make sure students realize this isn't a test, just a way of gathering information and starting a discussion.

Possible adaptations:

- Some students may be able to work on the questions independently. Others may need to go over the questions as an individualized activity or merely listen to the class discussion that follows.
- If your students have serious difficulties with reading or writing, you may wish to simply ask students these questions and write their answers and comments down on the board or an overhead. Be prepared, however, for some silence and blank looks. Unless students have previously been involved in developing their IEPs, in all likelihood they will have difficulty answering these questions or not be able to answer them at all. If this happens, reiterate that this is not a test but a way of starting your class discussions about the "basics" about the IEP.

3 Give students a positive look at what's ahead.

After the questionnaire, it may be a good idea to tell students why the class has been talking about learning and why you asked them questions about something called an IEP. Some suggestions:

- Be brief and positive. The idea is to give students an overall context and unifying thread for the discussions and work you'll be doing in the months ahead.
- Tell students that, throughout the year, the class will be working on special lessons that will help them take part in planning their education.

(continued on page 6) ➡

Student Worksheet

Disabilities

Name: _____

Date: _____

Directions: Answer the following questions to the best of your knowledge.

1. How do you learn best? What type of lesson really helps you learn? (For example, you like to read new information or hear it first, or you prefer to work in small groups or alone...)
2. What is a disability?
3. Do *you* have a disability?
4. There is a law that allows you to receive special services from the school. What's the name of the law?
5. What is accommodation?
6. Do you have any accommodations in your classes?
7. What's an IEP?
8. Do *you* have an IEP?

- Tell them they have the right to be involved in planning that education, and that you (their teacher), their parents, and other school personnel want to know what they think — what they want to learn, what they feel they need to learn, what type of help really helps, what they want to do in the future.
- Tell them you're looking forward to hearing their ideas, because it's their education and their input is valuable and valued.

4 Talk about disabilities.

Refer the class back to the item about disability on the questionnaire. Discuss, as a class, what disabilities are, the range of disabilities in the class and in the world in general, and some of the differences between disabilities. Ask students what's hard for them because of their disability, and what types of special help they find useful. Be sure to contrast this with references to their strengths and what they find easy. For example, "So you have trouble writing, which makes taking notes hard, but you sure listen well and you remember what you hear."

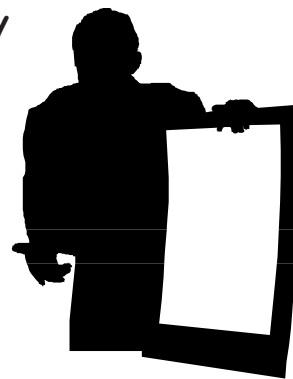


5 Show a film or video about disabilities.

Consider showing a film/video about disabilities to your students. Preview the film/video first and make sure that the content is appropriate for and won't be insulting to your students. For example, don't select a film/video about young children with disabilities; identify one that is age-appropriate. (The ERIC Clearinghouse on Disabilities and Gifted Education has a database on available videos. You can contact the ERIC Clearinghouse at 1-800-328-0272.)

6 Tell students briefly about the laws.

Present information to students about the "Laws" (see Appendix A for a summary of the laws you may wish to mention) and their rights under these laws.



If you require students to make presentations in your class, this presentation on the laws is a good opportunity to model for them what you want in a presentation. For example, Ms. McGahee requires that student presentations have four components, and so her presentation on the laws incorporates the four components, which are:

- a keyword poster, where the student who is presenting writes down the keywords (not sentences) associated with the presentation; this helps students remember the information they are presenting and helps their listeners to take notes;
- a visual to support the presentation;
- note-taking—listeners must take notes on the presentation, usually tied to the keyword poster; and
- review after the presentation is finished.

(An example of these components, used in Ms. McGahee's presentation on the laws, is presented in Appendix C.)

7 Discuss accommodations.

Specifically discuss the concept of "accommodations" with the class. Refer students to the list of accommodations in their *Student Guide* booklets. Ask them what types of accommodations or special help are useful to them. You may be amazed at how simple — and astute — their answers are!

8 Discuss transition.

If you are working with students who are 14 years old—or younger, if the IEP team decides it is appropriate—you will want to introduce the importance of transition planning. Within a few years students will be leaving secondary school, and it will be highly useful for them to consider what lies ahead for them.

Beginning at age 14 (or younger, if appropriate), transition planning focuses on looking at a student's *transition service needs*. The IEP team, including the student, looks at what courses the student is taking and plans ahead for what coursework is needed to help the student prepare for his or her transition and other goals. This may include advanced-placement courses or a vocational education program.

At age 16—or younger, if the IEP team decides it is appropriate—transition planning includes looking at a student's *needed transition services*. The IEP team, including the student, discusses and plans for such areas as the student's: integrated employment (including supported employment), postsecondary education (including vocational training or continuing and adult education), independent living, eligibility for various adult services (such as vocational rehabilitation), or community participation.

Your initial discussion with students about transition can be brief, just an introduction to the concept, with more indepth discussion taking place later, or it can extend across weeks.

This is a ripe area for class discussion and student activity, as well as being vitally important to helping students make the transition from school to postschool settings, so be sure that the class (and each individual student of transition age) eventually looks at transition in some depth. (See Resources section of this guide for materials designed to help educators and parents help students with transition planning.)

Some questions you might consider to get the discussion rolling:

What types of things can we do after we get out of school? (study more, get some kind of training, work, participate in the community)

What would *you* like to do after you leave high school?

Do you know how to do that?

What do you need to learn to get ready for doing that?

What are your hobbies?

Do you want to study more after high school?

What types of jobs interest you?

And so on...

9 Assign each student a "disability-related" question to be answered.

For review purposes, or for more indepth exploration of the ideas presented to date, give each student a question about a particular disability or a word to be defined and explained.

Examples:

Words to be Defined

learning disability
auditory memory
IEP
disability
accommodation
emotional disorder
general curriculum
traumatic brain injury
mental retardation
hearing impairment

Questions to be Answered

What is an IEP?
How often does an IEP need to be done?
What is (name of disability)?
What is 94-142?
What is the IDEA?
What is reasonable accommodation?
What is an amendment?
What is educational testing?
What is evaluation?
What is mediation?
What is due process?

Have each student look up the word assigned or find out the answer to the question assigned, then report the information to the class. Provide books to assist students in their research, such as books from a professional teacher's library or school library, their own books, or your own. Have students put the information they



have discovered on posterboards, and display these boards around the classroom.

Possible adaptations: Of course, some students may not be able to do this activity without modification. If need be, adapt the basic idea of the lesson to the strengths and needs of your students. For example:

- If your students are not able to understand the words suggested above, change the words to be more appropriate for your students. For example, some of the words on the cover sheet of your county or school district's IEP may be excellent words for your students to investigate: "participants," "disability," "evaluation."

- Students who do not read can gather information in other ways, such as conducting interviews, watching videos about disabilities, or collecting pictures about disabilities from newspapers and magazines.
- Use some commercially available disability awareness packages. These often explain the various types of disabilities in simple, clear ways.

We've provided a "glossary of terms" at the end of this document. Many short fact sheets on disabilities are available from NICHCY as well. Visit our Web site—www.nichcy.org—or have your students visit, and download what you need.

Introducing the IEP

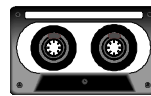
Again, the lessons and activities described below are merely suggestions. They will be time-consuming but will form the basis for student understanding of the IEP process and involvement in designing their own IEPs. Adapt the lessons as necessary for the needs and capabilities of your students.

Get yourself and your students ready to look at an IEP.

1 Prepare an overhead transparency or hand-out showing the type of IEP form your school or district uses. The IEP should be **blank**, waiting to be filled in. Also prepare an overhead or handout of a sample letter that the school might send home to parents to inform them (a) of the school's intention to evaluate the student, and/or (b) of an upcoming IEP meeting that has been scheduled. You will use these two items later on in this section.

2 Remind students that one of the class' long-term goals is to have them become more involved in their education—namely, helping to develop their own IEPs. Hand out the *Student's Guide* tape and booklets.

3 Talk briefly with the class about the IEP process, from the letter sent home to parents to the IEP meeting. Indicate the seriousness of the process, that it is required by law. You can use pages 4-5 in the *Student's Guide* to organize this discussion or assign them as reading homework or seatwork.



4 Play the *Student's Guide* tape for the class and discuss the information presented there. To prompt students, you might ask them questions such as:

What's an IEP?

What are some benefits of students getting involved in their IEPs?

Do you want to get involved in saying what's in your IEP?

How do you think this would help you?

What would you want to say, if you were involved in your own IEP meeting?

What do you want your teachers to know about you? Your friends?

Are there parts of your education or school work you'd change? Why?

Do you think you'd need to talk about this more, to be able to participate?

physical education. In some cases, this curriculum may need to be adapted for students to learn, but it should not be omitted altogether. Participation in extracurricular activities and other nonacademic activities is also important. Each student's IEP needs to be developed with this in mind.

(continued on page 10) ➡

Show an IEP.

5 Using your overhead or handout of a blank IEP, go over what an IEP is, what it looks like, what the various sections are. *This activity can be fairly brief, and should be for the purposes of giving students a brief introduction to an IEP form.* Refer students to page 6 in their *Student's Guide* booklet, or write this information on a poster to support your discussion.

6 Go over the IEP sections one by one, talking generally about what type of information is to be included in that section. The most important sections to concentrate on, particularly in the beginning, are the parts of the IEP that describe the nature of the student's disability, "present levels of performance," and "annual goals." Suggestions:

- As you talk, give students concrete examples of the type of information that might go in each section. You may also consider showing an IEP that is filled out for a particular student, although be careful that the IEP doesn't belong to any student in the class and that all identifying information, such as the student's name and address, are thoroughly blacked out. No information should appear that allows the student to be identified.
- Similarly, any examples you use should not correspond to any student in your class. If students volunteer personal information or examples, that's great, but sensitivity to students' feelings and their right to privacy is of paramount importance.
- Take a few minutes to talk about the *general curriculum*—that is, the curriculum that nondisabled students use. The IDEA emphasizes student involvement in, and progress in, the general curriculum. This is because students with disabilities need to learn the same curriculum as nondisabled children as much as possible—for example, reading, math, science, social studies,

The Importance of Privacy

When it comes time for students to look at their own IEPs, you have to consider carefully the privacy issue and the contents of each student's IEP. There may be information in the IEP that may embarrass or surprise the student, and certainly it is his or her right to have all information in the IEP remain private.

The experience of several teachers who have involved their students in the IEP process suggests that, the first time you have students look at their IEPs, students do not tend to share the information with others, and other students do not tend to "nose into" their classmates' IEPs. Each student tends to be absorbed in looking at his or her own document. As the class discusses the IEP—in general, not in regard to any specific student in the class—personal information may be gradually shared. Trust builds as all students become involved in the process. Yet, this activity must be handled in such a way that no student's privacy is invaded by others.

Suggestions for maintaining privacy and respecting each other's feelings:

- Many teachers begin this lesson with a simple statement regarding privacy and the importance of "minding your own business," or they wait until someone violates another's privacy and quietly suggest that "we all look at our own papers."
- When you first hand your students copies of their own IEPs, keep the lesson short and general. The purpose of the lesson is to give students an opportunity to see that they do, indeed, have an IEP, and to look at what it says *generally*. They'll have more opportunities in the future to delve into its specific contents.

There are several sections of the IEP where the emphasis on student involvement in the general curriculum can be readily seen (e.g., present levels of educational performance, goals and objectives/benchmarks, special education and related services). Talk about the kinds of subjects that students learn in school. In the IEP sample that you are using to talk about the various sections of the IEP, highlight words and phrases that relate to the student's involvement in the general curriculum and how school staff intend to help the student take part in regular classes and activities in the school.

Have students look at their own IEPs.

7 Give each student a copy of his or her own IEP.

8 Put your copy of the **blank** IEP from the previous lesson up on the overhead. Using the blank copy as a guide, go over the various sections briefly.

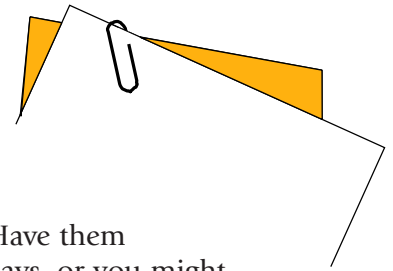
Important! The most crucial aspect of this initial introduction to the IEP is *not* to have students understand all of the details of their own IEP. Rather, the purpose of this introduction is to have students understand the overall: to see what the various sections of the IEP are, to understand that *they* have an IEP, to realize that, up to this point, they have not been involved in developing that IEP, but that they *can* be involved; and to realize how important their help is in developing their IEP. Don't get bogged down in the details at this point. All students will eventually sit with you, one-on-one, and go through their IEP in detail. This level of effort is not necessary in this initial introduction.

Suggestions:

- Have students find their name, their grade, and other identifying information. Is it really their own IEP?
- Have students identify the date of the last IEP and project the date by which the next one must be developed. They can write this date on page 6 of their student booklet. Even if the next meeting is a year away, students can still work on the IEP and, if necessary, call for another IEP meeting to discuss changes.



- Point out the disability section of the blank IEP (if there is one). Have students individually find this section in their IEP. Have them silently read what it says, or you might move around the classroom and point this out to them. Do not dwell on this section; just have them identify that it exists and contains specific information about them.
- Use the same brief process to have students locate other sections of their IEP, such as "present levels of performance," "accommodations," and "annual goals." Keep the discussion with the class brief, focused on the information generally, not its specifics. For example, are their goals divided into subject areas, such as reading, writing, mobility, and so on? Is there any mention of the student's involvement in the general curriculum? Are any accommodations listed to help the student participate in and progress in that curriculum?
- Have students find (or you might move around the classroom and point out) the place where people have signed the IEP. Who has signed the IEP — their parents, an administrator, their teacher? Is their own signature there? Why or why not? Would they like to have their signature on their own IEP? If so, then they need to participate in the process.
- **Note:** If any of your students cannot read or have difficulty reading, there are a number of ways you can accommodate their needs. They can tape record your explanation and listen to it later, as many times as they like, or you might prepare a tape in advance and make it available to them. You can also go over the IEP with them, one-on-one, at a later time.

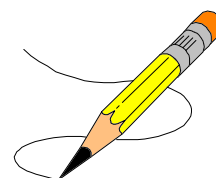


9 Let students ask questions about the content of their IEP. Some suggestions and observations:

- For particularly sensitive questions, you may wish to answer generally, saying, “If you want to know more, we can talk later.” Be aware that, in the beginning, students may wish to keep personal information private.
- Students may have a lot of questions about the goals and objectives listed in their IEPs, such as “Where do these come from?” and “Why wasn’t I asked?” As appropriate, and respecting student privacy, some discussion of student goals and objectives may arise. For example, you can have students cross out goals they feel they have achieved or reflect *generally* upon the goals and objectives that have been established for them. Do they recognize that the work they’ve been doing in school is tied directly to the goals and objectives listed in their IEP?
- Always encourage students to discuss their IEP with their family.

10 After you have examined the IEP form and process with students, and they have had the opportunity to reflect generally upon the goals, objectives, and other information listed in the IEP, put the IEPs aside, either collecting them or sending them home for students to discuss with their parents. Briefly discuss how students feel about their IEP, the process by which it is developed, and the prospect of their being involved in saying what goes into the document.

11 You may wish to play the Student Tape for them again, for its motivational impact. Review the experiences of the students on the tape and solicit your students’ impressions and ideas.



Writing the IEP

Generally speaking, having a student work on writing his or her IEP for the coming year requires a combination of:

- class discussions
- seatwork
- one-on-one meetings with you and perhaps other teachers, and
- homework done either individually or involving parents (given parental willingness and time to be involved).

Work throughout the year on the various sections of the IEP, taking each one individually and slowly, following a process such as:

- Re-introduce the section to the class (e.g., “Today we’re going to take a look at that scary sounding part of the IEP called present levels of performance”) and review as a class what has been said previously about the section.

- Have students discuss as a class what *generally* might go in that section. Write their ideas on the board or overhead. Add your own ideas and examples, as appropriate.
- Have students read individually what this section of their own IEP says. This activity, very personal to students, may take place as seatwork, homework, and one-on-one meetings with you and/or the parents. Allow or encourage sharing only to the extent of student comfort. As students build trust and a sense of community about being involved in developing their IEPs, more sharing is likely to take place spontaneously and can be very beneficial and motivating.
- Always offset discussions about what students can’t do with discussion of what they can do. For example, when discussing the disability and present levels of performance sections, also discuss student strengths and abilities. When discussing goals and objectives/benchmarks,

identify what goals and objectives/benchmarks students have already achieved, as well as the ones that still need to be addressed.

As time for a student's IEP meeting draws near, you may need to intensify individual efforts with that student, meeting one-on-one with him or her to work through the various sections and prepare a draft IEP to discuss at the meeting. These individual meetings, and the work the student produces as a result, will be significantly enhanced if they have been preceded by class review and discussion of the IEP throughout the year. In fact, some of the work may already have been done! You may find that these individual meetings are a terrific way of reviewing and re-emphasizing the IEP contents, student strengths and needs, and his or her preferences.

Here are some suggestions for organizing this individual work.

1 Make an appointment with the student whose IEP is in need of review. You can arrange to meet with the student during class, during lunch, or after school.

2 If the student can work independently, have him or her complete activities 1-4 under "Writing Your Own IEP" in the *Student's Guide* booklet. If the student needs support in these steps, then sit with him or her and go over the IEP.

3 Have the student work on a "strength" and "weakness" (need) sheet for each class (Activity 5 in the *Student's Guide* section "Writing the IEP"). Encourage the student to cover this area as completely as possible, so that the other IEP participants do not catch them offguard during the IEP meeting. When students are the first to mention an area of weakness—for example, a student might say that he or she is disruptive in a particular class—their credibility in the IEP meeting is increased. Also help the student to produce a balanced list of strengths and needs; don't just have an enormous list of needs, with only a few strengths or abilities to offset it!

4 Focus next on helping the student to describe his or her disability. Is there a term for the disability (i.e., learning disability, mental retardation, visual impairment)? In practical terms, what does this disability mean? (For example, the disability means it's hard for the student to learn new material, or see very well, or get from place to place, or participate in certain kinds of activities...) Be sure to incorporate mention of the student's strengths into this discussion of disability.

5 Move on to annual goals and objectives/benchmarks. Did the student achieve the goals that are listed? Have the student list those goals that were achieved and those that were not. What changes need to be made in the IEP, to account for student growth and continuing or new needs? To help the student avoid listing too many goals and objectives/benchmarks that make up the goals, ask which five (or ten) goals and smaller objectives/benchmarks he or she feels are most important to work on? Are these realistic? Achievable?

6 The student may find it extremely helpful and productive to make an appointment with each of his or her teachers, in order to identify and discuss goals and objectives appropriate for each class, as well as student strengths, needs, and reasonable accommodations in each class (Activities 6 and 7). Talking with therapists or other school personnel may also be helpful.

7 Many students will be able to contribute information regarding their "present levels of performance." Most should be able to describe their disability and what accommodations are needed in school. They may want to talk about their work in the general curriculum and areas of strength and need in studying the same things that nondisabled students study. Help each student to put these descriptions into acceptable language, but be aware that, in the IEP meeting, the student will often use his or her own words.

8 As appropriate, address accommodations with the student (see Activity 9 in the *Student's Guide*) and transition planning (see Activity 10). Transition planning is an area that is ripe for both class discussion and individual reflection. What plans does the student have for the future? What would he or she like to do or be? What types of training or experience does he or she need in order to prepare? How can the school help?

9 Work with the student to prepare a draft of the new IEP, incorporating the changes, the student's work in the general curriculum, the areas of need, and the accommodations suggested. Be sure to pay attention to the "evaluation" section of the IEP, too. This section is where the IEP team identifies how they will determine if the student has reached a goal or objective. Officially, this is called "evaluation criteria" and should include:



- precisely what the student has to be able to do (e.g., identify 10 out of 12 words correctly; make the correct change 9 out of 10 times; complete all homework assignments); and
- how this information will be gathered (e.g., teacher-made tests, observations, student portfolio).

10 Have the student take the draft IEP home to share with his or her parents and to gather their input. Parents may have prepared their own draft, so that the family, together, can discuss and develop a draft IEP that reflects both parental and student thinking. In any event, a final draft IEP needs to be prepared to take to the IEP meeting (Activity 11).

11 Have the student send invitations to all the individuals who will be involved in the IEP meeting. An invitation might look something like this:

An Invitation

Please come to my IEP meeting and share your ideas.

Date: Wednesday, October 23rd

Time: 2:30 p.m.

Place: Meeting Room 4

Signed,

(Student's Name)

p.s. If you cannot attend this meeting, please let me know when we can meet to talk about my IEP. Thank you.

Getting Ready for the IEP Meeting

1 Have each student practice his or her presentation for the upcoming IEP meeting. Most students will benefit from numerous opportunities to rehearse! Students can practice at home with their family and with each other, if several have meetings in the near future.

Here are some suggestions for student practice.

- You may want to have students roleplay, on separate occasions, describing their disability, their strengths, their needs, the accommodations that would help them achieve in class, their goals for the future, and the goals they feel are most important for them to work on. Also have them practice thanking other participants for attending the IEP meeting. (These roleplays, of course, must be tailored to individual student capability. Students who are not able to address all these IEP elements should concentrate on sharing whatever they are capable of — what they would like to do, or a few brief sentences about their disability, preferences, or strengths.)
- You can be involved in the roleplays as well. For example, you might take the part of the student, while the student plays the part of a teacher or principal. This allows you to model certain behaviors or responses the student may find useful in the actual IEP meeting. Then you'd switch roles, and the student would play himself or herself, responding or behaving appropriately.

Students may find it particularly helpful to see you model how to respond when other IEP participants want to add or delete goals or objectives. Students should understand that it is appropriate for them to either disagree or agree with the proposed change, and to say why they feel that way. However, this may be difficult for many students, particularly if they are caught by surprise. You may wish to model making a response such as: "I would like to think about that suggestion. If we need to add it to the IEP, let's do it later."

Another situation for which students should be prepared is the possibility that another participant may say something negative that hurts or angers them. For example, a teacher might remark that "You have a chip on your shoulder" or "You never cooperate in class." Discuss with your students what types of responses might be appropriate. Model (and have students practice) appropriate responses such as "What suggestions do you have?"

2 Have the student work on maintaining eye contact with those listening, as well as volume and speed of delivery. It may be useful to establish some "cues" that you, or another participant, can use to remind the student if he or she is getting off track (e.g., not keeping track of the time, not maintaining eye contact, or speaking too loudly or softly). Practice these cues with the student.

3 If appropriate, have the student send out reminders to IEP participants a week before the meeting (see page 9 in the Student's Guide for an example).

4 Suggest to the other participants, before the meeting, that they not interrupt the student in the middle of his or her presentation. Discussion of issues can wait until the student has finished presenting.

During the IEP Meeting

1 All the hard work that the student (and you!) have done has come to this moment! Hopefully, all preparations, discussions, roleplays, and classwork will bear fruit in this meeting, as the student shares his or her ideas about what the IEP should contain.

2 The student may wish to greet all participants attending the IEP meeting, making sure that those who do not know one another are introduced. He or she should also make sure that all participants receive a copy of the draft IEP that he or she has prepared for discussion.

3 When the time is appropriate, the student will share his or her ideas with the rest of the IEP team. Depending upon his or her capabilities and degree of preparation, this sharing may range from describing his or her disability in a few sentences to actually leading the meeting. Whatever the level of participation, it's important that the student be able to share his or her ideas freely, without interruption. Hopefully, you have roleplayed in class what the student will say, and this part will go smoothly.

4 As mentioned above, there may be times when another participant says something that hurts or angers the student; describes the student in largely negative, nonconstructive terms; or proposes changes or alterations to the IEP that surprise the student. Any prior roleplaying you have done within your class may help the student respond appropriately in these situations. (Depending upon the level of the student's participation, and his or her ability to advocate, you may need to be the one who responds.) As necessary, help the student focus the discussion on positive steps that he or she can take, not on a recounting of his or her transgressions.

Note: One of the reasons for having students spend time developing a "Strength" and "Need" sheet is to circumvent the likelihood that an IEP team member will make such negative statements. If the student has already pointed out in his or her presentation that one of his or her "weaknesses" is not doing the homework, or not participating fully in class, then this reduces the need for others to do so.

5 At the end of the meeting, the student should thank everyone for their active part in planning his or her school program.

After the Meeting

1 Praise the student. Regardless of mistakes, he or she has accomplished much today and needs to be told so.

2 Have the student tell the class what happened in the IEP meeting.

3 Monitor the goals and objectives throughout the year and encourage the student to be aware of and monitor progress as well. Are the goals being addressed? Is the student working toward achieving them? How is he or she progress-

ing in the general curriculum? Does the team need to come together again and change anything about the IEP? Goals? Classroom placement? Services being received? Have the student call another IEP meeting, if necessary. And be sure to prepare for that one, too!

4 And, as was said in the beginning of this guide, celebrate each student's growth! And celebrate your part in that growth!

Appendix A

Overview of the Laws

P.L. 94-142— Education of All Handicapped Children Act

Also known as the Education of the Handicapped Act, or EHA. Passed in 1975. Has since been amended several times, including the 1990 amendment which changed its name to the Individuals with Disabilities Education Act (IDEA). Provides federal funding to assist schools in educating students with disabilities.

The EHA (now IDEA) has many requirements. Among them:

- Schools must make available to students with disabilities a “free appropriate public education” which includes special education and related services that are, among other things, provided according to each student’s Individualized Education Program (IEP);
- Each student with a disability who receives special education and related services must have an IEP;
- The IEP is created just for that student and states, among other things, the educational goals and objectives or benchmarks the student will address throughout the year;
- A student’s IEP is developed in a collaboration between school personnel, the student’s parents, and (when appropriate) the student; and
- A group of school personnel and parents (voluntary) must meet at least once a year to review and, if necessary, revise the IEP.

P.L. 105-17— The Individuals with Disabilities Education Act

An amendment to the EHA (described at the left), passed in 1997. An earlier amendment (P.L. 101-476) changed the law’s name to Individuals with Disabilities Education Act, or IDEA. The requirements listed for EHA remain intact under IDEA, and the following items have been added:

- Student involvement and progress in the general curriculum (the same curriculum as for nondisabled students) is now highly emphasized.
- Students of transition age (beginning at 14 years, or younger if the IEP team determines it is appropriate) must be invited to participate in the IEP meeting if a purpose of the meeting will be consideration of either of the two transition areas discussed below.
- **Transition service needs.** Beginning when the student is age 14 (or younger, if the IEP team determines it is appropriate), the IEP must address (within the applicable parts of the IEP) the courses he or she needs to take to reach his or her post-school goals. A statement of transition service needs must also be included in each of the child’s subsequent IEPs.
- **Needed transition services.** Beginning when the student is age 16 (or younger, if the IEP team determines it is appropriate), the IEP must state what transition services are needed to help the student prepare for leaving school. This includes, if appropriate, a statement of the inter-agency responsibilities or any needed linkages.
- Transition planning includes discussing and planning for such areas as the student’s: integrated employment (including supported employment), postsecondary education (including vocational training or continuing and adult education), independent living, eligibility for various adult services (such as vocational rehabilitation), or community participation.

P.L. 93-112— Rehabilitation Act of 1973

A civil rights law prohibiting discrimination against persons with disabilities. Section 504 of the Act prohibits schools from excluding students with disabilities from participating in programs receiving federal funding, simply because they have a disability. Important facts about Section 504:

- Section 504 defines a person with a disability as “any person who (i) has a physical or mental impairment which substantially limits one or more of such person’s major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment.”

- Major life activities are defined as including self-care, performing manual tasks, seeing, hearing, speaking, breathing, learning, and walking.
- Schools, as recipients of federal funding, are prohibited from discriminating against students who meet the definition of a person with a disability. Accommodations must be made to assist students with disabilities to participate in school activities, including classes.

Appendix B

Possible Answers to the Student “Disability” Pre-Test*

1. A disability is...
a limitation
an area where you’re challenged
something that makes it hard for you to (learn, walk, talk, see, hear...)
2. (individual response, based on student’s situation and knowledge)
3. the Individuals with Disabilities Education Act (IDEA) (formerly the Education of the Handicapped Act, EHA, or 94-142)
4. Accommodation is...
when people make changes that will help you participate in activities
changes in the way things are done, so you can learn better
5. (individual response, based on student’s situation and knowledge)
6. An IEP is...
a document that describes your educational plan
an Individualized Education Program (or Plan)
the papers that tell what you’ll be studying this year
7. (individual response, probably “Yes”)
8. (individual response, based on student)

*These are possible, somewhat simplified answers that students might give or that you might offer. Please refer to the glossary for the more formal definitions of words such as disability, accommodation, and IEP.

Appendix C

Presenting Information on the Laws

Using the presentation on the laws as an example, the four components of Ms. McGahee's presentation look something like this:

Keyword Poster:

The Laws	
94-142	Education of the Handicapped Act (EHA) signed in 1975 legal document free appropriate public education (FAPE) IEP once a year
105-17	Individuals with Disabilities Education Act (IDEA) amendment (change) passed in 1997 transition planning
93-112	Rehab Act, Section 504 accommodations examples: books-on-tape more time on tests notetaker

The presentation follows the order of information on the keyword poster. If students are having difficulty understanding the material, they are permitted to stop her and request that information be repeated or said in a different way. She weaves stories of personal experience into the presentation —the types of disabilities that previous students have had and what types of accommodations they received to support their learning.

VISUAL: Ms. McGahee uses a copy of the Congressional Report on the different laws — the Americans with Disabilities Act, the Rehabilitation Act of 1973, the EHA, and the IDEA. This visual shows students concretely that these laws exist and are quite official. (See note below about obtaining a copy of the Congressional Report.)

NOTE-TAKING: Students take notes on her presentation, using the keyword poster as a starting point for their notes. (Some students may need accommodations or adaptations in notetaking, such as using another student's notes, using a tape recorder, adding words to a survival or reading word list, or using a computer.) The

class goes over the notes they have taken, as part of a feedback loop about the note-taking process.

REVIEW: After the presentation on the laws is finished (it takes about 25-30 minutes), students are permitted to ask questions. The keyword poster is removed, and then Ms. McGahee asks the students questions about the laws; students use their notes and their memory to answer. Students are also permitted to share their notes, if this type of accommodation is appropriate for their learning needs.

Getting Copies of Laws or of the Congressional Report

The fastest way to get copies of the laws is via the Internet. There are many Web sites that offer online copies of regulations for IDEA and the Rehabilitation Act. For IDEA, try visiting:

www.ideapractices.org/idealaw.htm

For Section 504 of the Rehabilitation Act, visit:

www.reedmartin.com/specialeducationresources.html

Copies of federal laws and regulations are also available from Superintendent of Documents, Attention: New Orders, P.O. Box 371954, Pittsburgh, PA 15250-7954. Charge orders may be telephoned to the U.S. Government Printing Office at (202) 512-1800. You need to be very specific about which laws you would like. For a copy of the IDEA, ask for 34 CFR Parts 300-399. (This law replaces the Education of the Handicapped Act (EHA), so you need not request a copy of the EHA.) For a copy of Section 504, ask for: 34 CFR Parts 100 to 106. Section 504, as it applies to schools, is Part 104.

Copies of federal laws, as well as of the *Congressional Report*, may also be available from your Congressman. (The *Congressional Report* describes and summarizes laws in more everyday terms.) Write or call your Congressman and say you want the *Congressional Report* on a particular law (e.g., the IDEA) or a copy of the law itself or its implementing regulations.

Glossary

The following definitions have been compiled from a variety of sources. The contents of this glossary do not necessarily represent definitions endorsed by the U.S. Department of Education but, rather, represent how the terms are generally used in the special education and disabilities field. In cases where an exact definition (or other substantive discussion) exists within IDEA's regulations, we have cited its location within the *Code of Federal Regulations (CFR)* for Title 34. The "§" sign stands for "section."

Accommodation—something that meets a need; in special education, "reasonable accommodation" refers to how schools and teachers adapt, adjust, or change the physical environment, instruction or services for a student with a disability so that the presence of the student's disability does not unnecessarily affect his or her learning. The accommodations that are made are based upon the student's special needs. Examples of reasonable accommodation include allowing the student to take a test in a quiet area, use a tape recorder in class to take notes, use another student's notes, or use textbooks on tape. (See Question 4 in Appendix A of IDEA's regulations, published March 12, 1999, and available online at: www.ideapractices.org/idealaw.htm.)

Age of Majority—the age at which some states transfer certain rights to a young person, usually in young adulthood. The age is defined by the state. With respect to students with disabilities, if a state will transfer rights under IDEA (e.g., decision-making rights, procedural safeguard rights) to a student at age of majority, then at least one year before that time, the student's IEP must include a statement that the student has been informed of the rights under IDEA that will transfer to him or her. ("Age of majority" is addressed in IDEA's regulations at 34 CFR §300.347(c) and §300.517.)

Amendment—a change, revision, or addition made to a law.

Appropriate—able to meet a need; suitable or fitting; in special education, children with disabilities are entitled to a "free appropriate public education," commonly known as FAPE, which means that the schools provide the education (public) at no cost to the student or his/her family (free) and that the education meets the student's special needs (appropriate). (IDEA's definition of FAPE is found at 34 CFR §300.13.)

Auditory Memory—the ability to remember the main features of something heard, and/or to remember the sequence of several items heard.

Cognitive—a term that describes the process people use for remembering, reasoning, understanding, and using judgment; in special education terms, a cognitive disability refers to difficulty in learning.

Disability—the result of any physical or mental condition that limits or prevents one's ability to develop, achieve, and/or function in educational (or other) settings at a normal rate. (IDEA's definition of "child with a disability" is found at 34 CFR §300.7.)

Due Process—action that protects a person's rights; in special education, this applies to a set of legal steps taken to protect the educational rights of students with disabilities and carried out according to established rules. (Subpart E of IDEA addresses "due process procedures for parents and children" at 34 CFR §300.500 through §300.517.)

Dyslexia—a disturbance in a person's ability to read or learn to read. Dyslexia is considered a learning disability.

Education of the Handicapped Act (EHA)—Public Law 94-142, passed in 1975, which mandated that schools provide children with disabilities with a free appropriate public education; among other things, this law specifies how students are to be assessed for the presence of a disability, how the Individualized Education Program (IEP) is to be developed collaboratively and reviewed at least once a year, and what educational rights children with disabilities and their parents have.

Educational Testing—the tests that schools give students to see how students are performing in various skill areas; the tests may be group-administered or individually-administered. Schools typically use group-administered tests to find out how large numbers of students are performing and to identify which students are having difficulties in school. Students who are performing below the level expected for an individual that age may be referred for further testing, to see if the student has a disability. If the student is being tested for the presence of a disability, then testing must be individualized.

EHA—see Education of the Handicapped Act, above.

Emotional Disturbance—a condition that, under Federal definition, has one or more of these characteristics over a long period of time: (a) an inability to learn that cannot be explained by intellectual, sensory, or health factors; (b) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (c) behavior or feelings that are inappropriate under normal circumstances; (d) a general pervasive mood of unhappiness or depression; or (e) a tendency to develop physical symptoms or fears associated with personal or school problems. Having an emotional disturbance that adversely affects educational performance makes a student eligible for special education under the Individuals with Disabilities Education Act. [IDEA's definition is found at 34 CFR §300.7(c)(4).]

Evaluation—the procedures used to determine whether a child has a disability and the nature and extent of the special education and related services the child needs; also refers to the procedures used to determine a student's progress and whether he or she has achieved the goals and objectives/benchmarks listed in the IEP. [IDEA addresses evaluation of disability at 34 CFR §300.530 through §300.543. Evaluation of academic progress is addressed in IEP requirements at 34 CFR §300.347(a)(7).]

Free Appropriate Public Education—often referred to as FAPE; one of the key requirements of the Individuals with Disabilities Education Act, which requires that an education program be provided for all school-aged children, regardless of disability, without cost to families; the exact requirements of "appropriate" are not defined; what is appropriate is to be determined by the team that plans each student's IEP, based upon an individualized evaluation of the student's abilities and needs. (IDEA's definition of FAPE is found at 34 CFR § 300.13.)

General Curriculum—the same curriculum as used for nondisabled children. [See IDEA's regulations at 34 CFR §300.347(a)(1)(i).]

Handicap—see disability.

Hearing Impairment—used to describe a wide range of hearing losses, which can be permanent or fluctuating; for a student to be eligible for special education, the hearing loss must affect his or her educational performance. [IDEA's definition is found at §300.7(c)(5).]

IDEA—see Individuals with Disabilities Education Act, below.

IEP—see Individualized Education Program, below.

Individualized Education Program (IEP)—a written education plan for a child or youth with disabilities, developed by a team of professionals (teachers, therapists, etc.), the student's parents, and the student and others (as appropriate). The IEP is reviewed and, if necessary, revised yearly. Among other things, it describes how the student is presently doing, what the student's learning needs are, and what services the student will receive. [IDEA's regulations for IEPs are located at 34 CFR §300.340 through §300.350.]

Individuals with Disabilities Education Act (IDEA)—a series of amendments to the Education of the Handicapped Act (EHA). Amendments passed in 1990 changed the name of the legislation from EHA to IDEA, maintained the requirements of EHA, and added (among other requirements) the requirement of transition services for students aged 16 or older (and, in many cases, younger). Most recent amendments to IDEA were passed in 1997, and transition requirements for students age 14 (or younger, if determined appropriate by the IEP team) were added.

Learning Disability—a disorder in one or more of the basic processes involved in understanding or in using spoken or written language; as a result of a learning disability, students may have an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities; mental retardation; emotional disturbance; or environmental, cultural, or economic disadvantage. Typically, students with learning disabilities are eligible for special education and related services. [IDEA's definition is found at 34 CFR §300.7(c)(10).]

Least Restrictive Environment (LRE)—an educational setting or program that provides a student with disabilities with the chance to be educated, to the maximum extent appropriate, with children who do not have disabilities. Under the IDEA's LRE provisions, special classes, separate schooling, or other removal of a child with disabilities from the regular educational environment may occur only if the nature or severity of the student's disability is such that his or her education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (IDEA's general LRE requirements are found at §300.550.)

Mediation—an approach to resolving disputes where the two parties who are disagreeing sit down with an impartial third person (called a mediator), talk openly about the areas of conflict, and try to reach an agreement. (IDEA's mediation requirements are located at 34 CFR §300.506.)

Mental Retardation—a condition that causes individuals to function at an intellectual level that is significantly below average and to have difficulties with and deficits in adaptive behavior. Students with mental retardation that adversely affects their educational performance are eligible for special education and related services. [IDEA's definition is found at 34 CFR §300.7(c)(6).]

Placement—where the student will receive his or her special education and related services.

Public Law 93-112—see Rehabilitation Act of 1973, below.

Public Law 94-142—see Education of the Handicapped Act, above.

Public Law 101-476—amendment to the Individuals with Disabilities Education Act (IDEA), passed in 1990. See Individuals with Disabilities Education Act, above.

Public Law 105-17—the most recent amendment to the Individuals with Disabilities Education Act (IDEA), passed in 1997. See Individuals with Disabilities Education Act, above.

Reasonable Accommodation—see Accommodation, above.

Rehabilitation Act of 1973—a federal law that addresses discrimination against people with disabilities; the law has different sections pertaining to different areas of discrimination. Of particular importance to school-aged students with disabilities is Section 504, which protects such students from being excluded, solely on the basis of their disability, from participation in any program or activity receiving federal funds. The law also introduced the concept of “reasonable accommodation.”

Related Services—transportation and developmental, corrective, and other supportive services that a student with disabilities requires in order to benefit from education. Related services include but are not limited to: speech/language pathology, audiology, psychological services, physical and occupational therapy, recreation (including therapeutic recreation), early identification and assessment of disabilities in children, counseling services (including rehabilitation counseling), orientation and mobility services, medical services for diagnostic or evaluation purposes, school health services, social work services in schools, and parent counseling and training. (IDEA's definition is found at §300.24.)

Screening—a procedure in which groups of children are examined and/or tested, in order to identify children who are at risk of educational or other problems; the

children who are identified are then referred for more intensive evaluation and assessment.

Section 504—an important section of the Rehabilitation Act of 1973 prohibiting discrimination against persons with disabilities; see Rehabilitation Act of 1973, above.

Special Education—programs, services, or specially designed instruction (offered at no cost to families) for children over 3 years old with special needs who are found eligible for such services; these include special learning methods or materials in the regular classroom, and special classes and programs if the student's learning or physical problems indicate this type of program. [IDEA's definition is found at §300.26.]

Special Needs—often used in the phrase “a child with special needs,” this term is used to describe a child who has disabilities or who is at risk of developing disabilities and who, therefore, requires special services or treatment in order to progress.

Transition Planning—in special education, when the IEP team looks at the student's transition from high school to the adult work. The process must begin at least by age 14 with the team looking at what courses the student is taking and what coursework is needed to prepare the student for post-school goals (this is called considering the student's *transition service needs*). The process also includes looking at the student's *needed transition services*, beginning no later than age 16, and planning for such areas as integrated employment, postsecondary education, independent living, eligibility for adult services, or community participation. The student must be invited to attend the IEP meeting if a purpose of the meeting will be consideration of transition planning. [IDEA's definition of transition services is found at §300.29. Its requirements for transition statements in the IEP is found at §300.347(b).]

Traumatic Brain Injury (TBI)—an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability (or both) or psychosocial impairment that adversely affects how a student performs in school. This type of injury applies to open or closed head injuries that can result in impairments in one or more areas such as: cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, or motor abilities; psychosocial behavior; information processing; physical functions; and speech. The term does not apply to brain injuries that are congenital or those induced by birth trauma. Children with TBI are eligible for special education and related services. [IDEA's definition is found at §300.7(c)(12).]

Resources

A selection of resources is listed below to help readers locate more in-depth information on the many issues raised in this technical assistance guide to *Helping Students Develop Their IEPs*. We have also provided contact information for the publishers from which you can obtain these resources. Be aware that there are also many other books, articles, and videotapes available on such subjects as the laws, student involvement in the IEP process, self-determination, and transition planning; the list below is intended to serve as a starting point.

Many states have projects in self-determination, transition planning, or student involvement in the IEP. To find out if any such project exists in your state, contact your local director of special education or your state director of special education. The National Center on Secondary Education and Transition also offers information on transition issues. Call the Center at (612) 624-2097, or visit its Web site at: <http://ici.umn.edu/ncset>.

Information about the Laws

Hanlon, G.M. (Producer). (1998). *A new IDEA for special education: Understanding the system and the new law* [video]. Baltimore, MD: Paul H. Brookes.

Küpper, L., & Gutiérrez, M. (Eds.). (2000). Questions and answers about IDEA. *NICHCY News Digest*, No. 21, 1-28. (Available online at: www.nichcy.org/pubs/newsdig/nd21.htm)

Mountain Plains Regional Resource Center. (n.d.). *Section 504: Guidelines for educators*. Logan, UT: Author.

Sorenson, B. (Compiler). (2000, July). *Resources on special education laws* (ERIC EC Minibib EB26). Arlington, VA: ERIC Clearinghouse on Disabilities and Gifted Education. (Available online at: <http://ericec.org/minibibs/eb26.html>)

Storms, J., O'Leary, E., & Williams, J. (2000). *Transition requirements: A guide for states, districts, schools, universities and families*. Eugene, OR: Western Regional Resource Center. (Available online at: <http://interact.uoregon.edu/WRRC/trnfiles/trncontents.htm>)

West, L., Corbey, S., Boyer-Stephens, A., Jones, B., Miller, R., & Sarkees-Wircenski, M. (1999). *Integrating transition planning into the IEP process* (2nd ed.). Reston, VA: Council for Exceptional Children.

Involving Students in IEP Development & Transition Planning

Halpern, A.S., Herr, C.M., Doren, B., & Wolf, N.K. (2000). *NEXT S.T.E.P.: Student transition and educational planning*. Austin, TX: Pro-Ed. (Set includes a teacher's manual, 5 student workbooks, 50 brochures, an instructional videotape, and a copy of *Teachers Talking to Teachers*, all in a sturdy storage box.)

Hughes, C., & Carter, E.W. (2000). *The transition handbook: Strategies high school teachers can use that work!* Baltimore, MD: Paul H. Brookes.

Marshall, L.H., Martin, J.E., Hughes, W., Jerman, P., & Maxson, L. (1997). *Choosing personal goals kit*. Longmont, CO: Sopris West. (Kit includes teacher manual, blackline masters, 25 assessments, and a videotape.)

Marshall, L.H., Martin, J.E., Maxson, L., Hughes, W., Miller, T., McGill, T., & Jerman, P. (1996). *Take Action kit: Making goals happen*. Longmont, CO: Sopris West. (Kit includes teacher manual, blackline masters, 25 assessments, and a videotape.)

Martin, J.E., Hughes, W., Marshall, L.H., Jerman, P., & Maxson, L. (1997). *Choosing education goals kit*. Longmont, CO: Sopris West. (Kit includes teacher manual, blackline masters, 25 assessments, and a videotape.)

Martin, J.E., Marshall, L.H., Maxson, L., & Jerman, P. (1996). *Self-directed IEP kit*. Longmont, CO: Sopris West. (Kit includes teacher's manual, 25 assessments, 25 student workbooks, and 2 videos.)

Powers, L., Ellison, R., Matuszewski, J., Wilson, R., & Turner, A. (1998). *Take charge kit*. Available online at: <http://cdrc.ohsu.edu/selfdetermination/products2.html>. (Includes student guide, student workbook, parent manual, class guide, and video.)

Rehabilitation Research and Training Center on Workplace Supports, Virginia Commonwealth University. (2000). *Whose life is it anyway? A look at person-centered planning and transition*. Richmond, VA: Author. (A self-paced instructional program on CD.)

Wehman, P. (in press). *Individual transition plans: The teacher's curriculum guide for helping youth with special needs* (2nd ed.). Austin, TX: Pro-Ed.

Wehman, P. (2001). *Life beyond the classroom: Transition strategies for young people with disabilities* (3rd ed.). Baltimore, MD: Paul H. Brookes.

Wehmeyer, M.L., & Sands, D.J. (Eds.). (1998). *Making it happen: Student involvement in education planning, decision making, and instruction*. Baltimore, MD: Paul H. Brookes.

Self-Determination

Abery, B., Eggebeen, A., Rudrud, L., Arndt, K., Tetu, L., Barosko, J., Hinga, A., McBride, M., Greger, P., & Peterson, K. (1994). *Self-determination for youth with disabilities: A family education curriculum*. Minneapolis, MN: Institute on Community Integration, University of Minnesota.

Field, S., & Hoffman, A. (1996). *Steps to self-determination: A curriculum to help adolescents learn to achieve their goals*. Reston, VA: Council for Exceptional Children. [Includes instructor's guide, student activity book, self-determination knowledge scale]

Field, S., Hoffman, A., & Spezia, S. (1998). *Self-determination strategies for adolescents in transition* (Pro-Ed Series on Transition). Austin, TX: Pro-Ed.

Field, S., Martin, J.E., Miller, R., Ward, M., & Wehmeyer, M. (1997). *A practical guide for teaching self-determination*. Reston VA.: Council for Exceptional Children.

Wehmeyer, M.L., Agran, M., & Hughes, C. (1998). *Teaching self-determination to students with disabilities: Basic skills for successful transition*. Baltimore, MD: Paul H. Brookes.

Wood, W.M., Test, D.W., Browder, D., Algozzine, R.F., & Karvonen, M. (1999). *Self-determination curriculum materials*. Charlotte, NC: Self-Determination Synthesis Project. (Available online at: www.uncc.edu/sdsp/home.asp)

Visit These Web Sites!

National Program Office on Self-Determination:
www.self-determination.org/index.htm

National Coalition on Self-Determination:
www.oaksgroup.org/nconsd/

S.A.B.E. (Self Advocates Becoming Empowered):
www.sabeusa.org/

Center on Self-Determination:
<http://cdrc.ohsu.edu/selfdetermination/>

Transition Research Institute at Illinois:
www.ed.uiuc.edu/sped/tri/institute.html

Publishers

Council for Exceptional Children, 1110 North Glebe Road, Arlington, VA 22201. Telephone: 1-888-232-7733. E-mail: service@cec.sped.org
Web: www.cec.sped.org/index.html

ERIC Clearinghouse on Disabilities and Gifted Education, 1110 North Glebe Road, Arlington, VA 22201. Telephone: 1-800-328-0272.
Web: <http://ericec.org>

Institute on Community Integration, University of Minnesota, 102 Pattee Hall, 150 Pillsbury Drive SE, Minneapolis, MN 55455. Telephone: (612) 624-6300.
Web: www.ici.umn.edu/default.html

Mountain Plains Regional Resource Center, Utah State University, 1780 N. Research Parkway, Suite 112, Logan, UT 84341. Telephone: (801) 752-0238.
E-mail: cope@cc.usu.edu
Web: www.usu.edu/mprrc

NICHCY, P.O. Box 1492, Washington, DC 20013. Telephone: 1-800-695-0285 (V/TTY).
E-mail: nichcy@aed.org
Web: www.nichcy.org

Paul H. Brookes Publishing, P.O. Box 10624, Baltimore, MD 21285. Telephone: 1-800-638-3775.
Web: www.brookespublishing.com

Pro-Ed, 8700 Shoal Creek Boulevard, Austin, TX 78758. Telephone: 1-800-897-3202. Web: www.proedinc.com

Rehabilitation Research and Training Center on Workplace Supports, Virginia Commonwealth University, P.O. Box 842011, Richmond, VA 23284-2011. Telephone: (804) 828-1851.
Web: www.worksupport.com

Self-Determination Synthesis Project, Department CSPC, College of Education, University of North Carolina at Charlotte, 9201 University City Blvd., Charlotte NC 28223-0001. Telephone: (704) 687-3736.
Web: www.uncc.edu/sdsp/

Sopris West, 4093 Specialty Place, Longmont, CO 80504. Telephone: (303) 651-2829.
E-mail: customerservice@sopriswest.com
Web: www.sopriswest.com

Western Regional Resource Center (WRRC), 1268 University of Oregon, Eugene, OR 97403-1268. Telephone: (503) 232-9154.
Web: <http://interact.uoregon.edu/wrrc/wrrc.html>

This guide is part of NICHCY's *Technical Assistance Guide* series. It has been developed to accompany *A Student's Guide to the IEP* and comes with a companion audiocassette. NICHCY also disseminates other materials and can respond to individual requests for information. For further information or assistance, or to receive a NICHCY *Publications Catalog*, contact NICHCY, P.O. Box 1492, Washington, DC 20013. Telephone: 1-800-695-0285 (Voice/TTY) and (202) 884-8200 (Voice/TTY). You may also e-mail us (nichcy@aed.org) or visit our Web site (www.nichcy.org), where you will find all of our publications.

NICHCY thanks our Project Officer, **Dr. Peggy Cvach**, at the Office of Special Education Programs, U.S. Department of Education, for reviewing this TA guide and for her many helpful suggestions. We would like to express our deep appreciation to **Alyne Ellis**, who produced the audiotape portion of this guide package, and to **Marcy McGahee-Kovac**, who generously shared with us her many teaching strategies for involving students in the IEP process. Thanks go as well to the individuals who shared their insights about the IEP process and student involvement and who allowed their remarks to be tape-recorded! These are: **Erin Connolly**, special educator; **Dr. Carol Cash**, assistant principal; and **Suzanne Ripley**, director of NICHCY, and her husband, **Scott**, parents of two teenagers with disabilities.

NICHCY would also like to express its appreciation to each and every one of the reviewers who read this publication in its draft form and who shared with us many valuable insights and suggestions. Specifically, we thank: **Dr. Robert Snee**, Principal, George Mason High School, Falls Church, Virginia; **Erin Connolly**, special educator, Stratford School, Arlington, Virginia; **Dr. Beverly Mattson**, Assistant Director, Federal Resource Center for Special Education, Washington, DC; and the parents at the PACER Center in Minneapolis, Minnesota, **Sandy Holmstoen**, **Kris Schoeller**, **Vava Guthrie**, and **Kristin Berget**.

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for Children and Youth with
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(202) 884-8200 (V/TTY)
E-mail: nichcy@aed.org
Web: www.nichcy.org



U.S. Office of Special
Education Programs

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Unit 4: Understanding My Rights & Responsibilities

Lesson Overviews

Unit Purpose: The purpose of Unit 4 is to provide students with crucial information regarding their legal rights and responsibilities during high school to postsecondary school transition. Students receive basic information about the Individuals with Disabilities Education Act (IDEA), Section 504, and the Americans with Disabilities Act (ADA). Major emphasis is placed on student responsibilities, accommodations, and modifications.

Lesson 1: Learning About My Rights & Responsibilities in High School

Objectives

Students will:

1. identify legal facts that affect special education programs
2. identify student rights and responsibilities in a high school setting
3. identify personal accommodations and modifications

Materials

1. Notebook paper
2. Transfer of Parental Rights at Age of Majority (extension activity)

Activities and Procedures: Lesson 1 begins with a critical thinking activity and review of individual KWL charts. The class briefly reviews IDEA and then moves to a detailed discussion about rights and responsibilities. Next, students participate in a discussion about four major components of IDEA (Child Find, Free Appropriate Public Education, and Accommodations and Modifications). Each student creates figure 4.1 using notebook paper to list his/her personal rights and responsibilities regarding accommodations.

Student Evaluation:

1. Participation in class discussion
2. Completed Accommodations and Modifications list (Figure 4.1)
3. Rights and Responsibilities Statement (extension activity)
4. Additions to student KWL chart as necessary

Extension Activity: Review the “Transfer of Parental Rights at Age of Majority” section of the Policies and Procedures for Special Education in Oklahoma (2007). Have students work in small groups or pairs to create a their personal written statements explaining their rights and responsibilities at age of majority.

Lesson 2: Learning About My Rights & Responsibilities After High School

Objectives

Students will:

1. identify legal facts that affect special education programs
2. identify student rights and responsibilities in a high school setting
3. identify student rights and responsibilities in a postsecondary setting
4. identify whom to contact in high school and postschool settings regarding student rights and responsibilities

Materials

1. Student ME! Book
2. Worksheet 4-2: Modifying My Modifications

Activities and Procedures: Students review the four major components of IDEA and review individual KWL charts. Once students have had the opportunity to discuss KWL entries, the class moves on to a discussion about ADA and Section 504, emphasizing differences between accommodations and modifications in high school versus postsecondary school. Next, students work in groups to complete worksheet 4-2: Modifying My Modifications to further develop their ideas and thoughts. Once completed, each group presents and discusses the information they included on worksheet 4-2. The lesson closes with a review of KWL charts and encouraging students to think about postsecondary living, working, and educational goals. Students will need to identify these areas in writing during the next lesson.

Student Evaluation:

1. Completion of worksheet 4-2: Modifying My Modifications
2. Verbal participation during class discussion
3. Add to student KWL chart as necessary

Extension Activity: Lesson 2 does not include an extension activity.

Lesson 3: Where Do I Go From Here?

Objectives

Students will:

1. identify legal facts that affect special education programs
2. identify their rights and responsibilities in a high school setting
3. identify their rights and responsibilities in a postsecondary setting
4. identify whom to contact in high school and postschool settings regarding their rights and responsibilities

Materials

1. Worksheet 4-3: Where do I go from here?
2. Colored pencils, makers, etc. for student illustrations

Activities and Procedures: Lesson 3 begins with a brief review of main points from Lesson 2 and making entries on KWL charts as needed. The main activity is the completion of worksheet 4-3: Where do I go from here? planning guide that requires students to develop a plan for where they want to work, live, and go to school after high school. Once the worksheet is completed, each student creates a picture, poster, or comic strip illustrating the information they included on worksheet 4-3. The final activity of this lesson requires students to revisit the critical thinking scenario originally presented at the beginning of Unit 4. The purpose for revisiting the scenario is to determine if students identify additional problems and solutions after learning the information presented in this unit. Lastly, each student completes Unit 4 Knowledge Quiz.

Student Evaluation:

1. Completion of worksheet 4-3: Where do I go from here? Planning guide.
2. Illustration
3. Presentation of illustration
4. Participation during class discussion

Extension Activity: Lesson 3 extension activity familiarizes students with the handout, *Making the Transition from High School to College for Students with Disabilities* (NCLD, 2008). This handout and the NCLD website are both valuable resources for students with disabilities. The time required to complete this activity depends on the extent to which you choose to discuss the handout. The first of four pages in the handout includes a chart comparing important legal differences between colleges and high schools regarding disability services. Page 1 is an important review of information students have learned in the ME! Lessons thus far. It is highly recommended that you either cover the other three pages during this extension activity or include them as part of discussions and/or activities in the remaining units.

Unit 4: Understanding My Rights & Responsibilities

COMMON CORE STANDARDS

- High School Language Arts (Grades 9, 10, 11, & 12) -

Writing

[CCSS.ELA-Literacy.W.9-10.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- d. [CCSS.ELA-Literacy.W.9-10.1d](#) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. [CCSS.ELA-Literacy.W.9-10.1e](#) Provide a concluding statement or section that follows from and supports the argument presented.

[CCSS.ELA-Literacy.W.9-10.2](#) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- f. [CCSS.ELA-Literacy.W.9-10.2](#) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[CCSS.ELA-Literacy.W.9-10.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. [CCSS.ELA-Literacy.W.9-10.3a](#) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- c. [CCSS.ELA-Literacy.W.9-10.3c](#) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- e. [CCSS.ELA-Literacy.W.9-10.3e](#) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

[CCSS.ELA-Literacy.W.9-10.6](#) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Language

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. [CCSS.ELA-Literacy.L.9-10.1a](#) Use parallel structure.

[CCSS.ELA-Literacy.L.9-10.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. [CCSS.ELA-Literacy.L.9-10.2a](#) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. [CCSS.ELA-Literacy.L.9-10.2b](#) Use a colon to introduce a list or quotation.
- c. [CCSS.ELA-Literacy.L.9-10.2c](#) Spell correctly.

[CCSS.ELA-Literacy.L.9-10.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- b. [CCSS.ELA-Literacy.L.9-10.4b](#) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

[CCSS.ELA-Literacy.L.9-10.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening

[CCSS.ELA-Literacy.SL.9-10.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- b. [CCSS.ELA-Literacy.SL.9-10.1b](#) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. [CCSS.ELA-Literacy.SL.9-10.1c](#) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. [CCSS.ELA-Literacy.SL.9-10.1d](#) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[CCSS.ELA-Literacy.SL.9-10.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[CCSS.ELA-Literacy.SL.9-10.3](#) *Evaluate* a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Lesson 1 – *Learning About My Rights & Responsibilities in High School*

[CCSS.ELA-Literacy.SL.9-10.4](#) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[CCSS.ELA-Literacy.SL.9-10.6](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Lesson 1
Learning About My Rights & Responsibilities in High School

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. identify legal facts that affect special education programs
2. identify student rights and responsibilities in a high school setting
3. identify personal accommodations and modifications

MATERIALS

1. Notebook paper
2. Transfer of Parental Rights at Age of Majority (extension activity)

LESSON OPENING

Critical thinking: Read the following scenario to students. Have them identify the key issues/problems and solutions.

You have just started your first semester at the University of Oklahoma and are very excited about all of the fun things that go along with being a college student. Three weeks into the first semester, you fail your History exam and do poorly on your Algebra test. You are concerned about your GPA and you know you need some accommodations on your exams. You are confused because there are no special education teachers at college and none of your professors are asking you if you need help. What do you do?

- Provide students time and opportunity to respond to the story.
- Record the solutions students identify in the space below or somewhere in the classroom. Students will need to revisit these solutions at the end of Unit 4.

Problems

Solutions

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- Instruct students to think about this scenario as they work through Unit 4. Inform them that at the end of the unit the class will discuss this situation again to see if anyone has come up with new problems and/or solutions.
 - *Please take out your KWL charts.*
 - *Today you are going to start learning about your rights and responsibilities as a student.*
 - *Before we start, is there anything listed on your KWL that you have not gotten an answer to yet?*
 - *Now, lets take a minute to write some entries on what you know about rights and responsibilities.*
- Provide students time and opportunity to discuss what they know about rights and responsibilities.
 - *Now, take a minute to write some entries on your KWL charts.*
- Provide students time to make entries on their KWL charts.
 - *Let's move on to our lesson about rights and responsibilities.*

Discussion point(s): Introduce and discuss the Individuals with Disabilities Education Act (IDEA).

- Write “IDEA” on the board. Ask students what they think “IDEA” means.
- Provide students an opportunity to share their thoughts and ideas.
 - *In unit 2, when we were learning about Special Education, we briefly talked about the Individuals with Disabilities Education Act (IDEA). It is a law created to help protect the educational rights of students with disabilities.*
- Ask students the following two questions and provide them time to brainstorm and share possible answers.
 - Is the IDEA important to you? Explain why or why not.
 - Does having a law that protects you mean that you can do anything you want? Explain why or why not.
 - *Today we are going to learn about the IDEA and some of the ways it might affect you while you are in high school.*

- *There are two important terms you need to understand when we discuss laws that protect us. Those two terms are “rights” and “responsibilities”.*

PROCEDURE

1. Introduce, define and discuss the terms “rights” and “responsibilities”.

- Write the words “rights” and “responsibilities” on the board.
- Ask students to define each of the terms. Provide students an opportunity to share their thoughts and ideas aloud.

Definitions:

Rights: Something that is due to a person by law. Examples include getting an education, voting (if you are 18 or older), not being discriminated against, and owning property.

Responsibilities: Your responsibilities are things you are accountable for. Taking responsibility means making and acting on decisions and being reliable. Examples include paying your bills, getting to your job on time, turning in your school work, and doing things you tell others you will do.

- Have students brainstorm specific behaviors or actions of people who are responsible. Provide students an opportunity to share their thoughts and ideas aloud.

Examples:

People who are responsible:

- acknowledge that they make choices about their life
- accept that they are solely responsible for the choices they make
- choose the direction of their life
- do not blame others for their poor choices and/or mistakes

- Have students brainstorm specific behaviors or actions of people who are NOT responsible. Provide students an opportunity to share their thoughts and ideas aloud.

Examples:

People who are not responsible:

- rely on others to make choices for them
- get upset when the choices made for them are not what they wanted
- blame others for their mistakes
- do not learn how to make better decisions

- Have students brainstorm reasons people use for not taking responsibility for their actions. Provide students an opportunity to share their thoughts and ideas aloud.

Examples:

Some common excuses for not taking responsibility for one's actions:

- that's just how I am
- I don't want to be responsible
- it's too hard
- I don't know how
- it doesn't matter
- who cares?
- it's my parents' (teacher, friends, brother, sister, etc) fault
- life is just unfair

- Have students brainstorm reasons for being or becoming a responsible person. Provide students an opportunity to share their thoughts and ideas aloud.

Examples:

Reasons for taking responsibility for yourself:

- I am important and what I think matters
- I want to learn to make better choices and the only way to do that is to practice
- I want to be taken seriously by others
- I want to be successful
- I want to be happy

- Have students brainstorm a list of their responsibilities.
 - *Think about some of the responsibilities you have in your life. Let's make a list of the responsibilities you have in your life right now.*
- Encourage students to write their answer(s) on the board.

Examples:

- walk, feed, and water my dog (pet)
- turn my work in for class
- finish my homework on time
- arrive to my job on time
- take care of my school books
- put gas in my car
- plan for my future

- *What are some consequences you might face if you choose not to take care of the responsibilities listed on the board?*
- Have each student describe at least one consequence of failing to take care of the responsibility they listed.

Examples:

- dog gets hungry, hyper, and makes a mess in the house

- earn poor grades in school
- lose my job
- have to use my money to pay for school books
- run out of gas while I am driving
- have a difficult time being successful

2. Class discussion point: Introduce, define and discuss the Individuals with Disabilities Education Act (IDEA).

- *Now we are going to talk more about the Individuals with Disabilities Education Act (IDEA). This law exists to help protect the educational rights of students with disabilities.*
 - *The IDEA is the law that outlines the rights of students in special education. It describes how schools must provide special education to students during elementary, middle, and high school. There are many things discussed and described in the law; we are not going to cover all of the information. However, there are four things in the IDEA that are especially important for you to understand while you are in high school. Those things include FAPE, Child Find, accommodations, and modifications.*
- Ask students if they have heard the term Child Find before today.
 - Ask students what they think Child Find means.
 - Provide students an opportunity to share their thoughts and ideas aloud.
 - *Child Find is the part of IDEA that states that school districts are responsible for identifying students with disabilities. If the school believes that a student has a disability, they test the student. If the student is found to have a disability the school must provide special education.*

Note to teacher: Important point about Child Find

Child find:

- You did not have to tell anyone about your disability
 - The school was responsible for testing you to see if you have a disability
 - The school was responsible for providing you services for your disability
- Ask students if they have heard the acronym FAPE before today.
 - Ask students what they think FAPE means.
 - Provide students an opportunity to share their thoughts and ideas aloud

- *The acronym FAPE stands for Free Appropriate Public Education. It means that schools must provide students with disabilities an education. Sometimes special education services can be very expensive, but because of FAPE, schools cannot make families pay for special education.*

Note to teacher: Important points about FAPE

FAPE:

- You did not have to pay for the test to find out if you have a disability
- You do not have to pay for special education services
- Ask students to describe accommodations.
- Provide students an opportunity to share their thoughts and ideas aloud.
 - *Accommodations are changes made to the environment or assignments that change how students access information and how a student shows what he/she has learned. For example, a student might get more time to finish a test or project. A student might need their test read aloud or might need help taking notes in class.*

Note to teacher: Important points about accommodations

Accommodations:

- You have the right to accommodations on your schoolwork during high school and in postsecondary school.
- Ask students to describe modifications.
- Provide students an opportunity to share their thoughts and ideas aloud.
 - *Modifications are changes to the work students must complete. For example, answering one essay question on the test when there are three or watching a video while other students are required to read a book.*

Note to teacher: Important point about modifications

Modifications:

- You have the right to modifications on your schoolwork during high school, but not in postsecondary school.
- Ask students to give examples of how FAPE, Child Find, accommodations, and modifications affect them at school.

3. Discussion point(s): Have students create a list of their accommodations and modifications and describe their rights and responsibilities.

- Read the following instructions while you draw an example on the board.
 - *Everyone take out a sheet of paper and fold it down the middle so you have two equal sides. Draw a line down the middle of the page and label the two columns like I am doing.*

Figure 4.1

<u>My Rights to:</u>	<u>My Responsibility to receive:</u>
Accommodations: <i>1. To have extra time on my test in Math</i>	Accommodations: <i>1. Talk to my teacher before the test to decide when I will come in for the extra time I need</i>
Modifications: <i>1. Write 5 pages for my World History report instead of the 7 assigned</i>	Modifications: <i>1. Talk to my History teacher to explain why the modification is important and come to an agreement about how many pages I will write</i>

- *Think about the accommodations and modifications we learned about when we talked about your IEPs in Unit 3. You still have your IEPs in your Me! Book. Go back and look at them if you are having a difficult time remembering your accommodations and modifications.*
- *I need you to write one or two accommodations in this space. Point to the space for accommodations in the “My Rights to” column.*
- *I need you to write one or two modifications in this space. Point to the space for modifications in the “My Rights to” column.*
- Provide students time to write their information in the two boxes. Move around the room to check student answers and assist students having a difficult time providing an answer.
- Provide students an opportunity to share their answers.

- *Now you have identified at least one modification and one accommodation listed on your IEP. Next, you need to identify your responsibilities.*
- Encourage students to discuss possible answers with each other. Share the examples from figure 4.1. Provide students time to write their information in the two boxes. Move around the room to check student answers and assist students having a difficult time thinking of answers.
- Provide students an opportunity to share their answers aloud.

Extension Activity: Have students work in small groups to create a written statement describing their educational rights and responsibilities. Distribute a copy of the “Transfer of Parental Rights at Age of Majority” from “Notice of Procedural Safeguards” (see below) for students to consider as they create their written statements. Provide students time and opportunity to read their statements aloud and discuss questions regarding the “Transfer of Parental Rights at Age of Majority” statements and their personal statements.

***TRANSFER OF PARENTAL RIGHTS AT AGE OF MAJORITY**

When a young adult with a disability reaches the age of majority (18 years of age) or when a minor is married, under State law (except for a young adult with a disability who has been determined to be incompetent under State law):

- The school district must provide any notice required by the law to both the young adult and the parents.
- All other rights afforded to parents under the IDEA Part B transfer to the young adult.
- The school district must notify the individual and the parent(s) of transfer of rights at least one year before the transfer in your student’s IEP.
- All rights afforded to parent(s) under this law transfer to young adults who are incarcerated in an adult or juvenile federal, state, or local correctional institution.

If, under State law, a young adult with a disability who has reached the age of majority has not been determined to be incompetent, but who is determined not to have the ability to provide informed consent with respect to his or her educational program, the State must establish procedures for appointing the parent(s) of the young adult, or if the parent(s) are not available, another appropriate individual, to represent the educational interests of the young adult throughout the period of eligibility of the young adult under this part.

* Taken from the Policies and Procedures for Special Education in Oklahoma (2007).

LESSON CLOSURE

- Ask students to answer the following questions aloud.
 - *What is the IDEA?*
 - *Is the IDEA important to you? Explain why or why not.*
 - *Does having a law that protects you mean that you can do anything you want? Explain why or why not.*
 - *Does anyone have any questions about what we covered today?*
 - *Take out your student KWL chart and add your thoughts and questions to your chart.*

STUDENT EVALUATION

1. Participation in class discussion
2. Completed Accommodations and Modifications list (Figure 4.1)
3. Rights and Responsibilities Statement (extension activity)
4. Additions to student KWL chart as necessary

Lesson 2

Learning About My Rights & Responsibilities After High School

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. identify legal facts that affect special education programs
2. identify student rights and responsibilities in a high school setting
3. identify student rights and responsibilities in a postsecondary setting
4. identify whom to contact in high school and postschool settings regarding student rights and responsibilities

MATERIALS

1. Student Me! Book
2. Worksheet 4-2: Modifying My Modifications

LESSON OPENING

- Ask students to explain the IDEA.
 - *The IDEA is the law that outlines the rights of high school students in special education. It describes how schools must provide special education to students with disabilities.*
 - *What are the four things from the IDEA that are especially important for you to understand while you are in high school?*

FAPE

Child Find

Accommodations

Modifications

- Have students take out their student KWL chart. Provide students time and opportunity to ask questions and discuss what they added to their KWL chart during the last class.

PROCEDURE

1. Introduce, define and discuss the Americans with Disabilities Act (ADA) and Section 504.

Lesson 2 – Learning About My Rights & Responsibilities After High School

- *Today we are going to focus on two laws that affect students with disabilities after they graduate from high school. Those two laws are Section 504 and The Americans with Disabilities Act (ADA).*
- *Section 504 is an anti-discrimination law. That means that schools cannot discriminate against students for having a disability. Schools must provide students with disabilities access to education. Access can mean things such as ramps by the doors so a student using a wheelchair can get into the building or it can mean access to assignments. For example, a student who has a visual impairment might need a textbook with enlarged print. Some students might need more time to complete a test than their classmates.*
- *Like Section 504, ADA is a civil rights law that protects people with disabilities by requiring places to be accessible to people with disabilities. ADA is different than Section 504 because it applies to more places, such as transportation (public buses), telecommunication, as well as schools.*
- *Both Section 504 and ADA are anti-discrimination laws that focus on access.*
- *What is something we talked about last time that deals with access? Accommodations*

Discussion point(s): Ask the class the following questions. Provide time and opportunity for students to discuss possible answers and ask questions for clarification.

- *What is the difference between an accommodation and a modification?*
- *Do you have the right to accommodations and modifications? Explain why or why not.*
- *Do college students with disabilities have the right to accommodations and modifications?*

Discussion point(s): *The two laws that protect students with disabilities at colleges are Section 504 and ADA. Both of these laws require schools to make accommodations and modifications. However, the modifications are not the same as the modifications you get in school now.*

- *Look at your list of accommodations and modifications from our last class. Someone share one of their modifications with us.*

Examples:

- For Mrs. Smith’s Biology class I have three choices on my multiple choice questions instead of four like the other students.
- In Mr. Cooper’s Social Studies class my report had to be 5 pages instead of 7.

Lesson 2 – Learning About My Rights & Responsibilities After High School

- In Mrs. Brook’s Algebra class I complete no more than 15 problems for homework no matter how many are assigned to the class.
- *Do college students have a legal right to these types of modifications?* NO
- *What can you do to prepare for not having modifications on your schoolwork?*
- Provide students time and opportunity for discussion.

Handout: Distribute worksheet 4-2: Modifying My Modifications and have students divide into small groups

- *Today you are going to work in small groups to come up with ideas to prepare yourself for when you no longer have the right to the modifications you have now.*

In your groups you need to:

- a. create a list of 2 to 5 modifications the people in your group use or have used in school.
 - b. identify something you or the people in your group can start doing now to be successful without each of the modifications your group identified.
 - c. identify the person or people you or your group members could talk to about changing these modifications.
 - d. choose one of the modifications your group listed.
 - e. identify the person or people you or your group members will could talk to about changing this modification.
 - f. write a short paragraph describing how you would explain to this person that you no longer want to use the modification(s).
- Have groups share their responses to items d, e, and f with the class.

Discussion point(s): Differences in high schools and colleges

- *Someone tell me who is responsible for finding out if a student has a disability in elementary, middle, or high school.*
 - According to Child Find the school is responsible for testing to see if a student has a disability.
- *Do high school students have to tell their teachers they have a disability in order to get accommodations?*
 - No, students do not have to tell anyone about their disability.
- *This is very different in colleges and universities. Once you enter college, you are responsible for telling certain people about your disability if you want accommodations. You are also the one responsible for requesting accommodations in your classes.*

Lesson 2 – *Learning About My Rights & Responsibilities After High School*

- *Who are some people in college you would need to tell about your disability?*
 - Instructors/professors
 - Disability Resource Center
- *What information do you need to know to be able to tell others about your disability?*
 - Name of your disability
 - How your disability affects your learning
 - The accommodations you need for school
- *Will you need proof/documentation that you have a disability?*
 - Yes, when you go to college you will need the results of your testing to show you have a disability.
- *What happens if you do not have documentation?*
 - If you do not have your test results, you will have to get tested before the school will provide accommodations. Colleges and universities are not responsible for paying for your testing.
- *What are some things you can do while you are in high school to make sure you have the documentation you need in college?*
 - Know what is on my IEP
 - Get a copy of my most recent testing

Note to teacher: Have students create a section in their Me! Book to include a copy of their most recent testing.

LESSON CLOSURE

- *Today we learned about Section 504 and ADA. We discussed the differences in the modifications you get in school now and the modifications you have a right to in college.*
- *What information do you need to tell educators about your disability when you self-advocate for accommodations at school?*
 - Name of your disability
 - How your disability affects your learning
 - The accommodations you need for school
 - A copy of your testing to prove you have a disability (postsecondary settings)
- Provide students time and opportunity to ask questions and add to their KWL chart as needed.

Lesson 2 – *Learning About My Rights & Responsibilities After High School*

- Provide students an opportunity to share the information on their KWL chart with the class.
 - *Next time we are going to talk about planning and preparing for your future and the importance of understanding your rights and responsibilities for your future.*
 - *Between now and then I need each of you to think about what you want to do after high school.*
 - *Where do you want to live?*
 - *Where do you want to work?*
 - *Where do you want to go to school?*

STUDENT EVALUATION

1. Completion of worksheet 4-2: Modifying My Modifications
2. Verbal participation during class discussion
3. Add to student KWL chart as necessary

Lesson 3

Where Do I Go From Here?

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. identify legal facts that affect special education programs
2. identify their rights and responsibilities in a high school setting
3. identify their rights and responsibilities in a postsecondary setting
4. identify whom to contact in high school and postschool settings regarding their rights and responsibilities

MATERIALS

1. Worksheet 4-3: Where do I go from here?
2. Colored pencils, makers, etc. for student illustrations

LESSON OPENING

- *During our last class we learned about Section 504 and ADA. We discussed the differences in the modifications you get in school now and the modifications you have a right to in college.*
- *Someone tell me how modifications are different in college than in high school.*
- *What information do you need to tell people about your disability?*
 - Name of your disability
 - How your disability affects your learning
 - The accommodations you need for school
 - A copy of your testing to prove you have a disability
- *Today we are going to talk about how you might use this information in your life after high school.*
- *First, let's take a minute to review and add to our KWL chart. Let's look at what we wrote on the chart during the last class and then we can add things for today's topic.*
- Provide students time to discuss and write entries.

PROCEDURE

1. Complete worksheet 4-3: Where do I go from here? Planning guide

Handout: Distribute worksheet 4-3: Where do I go from here? Planning guide.

- *At the end of our last lesson I asked each of you to think about three things. Someone tell me what those three things are.*
 - Where do you want to live?
 - Where do you want to work?
 - Where do you want to go to school?
 - *Today we are going talk about these three things and then each of you will create an illustration of your future. Before you create your illustrations, you need to plan what you want to include. To help you plan, you each need to fill in this planning guide.*
- Provide students time and opportunity to complete worksheet 4-3.
 2. Have students create a picture, poster, or comic strip illustrating their life two years after they finish high school.

The illustration must include at least two of the three experiences included on worksheet 4-3.

- Education
 - Work/career
 - Living arrangements
- Provide students time to complete their illustration and present to the class.

Extension Activity: Use *Making the Transition from High School to College for Students with Disabilities: Transition Checklist* (NCLD, 2008) to review the differences in student rights and responsibilities at high school and college. Have students include this handout in their ME! Book as a resource. This handout is included with the unit materials and is also available for downloaded at <http://www.nclد.org/publications-a-more/checklists-worksheets-a-forms> . You may find many of the resources available at the NCLD website helpful to you and your students.

LESSON CLOSURE

Critical thinking: Reread the following scenario to students. Have them discuss the solutions they identified at the beginning of this unit. Provide students time to brainstorm additional solutions they may have thought of after learning the information from Unit 4.

You have just started your first semester and the University of Oklahoma and are very excited about all of the fun things that go along with being a college student. Three weeks into the first semester, you fail your History exam and do poorly on your Algebra test. You are concerned about your GPA and you know you need some accommodations on your exams. You are confused because there are no special education teachers at college and none of your professors are asking you if you need help. What do you do?

- Discuss questions from student KWL charts that were not answered during this Unit.
- Provide students time and opportunity to add to their KWL chart as needed.
- Have students place their illustration in their ME! Book.

Handout: Distribute Unit 4 Knowledge Quiz for completion by each student.

STUDENT EVALUATION

1. Completion of worksheet 4-3: Where do I go from here? Planning guide.
2. Illustration
3. Presentation of illustration
4. Participation during class discussion
5. Unit 4 Knowledge Quiz

Unit 4: Understanding My Rights & Responsibilities

Lesson Overviews

Unit Purpose: The purpose of Unit 4 is to provide students with crucial information regarding their legal rights and responsibilities during high school to postsecondary school transition. Students receive basic information about the Individuals with Disabilities Education Act (IDEA), Section 504, and the Americans with Disabilities Act (ADA). Major emphasis is placed on student responsibilities, accommodations, and modifications.

Lesson 1: Learning About My Rights & Responsibilities in High School

Objectives

Students will:

1. identify legal facts that affect special education programs
2. identify student rights and responsibilities in a high school setting
3. identify personal accommodations and modifications

Materials

1. Notebook paper
2. Transfer of Parental Rights at Age of Majority (extension activity)

Activities and Procedures: Lesson 1 begins with a critical thinking activity and review of individual KWL charts. The class briefly reviews IDEA and then moves to a detailed discussion about rights and responsibilities. Next, students participate in a discussion about four major components of IDEA (Child Find, Free Appropriate Public Education, and Accommodations and Modifications). Each student creates figure 4.1 using notebook paper to list his/her personal rights and responsibilities regarding accommodations.

Student Evaluation:

1. Participation in class discussion
2. Completed Accommodations and Modifications list (Figure 4.1)
3. Rights and Responsibilities Statement (extension activity)
4. Additions to student KWL chart as necessary

Extension Activity: Review the “Transfer of Parental Rights at Age of Majority” section of the Policies and Procedures for Special Education in Oklahoma (2007). Have students work in small groups or pairs to create a their personal written statements explaining their rights and responsibilities at age of majority.

Lesson 2: Learning About My Rights & Responsibilities After High School

Objectives

Students will:

1. identify legal facts that affect special education programs
2. identify student rights and responsibilities in a high school setting
3. identify student rights and responsibilities in a postsecondary setting
4. identify whom to contact in high school and postschool settings regarding student rights and responsibilities

Materials

1. Student ME! Book
2. Worksheet 4-2: Modifying My Modifications

Activities and Procedures: Students review the four major components of IDEA and review individual KWL charts. Once students have had the opportunity to discuss KWL entries, the class moves on to a discussion about ADA and Section 504, emphasizing differences between accommodations and modifications in high school versus postsecondary school. Next, students work in groups to complete worksheet 4-2: Modifying My Modifications to further develop their ideas and thoughts. Once completed, each group presents and discusses the information they included on worksheet 4-2. The lesson closes with a review of KWL charts and encouraging students to think about postsecondary living, working, and educational goals. Students will need to identify these areas in writing during the next lesson.

Student Evaluation:

1. Completion of worksheet 4-2: Modifying My Modifications
2. Verbal participation during class discussion
3. Add to student KWL chart as necessary

Extension Activity: Lesson 2 does not include an extension activity.

Lesson 3: Where Do I Go From Here?

Objectives

Students will:

1. identify legal facts that affect special education programs
2. identify their rights and responsibilities in a high school setting
3. identify their rights and responsibilities in a postsecondary setting
4. identify whom to contact in high school and postschool settings regarding their rights and responsibilities

Materials

1. Worksheet 4-3: Where do I go from here?
2. Colored pencils, makers, etc for student illustrations

Activities and Procedures: Lesson 3 begins with a brief review of main points from Lesson 2 and making entries on KWL charts as needed. The main activity is the completion of worksheet 4-3: Where do I go from here? planning guide that requires students to develop a plan for where they want to work, live, and go to school after high school. Once the worksheet is completed, each student creates a picture, poster, or comic strip illustrating the information they included on worksheet 4-3. The final activity of this lesson requires students to revisit the critical thinking scenario originally presented at the beginning of Unit 4. The purpose for revisiting the scenario is to determine if students identify additional problems and solutions after learning the information presented in this unit. Lastly, each student completes Unit 4 Knowledge Quiz.

Student Evaluation:

1. Completion of worksheet 4-3: Where do I go from here? Planning guide.
2. Illustration
3. Presentation of illustration
4. Participation during class discussion

Extension Activity: Lesson 3 extension activity familiarizes students with the handout, *Making the Transition from High School to College for Students with Disabilities* (NCLD, 2008). This handout and the NCLD website are both valuable resources for students with disabilities. The time required to complete this activity depends on the extent to which you choose to discuss the handout. The first of four pages in the handout includes a chart comparing important legal differences between colleges and high schools regarding disability services. Page 1 is an important review of information students have learned in the ME! Lessons thus far. It is highly recommended that you either cover the other three pages during this extension activity or include them as part of discussions and/or activities in the remaining units.

Unit 4: Understanding My Rights & Responsibilities

COMMON CORE STANDARDS

- High School Language Arts (Grades 9, 10, 11, & 12) -

Writing

[CCSS.ELA-Literacy.W.9-10.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- d. [CCSS.ELA-Literacy.W.9-10.1d](#) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. [CCSS.ELA-Literacy.W.9-10.1e](#) Provide a concluding statement or section that follows from and supports the argument presented.

[CCSS.ELA-Literacy.W.9-10.2](#) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- f. [CCSS.ELA-Literacy.W.9-10.2](#) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[CCSS.ELA-Literacy.W.9-10.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. [CCSS.ELA-Literacy.W.9-10.3a](#) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- c. [CCSS.ELA-Literacy.W.9-10.3c](#) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- e. [CCSS.ELA-Literacy.W.9-10.3e](#) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

[CCSS.ELA-Literacy.W.9-10.6](#) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Language

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. [CCSS.ELA-Literacy.L.9-10.1a](#) Use parallel structure.

[CCSS.ELA-Literacy.L.9-10.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. [CCSS.ELA-Literacy.L.9-10.2a](#) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. [CCSS.ELA-Literacy.L.9-10.2b](#) Use a colon to introduce a list or quotation.
- c. [CCSS.ELA-Literacy.L.9-10.2c](#) Spell correctly.

[CCSS.ELA-Literacy.L.9-10.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- b. [CCSS.ELA-Literacy.L.9-10.4b](#) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

[CCSS.ELA-Literacy.L.9-10.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening

[CCSS.ELA-Literacy.SL.9-10.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- b. [CCSS.ELA-Literacy.SL.9-10.1b](#) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. [CCSS.ELA-Literacy.SL.9-10.1c](#) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. [CCSS.ELA-Literacy.SL.9-10.1d](#) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[CCSS.ELA-Literacy.SL.9-10.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[CCSS.ELA-Literacy.SL.9-10.3](#) *Evaluate* a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Lesson 1 – *Learning About My Rights & Responsibilities in High School*

[CCSS.ELA-Literacy.SL.9-10.4](#) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[CCSS.ELA-Literacy.SL.9-10.6](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Lesson 1
Learning About My Rights & Responsibilities in High School

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. identify legal facts that affect special education programs
2. identify student rights and responsibilities in a high school setting
3. identify personal accommodations and modifications

MATERIALS

1. Notebook paper
2. Transfer of Parental Rights at Age of Majority (extension activity)
3. **Worksheet 4-1: Rights and Responsibilities**
4. **Worksheet 4-1: IDEA**
5. **Power Point Presentation**

LESSON OPENING

Critical thinking: Read the following scenario to students. Have them identify the key issues/problems and solutions.

You have just started your first semester at the University of Oklahoma and are very excited about all of the fun things that go along with being a college student. Three weeks into the first semester, you fail your History exam and do poorly on your Algebra test. You are concerned about your GPA and you know you need some accommodations on your exams. You are confused because there are no special education teachers at college and none of your professors are asking you if you need help. What do you do?

- Provide students time and opportunity to respond to the story.
- Record the solutions students identify in the space below or somewhere in the classroom. Students will need to revisit these solutions at the end of Unit 4.

Problems	Solutions
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Lesson 1 – Learning About My Rights & Responsibilities in High School

- Instruct students to think about this scenario as they work through Unit 4. Inform them that at the end of the unit the class will discuss this situation again to see if anyone has come up with new problems and/or solutions.
 - *Please take out your KWL charts.*
 - *Today you are going to start learning about your rights and responsibilities as a student.*
 - *Before we start, is there anything listed on your KWL that you have not gotten an answer to yet?*
 - *Now, lets take a minute to write some entries on what you know about rights and responsibilities.*
- Provide students time and opportunity to discuss what they know about rights and responsibilities.
 - *Now, take a minute to write some entries on your KWL charts.*
- Provide students time to make entries on their KWL charts.
 - *Let's move on to our lesson about rights and responsibilities.*

Discussion point(s): Introduce and discuss the Individuals with Disabilities Education Act (IDEA).

- Write “IDEA” on the board. Ask students what they think “IDEA” means.
- Provide students an opportunity to share their thoughts and ideas.
 - *In unit 2, when we were learning about Special Education, we briefly talked about the Individuals with Disabilities Education Act (IDEA). It is a law created to help protect the educational rights of students with disabilities.*
- Ask students the following two questions and provide them time to brainstorm and share possible answers.
 - Is the IDEA important to you? Explain why or why not.
 - Does having a law that protects you mean that you can do anything you want? Explain why or why not.
- *Today we are going to learn about the IDEA and some of the ways it might affect you while you are in high school.*

- *There are two important terms you need to understand when we discuss laws that protect us. Those two terms are “rights” and “responsibilities”.*

PROCEDURE

1. Introduce, define and discuss the terms “rights” and “responsibilities”.

- Write the words “rights” and “responsibilities” on the board.
- Ask students to define each of the terms. Provide students an opportunity to share their thoughts and ideas aloud.

Definitions:

Rights: Something that is due to a person by law. Examples include getting an education, voting (if you are 18 or older), not being discriminated against, and owning property.

Responsibilities: Your responsibilities are things you are accountable for. Taking responsibility means making and acting on decisions and being reliable. Examples include paying your bills, getting to your job on time, turning in your school work, and doing things you tell others you will do.

- Have students brainstorm specific behaviors or actions of people who are responsible. Provide students an opportunity to share their thoughts and ideas aloud.

Examples:

People who are responsible:

- acknowledge that they make choices about their life
- accept that they are solely responsible for the choices they make
- choose the direction of their life
- do not blame others for their poor choices and/or mistakes

- Have students brainstorm specific behaviors or actions of people who are NOT responsible. Provide students an opportunity to share their thoughts and ideas aloud.

Examples:

People who are not responsible:

- rely on others to make choices for them
- get upset when the choices made for them are not what they wanted
- blame others for their mistakes
- do not learn how to make better decisions

- Have students brainstorm reasons people use for not taking responsibility for their actions. Provide students an opportunity to share their thoughts and ideas aloud.

Examples:

Some common excuses for not taking responsibility for ones actions:

- that's just how I am
- I don't want to be responsible
- it's too hard
- I don't know how
- it doesn't matter
- who cares?
- it's my parents' (teacher, friends, brother, sister, etc) fault
- life is just unfair

- Have students brainstorm reasons for being or becoming a responsible person. Provide students an opportunity to share their thoughts and ideas aloud.

Examples:

Reasons for taking responsibility for yourself:

- I am important and what I think matters
- I want to learn to make better choices and the only way to do that is to practice
- I want to be taken seriously by others
- I want to be successful
- I want to be happy

- Have students brainstorm a list of their responsibilities.
 - *Think about some of the responsibilities you have in your life. Lets make a list of the responsibilities you have in your life right now.*
- Encourage students to write their answer(s) on the board.

Examples:

- walk, feed, and water my dog (pet)
- turn my work in for class
- finish my homework on time
- arrive to my job on time
- take care of my school books
- put gas in my car
- plan for my future

- *What are some consequences you might face if you choose not to take care of the responsibilities listed on the board?*
- Have each student describe at least one consequence of failing to take care of the responsibility they listed.

Examples:

- dog gets hungry, hyper, and makes a mess in the house
- earn poor grades in school
- lose my job
- have to use my money to pay for school books
- run out of gas while I am driving
- have a difficult time being successful

2. Class discussion point: Introduce, define and discuss the Individuals with Disabilities Education Act (IDEA).

- *Now we are going to talk more about the Individuals with Disabilities Education Act (IDEA). This law exists to help protect the educational rights of students with disabilities.*
 - *The IDEA is the law that outlines the rights of students in special education. It describes how schools must provide special education to students during elementary, middle, and high school. There are many things discussed and described in the law; we are not going to cover all of the information. However, there are four things in the IDEA that are especially important for you to understand while you are in high school. Those things include FAPE, Child Find, accommodations, and modifications.*
- Ask students if they have heard the term Child Find before today.
 - Ask students what they think Child Find means.
 - Provide students an opportunity to share their thoughts and ideas aloud.
 - *Child Find is the part of IDEA that states that school districts are responsible for identifying students with disabilities. If the school believes that a student has a disability, they test the student. If the student is found to have a disability the school must provide special education.*

Note to teacher: Important point about Child Find

Child find:

- You did not have to tell anyone about your disability
 - The school was responsible for testing you to see if you have a disability
 - The school was responsible for providing you services for your disability
- Ask students if they have heard the acronym FAPE before today.
 - Ask students what they think FAPE means.
 - Provide students an opportunity to share their thoughts and ideas aloud

- *The acronym FAPE stands for Free Appropriate Public Education. It means that schools must provide students with disabilities an education. Sometimes special education services can be very expensive, but because of FAPE, schools cannot make families pay for special education.*

Note to teacher: Important points about FAPE

FAPE:

- You did not have to pay for the test to find out if you have a disability
 - You do not have to pay for special education services
- Ask students to describe accommodations.
 - Provide students an opportunity to share their thoughts and ideas aloud.
 - *Accommodations are changes made to the environment or assignments that change how students access information and how a student shows what he/she has learned. For example, a student might get more time to finish a test or project. A student might need their test read aloud or might need help taking notes in class.*

Note to teacher: Important points about accommodations

Accommodations:

- You have the right to accommodations on your schoolwork during high school and in postsecondary school.
- Ask students to describe modifications.
 - Provide students an opportunity to share their thoughts and ideas aloud.
 - *Modifications are changes to the work students must complete. For example, answering one essay question on the test when there are three or watching a video while other students are required to read a book.*

Note to teacher: Important point about modifications

Modifications:

- You have the right to modifications on your schoolwork during high school, but not in postsecondary school.

- Ask students to give examples of how FAPE, Child Find, accommodations, and modifications affect them at school.

3. **Discussion point(s):** Have students create a list of their accommodations and modifications and describe their rights and responsibilities.

- Read the following instructions while you draw an example on the board.
 - *Everyone take out a sheet of paper and fold it down the middle so you have two equal sides. Draw a line down the middle of the page and label the two columns like I am doing.*

Figure 4.1

<u>My Rights to:</u>	<u>My Responsibility to receive:</u>
Accommodations: <i>1. To have extra time on my test in Math</i>	Accommodations: <i>1. Talk to my teacher before the test to decide when I will come in for the extra time I need</i>
Modifications: <i>1. Write 5 pages for my World History report instead of the 7 assigned</i>	Modifications: <i>1. Talk to my History teacher to explain why the modification is important and come to an agreement about how many pages I will write</i>

- *Think about the accommodations and modifications we learned about when we talked about your IEPs in Unit 3. You still have your IEPs in your Me! Book. Go back and look at them if you are having a difficult time remembering your accommodations and modifications.*
- *I need you to write one or two accommodations in this space. Point to the space for accommodations in the “My Rights to” column.*
- *I need you to write one or two modifications in this space. Point to the space for modifications in the “My Rights to” column.*

- Provide students time to write their information in the two boxes. Move around the room to check student answers and assist students having a difficult time providing an answer.
- Provide students an opportunity to share their answers.
 - *Now you have identified at least one modification and one accommodation listed on your IEP. Next, you need to identify your responsibilities.*
- Encourage students to discuss possible answers with each other. Share the examples from figure 4.1. Provide students time to write their information in the two boxes. Move around the room to check student answers and assist students having a difficult time thinking of answers.
- Provide students an opportunity to share their answers aloud.

Extension Activity: Have students work in small groups to create a written statement describing their educational rights and responsibilities. Distribute a copy of the “Transfer of Parental Rights at Age of Majority” from “Notice of Procedural Safeguards” (see below) for students to consider as they create their written statements. Provide students time and opportunity to read their statements aloud and discuss questions regarding the “Transfer of Parental Rights at Age of Majority” statements and their personal statements.

***TRANSFER OF PARENTAL RIGHTS AT AGE OF MAJORITY**

When a young adult with a disability reaches the age of majority (18 years of age) or when a minor is married, under State law (except for a young adult with a disability who has been determined to be incompetent under State law):

- The school district must provide any notice required by the law to both the young adult and the parents.
- All other rights afforded to parents under the IDEA Part B transfer to the young adult.
- The school district must notify the individual and the parent(s) of transfer of rights at least one year before the transfer in your student’s IEP.
- All rights afforded to parent(s) under this law transfer to young adults who are incarcerated in an adult or juvenile federal, state, or local correctional institution.

If, under State law, a young adult with a disability who has reached the age of majority has not been determined to be incompetent, but who is determined not to have the ability to provide informed consent with respect to his or her educational program, the State must establish procedures for appointing the parent(s) of the young adult, or if the parent(s) are not available, another appropriate individual, to represent the educational interests of the young adult throughout the period of eligibility of the young adult under this part.

* Taken from the Policies and Procedures for Special Education in Oklahoma (2007).

LESSON CLOSURE

- Ask students to answer the following questions aloud.
 - *What is the IDEA?*
 - *Is the IDEA important to you? Explain why or why not.*
 - *Does having a law that protects you mean that you can do anything you want? Explain why or why not.*
 - *Does anyone have any questions about what we covered today?*
 - *Take out your student KWL chart and add your thoughts and questions to your chart.*

STUDENT EVALUATION

1. Participation in class discussion
2. Completed Accommodations and Modifications list (Figure 4.1)
3. Rights and Responsibilities Statement (extension activity)
4. Additions to student KWL chart as necessary

Lesson 2

Learning About My Rights & Responsibilities After High School

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. identify legal facts that affect special education programs
2. identify student rights and responsibilities in a high school setting
3. identify student rights and responsibilities in a postsecondary setting
4. identify whom to contact in high school and postschool settings regarding student rights and responsibilities

MATERIALS

1. Student Me! Book
2. Worksheet 4-2: Modifying My Modifications
3. **Worksheet 4-2: ADA and Section 504**
4. **Power Point Presentation**

LESSON OPENING

- Ask students to explain the IDEA.
 - *The IDEA is the law that outlines the rights of high school students in special education. It describes how schools must provide special education to students with disabilities.*
 - *What are the four things from the IDEA that are especially important for you to understand while you are in high school?*

FAPE

Child Find

Accommodations

Modifications

- Have students take out their student KWL chart. Provide students time and opportunity to ask questions and discuss what they added to their KWL chart during the last class.

PROCEDURE

1. Introduce, define and discuss the Americans with Disabilities Act (ADA) and Section 504.

- *Today we are going to focus on two laws that affect students with disabilities after they graduate from high school. Those two laws are Section 504 and The Americans with Disabilities Act (ADA).*
- *Section 504 is an anti-discrimination law. That means that schools cannot discriminate against students for having a disability. Schools must provide students with disabilities access to education. Access can mean things such as ramps by the doors so a student using a wheelchair can get into the building or it can mean access to assignments. For example, a student who has a visual impairment might need a textbook with enlarged print. Some students might need more time to complete a test than their classmates.*
- *Like Section 504, ADA is a civil rights law that protects people with disabilities by requiring places to be accessible to people with disabilities. ADA is different than Section 504 because it applies to more places, such as transportation (public buses), telecommunication, as well as schools.*
- *Both Section 504 and ADA are anti-discrimination laws that focus on access.*
- *What is something we talked about last time that deals with access? Accommodations*

Discussion point(s): Ask the class the following questions. Provide time and opportunity for students to discuss possible answers and ask questions for clarification.

- *What is the difference between an accommodation and a modification?*
- *Do you have the right to accommodations and modifications? Explain why or why not.*
- *Do college students with disabilities have the right to accommodations and modifications?*

Discussion point(s): *The two laws that protect students with disabilities at colleges are Section 504 and ADA. Both of these laws require schools to make accommodations and modifications. However, the modifications are not the same as the modifications you get in school now.*

- *Look at your list of accommodations and modifications from our last class. Someone share one of their modifications with us.*

Examples:

- For Mrs. Smith’s Biology class I have three choices on my multiple choice questions instead of four like the other students.

Lesson 2 – *Learning About My Rights & Responsibilities After High School*

- In Mr. Cooper’s Social Studies class my report had to be 5 pages instead of 7.
- In Mrs. Brook’s Algebra class I complete no more than 15 problems for homework no matter how many are assigned to the class.
- *Do college students have a legal right to these types of modifications?* NO
- *What can you do to prepare for not having modifications on your schoolwork?*
- Provide students time and opportunity for discussion.

Handout: Distribute worksheet 4-2: Modifying My Modifications and have students divide into small groups

- *Today you are going to work in small groups to come up with ideas to prepare yourself for when you no longer have the right to the modifications you have now.*

In your groups you need to:

- a. create a list of 2 to 5 modifications the people in your group use or have used in school.
 - b. identify something you or the people in your group can start doing now to be successful without each of the modifications your group identified.
 - c. identify the person or people you or your group members could talk to about changing these modifications.
 - d. choose one of the modifications your group listed.
 - e. identify the person or people you or your group members will could talk to about changing this modification.
 - f. write a short paragraph describing how you would explain to this person that you no longer want to use the modification(s).
- Have groups share their responses to items d, e, and f with the class.

Discussion point(s): Differences in high schools and colleges

- *Someone tell me who is responsible for finding out if a student has a disability in elementary, middle, or high school.*
 - According to Child Find the school is responsible for testing to see if a student has a disability.
- *Do high school students have to tell their teachers they have a disability in order to get accommodations?*

Lesson 2 – Learning About My Rights & Responsibilities After High School

- No, students do not have to tell anyone about their disability.
- *This is very different in colleges and universities. Once you enter college, you are responsible for telling certain people about your disability if you want accommodations. You are also the one responsible for requesting accommodations in your classes.*
- *Who are some people in college you would need to tell about your disability?*
 - Instructors/professors
 - Disability Resource Center
- *What information do you need to know to be able to tell others about your disability?*
 - Name of your disability
 - How your disability affects your learning
 - The accommodations you need for school
- *Will you need proof/documentation that you have a disability?*
 - Yes, when you go to college you will need the results of your testing to show you have a disability.
- *What happens if you do not have documentation?*
 - If you do not have your test results, you will have to get tested before the school will provide accommodations. Colleges and universities are not responsible for paying for your testing.
- *What are some things you can do while you are in high school to make sure you have the documentation you need in college?*
 - Know what is on my IEP
 - Get a copy of my most recent testing

Note to teacher: Have students create a section in their Me! Book to include a copy of their most recent testing.

LESSON CLOSURE

- *Today we learned about Section 504 and ADA. We discussed the differences in the modifications you get in school now and the modifications you have a right to in college.*
- *What information do you need to tell educators about your disability when you self-advocate for accommodations at school?*
 - Name of your disability
 - How your disability affects your learning

Lesson 2 – *Learning About My Rights & Responsibilities After High School*

- The accommodations you need for school
 - A copy of your testing to prove you have a disability (postsecondary settings)
-
- Provide students time and opportunity to ask questions and add to their KWL chart as needed.
 - Provide students an opportunity to share the information on their KWL chart with the class.
 - *Next time we are going to talk about planning and preparing for your future and the importance of understanding your rights and responsibilities for your future.*
 - *Between now and then I need each of you to think about what you want to do after high school.*
 - *Where do you want to live?*
 - *Where do you want to work?*
 - *Where do you want to go to school?*

STUDENT EVALUATION

1. Completion of worksheet 4-2: Modifying My Modifications
2. Verbal participation during class discussion
3. Add to student KWL chart as necessary

Lesson 3

Where Do I Go From Here?

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. identify legal facts that affect special education programs
2. identify their rights and responsibilities in a high school setting
3. identify their rights and responsibilities in a postsecondary setting
4. identify whom to contact in high school and postschool settings regarding their rights and responsibilities

MATERIALS

1. Worksheet 4-3: Where do I go from here?
2. Colored pencils, makers, etc for student illustrations

LESSON OPENING

- *During our last class we learned about Section 504 and ADA. We discussed the differences in the modifications you get in school now and the modifications you have a right to in college.*
 - *Someone tell me how modifications are different in college than in high school.*
 - *What information do you need to tell people about your disability?*
 - Name of your disability
 - How your disability affects your learning
 - The accommodations you need for school
 - A copy of your testing to prove you have a disability
 - *Today we are going to talk about how you might use this information in your life after high school.*
 - *First, let's take a minute to review and add to our KWL chart. Let's look at what we wrote on the chart during the last class and then we can add things for today's topic.*
- Provide students time to discuss and write entries.

PROCEDURE

1. Complete worksheet 4-3: Where do I go from here? Planning guide

Handout: Distribute worksheet 4-3: Where do I go from here? Planning guide.

- *At the end of our last lesson I asked each of you to think about three things. Someone tell me what those three things are.*
 - Where do you want to live?
 - Where do you want to work?
 - Where do you want to go to school?
 - *Today we are going talk about these three things and then each of you will create an illustration of your future. Before you create your illustrations, you need to plan what you want to include. To help you plan, you each need to fill in this planning guide.*
- Provide students time and opportunity to complete worksheet 4-3.
 2. Have students create a picture, poster, or comic strip illustrating their life two years after they finish high school.

The illustration must include at least two of the three experiences included on worksheet 4-3.

- Education
 - Work/career
 - Living arrangements
- Provide students time to complete their illustration and present to the class.

Extension Activity: Use *Making the Transition from High School to College for Students with Disabilities: Transition Checklist* (NCLD, 2008) to review the differences in student rights and responsibilities at high school and college. Have students include this handout in their ME! Book as a resource. This handout is included with the unit materials and is also available for downloaded at <http://www.nclد.org/publications-a-more/checklists-worksheets-a-forms> . You may find many of the resources available at the NCLD website helpful to you and your students.

LESSON CLOSURE

Critical thinking: Reread the following scenario to students. Have them discuss the solutions they identified at the beginning of this unit. Provide students time to brainstorm additional solutions they may have thought of after learning the information from Unit 4.

You have just started your first semester and the University of Oklahoma and are very excited about all of the fun things that go along with being a college student. Three weeks into the first semester, you fail your History exam and do poorly on your Algebra test. You are concerned about your GPA and you know you need some accommodations on your exams. You are confused because there are no special education teachers at college and none of your professors are asking you if you need help. What do you do?

- Discuss questions from student KWL charts that were not answered during this Unit.
- Provide students time and opportunity to add to their KWL chart as needed.
- Have students place their illustration in their ME! Book.

Handout: Distribute Unit 4 Knowledge Quiz for completion by each student.

STUDENT EVALUATION

1. Completion of worksheet 4-3: Where do I go from here? Planning guide.
2. Illustration
3. Presentation of illustration
4. Participation during class discussion
5. Unit 4 Knowledge Quiz

Me!

**Student
Materials**

Rights and Responsibilities

I
D
E
A

Rights-

Examples-

Responsibilities-

Examples-

Child Find-

F-
A-
P-
E-

Accommodations

Changes to **HOW** a student completes his/her work

<input type="checkbox"/>	Assistive devices
<input type="checkbox"/>	Braille/braillewriter
<input type="checkbox"/>	CD/Audio Tapes
<input type="checkbox"/>	Computer/word processor
<input type="checkbox"/>	Computerized adaptive
<input type="checkbox"/>	Demonstration teaching
<input type="checkbox"/>	Dictation to a scribe
<input type="checkbox"/>	Extended time
<input type="checkbox"/>	Graphic organizers
<input type="checkbox"/>	Hard Copy of Notes
<input type="checkbox"/>	Interpreter/translator
<input type="checkbox"/>	Large print
<input type="checkbox"/>	Magnification devices
<input type="checkbox"/>	Multiple test sessions
<input type="checkbox"/>	One test item per page
<input type="checkbox"/>	Other
<input type="checkbox"/>	Preferential seating
<input type="checkbox"/>	Read aloud
<input type="checkbox"/>	Read aloud to self
<input type="checkbox"/>	Student marks in book
<input type="checkbox"/>	Study Guides
<input type="checkbox"/>	Tech. assist./in-service
<input type="checkbox"/>	Testing in separate room
<input type="checkbox"/>	Video cassette

Modifications

Changes to **WHAT** a student is asked to do

	Partial Completion of Assignments
	Curriculum Expectations below grade level
	Alternate curriculum goals
	Alternate assessment
	Grading
	Modified Assignments
	Portfolio

I	Individuals (with)
D	Disabilities
E	Education
A	Act
Rights	Something that is due a person by law
Responsibilities	Things you are held accountable for
Child Find	Schools are responsible for identifying students with disabilities
F	Free
A	Appropriate
P	Public
E	Education

ADA and Section 504

Section 504-

ADA –

Group Work

Accommodation-

Example-

Modification-

Example-

Questions

1.

2.

**Modifying My Modifications
Group Task**

Group members: _____

a. Create a list of at least 2-5 modifications the people in your group use in school.

1. _____
2. _____
3. _____
4. _____
5. _____

b. Identify something you can start doing now to help you be successful without each of the modifications listed above.

1. _____
2. _____
3. _____
4. _____
5. _____

c. Identify the person or people you could talk to about changing these modifications.

1. _____
2. _____
3. _____
4. _____
5. _____

d. Choose one of the modifications your group listed and write it in on the line below.

1. _____

e. Identify the person or people you could talk to about changing this modification.

1. _____

- f. Write a short paragraph describing how you will explain to this person that you no longer want to use the modification(s)

Where do I go from here?

a planning guide for my future

	Where I am now	Where I want to be 2 years after high school	People who can help me get here	My Responsibilities for making this happen	My Rights for accommodations
Education					
Work/Career					
Living arrangements					
Things about my future I am concerned about:					
Things about my future I feel good about:					

Unit 4: Understanding My Rights & Responsibilities
Checking Your Knowledge Quiz

Define the following terms using complete sentences.

1. IDEA _____

2. Child Find _____

3. Rights _____

4. Responsibilities _____

Circle the correct answer.

5. High school students have a legal right to modifications **True False**
6. Postsecondary students have a legal right to modifications **True False**
7. During kindergarten through the 12th grade, it is the schools responsibility to find out if a student has a disability. **True False**
8. Colleges are responsible for finding out if a student has a disability. **True False**
9. Section 504 and the ADA are both anti-discrimination laws that focus on access for individuals with disabilities. **True False**

Provide a short answer for the following questions.

10. What does the acronym FAPE stand for?
F _____
A _____
P _____
E _____

Me!

**Teacher
Materials**

Unit 4: Understanding My Rights & Responsibilities
Checking Your Knowledge Quiz

Define the following terms using complete sentences.

1. IDEA *The Individuals with Disabilities Education Act is a federal law that requires schools to provide special education to students with disabilities.*_____
2. Child Find *Child Find is the part of IDEA that states that school districts are responsible for identifying students with disabilities.*_____
3. Rights *Something that is due to a person by law. Examples include getting an education, voting, not being discriminated against, and owning property.*_____
4. Responsibilities *Responsibilities are things a person is accountable for. Taking responsibility means making and acting on decisions and being reliable.*_____

Circle the correct answer.

5. High school students have a legal right to modifications **True** **False**
6. Postsecondary students have a legal right to modifications **True** **False**
7. During kindergarten through the 12th grade, it is the schools responsibility to find out if a student has a disability. **True** **False**
8. Colleges are responsible for finding out if a student has a disability. **True** **False**
9. Section 504 and the ADA are both anti-discrimination laws that focus on access for individuals with disabilities. **True** **False**

Provide a short answer for the following questions.

10. What does the acronym FAPE stand for?

F Free

A Appropriate

P Public

E Education

Me!

**Additional
Resources**

Making the Transition from High School to College for Students with Disabilities:

Developed for NCLD by Colleen Lewis, Director
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Transition Checklist

High School	College
<p>Special Education Model</p> <ul style="list-style-type: none"> School personnel “find you” and decide what eligibility for services and supports 	<p>Accommodations Model</p> <ul style="list-style-type: none"> You must request help; no one will come to find you.
<p>Where you receive services</p> <ul style="list-style-type: none"> Special Education classroom, Resource Room, related service provider room (e.g. speech) 	<p>Where you receive services</p> <ul style="list-style-type: none"> Differs from one every to another (“Office of Disability Support Services,” “Disabled Student Services,” “Special Services”,...)
<p>Documentation</p> <ul style="list-style-type: none"> Coordinated by school psychologist or CSE appointed staff person School develops IEP from documentation and test results Paid for by school 	<p>Documentation</p> <ul style="list-style-type: none"> You must provide “proof” of your disability (e.g. HS records, independent reports e.g. medical, mental health, educational) Colleges can set their own guidelines for documentation (e.g. no more than 3 years old, adult assessment measures,...) High schools are not required to do a comprehensive evaluation before graduation After HS, you re responsible for paying for new evaluations
<p>Special Education Law</p> <ul style="list-style-type: none"> The Individuals with Disabilities Education Act (IDEA) provides the mandate and funding to schools for in-school special education services as well as transportation/ buses to school, physical, occupational, speech therapy, and tutoring 	<p>Civil Rights Law</p> <ul style="list-style-type: none"> American with Disabilities Act (ADA) and Section 504 of the Rehabilitation Colleges are required only to offer accommodations & support services; not services of a personal nature. Tutoring is not required under ADA. Some colleges offer tutoring through disability services and some colleges have tutoring centers for all students. Foreign Language waivers & other course substitutions are not automatic

INFORMATION FOR STUDENTS

While still in high school you need to:

1. Find out about your disability:

- Talk to your parents, high school special education teacher, or guidance counselor to learn about your specific disabilities
 - Understand the academic impact of your disability
 - Understand your areas of strength and weakness
 - Understand how your disability might affect future employment and/or career choices
 - Make sure that you have current documentation (request updated testing or a re-evaluation before you leave HS)
 - Read your disability documentation and understand what it says.

2. Actively participate in all transition related meetings (i.e. IEP, 504, IPE)

- Participate in self-advocacy training
- Learn to express your current and future needs, concerns, interests, and preferences
- Know what your rights & responsibilities are and what the grievance procedures are at your selected colleges

3. Develop a personal information file with disability related information:

- Disability documentation
 - Current high school records (e.g. grade transcript, standardized achievement testing scores)
 - Medical records (if relevant to educational progress)
 - Copy of current IEP or 504 plan
 - College Entrance Exam results/ info (SAT, ACT)
 - Psychological and educational evaluation records

4. Select and Plan College Choices

- Select the colleges you'd consider attending (important tip: do NOT chose schools by the amount of services that offer; make your initial selections based on whether the school offers the programs of study that most interest you)
- Visit each campus (make sure to meet the person(s) in charge of the Office of Disability Services)
- Do your homework! Consider:
 - What services/programs each prospective college provides through their disability support office or other office that handles disability accommodations
 - How often are services available? Are the service providers on campus and available on as as-needed basis?
 - Are there restrictions (e.g. times per week) or additional costs for using these services?

5. Apply—Good luck!

KNOWING YOUR OPTIONS

All colleges are required by law to provide accommodations to students with documented disabilities. Some colleges offer specialized programs that are highly structured and include a wide range of academic and behavioral supports. Other colleges offer support services that are less intensive and that require students to ‘take the lead’ in monitoring their progress and managing their special needs on campus.

Programs vs. Support Services

- **Programs** are specifically designed for students with disabilities and provide more in-depth services and accommodations. Not all colleges have these types of programs. When offered, the most common types are designed for students with learning disabilities and/or ADHD. These programs usually have costs in addition to tuition. These programs often provide one-on-one tutoring and sessions with a learning disability specialist.
- **Support Services** are the resources available at no cost for students with disabilities. Support services include reasonable accommodations, such as extended time for assignment and testing, note-takers, the use of a calculator, and preferential seating in classrooms.

CONGRATULATIONS! **YOU’VE BEEN ACCEPTED TO A COLLEGE!** **NOW WHAT?**

- 1. Register with the college’s disability services office or program. Remember you need to:**
 - ❑ Contact that campus office—they will not find you.
 - ❑ Provide disability documentation that is current & meets college guidelines.
 - ❑ Request that accommodations you will need (note-takers, assistive listening devices, testing modifications, textbooks on tape, etc.).
 - ❑ Request those accommodations **before** scheduled placement tests or you will not receive accommodations for those tests.
- 2. Arrange other supports not provided by the school.**
 - ❑ Do you need things like counseling, medication management, or other supports? Who will provide them for you & how will they affect your schedule?
 - ❑ Develop back up plans for these supports.

SELF-ADVOCACY

What is Self-Advocacy?

- Self-advocacy means speaking or acting for yourself
- It means deciding what is best for you and taking charge of getting it.
- It means standing up for your rights as a person.
- It teaches others about our rights and responsibilities.

Why is it important?

- It helps us to develop assertiveness skills & good communication skills.
- It teaches us to make decisions and choices that affect our lives so that we can be more independent.
- It helps us to develop confidence about our abilities.

When will I use it (at college)?

- When you need additional accommodations.
- When you don't have access to some activity on the campus and you need to have that barrier removed.
- When you are having disability-related difficulty in a class and need some extra assistance.

How can I practice being a self-advocate?

- Understand what your disability is and how it affects you
- Understand your rights and responsibilities under the Section 504 of the Rehab Act and the ADA
- Use this information to achieve your goals and advocate for yourself



PARENTS RIGHTS IN SPECIAL EDUCATION: NOTICE OF PROCEDURAL SAFEGUARDS

As the parent(s) of a child who is receiving or may be eligible for special education and related services, you have certain rights according to State and federal laws. If you have questions about these rights and procedural safeguards, please contact your school district, or the Oklahoma State Department of Education (OSDE), Special Education Services (SES). These rights and procedural safeguards are in accordance with Federal Law, the Individuals with Disabilities Education Act (IDEA) 2004.

In general, a copy of the procedural safeguards must be given to you (or your young adult who has reached the age of majority—18 years of age unless a guardian has been appointed by a Court) only one time per year, except that a copy must also be given to you: upon initial referral or your request for evaluation; upon the filing of a State administrative complaint or due process hearing complaint; upon your request and if your student is subject to a disciplinary change of placement. Your school district may place a current copy of the procedural safeguards notice on its Web site if such Web site exists.

The procedural safeguards notice must include a full explanation of the procedural safeguards, written in a language understandable to the general public, and provided in your native language or other mode of communication you use, unless it is

clearly not feasible to do so. If your native language or other mode of communication is not a written language, your school district must ensure that the notice is translated orally or by other means in your native language or other mode of communication; you understand the content of the notice; and that there is written evidence that these requirements have been met.

PRIOR WRITTEN NOTICE TO PARENTS

Your school district must provide prior written notice to you each time it proposes or refuses to initiate or change the identification, evaluation, educational placement of your child or the provision of a free appropriate public education (FAPE) to your child.

The notice must include:

- A description of the action your school district proposes or refuses to take.
- An explanation of why your school district proposes or refuses to take the action.
- A description of any other options that the Individualized Education Program (IEP) Team considered and the reasons why those options were rejected.
- A description of each evaluation procedure, assessment, record, or report your school district used in

deciding to propose or refuse the action.

- A description of any other factors which are relevant to your school district's proposal or refusal.
- A statement that you have protection under the procedural safeguards under the IDEA and, if the notice is not a referral for an initial evaluation, the means by which a copy of a description of the procedural safeguards can be obtained, and include resources for you to contact for help in understanding the provisions of the IDEA.

The notice must be:

- Written in language understandable to the general public.
- Provided in your native language or other mode of communication you use, unless it is clearly not feasible to do so.

NATIVE LANGUAGE

If your native language or other mode of communication is not a written language, your school district must ensure that the notice is translated for you orally or by other means in your native language or other mode of communication and that you understand the content of the notice. The school must have written documentation that this requirement has been met.

In the case of an individual who is limited English proficient (LEP), native language refers to the language normally used by that person. In the case of a child, it refers to the language normally used by your child's parents in all direct contact with your child. In all direct contact with your child, it refers to the language normally used by your child in the home or learning environment.

For a person with deafness or blindness, or a person with no written language, the mode of communication is the language the person normally uses (such as sign language, Braille, or oral communication).

ELECTRONIC MAIL (E-MAIL)

If your school district offers you the choice of receiving documents by e-mail, you may also choose to receive the following documents by e-mail:

- Procedural Safeguards Notice.
- Notices related to a due process complaint.

PARENT CONSENT—DEFINITION

Consent means:

- You have been fully informed in your native language or other mode of communication of all information relevant to the activity for which you are asked to provide consent.
- You understand and agree in writing to the carrying out of the activity for which your consent is sought, and the consent describes the activity and lists the records (if any) which will be released and to whom.
- You understand that the granting of consent is voluntary and you may revoke or withdraw your consent at any time prior to carrying out the action. However, your revocation of consent is not retroactive which means that it does not negate the action that has already occurred after you gave consent and before you revoked consent.

PARENTAL CONSENT FOR INITIAL EVALUATION

After providing you with written notice of the proposed evaluations for your child, your school district must obtain your consent before conducting an initial evaluation to determine whether your child is eligible under Part B of the IDEA to receive special education and related services. Your consent for an initial evaluation does not mean that you have given your consent for the school district to provide special education and related services to your child. Your school district must make reasonable efforts to obtain your informed consent for initial evaluation to decide whether your child is a child with a disability.

Your consent is not required before your school district may:

- Review existing data as part of your child's evaluation or reevaluation.
- Give your child a test or other assessment that is given to all children, unless, before that test or assessment, consent is required from all parents of all children.
- Screen your child by a teacher or specialist to determine strategies for curriculum implementation.

WARDS OF THE STATE

For children that are wards of the state and are not living with his/her parent(s) the school district does not need consent from the parent for an initial evaluation to determine if your child is a child with a disability if:

- Despite reasonable efforts to do so, the school district cannot find the parent(s) of the child.

- The rights of the parent(s) have been terminated in accordance with State law.
- A judge has assigned the right to make educational decisions and to consent for an individual evaluation to an individual appointed by the judge to represent the child.

Ward of the state as used in the IDEA, means a child who, as determined by the state where the child lives, is:

- A foster child.
- Considered a ward of the state under Oklahoma State law.
- In the custody of a public child welfare agency.

The term does not include a foster child who has a foster parent who meets the definition of a parent.

REFUSAL TO CONSENT

If you, the parent(s), refuse consent for evaluation, the school or school district may continue to pursue an evaluation by utilizing the mediation and due process complaint hearing procedures, except to the extent where State law is inconsistent with this provision related to parental consent. If you are home schooling your child or you have placed your child in a private school, the school cannot use the mediation or due process hearing procedures to pursue an evaluation.

Parental consent for evaluation must not be construed as consent to placement for provision of special education and related services.

If the local educational agency (LEA) pursues an evaluation by utilizing the due process complaint hearing procedures, and the hearing officer decides in favor of the

LEA/agency, the LEA/ agency may evaluate your child without your consent. This is subject to the parents' rights under provisions for administrative appeals, impartial reviews, civil actions, due process timelines, and status of your child during the proceedings under the IDEA. The LEA/agency must notify the parent(s) of its actions and that the parent(s) have appeal rights, as well as safeguards and rights at the hearing itself.

TRANSFER OF PARENTAL RIGHTS AT AGE OF MAJORITY

When a young adult with a disability reaches the age of majority (18 years of age) or when a minor is married, under State law (except for a young adult with a disability who has been determined to be incompetent under State law):

- The school district must provide any notice required by the law to both the young adult and the parents.
- All other rights afforded to parents under the IDEA Part B transfer to the young adult.
- The school district must notify the individual and the parent(s) of transfer of rights at least one year before the transfer in your student's IEP.
- All rights afforded to parent(s) under this law transfer to young adults who are incarcerated in an adult or juvenile federal, State, or local correctional institution.

If, under State law, a young adult with a disability who has reached the age of majority has not been determined to be incompetent, but who is determined not to have the ability to provide informed consent with respect to his or her educational program, the State must establish procedures for appointing the parent(s) of the young

adult, or if the parent(s) are not available, another appropriate individual, to represent the educational interests of the young adult throughout the period of eligibility of the young adult under this part.

EVALUATION

Either a parent or a school district may initiate a request for an initial evaluation to determine if your child is a child with a disability. If you believe your child is in need of a special education evaluation, you should contact your child's school.

Evaluation means a variety of assessment tools, including your input, your child's teachers and other service providers observations, strategies, technically sound instruments, and procedures used in accordance with IDEA to determine whether a child qualifies as a child with a disability as defined by IDEA and the educational needs of your child. The term means procedures used selectively with an individual child, and it does not include basic assessments administered to or procedures used with all children in a school, grade, or class.

ELIGIBILITY

Upon completion of the determination of tests and other evaluation procedures, including information provided by you, the parent(s), the determination of whether your child is eligible as a child with a disability must be made by a group of qualified professionals and the parent(s). A copy of the evaluation report and the documentation of determination of eligibility must be given to you, the parent(s), at no cost. Your child will be eligible for special education services if it is determined that your child has one or more of the disabilities included under Oklahoma's special education

standards and your child is in need of special education (specially designed instruction) as a result.

An initial evaluation must be conducted in a 45-school-day timeframe from receipt of parental consent for the initial evaluation until the initial eligibility determination is completed.

This timeframe would not apply if you repeatedly fail or refuse to make your child available for the evaluation or your child enrolls in another school district while the evaluation is being conducted. Your child's new school district and you would then agree on a specific time when your child's evaluation would be promptly completed.

If your child has participated in a process that assesses your child's response to scientifically research-based intervention to determine if your child has a specific learning disability, the instructional strategies used and the student-centered data collected must include documentation that you, the parent(s), were notified about the State's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided; strategies for increasing your child's rate of learning; and the your right to request an evaluation.

PARENTAL CONSENT FOR SERVICES

Your school district must obtain your informed consent before providing special education and related services to your child for the first time.

Your school district must maintain documentation of reasonable efforts to obtain your informed consent.

The documentation must include a record of the school district's attempts in these areas, such as:

- Detailed records of telephone calls made or attempted and the results of those calls.
- Copies of correspondence sent to you and any responses received.
- Detailed records of visits made to your home or place of employment and the results of those visits.

If you refuse to give your consent for your child to receive special education and related services for the first time, or if you do not respond to a request to provide such consent, your school district cannot provide special education and related services to your child. Your refusal to provide consent for your child to first receive special education services cannot be challenged legally by your school district.

If you refuse to consent to the provision of special education and related services, or if you fail to respond to a request to provide such consent:

- The school district is not in violation of the requirement to make available a FAPE to your child for its failure to provide those services to your child.
- The school district is not required to have an IEP meeting or develop an IEP for your child for the special education and related services for which your consent was requested.

Except for an initial evaluation and initial placement of your child into special education, the IDEA provides that consent may not be required as a condition of any benefit to you or your child. Any changes in your child's special education program, after the initial placement, are not subject to your parental consent under the IDEA Part B, but

are subject to the prior notice and IEP requirements.

Oklahoma procedures and the IDEA also require prior notice to parents and opportunity to participate in development or review of IEPs before conducting reevaluations.

PARENTAL CONSENT FOR REEVALUATIONS

A reevaluation must be conducted at least every three years, or more often if conditions warrant. However, the IDEA does not require that a school conduct a reevaluation more than once per year unless you and the school agree. Also, the IDEA allows the school district and you to mutually agree to waive the reevaluation.

Your school district must obtain your informed consent before it reevaluates your child, unless your school district can demonstrate that:

- Your school district took reasonable measures to obtain your consent for your child's reevaluation.
- You failed to respond.
- No additional information is needed after a review of existing information.

Your school district may, but is not required to, pursue your child's reevaluation by using the mediation, due process complaint resolution meeting, and/or impartial due process complaint hearing procedures to override your refusal to consent to your child's reevaluation. However, as with initial evaluations, your school district does not violate its obligations under Part B of the IDEA if it declines to pursue the reevaluation in this manner.

PARENTAL REVOCATION OF CONSENT

You have the right to revoke consent for the continued provision of special education and related services at any time.

You must submit in writing your request to revoke your consent for special education and related services. Services cannot be revoked in part; therefore, your request for revocation would forfeit all special education services, related services and any other supports included in your child's IEP. Within a reasonable time, your school district must respond to your revocation with a written notice, regarding the termination of the educational placement and special education and related services that will result from the revocation of consent. The written notice must include information on resources for you to contact to understand the requirements of Part B of the IDEA. If you revoke consent for special education, the school district:

- Is not in violation of the requirement to make available a FAPE to your child for its failure to provide services to your child.
- Your child will be treated as a nondisabled student for disciplinary purposes.
- Is not required to amend your child's education records to remove any references to your child's receipt of special education and related services.

You or the school district may at a later date, initiate a request for an initial evaluation to determine if your child is a child with a disability.

INDEPENDENT EDUCATIONAL EVALUATION

You have the right to obtain an independent educational evaluation (IEE) for your child. If you request an IEE, the school district must provide you information about where an IEE may be obtained.

An independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by the school district responsible for the education of your child.

IEE at public expense means that the school district either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to you. Whenever an IEE is at public expense, the criteria in which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the school district uses when it initiates an evaluation.

You have the right to an IEE at public expense if you disagree with an evaluation of your child obtained by your school district. However, the school district may initiate a due process complaint hearing to show that its evaluation is appropriate. If the final decision is that the evaluation is appropriate, you still have the right to an IEE, but not at public expense.

The school district may require you to provide them prior notice before you obtain an IEE at public expense; however, the school district may not fail to pay for an IEE if you do not notify the school district that an IEE is being sought.

If you obtain an IEE at private or public expense, the results of the evaluation must be considered by the school district in any

decision made with respect to the provision of a FAPE to your child, and may be presented as evidence at a due process hearing regarding your child.

If a hearing officer requests an IEE as part of a hearing decision, the cost of the evaluation must be at public expense.

EDUCATION RECORDS-PERSONALLY IDENTIFIABLE INFORMATION

An education record is information that the school maintains that contains personally identifiable information on your child.

Personally identifiable information includes: the name of your child, your name, or other family member names; the address of your child; a personal identifier, such as your child's social security number or student number; or a list of personal characteristics or other information that would make it possible to identify your child with reasonable certainty.

ACCESS RIGHTS

Each school district must permit you to inspect and review any educational records which are collected, maintained, or used by your school district. The school district must comply with your request without unnecessary delay and before any meeting regarding your child's IEP, a resolution session or impartial due process hearing, and in no case, more than 45 days after the request has been made.

The right to inspect and review educational records under this section includes:

- Your right to a response from the school district to your reasonable requests for explanations and interpretations of the records.

- Your right to have your representative inspect and review the records.
- Your right to request that the school district provide copies of the records if you cannot effectively inspect and review the records, unless you receive those copies.

A school district may presume that you have authority to inspect and review records relating to your child unless the school district has been advised that you do not have the authority under applicable State law governing such matters as guardianship, separation, and divorce.

RECORD OF ACCESS

Each school district must keep a record of parties obtaining access to education records collected, maintained, or used under this part, (except access by parents and authorized employees of the school district), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

RECORDS ON MORE THAN ONE CHILD

If any educational record includes information on more than one child, the parent(s) of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.

LISTS OF TYPES AND LOCATIONS OF INFORMATION

On request, each school district must provide you with a list of the types and locations of your child's education records collected, maintained, or used by the school district.

FEES FOR SEARCHING, RETRIEVING, AND COPYING RECORDS

Each school district may not charge a fee to search for or to retrieve information under the IDEA Part B. Each school district may charge a fee for copies of records, which are made for you if the fee does not effectively prevent you from exercising your right to inspect and review those records.

AMENDMENT OF RECORDS AT PARENT'S REQUEST

If you believe that information in education records collected, maintained, or used under this part is inaccurate, misleading, or violates the privacy or other rights of your child, you may request the school district that maintains the information change the information.

The school district must decide whether to change the information in accordance with your request within a reasonable period of time of receipt of this request. If the school district decides to refuse to change the information in accordance with your request, it must inform you of the refusal and advise you of your right to a hearing as set forth under the Family Education Rights and Privacy Act (FERPA).

OPPORTUNITY FOR A HEARING

The school district must, on request, provide you an opportunity for a hearing to challenge information in educational records regarding your child to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child. If, as a result of the hearing, the school district decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of

your child, it must change the information accordingly and inform you in writing.

RESULTS OF A HEARING

If, as a result of the hearing, the school district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child, it must inform you of your right to place in the records it maintains on your child your written statement commenting on the information or providing any reasons you disagree with the decision of the school district.

Such an explanation placed in the records of your child must be maintained by the school district as part of the records of your child as long as the record or contested portion is maintained by the school district. If the school district discloses the records of your child or the challenged portion to any party, the explanation must also be disclosed to the party.

CONSENT FOR DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION

Unless the information is contained in education records, and the disclosure is authorized without your consent under FERPA, your consent must be obtained before personally identifiable information is disclosed to parties other than officials of participating agencies. Your consent is not required before personally identifiable information is released to officials to participating agencies for purposes of meeting a requirement of Part B of the IDEA.

Your consent must be obtained before personally identifiable information is

released to officials of participating agencies providing or paying for transition services.

If your child is in, or is going to attend, a private school that is not located in the same school district in which you reside, your consent must be obtained before any personally identifiable information about your child is released between officials in the school district where the private school is located and officials in the school district where you reside.

SAFEGUARDS

Each school district must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

One official at each school district must assume responsibility for ensuring the confidentiality of any personally identifiable information.

All persons collecting or using personally identifiable information must receive training or instruction regarding your State's policies and procedures regarding confidentiality under Part B of the IDEA and FERPA.

Each school district must maintain, for public inspection, a current listing of the names and positions of those employees within the district that may have access to personally identifiable information.

DESTRUCTION OF INFORMATION

Your school district must inform you when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to your child.

The information must be destroyed at your request; however, a permanent record of your child's name, address, and phone number, grades, attendance record, classes attended, grade level completed, and year completed, may be maintained without time limitation.

MEDIATION

Mediation in special education is a free and effective process to assist parents and schools in resolving disagreements, at the earliest stage possible, regarding the education program of a student with disabilities. This occurs at a non-adversative meeting that is more structured than a parent-school conference but less formal than a due process hearing.

The Oklahoma State Department of Education or school district must make mediation available to allow you and the school district to resolve disagreements involving any matter under Part B of the IDEA, including matters arising prior to the filing of a due process complaint. Thus, mediation is available to resolve disputes under Part B of the IDEA, whether or not you have filed a due process hearing request. When a due process complaint is initiated under the IDEA, the school district must inform you of the availability of mediation as an alternative to resolving disputes.

The procedures must ensure that the mediation process:

- Is voluntary on your part and the school district's part.
- Is provided at no cost to you.
- Is not used to deny your right to a due process hearing, or deny any other rights you have under Part B of the IDEA.

- Is conducted by a qualified and impartial mediator who is trained in effective techniques.

For further information on Oklahoma's Mediation system, you may contact the Special Education Resolution Center (SERC) at 918-712-9632 or 888-267-0028. You may also contact the local Early Settlement Center at 877-521-6677 for the name and number of your local Early Settlement Center.

Opportunity to Meet with a Disinterested Party:

The state educational agency (SEA) or school district may establish procedures to offer you and school districts that choose not to use the mediation process an opportunity to meet with a disinterested party who is under contract with:

- An appropriate alternative dispute resolution entity (Early Settlement Centers of the Alternative Dispute Resolution System, under the direction of the Administrative Office of the Courts), a parent training and information center (Oklahoma Parent Training and Information Center), the Joint Oklahoma Information Network (JOIN), or a community parent resource center in the State.
- To encourage the use, and explain the benefits, of the mediation process to you.

The mediator:

- May not be an employee of the SEA or the school district that is involved in the education or care of your child.
- Must not have a personal or professional interest which conflicts with the mediator's objectivity.

A person who otherwise qualifies as a mediator is not an employee of a school district or State agency solely because he/she is paid by the agency or school district to serve as a mediator.

Trained, qualified, and impartial mediators are available, and may be requested from the Early Settlement Centers of the Alternative Dispute Resolution System, under the direction of the Administrative Office of the Courts. Information and referral may also be obtained at no cost through the OSDE-SES, the Oklahoma Areawide Services Information System (OASIS), the Oklahoma Parent Training Information Center, or the Oklahoma Disability Law Center (ODLC).

The OSDE-SES supports resolution of disputes, involving any matter subject to due process complaints, through mediation or other informal means between parents and school districts concerning the education of a child with a disability or purported to have disabilities. The State is responsible for the costs of the mediation process.

Each meeting in the mediation process must be scheduled in a timely manner and held in a location that is convenient for you and the school district. Mediation is not used to deny or delay your right to a due process hearing or to deny any other rights afforded under these requirements. Also, the mediation meeting does not alter the required timelines for due process hearings.

To resolve a dispute through the mediation process, both you and the school district must execute a legally binding agreement that sets forth such resolution, and:

- States that all discussions occurred during the mediation process will remain confidential and may not be used as evidence in any subsequent

due process hearing or civil proceedings.

- Is signed by both you and a representative of the school district who has the authority to bind the school district.

A written, signed mediation agreement is enforceable in any State court or competent jurisdiction or in a district court of the United States.

Mediation may be requested by you or the school district but must be attended and agreed upon by both parties. The parties involved may or may not have representatives at the mediation; however, those persons attending should be in a position of authority to make decisions.

Either party may refuse to participate in a conference without prejudice to any procedural safeguard afforded under any applicable State or federal law.

FILING LOCAL OR STATE LEVEL ADMINISTRATIVE COMPLAINTS

A signed written complaint regarding alleged violations of the IDEA Part B may be filed with the local school district administrator or the SEA. The complaint may address your specific child and/or policy or practice of the school district that you allege is in violation of the IDEA.

If the complaint is filed with the local school district, the complainant may request that the State review the findings.

A written complaint must include:

- A statement that the school district has violated a requirement under the IDEA Part B.
- Facts on which the statement is based.

- The signature and contact information of the complainant.

If alleging violations regarding a specific child:

- The name of the child and the address of the residence of the child.
- The name of the school in which the child attends.
- In the case of a homeless child or youth, available contact information for the child and the name of the school in which the child attends.
- A description of how the school district has violated the requirements under the IDEA related to the allegation including the facts related to the problem.
- The proposed resolution of the problem to the extent known and available to the party following the complaint at the time the complaint is filed.

The complaint must allege the violation occurred not more than one year prior to the date the complaint is filed.

If you file an administrative complaint and a due process hearing complaint on the same issue, the investigation of the administrative complaint will be held in abeyance. The hearing officer assigned to hear your due process hearing complaint will conduct an impartial hearing.

Relevant information may be submitted orally and in writing regarding the alleged issue for consideration in determining if there is a violation of the IDEA Part B.

A form for this purpose is available from the OSDE-SES to assist you in filing a formal written complaint.

A written letter of findings will be issued by the OSDE-SES within 60 calendar days after receipt of a formal written complaint, unless exceptional circumstances exist which require lengthier involvement.

Mediation is also encouraged as an option to facilitate early resolution of complaint issues. Information to assist in requesting mediation or filing a complaint may be obtained by contacting the special education director or administrator of your school district or the OSDE-SES.

FILING A DUE PROCESS HEARING COMPLAINT

You or the school district may file a due process complaint on any matter relating to a proposal or refusal to initiate or change the identification, evaluation, or educational placement of your child, or the provision of a FAPE.

The due process complaint must allege a violation that happened not more than two years before you or the school district knew or should have known about the alleged action that forms the basis of the due process complaint.

The above timeline does not apply to you if you could not file a due process complaint due to:

- The school district specifically misrepresented that it has resolved the issue forming the basis of the complaint.
- The school district withheld information from you that was required to be provided to you under Part B of the IDEA.

The school district must inform you of any free or low-cost legal or other relevant services available in your area if you request the information, or if you or the school district file a due process complaint.

DUE PROCESS COMPLAINT

To request a hearing, you or the school district (or your attorney or the school district's attorney) must submit a due process complaint to the other party. That complaint must contain all of the content listed below and must be kept confidential.

You or the school district, whichever filed the complaint, must also provide the SEA with a copy of the complaint.

The due process complaint must be in writing, signed, and include:

- The name of your child.
 - Your child's date of birth.
 - The address of your child's residence.
 - The name of the school your child is attending.
 - If your child is a homeless child or youth, your child's contact information and the name of the school your child is attending.
 - The current grade or current placement of your child.
 - Your child's established or purported disability.
 - A description of the nature of the problem of your child relating to the proposed or refused action, including facts relating to the problem.
 - A proposed resolution of the problem to the extent known and available to you or the school district at the time.
- The reason for challenging the identification, evaluation, educational placement of your child, or the provision of a FAPE to your child.

A party may not have a due process hearing until the party, or the attorney representing the party, files a notice that meets the requirements.

A form for this purpose is available from the OSDE-SES to assist you in filing a due process complaint.

A copy of this request must be mailed by you, or the attorney representing you on behalf of your child, to the school district, and to the OSDE-SES, Attention: Due Process Hearing Requests, 2500 North Lincoln Boulevard, Room 412, Oklahoma City, Oklahoma 73105-4599.

An impartial due process hearing officer will be appointed to the case. You or your attorney will be notified of the appointment.

The due process complaint will be considered sufficient unless the party receiving the due process complaint notifies the hearing officer and the other party, in writing, within 15 calendar days of receiving their complaint, that the complaint does not meet the requirements listed above. Within five calendar days of receiving the notification that the receiving party considers a due process complaint insufficient, the hearing officer must make a determination if the due process complaint meets the requirements listed above, and must immediately notify the parties in writing of such determination.

If the hearing officer determines that your due process hearing complaint is insufficient, you have the right to submit an amended complaint addressing the reason why it did not meet the criteria of a sufficient complaint.

You or the school district may make changes to the due process complaint only if:

- The other party approves of the changes in writing and is given the opportunity to resolve the due process complaint through resolution meeting.
- By no later than five days before the due process hearing begins, the hearing officer grants permission for the changes. If the complaining party makes changes to the due process complaint, the timeline for the resolution meeting, and the time period for the resolution start again on the date in which the amended complaint is filed.

Nothing in this section may be construed to preclude you from filing a separate request for a due process complaint on an issue separate from the complaint already filed.

If the school district has not sent a prior written notice to you regarding the subject matter contained in your due process complaint, the school district must, within ten calendar days of receiving the due process complaint, send to you a response that must include:

- An explanation of why the school district proposed or refused to take the action raised in the due process complaint.
- A description of other options that your child's IEP team considered and the reasons why those options were rejected.

- A description of each evaluation procedure, assessment, record or report the school district used as the basis for the proposed or refused actions.
- A description of the other factors that are relevant to the school district's proposed or refused actions.

Except as stated above, the party receiving a due process complaint must, within ten calendar days of receiving the due process complaint, send to the other party a response that specifically addresses the issues raised in the complaint.

RESOLUTION SESSIONS

Within 15 calendar days of receiving notice of your due process hearing complaint, and before the due process hearing begins, the school district must convene a meeting with you and the relevant member(s) of the IEP team who have specific knowledge of the facts identified in your due process complaint.

The meeting:

- Must include a representative of the school district who has decision-making authority on behalf of the school district.
- May not include an attorney of the school district, unless you are accompanied by an attorney.

The purpose of the meeting is for you to discuss your due process complaint, and the facts that form the basis of the complaint.

The school district is provided the opportunity to resolve the complaint, unless you and the school district both agree in writing to waive the resolution meeting, or agree to use the mediation process. Unless both you and the school district waive the

resolution meeting or agree to go to mediation, your failure to participate in the resolution meeting will delay the timelines for the resolution process and the due process hearing until the resolution meeting is held.

If the school district has not resolved the complaint to your satisfaction within 30 calendar days of the receipt of the due process complaint, the due process hearing may occur.

The 45 calendar day timeline for issuing a final decision begins at the expiration of the 30 calendar day resolution period, unless you and the school district have both agreed to waive the resolution process or to use mediation. In this case, the 45 calendar day timeline begins the next day.

If, after making reasonable efforts and documenting such efforts, the school district is not able to obtain your participation in the resolution meeting, the school district may, at the end of the 30 calendar day resolution period, request that a hearing officer dismiss your due process complaint.

If the school district fails to hold a mediation session within 15 days after receiving your due process hearing complaint or fails to participate in the resolution meeting, you may ask the hearing office to begin the due process hearing timeline.

If a resolution to the dispute is reached at the resolution meeting, you and the school district must execute a legally binding agreement that is:

- Signed by you and a representative of the school district who has the authority to bind the school district.
- Enforceable in any State court of competent jurisdiction or in a district court of the United States.

If you and the school district enter into an agreement as a result of a resolution meeting, either party may void the agreement within three business days of the time that both you and the school district signed the agreement.

IMPARTIAL DUE PROCESS HEARING

At a minimum, a hearing officer must:

- Not be an employee of the SEA or the school district involved in the education or care of your child; however, a person is not an employee of the agency solely because he/she is paid by the agency to serve as a hearing officer.
- Not have personal or professional interest that conflicts with the hearing officer's objectivity in the hearing.
- Be knowledgeable of, and understand, the provisions of the IDEA, federal, and State regulations pertaining to the IDEA, and legal interpretations of the IDEA by federal and State courts.
- Have the knowledge and ability to conduct hearings, in accordance with appropriate standard legal practice.
- Have the knowledge and ability to render and write decisions in accordance with appropriate, standard legal practice.

The party that requests the due process hearing may not raise issues at the due process hearing that were not addressed in the due process complaint, unless the other party agrees.

The SEA maintains a list of qualified hearing officers. When a due process hearing is assigned, the SEA must provide the name of the hearing officer assigned and their qualifications to all parties involved.

DUE PROCESS HEARING RIGHTS

Any party to a hearing or an appeal must be accorded the right to:

- Be accompanied and advised by a lawyer or person with special knowledge or training regarding the problems of children with disabilities.
- Present evidence and confront, crossexamine, and require the attendance of witnesses.
- Prohibit the introduction of any evidence at the hearing that has not been disclosed to the other party at least five business days prior to the hearing.
- Obtain a written, or, at your option, electronic, word-for-word record of the hearing.
- Obtain a written, or, at your option, electronic findings of the facts and decisions, which shall be made available to the public and transmitted to the State advisory panel.

A hearing officer may prevent any party that fails to disclose relevant evaluations or recommendations to the other party at least five business days before the hearing.

You must be given the right to have your child present, and the right to open the hearing to the public.

HEARING DECISIONS

A hearing officer's decision on whether your child received a FAPE must be based on substantive grounds.

In matters alleging a procedural violation, a hearing officer may find that your child did not receive a FAPE, only if the procedural inadequacies:

- Impeded your child's right to a FAPE.
- Significantly impeded your opportunity to participate in the decision-making process regarding the provision of a FAPE to your child.
- Caused a deprivation of an educational benefit.

Nothing in the procedural safeguards section of the federal regulations under Part B of the IDEA can be interpreted to prevent you from filing a separate request for a due process hearing on an issue separate from a request already filed.

The SEA, after deleting any personally identifiable information, must:

- Provide the findings and decisions in the due process hearing or appeal to the State special education advisory panel.
- Make those findings and decisions available to the public.

FINALITY OF DECISION, APPEAL, IMPARTIAL REVIEW

A decision made in a due process hearing is final, except that any party involved in the hearing may appeal the decision within 30 calendar days.

If a party is aggrieved by the findings and decision in the hearing, an appeal may be brought to the SEA.

If there is an appeal, the SEA appoints a state reviewing officer who conducts an impartial review of the findings and decisions appealed. The official conducting the review must:

- Examine the entire hearing record.

- Ensure that the procedures at the hearing were consistent with the requirements of due process.
- Seek additional evidence if necessary. If a hearing is held to receive additional evidence, the hearing rights described above apply.
- Give the parties an opportunity for oral or written argument, or both, at the discretion of the reviewing official.
- Make an independent decision on completion of the review.
- Give you and the school district a copy of written, or at your option, electronic, findings of fact and decisions.

The SEA, after deleting any personally identifiable information, must transmit the findings and decisions to the State special education advisory panel, and make the findings and decisions available to the public.

The decision made by the reviewing official is final, unless a party brings a civil action under the procedures described below.

TIMELINES AND CONVENIENCE OF HEARINGS AND REVIEWS

The SEA must ensure that no later than 45 calendar days after the expiration of the 30 calendar day period for resolution meetings, or, no later than 45 calendar days after the expiration of the adjusted time period:

- A final decision is reached in a hearing.
- A copy of the decision is mailed to you and the school district.

If there is an appeal, the SEA must ensure that no later than 30 calendar days after the receipt of a request for a review:

- A final decision is reached in the review.
- A copy of the decision is mailed to you and the school district.

A hearing officer may grant specific extensions of time beyond the 45 day calendar time period, if you or the school district requests a specific extension of the timeline.

Each hearing must be conducted at a time and place that is reasonably convenient to you and your child.

Except in the case of a change in placement initiated by school personnel due to your child carrying or possession of a weapon, possession or use of illegal drugs, or the sale or soliciting the sale of a controlled substance, or inflicting serious bodily injury upon another person, (or a change in placement ordered by a hearing officer due to a determination that maintaining the current placement is substantially likely to result in injury to the child or others), if you request a hearing to challenge the manifestation determination review, your child must remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of the change of placement, whichever occurs first, unless the State or school district and you agree otherwise.

RIGHT TO BRING A CIVIL ACTION

Any party who does not agree with the findings and decisions in the State level review has the right to bring a civil action with respect to the matter that was the subject of the due process complaint hearing. The action may be brought in any State court of competent jurisdiction or in a district court of the United States, without regard to the amount in dispute.

The party bringing the civil action must have 90 calendar days from the date of the decision of the hearing officer to bring such an action.

In any civil action, the court:

- Receives the records of the administrative proceedings.
- Hears additional evidence at the request of a party.
- Bases its decision on the preponderance of the evidence, and grants the relief that the court determines to be appropriate.

ATTORNEYS' FEES

In any action or proceeding brought under Part B of the IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the cost:

- To a prevailing party who is the parent of a child with a disability.
- To a prevailing party who is a school district against the attorney of a parent who files a request for a due process hearing or subsequent cause of action that is frivolous, unreasonable or without foundation, or against the attorney of a parent who continued to litigate after the litigation clearly became frivolous, unreasonable or without foundation.
- To a prevailing school district against the attorney of a parent, or against the parent, if the parent's complaint or subsequent cause of action was presented for any improper purpose, such as to harass, to cause unnecessary delay, or to needlessly increase the cost of the action or proceeding.

A court awards reasonable attorneys' fees based on rates prevailing in the community in which the action or hearing arose for the

kind and quality of services furnished. No bonus or multiplier may be used in calculating fees awarded.

Funds under the IDEA Part B may not be used to pay attorney's fees or costs of a party related to an action or proceeding.

Attorneys' fees may not be awarded and related costs may not be reimbursed in any action or proceeding for services performed subsequent to the time of a written offer of settlement to you, if:

- The offer is made within the time prescribed by Rule 68 of the Federal Rules of Civil Procedure; or, in the case of an administrative proceeding, at any time more than ten calendar days before the proceeding begins.
- The offer is not accepted within ten calendar days.
- The court or administrative hearing officer finds that the relief finally obtained by you is not more favorable to you than the offer of settlement.

Attorneys' fees may not be awarded relating to any meeting of the IEP team unless such meeting is convened as a result of an administrative proceeding or court action, or, at the discretion of the State, for mediation.

DISCIPLINE

AUTHORITY OF SCHOOL PERSONNEL

School personnel may consider any unique circumstances on a case-by-case basis, when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

School personnel may remove a child with a disability who violates a code of student

conduct from their current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten consecutive school days (to the extent such alternatives are applied to children without disabilities).

If school personnel seek to order a change in placement that would exceed ten school days, and the behavior that gave rise to the violation of the school code is determined not to be a manifestation of your child's disability, school personnel may apply the disciplinary procedures to your child in the same manner and for the same duration in which the procedures would be applied to children without disabilities, except the school must provide services to your child.

Your child's IEP team determines the interim alternative educational setting for such services.

These services that must be provided to your child if removed from his or her current placement may be provided in an interim alternative educational setting.

SERVICES

Your child, if removed from his or her current placement for more than ten school days in the same school year must:

- Continue to receive educational services, so as to enable him or her to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals identified in his or her IEP; and receive, as appropriate, an Functional Behavior Assessment (FBA), behavioral intervention services, and modifications that are designed to address the behavior violation so that it does not happen again.

MANIFESTATION DETERMINATIONS

Must occur within ten school days of any decision to change the placement of your child because of a violation of a code of student conduct that results in ten or more consecutive school days, or more than ten cumulative school days of suspension in the same school year that school officials have determined is a pattern of behavior.

A pattern of behavior may be determined because of the length of each removal, the total time that the student has been removed, the proximity of the removals to one another and whether or the behavior is substantially similar to the student's behavior in previous incidents that resulted in disciplinary removals.

The school district, you, and other relevant members of the IEP team (as determined by you and the school district) must review all relevant information in your child's file, including his or her IEP, any teacher observations, and any relevant information you have provided to determine if:

- The conduct in question was caused by, or was a direct and substantial relationship to, his or her disability.
- The conduct in question was the direct result of the school district's failure to implement his or her IEP.

If the school district, you, and other relevant members of the IEP team determine that either is applicable for your child, the conduct must be determined to be a manifestation of your child's disability.

DETERMINATION THAT BEHAVIOR WAS A MANIFESTATION

If the school district, you, and other relevant members of the IEP team determine that the

conduct was a manifestation of your child's disability, the IEP team must either:

- Conduct an FBA and implement a behavior intervention plan (BIP) for your child, unless the school district had conducted such assessment prior to such determination and the behavior that resulted in a change in placement.
- If a BIP already has been developed, the IEP team must meet to review the plan, and modify it, as necessary, to address the behavior.

Unless determined to be a special circumstance, the school district must return your child to the placement from which your child was removed, unless you and the school district agree to a change of placement as part of the modification of the BIP.

DETERMINATION THAT BEHAVIOR WAS NOT A MANIFESTATION OF THE DISABILITY

If the result of the review is a determination that the behavior of your child was not a manifestation of your child's disability, the relevant disciplinary procedures applicable to children without disabilities may be applied to your child in the same manner in which they would be applied to children without disabilities, except that a FAPE must be provided to your child during the term of suspension.

You have the right to request mediation or an expedited due process hearing if you disagree with the manifestation determination.

DISCIPLINARY RECORDS

If the school district initiates disciplinary procedures applicable to all children, the

school district must ensure that the special education and disciplinary records of your child are transmitted for consideration by the person(s) making the final determination about the disciplinary action.

INTERIM ALTERNATIVE EDUCATIONAL SETTINGS

Regardless of whether or not the behavior was a manifestation of your child's disability, school personnel may remove a student to an interim alternative educational setting for up to 45 school days if your child:

- Carries or possesses a weapon to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of an SEA or a school district.
- Knowingly has or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a SEA or school district.
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or a school district.

“Serious Bodily Injury” is defined to mean a bodily injury that involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ or faculty.

The IEP Team will determine the appropriate services for your child in an Interim Alternative Educational Settings (IAES).

The school has the option of continuing the IAES into the next school year if there are

less than 45 school days remaining in the school year in which the incident takes place.

Not later than the date on which the decision to take disciplinary action is made, the school district must notify you of that decision, and provide you with a procedural safeguards notice.

CHANGE OF PLACEMENT DUE TO DISCIPLINARY REMOVALS

The removal of your child from his or her current educational placement is a change of placement if:

- The removal is more than ten consecutive days.
- Your child has been subjected to a series of removals that constitute a pattern of removal because:
 - The series of removals totaled more than ten school days in a school year.
 - Your child's behavior is substantially similar to your child's behavior in previous incidents that resulted in the series of removals.
 - Of such additional factors as the length of each removal, the total amount of time your child has been removed, and the proximity of the removals to one another.
 - Whether a pattern of removals constitutes a change of placements is determined on a case-by-case basis by the school district, and, if challenged, is subject to review by judicial proceedings.

APPEALS

You may file a due process complaint to request a due process hearing if you disagree with:

- Any decision regarding placement made under the discipline provision.
- The manifestation determination. The school district may file a due process complaint to request a due process hearing if it believes that maintaining the current placement of your child is substantially likely to result in injury to your child or to others.

AUTHORITY OF HEARING OFFICER

A hearing officer must conduct the due process hearing and make a decision. The hearing officer may:

- Return your child to the placement from which your child was removed if the hearing officer determines that the removal was a violation of the requirements described under the heading **Authority of School Personnel**, or that your child's behavior was a manifestation of your child's disability.
- Order a change in the placement of your child to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of your child is substantially likely to result in injury to your child or to others.

These hearing procedures may be repeated, if the school district believes that returning your child to the original placement is substantially likely to result in injury to your child or to others.

The SEA or school district must arrange for an expedited hearing when you request one. Whenever you or the school district file a due process complaint to request such a hearing, a hearing must be held that meets the requirements described under the headings **Due Process Complaint Procedures, Hearings on Due Process Complaints, and Appeal of Decisions; Impartial Review**, except as follows:

- The SEA or school district must arrange for an expedited due process hearing, which must occur within 20 school days of the date the hearing is requested and must result in a determination within ten school days after the hearing.
- Unless you and the school district agree in writing to waive the meeting, or agree to use mediation, a resolution meeting must occur within seven calendar days or upon receiving notice of the due process complaint.
- The hearing may proceed, unless the matter has been resolved to the satisfaction of both parties within 15 calendar days of receipt of the due process complaint.

A State may establish different procedural rules for expedited due process hearings than it has established for other due process hearings. Except for the timelines, those rules must be consistent with the rules in this document regarding due process hearings.

A party may appeal the decision in an expedited due process hearing in the same way as they may for decisions in other due process hearings.

PLACEMENT DURING APPEALS

When you or the school district has filed a due process complaint related to disciplinary

matters, your child must (unless you and the SEA or school district agree otherwise) remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period of removal provided for and described under the heading **Authority of School Personnel**, whichever comes first.

PROTECTIONS FOR CHILDREN NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES

If a child who has been determined to be eligible for special education and related services under IDEA Part B, violates a code of student conduct, but the school district had knowledge before the behavior that brought about the disciplinary action that your child was a child with a disability, then your child may assert any of the procedural safeguards described in this notice.

Basis of knowledge for disciplinary matters- A school district must be deemed to have knowledge that a child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:

- You expressed concern in writing that your child is in need of special education and related services to supervisory or administrative personnel of the appropriate education agency, or a teacher of your child.
- You requested an evaluation related to eligibility for special education and related services under Part B of the IDEA.
- Your child's teacher, or other school district personnel, expressed specific concerns about a pattern of behavior demonstrated by your child, directly to the school district's director of special education or to other

supervisory personnel of the school district.

Exception—

A school district must not be deemed to have knowledge that your child is a child with a disability:

- If you have not allowed an evaluation of your child.
- If you have refused services for your child.
- Your child has been evaluated and determined not to be a child with a disability under the IDEA Part B.

CONDITIONS THAT APPLY IF NO BASIS OF KNOWLEDGE

If prior to taking disciplinary measures against your child, a school district does not have knowledge that a child is a child with a disability, as described in **Basis of Knowledge for Disciplinary Matters and Exceptions**, your child may be subjected to the disciplinary measures applied to children without disabilities who engaged in comparable behaviors.

However, if a request is made for an evaluation of your child during the time period in which your child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner. Until the evaluation is completed, your child remains in the educational placement determined by school authorities, which include suspension or expulsion without educational services.

If your child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the school district and information provided by you, the school district must provide special education and related services in accordance with the provision

under the IDEA Part B, including the disciplinary requirements described above.

REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES

The IDEA Part B does not:

- Prohibit a school district from reporting a crime committed by a child with a disability to appropriate authorities.
- Prevent Oklahoma State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and Oklahoma State law to crimes committed by a child with a disability.

Transmittal of records—

If a school district reports a crime committed by a child with a disability, the school district:

- Must ensure that copies of your child's special education and disciplinary records are transmitted for consideration by the appropriate authorities to whom the agency reports the crime.
- May transmit copies of your child's special education and disciplinary records only to the extent permitted by Family Education Rights and Privacy Act (FERPA).

REQUIREMENTS FOR UNILATERAL PLACEMENT BY PARENTS OF CHILDREN IN PRIVATE SCHOOLS AT PUBLIC EXPENSE

The IDEA Part B does not require a school district to pay for the cost of education, including special education and related services, of your child with a disability at a private school or facility if the school

district made a FAPE available to your child, and you chose to place your child in a private school or facility. However, the school district where the private school is located must include your child in the population whose needs are addressed under Part B provisions of the IDEA regarding children who have been placed by their parents in a private school at 34 CFR §§ 300.131 through 300.144.

Reimbursement for private school placement—

If your child previously received special education and related services under the authority of a school district, and you choose to enroll your child in a private elementary or secondary school without the consent of or referral by the school because you disagree that the IEP being offered your child, a court or a hearing officer may require the school district to reimburse you for the cost of that enrollment. The court or hearing officer must find that the school district had not made a FAPE available to your child in a timely manner prior to that enrollment, and that the private placement is appropriate.

A hearing officer or a court may find your placement to be appropriate, even if the placement does not meet the State standards that apply to education provided by the SEA and the school district.

Limitations on reimbursement—

The cost of reimbursement may be reduced or denied if:

- At the most recent IEP meeting that you attended prior to removal of your child from the public school, you did not inform the IEP team that you were rejecting the placement proposed by the school district to provide a FAPE to your child,

including stating your concerns and your intent to enroll your child in a private school at public expense.

- Ten business days (including any holidays that occur on a business day) prior to the removal of your child from the public school, you did not give written notice to the school district of the information described above.
- Prior to the removal of your child from the public school, the school district provided prior written notice to you, of its intent to evaluate your child (including a statement of the purpose of the evaluation that was appropriate and reasonable), but you did not make your child available for such evaluation.
- Upon a court's finding that your actions were unreasonable.

However, the cost of reimbursement must not be reduced or denied for failure to provide notice if:

- The school district prevented you from providing the notice.
- You cannot read or write in English.
- You had not received notice of your responsibility to provide the notice described above.
- Compliance with the requirements above would likely result in physical harm to your child.

RESOURCES FOR PARENTS AND SCHOOLS

Alternative Dispute Resolution Program
(Mediation)
Administrative Office of the Courts
(877) 521-6677 or (405) 522-7876

Joint Oklahoma Information Network
(JOIN)
500 North Broadway, Suite 300
Oklahoma City, Oklahoma 73102
Dial 2-1-1

Legal Aid of Western Oklahoma
(405) 521-1302

Legal Services of Eastern Oklahoma
(918) 584-3211
(918) 428-4357 (Hot Line)
(888) 534-5243 (Hot Line)

Office of Juvenile Affairs (OJA)
Educational Services
(405) 962-6106

Oklahoma ABLÉ Tech
1514 West Hall of Fame
Stillwater, Oklahoma 74078
(800) 257-1705

Oklahoma Advanced Practice Nurse
Coalition
(918) 660-3937

Oklahoma Areawide Services Information
System (OASIS)
(800) 426-2747

Oklahoma Assistive Technology Center
(OATC) at the University of Oklahoma
Health Sciences Center, Department of
Rehabilitation Sciences—College of Allied
Health
1600 North Phillips
Oklahoma City, Oklahoma 73104

(405) 271-3625; (405) 271-1705 (TDD)
(405) 271-1707 (Fax)
(800) 700-OATC (6282)

Oklahoma Assistive Technology Center
(OATC) at the University of Oklahoma—
Tulsa Department of Rehabilitation
Sciences—College of Allied Health
4502 East 41st Street
Tulsa, Oklahoma 74135
(918) 660-3261 or (918) 660-3279
(918) 660-3297 (Fax)

Oklahoma Association of Clinical Nurse
Specialists
(405) 951-8214

Oklahoma Board of Nursing
(405) 962-1800

Oklahoma Commission of Children and
Youth (OCCY)
(405) 606-4900

Oklahoma Department of Career and
Technology Education
(405) 377-2000
(405) 743-6816 TDD

Oklahoma Department of Corrections
(405) 962-6139

Oklahoma Department of Health
(405) 271-5600

Oklahoma Department of Human Services
(DHS)
(405) 521-2778

Oklahoma Department of Mental Health &
Substance Abuse Services (ODMHSAS)
(405) 522-3908

Oklahoma Department of Rehabilitation
Services (DRS)
Office of Disability Concerns
(800) 522-8224 V/TDD
(405) 521-3756 V/TDD
(800) 845-8476
(405) 951-3400 V/TDD
Oklahoma Disability Law Center (ODLC)
(800) 226-5883 V/TDD
Tulsa (918) 743-6220 V/TDD
Oklahoma City (405) 525-7755 V/TDD

Oklahoma Indian Legal Services
(800) 658-1497 or (405) 943-6457

Oklahoma Parent Training and Information
Center
(877) 553-4332

Oklahoma State Department of Education
(OSDE)

Special Education Services
2500 North Lincoln Boulevard, Room 412
Oklahoma City, Oklahoma 73105-4599
(405) 522-3248 or (405) 521-4875 TTY

Project ECCO (Enriching Children's
Communications Opportunities)
(866) 514-9620

Special Education Resolution Center
(SERC)
4825 South Peoria, Suite 2
Tulsa, Oklahoma 74105
(888) 267-0028
(918) 712-9632

Unit 5: Improving My Communication Skills

Lesson Overviews

Unit Purpose: The purpose of Unit 5 is to improve student communication skills by providing them important strategies, skills, and opportunities for practice and evaluation.

Lesson 1: Learning How to Communicate Effectively

Objectives

Students will:

1. identify appropriate situations when they should approach others to present information about their disability and their needs
2. distinguish between appropriate and inappropriate non-verbal communication (body language) including personal space, eye contact, posture, etc
3. demonstrate appropriate verbal communication skills including tone, volume, and vocabulary

Materials

1. Worksheet 5-1: Presentation Response Form
2. Video clips to analyze
3. Video Camera (extension activity)

Activities and Procedures: Unit 5, Lesson 1 opens with a critical thinking scenario and discussion of KWL chart entries. The main focus of this lesson is a presentation and discussion of poor versus good communication skills. Students learn the SHARE strategy for using appropriate communications skills and develop brief role plays to demonstrate their communication skills. Students complete worksheet 5-1: Presentation Response Form to provide feedback to their peers regarding their role play performance.

Student Evaluation:

1. Completion of worksheet 5-1: Presentation Response Form
2. Presentation of role play
3. Verbal participation during class discussion
4. Add to student KWL chart as necessary

Extension Activity: Use a video camera to record student role plays. Each student should view and evaluate their recorded performance to identify ways to improve their communication skills.

Lesson 2: Knowing What to Share and Who to Share it With

Objectives

Students will:

1. identify the appropriate people to share information with (teachers, peers, counselors) in varied school settings
2. identify the appropriate information that should be shared with different people in varied school settings
3. complete a graphic organizer highlighting the identified important information
4. identify the type of assistance they might need for a variety of situations and educational settings

Materials

1. Worksheet 5-2: My Disability Information Form

Activities and Procedures: Students review and add to KWL charts then identify key people they might need to communicate with regarding their disability. Next, the class discusses the jobs and responsibilities of the people they identified. Students then complete worksheet 5-2: My Disability Information Form to use as a guide for communicating about their disability. Once completed, students present to the class using worksheet 5-2 as a guide. To close the lesson, students revisit the critical thinking scenario and their KWL charts. Once students have had an opportunity to ask clarifying questions about this unit, they complete the Unit 5 Knowledge Quiz.

Student Evaluation:

1. Student KWL chart
2. Contribution to group discussion
3. Completion of worksheet 5-2: My Disability Information Form
4. Student presentation
5. Completion of worksheet 5-1: Presentation Response Form for each student presentation

Extension Activity: Lesson does not include an extension activity.

Unit 5: Improving My Communication Skills

COMMON CORE STANDARDS

High School English Language Arts (Grades 9, 10, 11, & 12)

Speaking and Listening

[CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. [CCSS.ELA-Literacy.SL.11-12.1a](#) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. [CCSS.ELA-Literacy.SL.11-12.1b](#) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. [CCSS.ELA-Literacy.SL.11-12.1c](#) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. [CCSS.ELA-Literacy.SL.11-12.1d](#) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

[CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

[CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

[CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language

[CCSS.ELA-Literacy.L.11-12.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Reading: Literature

[CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Lesson 1

Learning How to Communicate Effectively

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. identify appropriate situations when they should approach others to present information about their disability and their needs
2. distinguish between appropriate and inappropriate non-verbal communication (body language) including personal space, eye contact, posture, etc.
3. demonstrate appropriate verbal communication skills including tone, volume, and vocabulary

MATERIALS

1. Worksheet 5-1
2. Video clips to analyze
3. Video Camera (extension activity)

LESSON OPENING

Critical thinking: Read the following scenario to students. Have students identify key issues/problems and solutions.

Chris has been called to the office due to his recent tardies and absences in 3rd period. He knows he is in trouble and will likely be assigned Saturday school or trash duty during lunch as punishment. He is angry because he feels his reasons for the tardies and absences are valid. However, Chris has an angry tone of voice and is slouched down in his chair with his arms crossed while he is telling the principal his reasons for the tardies and absences. Chris also rolls his eyes every time the principal starts talking. As a result, the principal gets irritated with Chris and assigns him three weeks of Saturday school and refuses to listen to any more of Chris's excuses.

- Provide students time and opportunity to respond to the story.
- Record the problems and solutions students identify in the space below or somewhere in the classroom. Students will need to revisit these solutions at the end of Unit 5.

Problems	Solutions
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- *During our last few sessions you have learned about your IEP, special education, and your rights and responsibilities. Knowing this information will help you advocate for yourself. A crucial part to self-advocacy is communication. Today we are going to talk about some important communication skills. Before we begin, lets talk about your KWL charts.*
- *Lets talk about some of the things you listed on your chart during unit 4.*
- Provide time and opportunity for students to discuss and share.

PROCEDURE

1. Make a brief presentation using poor communication skills. Ask students to identify problems with your communication behaviors.

Possible examples:

- folded arms = defensive
 - hands in your pocket = lack of confidence
 - shaking or moving your feet and/or legs = nervous
 - blank stare on your face = lack of interest
 - rubbing your neck and/or head = bored
 - slouching = unprepared or lack of confidence
 - mumbled speech = unprepared or lack of confidence
- Have students brainstorm a list of good communication behaviors.

Possible examples:

- stand or sit up straight
 - make eye contact
 - speak loud and clear
- Define and discuss verbal and non-verbal communication.

- verbal communication: using written or spoken words to express your thoughts or message.
 - non-verbal communication: the use of body language to express your thoughts or message.
- Have students brainstorm examples of both verbal and non-verbal communication.

Possible examples:

- Letters
- Report
- Faxes
- Telephone
- E-mail
- Video conferencing
- Internet
- Social networking
- Face-to-face

- Present and discuss the importance of purpose, audience, and occasion in presenting information. Have students brainstorm different purposes and audiences.

Possible examples:

<u>Audience</u>	<u>Purpose</u>
parents	ask permission to stay out late
teachers	ask for help on an assignment
friends	convince them to go to a movie instead of the game
coach	tell her you will have to miss the big game because of work
boss	ask for time off during Christmas break
classmates	give oral presentation during class

- Present and discuss things that affect communication behaviors of people.

Possible examples:

- attitude of sender
- body language of the sender
- does the person understand what they are trying to communicate
- prejudice, stereotypes, and perceptions
- inappropriate target audience

Discussion point(s): Introduce the SHARE strategy to students. Encourage students to use this strategy while communicating with others.

Sit/stand up straight
Have a pleasant tone of voice
Activate your thinking
Relax
Engage in eye communication

The SHARE strategy is one of several learning strategies made available by The University of Kansas Center for Research on Learning. Visit <http://www.ku-crl.org/sim/strategies.shtml> for more information about learning strategies.

- View video clips that demonstrate appropriate and inappropriate communication, pausing and having students identify
 - the intended audience
 - the appropriate/inappropriate non-verbal behaviors
 - the appropriate/inappropriate verbal behaviors
- Discuss the outcomes of the communication
 - did the person communicate what he/she intended?
 - did the person get the outcome he/she wanted?
- Revisit your poor behaviors identified earlier and explain and distinguish verbal and non-verbal behaviors for students.
- Have students develop and act out role play for the class, demonstrating poor communication skills and good communication skills. Provide time and opportunity for discussion after each presentation. Focus on good communication skills and ways to improve poor communication skills. This can be done in small groups of students or as a whole class presentation activity. Have students complete worksheet 5-1: Presentation Response Form to provide feedback about student role plays. Give students time to ask questions about the process and to discuss their feelings about the process.

Extension Activity: Video student role play presentations and have students review the recordings and analyze their own communication skills using worksheet 5-1: Presentation Response Form.

LESSON CLOSURE

- Provide students time and opportunity to ask questions and add to their KWL chart as needed.
- Provide students time and opportunity to share the information on their KWL chart with the class.

- Have students explain SHARE.

Sit/stand up straight
Have a pleasant tone of voice
Activate your thinking
Relax
Engage in eye communication

- *Next time we are going to talk about many of the different people you might need to communicate with at school and work.*
- *Between now and then I need each of you to think about who those people might be.*

STUDENT EVALUATION

1. Completion of worksheet 5-1: Presentation Response Form
2. Presentation of role play
3. Verbal participation during class discussion
4. Add to student KWL chart as necessary

Lesson 2

Knowing What to Share and Who to Share it With

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. identify the appropriate people to share information with (teachers, peers, counselors) in varied school settings
2. identify the appropriate information that should be shared with different people in varied school settings
3. complete a graphic organizer highlighting the identified important information
4. identify the type of assistance they might need for a variety of situations and educational settings

MATERIALS

1. Worksheet 5-2: My Disability Information Form

LESSON OPENING

Begin with student KWL charts. Review information from Unit 4 with an emphasis on the rights and how those might relate to the people students will encounter in school settings.

- *We discussed in Unit 4 your rights and responsibilities during high school and started talking about your future plans for after high school. Someone share an example of your future plans.*
- *In Unit 4 you each identified some accommodations that are in your IEP and that you have used in your classes. Someone provide me an example of an accommodation you have used in school.*
- Bring students' attention to the IEP information located in their ME! Book.
 - *Remember that the IEP is discussed in a group meeting. Who might be at the meeting that would know this information about you?*
 - *Do you think it might be beneficial for you to share this information with other people?*
- Direct students back to their KWL charts. Have students fill in what they KNOW about themselves that might be shared at meetings. Have students fill in what they WANT to know about how to share this information with other people.

- *Fill in under KNOW the things you think might be shared about you at your IEP meeting.*
- *Fill in under WANT any questions you have about talking to others about your disability.*

PROCEDURE

1. Students share the titles and names of people they are in contact with while in high school. As students brainstorm, create a list on chart paper or dry erase board for all students to see.
 - *Let's talk about the people you have listed on your chart so that I can write some of their names and jobs up here for the class. I need volunteers to share the names of people they have contact with almost daily from our school.*

Examples:

- school counselor
- principal
- assistant principal
- teachers
- career counselor
- coaches
- band director
- cheer sponsor

Note to teacher: You might want to prepare a list in advance with names and titles of people you know your students will come into contact with based on their needs and classes.

- Lead the students in discussion to identify the people they might meet in education programs or jobs after high school. Write the titles and roles of these people on a list for all students to see.
 - *Now, let's think about after high school. Who do you think you might have a lot of contact with or see a lot if you were attending college?*

Examples: professors, coaches, advisor (counselor), music director

- *What if you were going to a Tech Center program?*

Examples: teachers, advisor

- *What if you decide to get a full time job right after you graduate, who do you think you would see frequently at your job?*

Examples: Employer (Boss), co-workers, customers, children (students), clients (etc.); could vary depending on the jobs the students are interested in pursuing.

Note to teacher: You may want to create your own list of job titles and people that is applicable to your students. Students probably do not know these, but you can suggest people.

- Lead a discussion about the jobs and responsibilities of the people students identified above.
 - *Do you remember learning about Section 504 and some of the rights that you have as a person with a disability?*
 - *The people that we are discussing have some responsibilities because of that law. They may be able to give you some accommodations that could help you in college, in other schools, or on the job. We will talk about that more in the next lessons, but you need to think about who you would ask for help and how to ask for that help.*
 - *Think about your classes and jobs you have now or had recently. Let's think about some times when it did not go too well for you...maybe because you had a hard time reading a test, you failed it, or maybe you did not write down notes in class because writing is hard for you.*
- 2. Share a story that illustrates a good example of when and why someone might need to ask for help on the job. If you can get a student to share, that would be beneficial. Have a story prepared to share with your students in case no one volunteers. It should be a short story about an experience that you know many of your students can relate to...tell that story (or use the one below).

One of my former students, Jason, had a lot of difficulty reading and writing. He took a job at a garage working on cars and was also getting trained to be a mechanic. Often, he would be in the office at the garage and answer the phone. He would talk to customers and would then try to remember the messages and did not write them down. Jason had a learning disability and writing was very difficult for him. Sometimes he didn't see the garage manager to tell him the messages and he forgot, or the customers would call back and say that they had left a message with Jason. But, Jason had not written them down, and had not told his garage manager that he needed help with this. Jason had recorded the teacher lectures in his high school classes because he had an IEP. He probably could have recorded the messages at work using his cell phone or PDA. However, Jason did not know how to ask this or even that he could ask for help. He eventually got fired and had to find another job.

Discussion point(s): Ask students the following questions and provide time and opportunity for discussion.

- Who could Jason have spoken to so that he could have gotten help?
- What would Jason have needed to tell this person about how and why he needed help?
- Would he need to be able to explain his disability to this person? Why or why not?

Discussion point(s): Revisit the questions asked during the opening of the lesson. Lead a discussion to help students recognize that some of the people they identified might be able to help them or work better with them if they had information about the student’s disability.

- *Think about your IEP and the information in your IEP, like the accommodations, your strengths, and areas you need help in. Which of these people that you have regular contact with, who were not at your IEP meeting, do you think might have helped change the situation for Jason? (adjust last statement to fit with the story used with your students)*
 - *We are going to work on an activity to help you organize some information about your disability so that you can use that information to talk to people now and in the future.*
3. Model/demonstrate completion of worksheet 5-2: My Disability Information Form based on the above scenario or your own scenario.

Handout: Distribute worksheet 5-2: My Disability Information Form

- *All right, first let’s work on one together as a group, then you will complete your own. I need everyone to help me with this one first, before you start our own.*
 - *We are going to complete this form with Jason as our student. Let’s think about the information that he might have shared with the garage manager that would have been helpful.*
- Continue class discussion, completing the form as students make suggestions. Stop and discuss and answer questions as needed.
 - Have students complete their form based on their needs.
 - *Now, you are ready to work on your forms. You need to have your IEP and your report information out to use to complete this form.*

- Monitor the students’ input and the appropriate information that students fill out on the forms.
- If information is inappropriate, discuss with the students (individually or in group depending on the situation) about what they should tell one person and what they might need to tell another person.
- Have students make a brief presentation, sharing the information on worksheet 5-2: My Disability Information Form.
- Have each student complete worksheet 5-1: Presentation Response Form for each presentation. Instruct students to give the completed Presentation Response Form to their classmates to help identify areas they can improve on during their next presentation.

LESSON CLOSURE

Critical thinking: Reread the following scenario to students. Have them discuss the solutions they identified at the beginning of this unit. Provide students time to brainstorm additional solutions they may have thought of after learning the information from Unit 5.

Chris has been called to the office due to his recent tardies and absences in 3rd period. He knows he is in trouble and will likely be assigned Saturday school or trash duty during lunch as punishment. He is angry because he feels his reasons for the tardies and absences are valid. However, Chris has an angry tone of voice and is slouched down in his chair with his arms crossed while he is telling the principal his reasons for the tardies and absences. Chris also rolls his eyes every time the principal starts talking. As a result, the principal gets irritated with Chris and assigns him three weeks of Saturday school and refuses to listen to any more of Chris’s excuses.

- Discuss question from student KWL charts that were not answered during this Unit.
- Provide students time and opportunity to add to their KWL chart as needed.

Handout: Distribute a copy of the Unit 5 Knowledge Quiz for each student to complete.

STUDENT EVALUATION

1. Student KWL chart
2. Contribution to group discussion
3. Completion of worksheet 5-2: My Disability Information Form
4. Student presentation
5. Completion of worksheet 5-1: Presentation Response Form for each student presentation

Unit 5: Improving My Communication Skills

Lesson Overviews

Unit Purpose: The purpose of Unit 5 is to improve student communication skills by providing them important strategies, skills, and opportunities for practice and evaluation.

Lesson 1: Learning How to Communicate Effectively

Objectives

Students will:

1. identify appropriate situations when they should approach others to present information about their disability and their needs
2. distinguish between appropriate and inappropriate non-verbal communication (body language) including personal space, eye contact, posture, etc
3. demonstrate appropriate verbal communication skills including tone, volume, and vocabulary

Materials

1. Worksheet 5-1: Presentation Response Form
2. Video clips to analyze
3. Video Camera (extension activity)
4. **Power Point Presentation**

Activities and Procedures: Unit 5, Lesson 1 opens with a critical thinking scenario and discussion of KWL chart entries. The main focus of this lesson is a presentation and discussion of poor versus good communication skills. Students learn the SHARE strategy for using appropriate communications skills and develop brief role plays to demonstrate their communication skills. Students complete worksheet 5-1: Presentation Response Form to provide feedback to their peers regarding their role play performance.

Student Evaluation:

1. Completion of worksheet 5-1: Presentation Response Form
2. Presentation of role play
3. Verbal participation during class discussion
4. Add to student KWL chart as necessary

Extension Activity: Use a video camera to record student role plays. Each student should view and evaluate their recorded performance to identify ways to improve their communication skills.

Lesson 2: Knowing What to Share and Who to Share it With

Objectives

Students will:

1. identify the appropriate people to share information with (teachers, peers, counselors) in varied school settings
2. identify the appropriate information that should be shared with different people in varied school settings
3. complete a graphic organizer highlighting the identified important information
4. identify the type of assistance they might need for a variety of situations and educational settings

Materials

1. Worksheet 5-2: My Disability Information Form

Activities and Procedures: Students review and add to KWL charts then identify key people they might need to communicate with regarding their disability. Next, the class discusses the jobs and responsibilities of the people they identified. Students then complete worksheet 5-2: My Disability Information Form to use as a guide for communicating about their disability. Once completed, students present to the class using worksheet 5-2 as a guide. To close the lesson, students revisit the critical thinking scenario and their KWL charts. Once students have had an opportunity to ask clarifying questions about this unit, they complete the Unit 5 Knowledge Quiz.

Student Evaluation:

1. Student KWL chart
2. Contribution to group discussion
3. Completion of worksheet 5-2: My Disability Information Form
4. Student presentation
5. Completion of worksheet 5-1: Presentation Response Form for each student presentation

Extension Activity: Lesson does not include an extension activity.

Unit 5: Improving My Communication Skills

COMMON CORE STANDARDS

High School English Language Arts (Grades 9, 10, 11, & 12)

Speaking and Listening

[CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

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- c. [CCSS.ELA-Literacy.SL.11-12.1c](#) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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Language

[CCSS.ELA-Literacy.L.11-12.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Reading: Literature

[CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Lesson 1

Learning How to Communicate Effectively

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. identify appropriate situations when they should approach others to present information about their disability and their needs
2. distinguish between appropriate and inappropriate non-verbal communication (body language) including personal space, eye contact, posture, etc
3. demonstrate appropriate verbal communication skills including tone, volume, and vocabulary

MATERIALS

1. Worksheet 5-1
2. Video clips to analyze
3. Video Camera (extension activity)
4. **Power Point Presentation**

LESSON OPENING

Critical thinking: Read the following scenario to students. Have students identify key issues/problems and solutions.

Chris has been called to the office due to his recent tardies and absences in 3rd period. He knows he is in trouble and will likely be assigned Saturday school or trash duty during lunch as punishment. He is angry because he feels his reasons for the tardies and absences are valid. However, Chris has an angry tone of voice and is slouched down in his chair with his arms crossed while he is telling the principal his reasons for the tardies and absences. Chris also rolls his eyes every time the principal starts talking. As a result, the principal gets irritated with Chris and assigns him three weeks of Saturday school and refuses to listen to any more of Chris's excuses.

- Provide students time and opportunity to respond to the story.
- Record the problems and solutions students identify in the space below or somewhere in the classroom. Students will need to revisit these solutions at the end of Unit 5.

Problems	Solutions
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- *During our last few sessions you have learned about your IEP, special education, and your rights and responsibilities. Knowing this information will help you advocate for yourself. A crucial part to self-advocacy is communication. Today we are going to talk about some important communication skills. Before we begin, lets talk about your KWL charts.*
 - *Lets talk about some of the things you listed on your chart during unit 4.*
- Provide time and opportunity for students to discuss and share.

PROCEDURE

1. Make a brief presentation using poor communication skills. Ask students to identify problems with your communication behaviors.

Possible examples:

- folded arms = defensive
 - hands in your pocket = lack of confidence
 - shaking or moving your feet and/or legs = nervous
 - blank stare on your face = lack of interest
 - rubbing your neck and/or head = bored
 - slouching = unprepared or lack of confidence
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- Have students brainstorm a list of good communication behaviors.

Possible examples:

- stand or sit up straight
 - make eye contact
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- Define and discuss verbal and non-verbal communication.

- verbal communication: using written or spoken words to express your thoughts or message.
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- Have students brainstorm examples of both verbal and non-verbal communication.

Possible examples:

- Letters
- Report
- Faxes
- Telephone
- E-mail
- Video conferencing
- Internet
- Social networking
- Face-to-face

- Present and discuss the importance of purpose, audience, and occasion in presenting information. Have students brainstorm different purposes and audiences.

Possible examples:

<u>Audience</u>	<u>Purpose</u>
parents	ask permission to stay out late
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- Present and discuss things that affect communication behaviors of people.

Possible examples:

- attitude of sender
- body language of the sender
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- prejudice, stereotypes, and perceptions
- inappropriate target audience

Discussion point(s): Introduce the SHARE strategy to students. Encourage students to use this strategy while communicating with others.

Sit/stand up straight
Have a pleasant tone of voice
Activate your thinking
Relax
Engage in eye communication

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 - did the person get the outcome he/she wanted?
- Revisit your poor behaviors identified earlier and explain and distinguish verbal and non-verbal behaviors for students.
- Have students develop and act out role play for the class, demonstrating poor communication skills and good communication skills. Provide time and opportunity for discussion after each presentation. Focus on good communication skills and ways to improve poor communication skills. This can be done in small groups of students or as a whole class presentation activity. Have students complete worksheet 5-1: Presentation Response Form to provide feedback about student role plays. Give students time to ask questions about the process and to discuss their feelings about the process.

Extension Activity: Video student role play presentations and have students review the recordings and analyze their own communication skills using worksheet 5-1: Presentation Response Form.

LESSON CLOSURE

- Provide students time and opportunity to ask questions and add to their KWL chart as needed.
- Provide students time and opportunity to share the information on their KWL chart with the class.

- Have students explain SHARE.

Sit/stand up straight
Have a pleasant tone of voice
Activate your thinking
Relax
Engage in eye communication

- *Next time we are going to talk about many of the different people you might need to communicate with at school and work.*
- *Between now and then I need each of you to think about who those people might be.*

STUDENT EVALUATION

1. Completion of worksheet 5-1: Presentation Response Form
2. Presentation of role play
3. Verbal participation during class discussion
4. Add to student KWL chart as necessary

Lesson 2

Knowing What to Share and Who to Share it With

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. identify the appropriate people to share information with (teachers, peers, counselors) in varied school settings
2. identify the appropriate information that should be shared with different people in varied school settings
3. complete a graphic organizer highlighting the identified important information
4. identify the type of assistance they might need for a variety of situations and educational settings

MATERIALS

1. Worksheet 5-2: My Disability Information Form

LESSON OPENING

Begin with student KWL charts. Review information from Unit 4 with an emphasis on the rights and how those might relate to the people students will encounter in school settings.

- *We discussed in Unit 4 your rights and responsibilities during high school and started talking about your future plans for after high school. Someone share an example of your future plans.*
- *In Unit 4 you each identified some accommodations that are in your IEP and that you have used in your classes. Someone provide me an example of an accommodation you have used in school.*
- Bring students' attention to the IEP information located in their ME! Book.
 - *Remember that the IEP is discussed in a group meeting. Who might be at the meeting that would know this information about you?*
 - *Do you think it might be beneficial for you to share this information with other people?*
- Direct students back to their KWL charts. Have students fill in what they KNOW about themselves that might be shared at meetings. Have students fill in what they WANT to know about how to share this information with other people.

- *Fill in under KNOW the things you think might be shared about you at your IEP meeting.*
- *Fill in under WANT any questions you have about talking to others about your disability.*

PROCEDURE

1. Students share the titles and names of people they are in contact with while in high school. As students brainstorm, create a list on chart paper or dry erase board for all students to see.
 - *Let's talk about the people you have listed on your chart so that I can write some of their names and jobs up here for the class. I need volunteers to share the names of people they have contact with almost daily from our school.*

Examples:

- school counselor
- principal
- assistant principal
- teachers
- career counselor
- coaches
- band director
- cheer sponsor

Note to teacher: You might want to prepare a list in advance with names and titles of people you know your students will come into contact with based on their needs and classes.

- Lead the students in discussion to identify the people they might meet in education programs or jobs after high school. Write the titles and roles of these people on a list for all students to see.
 - *Now, let's think about after high school. Who do you think you might have a lot of contact with or see a lot if you were attending college?*

Examples: professors, coaches, advisor (counselor), music director

- *What if you were going to a Tech Center program?*

Examples: teachers, advisor

- *What if you decide to get a full time job right after you graduate, who do you think you would see frequently at your job?*

Examples: Employer (Boss), co-workers, customers, children (students), clients (etc.); could vary depending on the jobs the students are interested in pursuing.

Note to teacher: You may want to create your own list of job titles and people that is applicable to your students. Students probably do not know these, but you can suggest people.

- Lead a discussion about the jobs and responsibilities of the people students identified above.
 - *Do you remember learning about Section 504 and some of the rights that you have as a person with a disability?*
 - *The people that we are discussing have some responsibilities because of that law. They may be able to give you some accommodations that could help you in college, in other schools, or on the job. We will talk about that more in the next lessons, but you need to think about who you would ask for help and how to ask for that help.*
 - *Think about your classes and jobs you have now or had recently. Let's think about some times when it did not go too well for you...maybe because you had a hard time reading a test, you failed it, or maybe you did not write down notes in class because writing is hard for you.*
- 2. Share a story that illustrates a good example of when and why someone might need to ask for help on the job. If you can get a student to share, that would be beneficial. Have a story prepared to share with your students in case no one volunteers. It should be a short story about an experience that you know many of your students can relate to...tell that story (or use the one below).

One of my former students, Jason, had a lot of difficulty reading and writing. He took a job at a garage working on cars and was also getting trained to be a mechanic. Often, he would be in the office at the garage and answer the phone. He would talk to customers and would then try to remember the messages and did not write them down. Jason had a learning disability and writing was very difficult for him. Sometimes he didn't see the garage manager to tell him the messages and he forgot, or the customers would call back and say that they had left a message with Jason. But, Jason had not written them down, and had not told his garage manager that he needed help with this. Jason had recorded the teacher lectures in his high school classes because he had an IEP. He probably could have recorded the messages at work using his cell phone or PDA. However, Jason did not know how to ask this or even that he could ask for help. He eventually got fired and had to find another job.

Discussion point(s): Ask students the following questions and provide time and opportunity for discussion.

- Who could Jason have spoken to so that he could have gotten help?
- What would Jason have needed to tell this person about how and why he needed help?
- Would he need to be able to explain his disability to this person? Why or why not?

Discussion point(s): Revisit the questions asked during the opening of the lesson. Lead a discussion to help students recognize that some of the people they identified might be able to help them or work better with them if they had information about the student’s disability.

- *Think about your IEP and the information in your IEP, like the accommodations, your strengths, and areas you need help in. Which of these people that you have regular contact with, who were not at your IEP meeting, do you think might have helped change the situation for Jason? (adjust last statement to fit with the story used with your students)*
 - *We are going to work on an activity to help you organize some information about your disability so that you can use that information to talk to people now and in the future.*
3. Model/demonstrate completion of worksheet 5-2: My Disability Information Form based on the above scenario or your own scenario.

Handout: Distribute worksheet 5-2: My Disability Information Form

- *All right, first let’s work on one together as a group, then you will complete your own. I need everyone to help me with this one first, before you start our own.*
 - *We are going to complete this form with Jason as our student. Let’s think about the information that he might have shared with the garage manager that would have been helpful.*
- Continue class discussion, completing the form as students make suggestions. Stop and discuss and answer questions as needed.
 - Have students complete their form based on their needs.
 - *Now, you are ready to work on your forms. You need to have your IEP and your report information out to use to complete this form.*

- Monitor the students' input and the appropriate information that students fill out on the forms.
- If information is inappropriate, discuss with the students (individually or in group depending on the situation) about what they should tell one person and what they might need to tell another person.
- Have students make a brief presentation, sharing the information on worksheet 5-2: My Disability Information Form.
- Have each student complete worksheet 5-1: Presentation Response Form for each presentation. Instruct students to give the completed Presentation Response Form to their classmates to help identify areas they can improve on during their next presentation.

LESSON CLOSURE

Critical thinking: Reread the following scenario to students. Have them discuss the solutions they identified at the beginning of this unit. Provide students time to brainstorm additional solutions they may have thought of after learning the information from Unit 5.

Chris has been called to the office due to his recent tardies and absences in 3rd period. He knows he is in trouble and will likely be assigned Saturday school or trash duty during lunch as punishment. He is angry because he feels his reasons for the tardies and absences are valid. However, Chris has an angry tone of voice and is slouched down in his chair with his arms crossed while he is telling the principal his reasons for the tardies and absences. Chris also rolls his eyes every time the principal starts talking. As a result, the principal gets irritated with Chris and assigns him three weeks of Saturday school and refuses to listen to any more of Chris's excuses.

- Discuss question from student KWL charts that were not answered during this Unit.
- Provide students time and opportunity to add to their KWL chart as needed.

Handout: Distribute a copy of the Unit 5 Knowledge Quiz for each student to complete.

STUDENT EVALUATION

1. Student KWL chart
2. Contribution to group discussion
3. Completion of worksheet 5-2: My Disability Information Form
4. Student presentation
5. Completion of worksheet 5-1: Presentation Response Form for each student presentation

Me!

**Student
Materials**

PRESENTATION RESPONSE FORM

A good way to improve your communication and presentation skills is to get feedback from others about your performance. Today you will evaluate each of your classmates' communication skills during their presentations. Use the rubric below to evaluate their performance.

You fill out this section for each presentation

Presenter(s): _____ **Evaluator:** _____

Please circle a number from 1 to 5 to rate his/her communication skills during the presentation.

	Needs More PracticePerfect				
	1	2	3	4	5
Eye Contact:	1	2	3	4	5
Posture:	1	2	3	4	5
Nonverbal:	1	2	3	4	5
Volume/Tone:	1	2	3	4	5
Organization:	1	2	3	4	5
Information:	1	2	3	4	5

I really liked _____

I would work on _____

Unit 5 Notes
Learning How to Communicate Effectively

Verbal Communication-

Examples-

Non-verbal Communication-

Examples-

Audience-

Purpose-

S-

H-

A-

R-

E-

My Disability Information Form

I have a disability, it is called _____

People with this disability sometimes have trouble with _____

In school, I have trouble with _____

It helps me if (accommodations) _____

I am good at _____

Unit 5: Improving My Communication Skills
Checking Your Knowledge Quiz

Define the following terms using complete sentences.

1. Verbal communication _____

2. Nonverbal communication _____

Provide a short answer for the following questions.

3. List two examples of good communication skills

4. List two examples of poor communication skills

5. Why are good communication skills important? _____

6. What does the acronym SHARE stand for?
S _____
H _____
A _____
R _____
E _____

Circle the correct answer.

7. The way I talk to others influences how well they listen to me. **True False**

Me!

**Teacher
Materials**

Unit 5: Improving My Communication Skills
Checking Your Knowledge Quiz

Define the following terms using complete sentences.

1. Verbal communication *The use of written or spoken words to express your thoughts or message.*

2. Nonverbal communication *The use of body language to express thoughts or messages.*

Provide a short answer for the following questions.

3. List two examples of good communication skills
 Answers will vary

4. List two examples of poor communication skills
 Answers will vary

5. Why are good communication skills important? _____
 Answers will vary

6. What does the acronym SHARE stand for?

S *Sit/stand up straight*
H *Have a pleasant tone of voice*
A *Activate your thinking*
R *Relax*
E *Engage in eye communication*

Circle the correct answer.

7. The way I talk to others influences how well they listen to me. **True False**

Unit 6: Increasing My Self-Awareness

Lesson Overviews

Unit Purpose: The purpose of Unit 6 is to increase student self-awareness knowledge through research and self-reflection.

Lesson 1: Starting My Self-Awareness Project

Objectives

Students will:

1. identify well-known persons with disabilities
2. identify practical deadlines for Self-Awareness Project

Materials

1. Worksheet 6-1a: Self-Awareness Research Project Requirements and Checklist
2. Worksheet 6-1b: Self-Awareness Project Planning Guide
3. Worksheet 6-1c: Self-Awareness Report Outline
4. Worksheet 6-1d: Self-Awareness Project Timeline
5. PowerPoint “Famous People With Disabilities”
6. Reading materials describing disabilities of students in your class (See list of book titles attached)

Activities and Procedures: Lesson 1 opens with the completion of a critical thinking activity and discussion of KWL chart entries. Next, students participate in a brief discussion about the main points of lessons completed thus far, followed by a Famous People with Disabilities PowerPoint presentation. After a discussion about the PowerPoint, students are given necessary handouts listed above to begin planning their research projects. It is important for each student to develop an appropriate timeline for project completion before moving on to Lesson 2. The materials included with this lesson were developed to help students complete a research paper. However, it is appropriate to have students complete a newsletter, brochure, or PowerPoint presentation in place of a research paper.

Student Evaluation:

1. Participation in class discussion
2. Completion of worksheet 6-1d: Self-Awareness Project Timeline
3. Additions to KWL charts as needed

Extension Activity: Lesson 2 does not include an extension activity.

Lesson 2: Completing My Self-Awareness Project

Objectives

Students will:

1. complete tasks as dictated by project timeline
2. use available resources to complete required research

Materials

1. Worksheet 6-1a: Self-Awareness Research Project Requirements and Checklist
2. Worksheet 6-1b: Self-Awareness Project Planning Guide
3. Worksheet 6-1c: Self-Awareness Report Outline
4. Worksheet 6-1d: Self-Awareness Project Timeline
5. Reading materials describing disabilities of students in your class (See list of book titles attached)

Activities and Procedures: Review KWL charts, specifically, the information students have listed in the “want to know” column. Students use the remaining class time to work on research projects as the teacher moves around the room answering questions and keeping students on task. Repeat this lesson as needed to provide students time and opportunity to complete their projects.

Student Evaluation:

1. Completion of work based on due dates from worksheet 6-1d: Self-Awareness Project Timeline

Extension Activity: Lesson 2 does not include an extension activity.

Lesson 3: Presenting My Self-Awareness Project

Objectives

Students will:

1. give oral presentation over completed project
2. complete peer-evaluations
3. complete self-evaluations

Materials

1. Worksheet 6-3a: Self-Awareness Project Self Evaluation Form
2. Worksheet 6-3b: Self-Awareness Project Peer Evaluation Form
3. Completed Self-Awareness Projects

Activities and Procedures: Once students have completed their research projects, move on to Lesson 3. This lesson opens by revisiting the critical thinking activity from the beginning of the unit. Next, distribute and discuss worksheets 6-3b: Self-Awareness Project Peer Evaluation Form and 6-3a: Self-Awareness Self Evaluation Form. Once students have had

the opportunity to ask clarifying questions about worksheets, begin student presentations. Unit 6 does not include a Knowledge Quiz.

Student Evaluation:

1. Completion of project presentation
2. Completion of peer-evaluations
3. Completion of self-evaluation
4. Participation in class discussion

Extension Activity: Use a camera to record student presentations. Have each student watch his/her presentation before and/or while completing worksheet 6-3a: Self-Awareness Self Evaluation Form.

Unit 6: Increasing My Self-Awareness

COMMON CORE STANDARDS

- High School Language Arts (Grades 9, 10, 11, & 12) –

Writing

[CCSS.ELA-Literacy.W.11-12.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- d. [CCSS.ELA-Literacy.W.11-12.1d](#) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. [CCSS.ELA-Literacy.W.11-12.1e](#) Provide a concluding statement or section that follows from and supports the argument presented.

[CCSS.ELA-Literacy.W.11-12.2](#) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- f. [CCSS.ELA-Literacy.W.11-12.2f](#) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[CCSS.ELA-Literacy.W.11-12.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. [CCSS.ELA-Literacy.W.11-12.3a](#) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- c. [CCSS.ELA-Literacy.W.11-12.3c](#) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- e. [CCSS.ELA-Literacy.W.11-12.3e](#) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

[CCSS.ELA-Literacy.W.11-12.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[CCSS.ELA-Literacy.W.11-12.7](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[CCSS.ELA-Literacy.W.11-12.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Reading Informational Texts

[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

[CCSS.ELA-Literacy.RI.9-10.7](#) Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

Language

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. [CCSS.ELA-Literacy.L.9-10.1a](#) Use parallel structure.

[CCSS.ELA-Literacy.L.9-10.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. [CCSS.ELA-Literacy.L.9-10.2a](#) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. [CCSS.ELA-Literacy.L.9-10.2b](#) Use a colon to introduce a list or quotation.

Speaking and Listening

[CCSS.ELA-Literacy.SL.9-10.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. [CCSS.ELA-Literacy.SL.9-10.1a](#) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. [CCSS.ELA-Literacy.SL.9-10.1b](#) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. [CCSS.ELA-Literacy.SL.9-10.1c](#) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. [CCSS.ELA-Literacy.SL.9-10.1d](#) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify

or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[CCSS.ELA-Literacy.SL.9-10.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[CCSS.ELA-Literacy.SL.9-10.4](#) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[CCSS.ELA-Literacy.SL.9-10.6](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Reading Literature

[CCSS.ELA-Literacy.RL.9-10.7](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

[CCSS.ELA-Literacy.RL.9-10.9](#) Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Lesson 1

Starting My Self-Awareness Project

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. Identify well known persons with disabilities
2. Identify practical deadlines for Self-Awareness Project

MATERIALS

1. Worksheet 6-1a: Self-Awareness Research Project Requirements and Checklist
2. Worksheet 6-1b: Self-Awareness Project Planning Guide
3. Worksheet 6-1c: Self-Awareness Report Outline
4. Worksheet 6-1d: Self-Awareness Project Timeline
5. Power Point “Famous People With Disabilities”
6. Reading materials describing disabilities of students in your class (See list of book titles attached)

LESSON OPENING

Critical thinking: Read the following scenario to students. Have students identify the key issues/problems and solutions.

Jeremy is a high school student with a learning disability; he is currently enrolled in Biology. Jeremy has failed the last two tests and will fail the class if he does not do well on the next test. Jeremy talks to Mr. Wilson, his Biology teacher, and tells him that he is concerned about failing the class. Mr. Wilson asks Jeremy what he wants him to do to help him succeed in class. Then Mr. Wilson asks Jeremy why he should get special treatment with his class work. Jeremy feels embarrassed and does not know how to answer Mr. Wilson’s questions.

- Provide students time and opportunity to respond to the story.
- Record the solutions students identify in the space below or somewhere in the classroom. Students will need to revisit these solutions at the end of this unit.

Problems	Solutions
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- Instruct students to think about this scenario as they work through Unit 6. Inform them that at the end of the unit the class will discuss this situation again to see if anyone has come up with new solutions.
 - *Please get out your personal KWL charts from Unit 5 and let’s review what you learned about communicating with others.*
- Take a minute to let students share their thoughts and questions about the information from previous lessons on their individual KWL charts.

Note to teacher: It is important to emphasize to students that it is okay to have some unanswered topics listed in the “want to know column” at this point. Encourage students to think about these topics as they complete their projects in this unit. It is important that you, the teacher, make note of these unanswered questions and find ways to bring these topics into the lessons as students work on their research projects.

- *So far, we have learned about self-awareness, self-advocacy, special education, IEP’s, communication skills, and some history of disability. Now we will start talking about different types of disabilities and some of the people who have disabilities, including the people in this classroom.*
- *Think about things that you are very good at doing or are easy for you, maybe a talent you have, a school subject, a sport... I know I am great at-----(*insert something that is easy for you to do and discuss it*). Someone else share an example of something you do well.*
- Take a minute to let students share their thoughts about this question.
 - *Now, let’s think of something that is difficult for you to do. I know that I have to work very hard at----- (*insert something that is hard for you to do and discuss it*). Someone else share an example of something that is difficult for you.*
- Take a minute to let students share their thoughts about this question.

- *Sometimes things can be difficult for a person because of a disability they have. Different disabilities affect people in different ways. Do you know enough about your disability to know how it affects your abilities at school, home or anywhere else you spend time? Take a minute and think about that question.*
- Provide an opportunity for students to share their thoughts about this question.
 - *During Unit 2 you had the opportunity to take the information you learned and combine it with what you know about yourself. The “Creating My History” activity gave you the chance to combine some of that information and write a brief history about you. I want you to take a minute and think about these questions.*
 - *While you were working on your history, did you include a description about your disability?*
 - *Did you feel like you knew a lot about your disability?*
 - *Did you find yourself wanting to know more about your disability?*
 - *Did you spend much time wondering how having a disability would affect your life now and in the future?*
- Take time to let students share their thoughts about the questions you just asked.

PROCEDURE

1. **Teacher discussion:** Introduce famous people with disabilities.

- *Many people have disabilities. Some disabilities you can see, like a person who uses a wheelchair. Others are not visible, you cannot see them, but they affect how a person learns or thinks, like a learning disability. Some disabilities are caused by a medical condition, like diabetes or epilepsy, and might be helped by taking medication. You will learn more about disabilities and how they affect people’s lives as we complete this unit.*
- *Having a disability does not mean that something is wrong with a person. Having a disability does not prevent a person from being successful. Many people with disabilities are famous because of their great success in life. We are going to talk about a few of those people today. Some of the people we will talk about have worked hard to be able to do things that are difficult for them in order to reach their goals; some have learned how to work around it. They may get help from other people. They may have focused on their strengths or talents and used those to find a career in which they could succeed. You will have a chance to learn more about people with disabilities who have accomplished great things as you work on your project. Right now, I am going to introduce you to a few of these people.*

Note to teacher: Use the “Famous People With Disabilities” Power Point to accompany discussion. The following links may also provide valuable information.

1. <http://www.authorstream.com/Presentation/eckre-251306-celebrities-disabilities-final2-final-entertainment-ppt-powerpoint/>
2. <http://www.disabilityresources.org/FAMOUS.html> (multiple links of famous people)
3. <http://www.increasebrainpower.com/famouspeoplewithlearningdisabilities.html> (list of famous people with ADD, ADHD and LD)
4. <http://www.waisman.wisc.edu/> (multiple links to resources on famous people with disabilities and listed by the disabilities)
5. http://www.tampagov.net/dept_mayor/mayors_alliance/famous_persons/index.asp (alphabetized list of MANY famous people with disabilities)
6. <http://www.iidc.indiana.edu/cedir/kidsweb/fpwdinfo.html>
7. <http://www.download-free-pdf.com/famous-people-with-disabilities-poster.pdf>
8. http://www.disabled-world.com/artman/publish/article_0060.shtml

Discussion point(s): After completing the presentation, ask students the following questions and provide them an opportunity to respond and discuss.

- *How many of you knew some of these people had disabilities?*
 - *Does this surprise you? Why or why not?*
 - *What are some things that you thought of when you heard this information about these people?*
 - *What questions can I answer for you about what we have covered so far?*
2. Introduce the research project and necessary project worksheets.
- *Understanding your abilities and disability is crucial! You need to understand your disability and the ways it might impact your learning. Today we are going to start a project that provides you an opportunity to learn about your abilities and disability. We will start the project today and then spend the next few class sessions working on it.*

Handout: Distribute copy of worksheet 6-1a: Self-Awareness Research Project Requirements and Checklist.

- *Here is a handout describing a project you will complete. You will need to identify and describe your abilities and disability. You will be able to complete part of the project with information you already know. For some of the project you will need to do additional research. For example, you must research people who have disabilities, find out information about strengths and things that can be difficult because of a*

disability. You will talk to others, read, and use the internet while completing your research.

- *I have several handouts that we will go over that will help you organize your research and guide your writing. Finally, when everything in your project is complete you will present it to the class. Let's look at the handouts I am giving you now.*

Handout: Distribute copies of worksheet 6-1b: Self-Awareness Project Planning Guide and/or 6-1c: Self-Awareness Project-Report Outline.

Note to teacher: The worksheet you choose depends on you and your students' needs. It might be a good idea to let students look at both 6-1b and 6-1c and choose the one that works best for their individual needs.

- Review the project forms in detail with students to answer any questions students may have.

Handout worksheets: Distribute copies of worksheet 6-1d: Self-Awareness Project Timeline

- Review the timeline in detail and fill in the due dates as a class. You might consider having students select individualized dates based on student need.
- Post the example of the Self-Awareness Project Timeline you completed as a reminder of all due dates.

LESSON CLOSURE

- *Today we have learned about famous people who have disabilities.*
 1. Who can tell me the names of some of the people we discussed?
 2. What are some of the disabilities these people have?
 3. Did their disabilities keep them from being successful?
- *We also discussed the research timeline and requirements. Are there any questions about the timeline and the requirements?*
- *During our next lesson you will start working on your project. It would be a good idea to spend some time between now and then thinking about how you will complete your research.*
- Briefly, review the planned schedule according to the project timeline.

STUDENT EVALUATION

1. Participation in class discussion
2. Completion of worksheet 6-1d: Self-Awareness Project Timeline
3. Additions to KWL charts as needed

Lesson 2

Completing My Self-Awareness Project

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. complete tasks as dictated by project timeline
2. use available resources to complete required research

MATERIALS

1. Worksheet 6-1a: Self-Awareness Research Project Requirements and Checklist
2. Worksheet 6-1b: Self-Awareness Project Planning Guide
3. Worksheet 6-1c: Self-Awareness Report Outline
4. Worksheet 6-1d: Self-Awareness Project Timeline
5. Reading materials describing disabilities of students in your class (See list of book titles attached)

LESSON OPENING

- *Take a minute to look at your individual KWL chart. Pay close attention to the information you have listed in the “want to know” column. Today you are going to work on your self-awareness projects. This is a good opportunity for you to find some answers to the questions you have listed in the “want to know” column.*

PROCEDURE

Note to teacher: The time required to complete the Self-Awareness Project will vary based on student need and the format you require your students to use for the project. We recommend repeating the format of lesson 2 as many times as you feel is appropriate for your students.

- *Please take out worksheet 6-1d: Self-Awareness Project Timeline that we completed during our last session. Take a minute to look at the due dates for your project.*
1. Review the worksheets, answer student questions and have them begin their projects.
 - *Based on the due dates on your timeline, what do you need to work on today?*
 - Review resources available to students as they work on their project.
 - Instruct students to begin working on their project.

- *Today as you are working, I will be coming around to check your outline or planning guide. Please keep your worksheets out to help guide you while you work and so I can check them as I move around the room.*

2. Monitor the students while they work and provide necessary feedback.

LESSON CLOSURE

- Review the project timeline.
- Check student's work to ensure they are keeping up with timeline requirements.
- Assign homework for project if appropriate.
- Have students put materials away.
- Remind students to put their papers in their binders.

STUDENT EVALUATION

1. Completion of work based on due dates from worksheet 6-1d: Self-Awareness Project Timeline.

Lesson 3
Presenting My Self-Awareness Project

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. give oral presentation over completed project
2. complete peer-evaluations
3. complete self-evaluations

MATERIALS

1. Worksheet 6-1e: Self-Awareness Project Peer Evaluation Form
2. Worksheet 6-1f: Self-Awareness Project Self Evaluation Form
3. Completed Self-Awareness Projects

LESSON OPENING

Critical thinking: Read the following scenario to students. Have them identify the key issues/problems and solutions.

Jeremy is a high school student with a learning disability; he is currently enrolled in Biology. Jeremy has failed the last two tests and will fail the class if he does not do well on the next test. Jeremy talks to Mr. Wilson, his Biology teacher, and tells him that he is concerned about failing the class. Mr. Wilson asks Jeremy what he wants him to do to help him succeed in class. Then Mr. Wilson asks Jeremy why he should get special treatment with his class work. Jeremy feels embarrassed and does not know how to answer Mr. Wilson’s questions.

- Provide students time and opportunity to respond to the story.

Problems	Solutions
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- Provide students time and opportunity to discuss the problems and solutions they identified prior to completing their projects compared to the ones they identified today.

PROCEDURE

Handout: Distribute worksheet 6-3b: Self-Awareness Project Peer Evaluation Form.

- Review worksheet in detail with students and provide time and opportunity for questions and discussion as needed.
- Have each student present his/her project.
- Provide the class time to complete Worksheet 6-1e: Self-Awareness Project Peer Evaluation Form before moving on to the next presentation.
- Complete this process until each student has had the opportunity to present.

Handout: Distribute worksheet 6-1f: Self-Awareness Self Evaluation Form.

- Review worksheet in detail with students and provide time and opportunity for questions and discussion as needed.
- Provide students time to complete worksheet 6-1f: Self-Awareness Self Evaluation Form.

Extension Activity: Video record each student presentation and have students watch their own presentation before completing worksheet 6-1f: Self-Awareness Self Evaluation Form.

LESSON CLOSURE

- *Now that you each have a good understanding of your strengths and your disability, you can use that information to self-advocate. During our next unit we will talk about how you can each advocate for yourself during high school. You will each select one of your classes to practice asking for accommodations. Between now and then, I want you to start thinking about what class you will select for the activities in unit 7. We will talk about the activities more during our next class session.*
- Remind students to turn in all completed evaluations before leaving class.

STUDENT EVALUATION

1. Completion of project presentation
2. Completion of peer-evaluations
3. Completion of self-evaluation
4. Participation in class discussion

Unit 6: Increasing My Self-Awareness

Lesson Overviews

Unit Purpose: The purpose of Unit 6 is to increase student self-awareness knowledge through research and self-reflection.

Lesson 1: Starting My Self-Awareness Project

Objectives

Students will:

1. identify well-known persons with disabilities
2. identify practical deadlines for Self-Awareness Project

Materials

1. Worksheet 6-1a: Self-Awareness Research Project Requirements and Checklist
2. Worksheet 6-1b: Self-Awareness Project Planning Guide
3. Worksheet 6-1c: Self-Awareness Report Outline
4. Worksheet 6-1d: Self-Awareness Project Timeline
5. PowerPoint “Famous People With Disabilities”
6. Reading materials describing disabilities of students in your class (See list of book titles attached)

Activities and Procedures: Lesson 1 opens with the completion of a critical thinking activity and discussion of KWL chart entries. Next, students participate in a brief discussion about the main points of lessons completed thus far, followed by a Famous People with Disabilities PowerPoint presentation. After a discussion about the PowerPoint, students are given necessary handouts listed above to begin planning their research projects. It is important for each student to develop an appropriate timeline for project completion before moving on to Lesson 2. The materials included with this lesson were developed to help students complete a research paper. However, it is appropriate to have students complete a newsletter, brochure, or PowerPoint presentation in place of a research paper.

Student Evaluation:

1. Participation in class discussion
2. Completion of worksheet 6-1d: Self-Awareness Project Timeline
3. Additions to KWL charts as needed

Extension Activity: Lesson 2 does not include an extension activity.

Lesson 2: Completing My Self-Awareness Project

Objectives

Students will:

1. complete tasks as dictated by project timeline
2. use available resources to complete required research

Materials

1. Worksheet 6-1a: Self-Awareness Research Project Requirements and Checklist
2. Worksheet 6-1b: Self-Awareness Project Planning Guide
3. Worksheet 6-1c: Self-Awareness Report Outline
4. Worksheet 6-1d: Self-Awareness Project Timeline
5. Reading materials describing disabilities of students in your class (See list of book titles attached)

Activities and Procedures: Review KWL charts, specifically, the information students have listed in the “want to know” column. Students use the remaining class time to work on research projects as the teacher moves around the room answering questions and keeping students on task. Repeat this lesson as needed to provide students time and opportunity to complete their projects.

Student Evaluation:

1. Completion of work based on due dates from worksheet 6-1d: Self-Awareness Project Timeline

Extension Activity: Lesson 2 does not include an extension activity.

Lesson 3: Presenting My Self-Awareness Project

Objectives

Students will:

1. give oral presentation over completed project
2. complete peer-evaluations
3. complete self-evaluations

Materials

1. Worksheet 6-3a: Self-Awareness Project Self Evaluation Form
2. Worksheet 6-3b: Self-Awareness Project Peer Evaluation Form
3. Completed Self-Awareness Projects

Activities and Procedures: Once students have completed their research projects, move on to Lesson 3. This lesson opens by revisiting the critical thinking activity from the beginning of the unit. Next, distribute and discuss worksheets 6-3b: Self-Awareness Project Peer Evaluation Form and 6-3a: Self-Awareness Self Evaluation Form. Once students have had

the opportunity to ask clarifying questions about worksheets, begin student presentations. Unit 6 does not include a Knowledge Quiz.

Student Evaluation:

1. Completion of project presentation
2. Completion of peer-evaluations
3. Completion of self-evaluation
4. Participation in class discussion

Extension Activity: Use a camera to record student presentations. Have each student watch his/her presentation before and/or while completing worksheet 6-3a: Self-Awareness Self Evaluation Form.

Unit 6: Increasing My Self-Awareness

COMMON CORE STANDARDS

- High School Language Arts (Grades 9, 10, 11, & 12) –

Writing

[CCSS.ELA-Literacy.W.11-12.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- d. [CCSS.ELA-Literacy.W.11-12.1d](#) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. [CCSS.ELA-Literacy.W.11-12.1e](#) Provide a concluding statement or section that follows from and supports the argument presented.

[CCSS.ELA-Literacy.W.11-12.2](#) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- f. [CCSS.ELA-Literacy.W.11-12.2f](#) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[CCSS.ELA-Literacy.W.11-12.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. [CCSS.ELA-Literacy.W.11-12.3a](#) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- c. [CCSS.ELA-Literacy.W.11-12.3c](#) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- e. [CCSS.ELA-Literacy.W.11-12.3e](#) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

[CCSS.ELA-Literacy.W.11-12.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[CCSS.ELA-Literacy.W.11-12.7](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[CCSS.ELA-Literacy.W.11-12.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Reading Informational Texts

[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

[CCSS.ELA-Literacy.RI.9-10.7](#) Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

Language

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. [CCSS.ELA-Literacy.L.9-10.1a](#) Use parallel structure.

[CCSS.ELA-Literacy.L.9-10.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. [CCSS.ELA-Literacy.L.9-10.2a](#) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. [CCSS.ELA-Literacy.L.9-10.2b](#) Use a colon to introduce a list or quotation.

Speaking and Listening

[CCSS.ELA-Literacy.SL.9-10.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. [CCSS.ELA-Literacy.SL.9-10.1a](#) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. [CCSS.ELA-Literacy.SL.9-10.1b](#) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. [CCSS.ELA-Literacy.SL.9-10.1c](#) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. [CCSS.ELA-Literacy.SL.9-10.1d](#) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify

or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[CCSS.ELA-Literacy.SL.9-10.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[CCSS.ELA-Literacy.SL.9-10.4](#) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[CCSS.ELA-Literacy.SL.9-10.6](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Reading Literature

[CCSS.ELA-Literacy.RL.9-10.7](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

[CCSS.ELA-Literacy.RL.9-10.9](#) Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Lesson 1

Starting My Self-Awareness Project

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. Identify well known persons with disabilities
2. Identify practical deadlines for Self-Awareness Project

MATERIALS

1. Worksheet 6-1a: Self-Awareness Research Project Requirements and Checklist
2. Worksheet 6-1b: Self-Awareness Project Planning Guide
3. Worksheet 6-1c: Self-Awareness Report Outline
4. Worksheet 6-1d: Self-Awareness Project Timeline
5. Power Point “Famous People With Disabilities”
6. Reading materials describing disabilities of students in your class (See list of book titles attached)

LESSON OPENING

Critical thinking: Read the following scenario to students. Have students identify the key issues/problems and solutions.

Jeremy is a high school student with a learning disability; he is currently enrolled in Biology. Jeremy has failed the last two tests and will fail the class if he does not do well on the next test. Jeremy talks to Mr. Wilson, his Biology teacher, and tells him that he is concerned about failing the class. Mr. Wilson asks Jeremy what he wants him to do to help him succeed in class. Then Mr. Wilson asks Jeremy why he should get special treatment with his class work. Jeremy feels embarrassed and does not know how to answer Mr. Wilson’s questions.

- Provide students time and opportunity to respond to the story.
- Record the solutions students identify in the space below or somewhere in the classroom. Students will need to revisit these solutions at the end of this unit.

Problems	Solutions
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- Instruct students to think about this scenario as they work through Unit 6. Inform them that at the end of the unit the class will discuss this situation again to see if anyone has come up with new solutions.
 - *Please get out your personal KWL charts from Unit 5 and let’s review what you learned about communicating with others.*
- Take a minute to let students share their thoughts and questions about the information from previous lessons on their individual KWL charts.

Note to teacher: It is important to emphasize to students that it is okay to have some unanswered topics listed in the “want to know column” at this point. Encourage students to think about these topics as they complete their projects in this unit. It is important that you, the teacher, make note of these unanswered questions and find ways to bring these topics into the lessons as students work on their research projects.

- *So far, we have learned about self-awareness, self-advocacy, special education, IEP’s, communication skills, and some history of disability. Now we will start talking about different types of disabilities and some of the people who have disabilities, including the people in this classroom.*
- *Think about things that you are very good at doing or are easy for you, maybe a talent you have, a school subject, a sport... I know I am great at----- (insert something that is easy for you to do and discuss it). Someone else share an example of something you do well.*
- Take a minute to let students share their thoughts about this question.
 - *Now, let’s think of something that is difficult for you to do. I know that I have to work very hard at----- (insert something that is hard for you to do and discuss it). Someone else share an example of something that is difficult for you.*
- Take a minute to let students share their thoughts about this question.

- *Sometimes things can be difficult for a person because of a disability they have. Different disabilities affect people in different ways. Do you know enough about your disability to know how it affects your abilities at school, home or anywhere else you spend time? Take a minute and think about that question.*
- Provide an opportunity for students to share their thoughts about this question.
 - *During Unit 2 you had the opportunity to take the information you learned and combine it with what you know about yourself. The “Creating My History” activity gave you the chance to combine some of that information and write a brief history about you. I want you to take a minute and think about these questions.*
 - *While you were working on your history, did you include a description about your disability?*
 - *Did you feel like you knew a lot about your disability?*
 - *Did you find yourself wanting to know more about your disability?*
 - *Did you spend much time wondering how having a disability would affect your life now and in the future?*
- Take time to let students share their thoughts about the questions you just asked.

PROCEDURE

1. **Teacher discussion:** Introduce famous people with disabilities.

- *Many people have disabilities. Some disabilities you can see, like a person who uses a wheelchair. Others are not visible, you cannot see them, but they affect how a person learns or thinks, like a learning disability. Some disabilities are caused by a medical condition, like diabetes or epilepsy, and might be helped by taking medication. You will learn more about disabilities and how they affect people’s lives as we complete this unit.*
- *Having a disability does not mean that something is wrong with a person. Having a disability does not prevent a person from being successful. Many people with disabilities are famous because of their great success in life. We are going to talk about a few of those people today. Some of the people we will talk about have worked hard to be able to do things that are difficult for them in order to reach their goals; some have learned how to work around it. They may get help from other people. They may have focused on their strengths or talents and used those to find a career in which they could succeed. You will have a chance to learn more about people with disabilities who have accomplished great things as you work on your project. Right now, I am going to introduce you to a few of these people.*

Note to teacher: Use the “Famous People With Disabilities” Power Point to accompany discussion. The following links may also provide valuable information.

1. <http://www.authorstream.com/Presentation/eckre-251306-celebrities-disabilities-final2-final-entertainment-ppt-powerpoint/>
2. <http://www.disabilityresources.org/FAMOUS.html> (multiple links of famous people)
3. <http://www.increasebrainpower.com/famouspeoplewithlearningdisabilities.html> (list of famous people with ADD, ADHD and LD)
4. <http://www.waisman.wisc.edu/> (multiple links to resources on famous people with disabilities and listed by the disabilities)
5. http://www.tampagov.net/dept_mayor/mayors_alliance/famous_persons/index.asp (alphabetized list of MANY famous people with disabilities)
6. <http://www.iidc.indiana.edu/cedir/kidsweb/fpwdinfo.html>
7. <http://www.download-free-pdf.com/famous-people-with-disabilities-poster.pdf>
8. http://www.disabled-world.com/artman/publish/article_0060.shtml

Discussion point(s): After completing the presentation, ask students the following questions and provide them an opportunity to respond and discuss.

- *How many of you knew some of these people had disabilities?*
- *Does this surprise you? Why or why not?*
- *What are some things that you thought of when you heard this information about these people?*
- *What questions can I answer for you about what we have covered so far?*

2. Introduce the research project and necessary project worksheets.

- *Understanding your abilities and disability is crucial! You need to understand your disability and the ways it might impact your learning. Today we are going to start a project that provides you an opportunity to learn about your abilities and disability. We will start the project today and then spend the next few class sessions working on it.*

Handout: Distribute copy of worksheet 6-1a: Self-Awareness Research Project Requirements and Checklist.

- *Here is a handout describing a project you will complete. You will need to identify and describe your abilities and disability. You will be able to complete part of the project with information you already know. For some of the project you will need to do additional research. For example, you must research people who have disabilities, find out information about strengths and things that can be difficult because of a*

disability. You will talk to others, read, and use the internet while completing your research.

- *I have several handouts that we will go over that will help you organize your research and guide your writing. Finally, when everything in your project is complete you will present it to the class. Let's look at the handouts I am giving you now.*

Handout: Distribute copies of worksheet 6-1b: Self-Awareness Project Planning Guide and/or 6-1c: Self-Awareness Project-Report Outline.

Note to teacher: The worksheet you choose depends on you and your students' needs. It might be a good idea to let students look at both 6-1b and 6-1c and choose the one that works best for their individual needs.

- Review the project forms in detail with students to answer any questions students may have.

Handout worksheets: Distribute copies of worksheet 6-1d: Self-Awareness Project Timeline

- Review the timeline in detail and fill in the due dates as a class. You might consider having students select individualized dates based on student need.
- Post the example of the Self-Awareness Project Timeline you completed as a reminder of all due dates.

LESSON CLOSURE

- *Today we have learned about famous people who have disabilities.*
 1. Who can tell me the names of some of the people we discussed?
 2. What are some of the disabilities these people have?
 3. Did their disabilities keep them from being successful?
- *We also discussed the research timeline and requirements. Are there any questions about the timeline and the requirements?*
- *During our next lesson you will start working on your project. It would be a good idea to spend some time between now and then thinking about how you will complete your research.*
- Briefly, review the planned schedule according to the project timeline.

STUDENT EVALUATION

1. Participation in class discussion
2. Completion of worksheet 6-1d: Self-Awareness Project Timeline
3. Additions to KWL charts as needed

Lesson 2

Completing My Self-Awareness Project

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. complete tasks as dictated by project timeline
2. use available resources to complete required research

MATERIALS

1. Worksheet 6-1a: Self-Awareness Research Project Requirements and Checklist
2. Worksheet 6-1b: Self-Awareness Project Planning Guide
3. Worksheet 6-1c: Self-Awareness Report Outline
4. Worksheet 6-1d: Self-Awareness Project Timeline
5. Reading materials describing disabilities of students in your class (See list of book titles attached)
6. **Sample Self Awareness Project Power Point (Modification)**

LESSON OPENING

- *Take a minute to look at your individual KWL chart. Pay close attention to the information you have listed in the “want to know” column. Today you are going to work on your self-awareness projects. This is a good opportunity for you to find some answers to the questions you have listed in the “want to know” column.*

PROCEDURE

Note to teacher: The time required to complete the Self-Awareness Project will vary based on student need and the format you require your students to use for the project. We recommend repeating the format of lesson 2 as many times as you feel is appropriate for your students.

- *Please take out worksheet 6-1d: Self-Awareness Project Timeline that we completed during our last session. Take a minute to look at the due dates for your project.*
1. Review the worksheets, answer student questions and have them begin their projects.
 - *Based on the due dates on your timeline, what do you need to work on today?*
 - Review resources available to students as they work on their project.
 - Instruct students to begin working on their project.

- *Today as you are working, I will be coming around to check your outline or planning guide. Please keep your worksheets out to help guide you while you work and so I can check them as I move around the room.*

2. Monitor the students while they work and provide necessary feedback.

LESSON CLOSURE

- Review the project timeline.
- Check student’s work to ensure they are keeping up with timeline requirements.
- Assign homework for project if appropriate.
- Have students put materials away.
- Remind students to put their papers in their binders.

STUDENT EVALUATION

1. Completion of work based on due dates from worksheet 6-1d: Self-Awareness Project Timeline.

Lesson 3
Presenting My Self-Awareness Project

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. give oral presentation over completed project
2. complete peer-evaluations
3. complete self-evaluations

MATERIALS

1. Worksheet 6-1e: Self-Awareness Project Peer Evaluation Form
2. Worksheet 6-1f: Self-Awareness Project Self Evaluation Form
3. Completed Self-Awareness Projects

LESSON OPENING

Critical thinking: Read the following scenario to students. Have them identify the key issues/problems and solutions.

Jeremy is a high school student with a learning disability; he is currently enrolled in Biology. Jeremy has failed the last two tests and will fail the class if he does not do well on the next test. Jeremy talks to Mr. Wilson, his Biology teacher, and tells him that he is concerned about failing the class. Mr. Wilson asks Jeremy what he wants him to do to help him succeed in class. Then Mr. Wilson asks Jeremy why he should get special treatment with his class work. Jeremy feels embarrassed and does not know how to answer Mr. Wilson's questions.

- Provide students time and opportunity to respond to the story.

Problems	Solutions
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

- Provide students time and opportunity to discuss the problems and solutions they identified prior to completing their projects compared to the ones they identified today.

PROCEDURE

Handout: Distribute worksheet 6-3b: Self-Awareness Project Peer Evaluation Form.

- Review worksheet in detail with students and provide time and opportunity for questions and discussion as needed.
- Have each student present his/her project.
- Provide the class time to complete Worksheet 6-1e: Self-Awareness Project Peer Evaluation Form before moving on to the next presentation.
- Complete this process until each student has had the opportunity to present.

Handout: Distribute worksheet 6-1f: Self-Awareness Self Evaluation Form.

- Review worksheet in detail with students and provide time and opportunity for questions and discussion as needed.
- Provide students time to complete worksheet 6-1f: Self-Awareness Self Evaluation Form.

Extension Activity: Video record each student presentation and have students watch their own presentation before completing worksheet 6-1f: Self-Awareness Self Evaluation Form.

LESSON CLOSURE

- *Now that you each have a good understanding of your strengths and your disability, you can use that information to self-advocate. During our next unit we will talk about how you can each advocate for yourself during high school. You will each select one of your classes to practice asking for accommodations. Between now and then, I want you to start thinking about what class you will select for the activities in unit 7. We will talk about the activities more during our next class session.*
- Remind students to turn in all completed evaluations before leaving class.

STUDENT EVALUATION

1. Completion of project presentation
2. Completion of peer-evaluations
3. Completion of self-evaluation
4. Participation in class discussion

Me!

**Student
Materials**

Self-Awareness Research Project Requirements & Checklist

What's this project all about? *ME!*

My Abilities & Strengths

- What are my strengths and abilities?
- Who else has these abilities and strengths?
- How do my abilities and strengths affect me now?
- How do my abilities and strengths affect my future?

My Disability

- What is my disability?
- Who else has this disability?
- What are some common characteristics of this disability?
- How does my disability affect me now?
 - What should I know and do about this?
- How might my disability affect me in the future?
 - What should I know and do about this?

My Future

- What is my educational goal for after high school?
 - What are my 3 steps for reaching my educational goal?
- Where do I want to live after high school?
 - What are my 3 steps for reaching my living goal?
- Where do I want to work after high school?
 - What are my 3 steps for reaching my employment goal?

Other Thoughts (optional)

- Is there something else about yourself that you would like to share? If so, add a section to include this information in your project.

What do I have to do?

- Decide the format of your project (written report, Power Point, newsletter, brochure, etc.)
- Complete each section on worksheet 6-1b or 6-1c
- Complete necessary research-you must use at least 3 sources
- Put your information in the format you chose for your project
- Turn in a first draft of your project
- Revise your project based on the graded version of your first draft
- Present your completed project to the class
- Evaluate your classmates presentations
- Evaluate your own presentation

What do I have to turn in?

- First draft of your project
- Final draft of your project (with edits made from your first draft)
- Your Works Cited page
- Your self-evaluation
- Evaluations of your classmates presentations

What am I graded on?

- Quality of your final project
- Quality of research
- Quality of presentation
- Works Cited page
- Peer Evaluations
- Self-evaluation

Self-Awareness Project Planning Guide

Use this form to organize the information for your project. This page is designed to help you develop a clear and concise introduction for your project. Write 1 sentence in the box in the right column about the topic listed in the first column.

Introduction/Thesis	
Overall purpose of this project	
My Abilities and Strengths	
My Disability	
My Future	

Self-Awareness Project Planning Guide

Use this form to organize the information for your project. Use the boxes below each question to write your answers and any resources you may have used to answer the question.

Subtopic: My Abilities

Question 1	Question 2	Question 3	Question 4
What are my abilities and strengths?	Who else has these abilities and strengths?	How do my abilities and strengths affect me now?	How might my abilities and strengths affect me in the future?

Self-Awareness Project Planning Guide

Use this form to organize the information for your project. Use the boxes below each question to write your answers and any resources you may have used to answer the question.

Subtopic: _____ *My Disability - continued* _____

Question 4	Question 4a	Question 5	Question 5a
How does having this disability affect me now?	What should I know and do about this?	How might my disability affect me in the future?	What should I know and do about this?

Self-Awareness Project Planning Guide

Use this form to organize the information for your project. Use the boxes below each question to write your answers and any resources you may have used to answer the question.

Subtopic: _____

Question	Question	Question	Question

Self-Awareness Project Planning Guide

Use this form to organize the information for your project. This page is designed to help you develop a clear and concise conclusion paragraph for your project. Write 1 sentence in the box in the right column about the topic listed in the first column.

Conclusion	
Overall purpose of this project	
My Abilities and Strengths	
My Disability	
My Future	
What I learned while completing this project.	

Self-Awareness Project – Report Outline

Report title _____

I) Introduction / Thesis

A) Introductory Sentence (over-all purpose of research)

- 1) Statement sentence-My abilities
- 2) Statement sentence-My Disability
- 3) Statement sentence-My Future
- 4) Statement sentence-_____ (optional topic)

II) Main Ideas

A) My Abilities and Strengths

- 1) Describe your abilities and strengths
- 2) Identify other people who have the same or similar strengths and abilities
- 3) Describe how your strengths and abilities affect you now
- 4) Describe how your strengths and abilities might affect your future

B) My Disability

- 1) Describe your disability
- 2) Identify other people who have this disability
- 3) Describe some of the common characteristics of this disability
- 4) Describe how your disability affects you now
 - (a) Identify what you should know and do about this
- 5) Describe how your disability might affect you in the future
 - (a) Identify what you should know and do about this

C) My Future

- 1) Describe your educational goal for after high school
 - (a) List three steps to accomplishing this goal
- 2) Describe where you want to live after high school
 - (a) List three steps to accomplishing this goal
- 3) Describe where you want to work after high school
 - (a) List three steps to accomplishing this goal

D) _____

1) _____

(a) _____

2) _____

(a) _____

3) _____

(a) _____

III) Conclusion

A) Restate purpose of research

1) One sentence summarizing first main idea (My Abilities and Strengths)

2) One sentence summarizing second main idea (My Disability)

3) One sentence summarizing third main idea (My Future)

4) Once sentence summarizing final main idea (optional/additional main idea)

B) Statements about main ideas you learned

Self-Awareness Project Timeline

<u>Task to be Completed</u>	<u>Due Date</u>	<u>Date I turned in this item</u>
1. Choose the format of your project (written report, Power Point, brochure, newsletter, etc)	_____	_____
2. Complete worksheet 6-1b SA Project Planning Guide <i>or</i> 6-1C SA Project Report Outline	_____	_____
3. Complete the introduction/thesis statement for your project	_____	_____
4. Complete “My Abilities & Strengths” section of your project	_____	_____
5. Complete “My Disability” section of your project	_____	_____
6. Complete “My Future” section of your project	_____	_____
7. Complete “Other Thoughts” section of your project	_____	_____
8. Complete the conclusion section of your project	_____	_____
9. Complete the works cited page for your project	_____	_____
10. Turn in first draft	_____	_____
11. Revise project based on graded first draft	_____	_____
12. Turn in revised draft of project	_____	_____
13. Present your project to the class	_____	_____
14. Complete peer-evaluations	_____	_____
15. Complete self-evaluation	_____	_____
16.	_____	_____

17.

18.

19.

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23.

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32.

33.

34.

35.

Self-Awareness Project Self-Evaluation Form

Use this form to evaluate yourself based on: (1) your project completion (2) your presentation (3) your participation during your peers' presentations.

Circle a number from 1 to 5 to rate your effort while completing each of the following tasks

	No effort	2	Some effort	3	4	My best effort	5
Worksheet 6-1b or 6-1c	1	2	3	4	5		
Research	1	2	3	4	5		
First draft	1	2	3	4	5		
Revised draft	1	2	3	4	5		
Presentation	1	2	3	4	5		
Peer-evaluations	1	2	3	4	5		

I am most proud of myself for _____

Something I would do differently next time _____

Use this section to evaluate the content of your presentation.

Did your presentation include:

Introduction YES NO

Description of strengths and abilities YES NO

Description of disability YES NO

Education goal YES NO

Employment goal YES NO

Living goal YES NO

An opportunity to ask the presenter questions YES NO

Please circle a number from 1 to 5 to rate your presentation/communication skills.

	Needs More PracticeGreat				
Eye Contact:	1	2	3	4	5
Posture:	1	2	3	4	5
Nonverbal:	1	2	3	4	5
Volume/Tone:	1	2	3	4	5
Organization:	1	2	3	4	5
Information:	1	2	3	4	5

I really liked _____

Something I could improve or change _____

Was I respectful to my peers while they presented? Explain _____

Was I disrespectful to my peers while they presented? Explain _____

Self-Awareness Project Peer Evaluation Form

Today you will evaluate each of your classmates' presentations based on content and presentation/communication skills. Complete this form for each of the presentations.

Presenter: _____ **Listener:** _____

Please circle a number from 1 to 5 to rate the presenters communication skills.

	Needs More Practice				Great
Eye Contact:	1	2	3	4	5
Posture:	1	2	3	4	5
Nonverbal:	1	2	3	4	5
Volume/Tone:	1	2	3	4	5
Organization:	1	2	3	4	5
Information:	1	2	3	4	5

Use this section to evaluate the content of this presentation.

Did the presentation include:

Introduction YES NO

Description of strengths and abilities YES NO

Description of disability YES NO

Education goal YES NO

Employment goal YES NO

Living goal YES NO

An opportunity to ask the presenter questions YES NO

I really liked _____

Something you could improve or change _____

Unit 7: Advocating For My Needs in High School

Lesson Overviews

Unit Purpose: The purpose of Unit 7 is to help students learn and practice the process of scheduling and appropriately conducting a self-advocacy meeting.

Lesson 1: Planning How to Advocate

Objectives

Students will:

1. identify an appropriate teacher and assignment for My Meeting activity
2. create a written plan to use while completing the My Meeting activity
3. identify a timeline for the completion of the self-advocacy activity
4. schedule and complete the My Meeting activity

Materials

1. Worksheet 7-1: My Meeting
2. Worksheet 5-2: My Disability Form (completed during unit 5)
3. Completed Self-Awareness Project from unit 6

Activities and Procedures: During lesson 1, students plan and schedule a meeting with a subject area teacher for the purpose of requesting accommodations in that subject area class. This lesson begins with review and discussion of KWL charts and review of completed worksheet 5-2 from Unit 5 and completed projects from Unit 6. Next, use worksheet 7-1: My Meeting to facilitate discussion and the planning of student-teacher meetings. Lesson 1 also reviews the SHARE strategy from Unit 5. It is very important that students know how to appropriately communicate during the student-teacher meetings.

Student Evaluation:

1. Identification of classroom teacher to contact for self-advocacy meeting
2. Completion of worksheet 7-1: My Meeting (Section 1)
3. Contribution to class discussion

Extension Activity: Lesson 1 does not include an extension activity.

Lesson 2: Learning From Experience

Objectives

Students will:

1. give oral presentation describing meeting experience and results
2. provide constructive feedback to classmates regarding oral presentations
3. identify ways to improve self-advocacy skills
4. identify strengths and needs regarding personal communication skills

Materials

1. Completed worksheet 7-1: My Meeting from lesson 1
2. Completed worksheet 7-2: Teacher Report lesson 1

Activities and Procedures: Each student needs to complete their student-teacher meeting and worksheet 7-1 before beginning this lesson. Students also need a copy of the completed worksheet 7-2 from their content area teacher for this lesson. Begin Lesson 2 with a brief review of the SHARE strategy, then have each student present aloud to the class on his/her meeting results. Provide students with a blank copy of worksheet 7-1 to keep in their ME! Book as a future resource tool.

Student Evaluation:

1. Completion of worksheet 7-1: My Meeting worksheet
2. Completion of worksheet 7-2: Teacher Report
3. Verbal presentation of meeting experience
4. Unit 7 Knowledge Quiz

Extension Activity: Students each write a short essay describing what he/she learned from this activity and how he/she can improve his/her self-advocacy skills based on this new knowledge. Encourage students to review worksheets 7-1 and 7-2 for improvement ideas.

Unit 7: Advocating For My Needs in High School

COMMON CORE STANDARDS

- High School English Language Arts (Grades 9, 10, 11, & 12) –

Speaking and Listening

[CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. [CCSS.ELA-Literacy.SL.11-12.1a](#) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. [CCSS.ELA-Literacy.SL.11-12.1b](#) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. [CCSS.ELA-Literacy.SL.11-12.1c](#) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. [CCSS.ELA-Literacy.SL.11-12.1d](#) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

[CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

[CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

[CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 [here](#) for specific expectations.)

Language

[CCSS.ELA-Literacy.L.11-12.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Reading: Literature

[CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Lesson 1

Planning How to Advocate

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. identify an appropriate teacher and assignment for My Meeting activity
2. create a written plan to use while completing the My Meeting activity
3. identify a timeline for the completion of the self-advocacy activity
4. schedule and complete the My Meeting activity

MATERIALS

1. Worksheet 7-1: My Meeting
2. Worksheet 5-2: My Disability Form (completed during unit 5)
3. Completed Self-Awareness Project from unit 6

LESSON OPENING

Note to teacher: During this lesson each student creates a written plan to self-advocate for accommodations in a subject area class. Each student must meet with the teacher prior to the next ME! lesson. As a result it may be necessary to wait a few days before moving on to lesson 2 in this unit. Please see list of suggested books and videos to use with your class until students are ready to move on to lesson 2 of this unit.

- *During our last few sessions you organized some information about your disability and your needs, and learned how to communicate with other people about your disability, your IEP goals, and your accommodations. Today you are each going to make a plan for using your skills to advocate for accommodations in one of your subject area classes.*
- *We did not use the KWL charts much while you were working on your self-awareness projects so lets start by adding new information. Take a few minutes to add what you know and what you want to know about advocating for yourself during high school.*
- Provide time and opportunity for students to discuss and share.

PROCEDURE

1. Have students take out their completed worksheet 5-2: My Disability Information from Unit 5 and their completed Self-Awareness Project from Unit 6.

Today you are going to use the information from these 2 assignments to help you plan how to request accommodations on an assignment or test.

First, you each need to choose one teacher to contact to ask for accommodations.

Discussion point(s): Facilitate a class or small group discussion among students as they identify a subject area teacher to contact to ask for accommodations.

Handout: Distribute worksheet 7-1: My Meeting

Discussion point(s): Review worksheet 7-1: My Meeting with students, using the teacher version to guide discussion.

- Have students complete Section 1 of the worksheet and provide time and opportunity for students to ask questions as needed.
- Each student must plan how and when to contact the teacher to set up a meeting. This could be done via email, in person, etc.

Discussion point: Remind students about the importance of appropriate communication skills learned in Unit 5. Review as necessary before students approach teachers to schedule meetings.

- *Now that you have each created a plan, let's talk a little bit about how you are going to communicate with your teacher during the meeting.*
- Review communication skills as necessary for your students. Remind students of the behaviors they learned about “SHARE”.

Sit/stand up straight
Have a pleasant tone of voice
Activate your thinking
Relax
Engage in eye communication

The SHARE strategy is one of several learning strategies made available by The University of Kansas Center for Research on Learning. Visit <http://www.ku-crl.org/sim/strategies.shtml> for more information about learning strategies.

- Inform students that in the next session everyone will report to the class about their experience requesting accommodations.
- Review Section 2 of worksheet 7-1: My Meeting using the teacher version of the worksheet. Students are to complete Section 2 during or immediately following the meeting with their classroom teacher.

Handout: Distribute worksheet 7-2: Teacher Report. Review form in detail using the teacher version for additional information. Each student must give this form to their classroom teacher. The teacher is to answer the questions regarding the student's performance and then return it to the student.

LESSON CLOSURE

- Have each student verbally identify the teacher he/she will contact, the subject area, how and when he/she will contact the teacher to schedule a meeting.
- Provide students time and opportunity to add information to their KWL charts as needed.
- Remind students to contact their classroom teacher to schedule a meeting.

STUDENT EVALUATION

1. Identification of classroom teacher to contact for self-advocacy task
2. Completion of worksheet 7-1: My Meeting (Section 1)
3. Contribution to class discussion

Lesson 2

Learning From Experience

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. give oral presentation describing meeting experience and results
2. provide constructive feedback to classmates regarding oral presentations
3. identify ways to improve self-advocacy skills
4. identify strengths and needs regarding personal communication skills

MATERIALS

1. Completed worksheet 7-1: My Meeting from lesson 1
2. Completed worksheet 7-2: Teacher Report from lesson 1

LESSON OPENING

Note to teacher: If you used a book or video from the additional resources list, you may want to take some time to review the important points regarding that resource before moving on with this lesson.

- *During our last session you each made a plan to self-advocate. Today you are each going to tell us how that went so we can learn from one another's experiences. Before we begin, lets talk about your KWL charts.*
- *What are some of the things you wrote on your chart during our last lesson.*
 - Provide time and opportunity for students to discuss and share.
- *Did all of you get answers or information about the things you listed under "want to know"?*
 - Provide time and opportunity for students to discuss and share.

PROCEDURE

Discussion point: Explain to students that today they will each be receiving and giving honest constructive feedback to each other. Remind the class about the importance of appropriate communication skills learned in Unit 5. Review as necessary before beginning discussion about self-advocacy meetings.

- Review communication skills as necessary for your students. Remind students of the behaviors they learned about “SHARE”.

Sit/stand up straight
Have a pleasant tone of voice
Activate your thinking
Relax
Engage in eye communication

Class discussion point: Each student will share the results of their meeting experience and results with the class. Have each student take out their completed worksheet 7-1 and 7-2.

- Bring students attention to the worksheet.
 - *Everyone please take out worksheet 7-1: My Meeting and worksheet 7-2: Teacher Report. Today you will each take turns telling us about your meeting. Start by telling us the subject, teacher, and assignment you chose to use for this activity. Next, tell us a little bit about the information in Section 2 of your worksheet. Last, talk about how the meeting went; you might want to use your Teacher Report to help you with this part.*
- As each student completes his/her presentation ask him/her the following questions about the meeting
 - Did the teacher agree with the accommodations you suggested?
 - How do you feel about the final result of your meeting?
- Provide time and opportunity for each student to answer the two questions.

Extension Activity: Have students write a short essay describing what they can do differently next time they request accommodations. Encourage students to review worksheets 7-1 and 7-2 for ideas on how they can improve.

LESSON CLOSURE

- Have students place their completed worksheets in their ME! Book.
- Provide students time and opportunity to add information to their KWL charts as needed.
- Explain to students that during the next lesson they will learn how to use self-advocacy skills in education and job settings after high school graduation.
- Encourage students to think about the places they want to work and go to school after graduation.

- Provide time and opportunity for students to add to their KWL charts as needed.
- Have each student add information to the “learned” column of their KWL chart.

Handout: Distribute Unit 7 Knowledge Quiz for completion.

STUDENT EVALUATION

1. Completion of worksheet 7-1: My Meeting worksheet
2. Completion of worksheet 7-2: Teacher Report
3. Verbal presentation of meeting experience
4. Unit 7 Knowledge Quiz

Me!

**Student
Materials**

My Meeting

Student: _____ Date: _____

Subject: _____ Teacher: _____ Semester: _____

Assignment: _____

Section 1: Planning For My Meeting

Y N 1. I believe the following accommodations are appropriate to ask for on this assignment.

a. _____

b. _____

c. _____

Y N 2. I practiced explaining these accommodations verbally to a classmate.

Y N 3. I obtained feedback from my classmate about these accommodations and my explanation for needing them.

Y N 4. I made the following adjustments based on feedback from my classmate.

a. _____

b. _____

c. _____

Y N 5. I scheduled a meeting with my teacher (*email, in person, etc*)

Date: _____ Time: _____ Place: _____

Section 2: Conducting My Meeting

Y N 6. I greeted my teacher appropriately.

Y N 7. I chose to / not to disclose my disability.

Circle one

Y N 8. I described how my disability will impact my performance on this assignment.

Y N 9. I identified ___ accommodations that I feel are appropriate for this assignment based on my needs.

Y N 10. I explained why each of these accommodations are important for me on this assignment.

Y N 11. I asked the teacher for feedback on the accommodations I requested.

Notes on feedback from my teacher:

Y N 12. The teacher and I agreed that I will use the following accommodations on this assignment:

At the end of my meeting:

Y N 13. I summarized the agreed upon accommodations aloud.

Y N 14. I thanked the teacher for taking the time to meet with me.

Follow-up

Y N 15. I informed my special education teacher that I completed my meeting with my classroom teacher.

Y N 16. I returned my completed worksheet 7-1 to my special education teacher.

Special Education Teacher initial _____ Date returned: _____

Teacher Report

Dear: _____,

Thank you for taking the time to meet with me. I am currently in the process of learning to advocate for myself and this meeting is an important part of my learning process. Please take a few minutes after our meeting to fill out this sheet and then return it to me. The feedback you provide is important to me and I will use it to improve my self-advocacy skills for the future.

Teacher: _____ Subject: _____ Date: _____

Assignment: _____

Student: _____

Y N 1. scheduled a meeting with me by (*email, in person, etc*) _____

Date: _____ Time: _____ Place: _____

Y N 2. greeted me appropriately when arriving for the meeting

Y N 3. chose to / not to disclose his/her disability

Circle one

Y N 4. described how his/her disability impacts him/her on this assignment

Y N 5. identified ____ accommodations that are appropriate for this assignment based on
his/her needs

(#)

Y N 6. explained why each of these accommodations is important for him/her on this assignment

Y N 7. asked for my feedback on the accommodations requested

Y N 8. We came to an agreement that the following accommodations will be used on this assignment:

Please see other side →

At the end of the meeting _____
(student name)

Y N 9. summarized the agreed upon accommodations aloud

Y N 10. thanked me for taking the time to meet with him/her

11. Based on this meeting, I recommend _____ make the following adjustments
when asking for accommodations in the future. _____

Unit 7: Advocating For My Needs in High School
Checking Your Knowledge Quiz

Define the following term using complete sentences.

1. Accommodation: _____

Circle the correct answer.

2. It is important that I know the accommodations listed on my IEP before asking my teacher(s) for accommodations. **True False**
3. It is important that I use good communication skills when asking my teacher(s) for accommodations. **True False**

Provide a short answer for the following questions.

4. List one class you will likely need accommodations in next school year? _____

5. What accommodations might you need during the class? _____

6. Explain how these accommodations might help you be successful in the class. _____

7. List at least one person you should contact about receiving these accommodations next year.

Me!

**Teacher
Materials**

Unit 7: Advocating For My Needs in High School
Checking Your Knowledge Quiz

Define the following term using complete sentences.

1. Accommodation: Adjustments or changes made to **how** a student completes his/her work._____

Circle the correct answer.

2. It is important that I know the accommodations listed on my IEP before asking my teacher(s) for accommodations. **True** **False**
3. It is important that I use good communication skills when asking my teacher(s) for accommodations. **True** **False**

Provide a short answer for the following questions.

4. List one class you will likely need accommodations in next school year? _____
Answers will vary for items 4-7_____
5. What accommodations might you need during the class? _____

6. Explain how these accommodations might help you be successful in the class. _____

7. List at least one person you should contact about receiving these accommodations next year.

Unit 8: Advocating For My Needs After High School

Lesson Overviews

Unit Purpose: The purpose of Unit 8 is to review and expand knowledge regarding postsecondary rights and responsibilities related to school and work.

Lesson 1: Using My New Skills on The Job

Objectives

Students will:

1. identify appropriate ways to disclose disability on the job
2. distinguish legal from illegal job interview and application questions according to ADA
3. identify appropriate responses to questions about disabilities and abilities asked on job applications and interviews
4. identify appropriate responses when asked inappropriate questions on job applications and in interviews

Materials

1. Making the Transition From High School to College for Students with Disabilities: Transition Checklist (page 1 of the NCLD handout from Unit 4)

Activities and Procedures: Lesson 1 begins with a review and discussion of KWL chart entries. Next, the teacher reads aloud a case study about disability issues on a job site. A class discussion about work and disability is guided by a series of questions regarding the case study. Students then work in small groups or pairs to brainstorm about work-related disability issues. Main points of the ADA and Section 504 are then discussed in relation to job applications and interviews.

Student Evaluation:

1. Participation in class discussion
2. Participation in small group work/discussion
3. Entries on KWL chart as needed

Extension Activity: Students work in pairs or small groups to generate a list of possible interview questions. This list should include both legal and illegal questions about disabilities and abilities. Have each group share their list aloud with the rest of the class.

Lesson 2: Using My New Skills at Postsecondary School

Objectives

Students will:

1. identify steps to obtain accommodations in postsecondary schools
2. identify postsecondary schools of interest
3. contact Disability Service offices at postsecondary schools
4. demonstrate appropriate communications skills while contacting postsecondary schools

Materials

1. KWL Chart
2. ME! Binder
3. Worksheet 8-2: Requesting Accommodations at Postsecondary Schools
4. Internet access, phonebook or other necessary resource to obtain school contact information
5. Phone or email access to contact schools

Activities and Procedures: Lesson 2 begins with a brief review of self-advocacy during high school, on the job, and postsecondary school settings. Students then discuss KWL chart entries and review differences between secondary and postsecondary school settings. Next, the class participates in a discussion about disability services in postsecondary schools and creates a list of schools the students are interested in attending. Students then work in pairs using worksheet 8-2 as a guide for learning how to request accommodations at the identified schools.

Student Evaluation:

1. Participation in class discussion
2. Participation in pairs/small group activities
3. Completion of worksheet 8-2: Requesting Accommodations at Postsecondary Schools
4. Additions to KWL chart as needed

Extension Activity: Lesson 2 does not include an extension activity.

Lesson 3: Reporting My Findings

Objectives

Students will:

1. identify the necessary steps for obtaining accommodations in postsecondary schools
2. demonstrate appropriate communications skills while contacting postsecondary schools

Materials

1. KWL Chart
2. ME! Binder

3. Worksheet 8-2 (completed)
4. Internet access, phonebook or other necessary resource to obtain school contact information
5. Phone or email access to contact schools

Activities and Procedures: Begin Lesson 3 by reviewing KWL charts as needed and providing students time to complete the activity from Lesson 2 if needed. Once each group has completed worksheet 8-2, have them share aloud with the class what they have learned. Next, have students type the information from worksheet 8-2 into a master list or make copies of the worksheets for each student. Every student should have a hardcopy of each worksheet completed by the class. This information is to be placed in their ME! book as a resource.

Student Evaluation:

1. Participation in class discussion
2. Participation in pair/small group activities
3. Additions to KWL chart as needed

Extension Activity: Lesson 3 does not include an extension activity.

Unit 8: Advocating For My Needs After High School

COMMON CORE STANDARDS

– High School English Language Arts (Grades 9, 10, 11, & 12) –

Language

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. [CCSS.ELA-Literacy.L.9-10.1a](#) Use parallel structure.

[CCSS.ELA-Literacy.L.9-10.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. [CCSS.ELA-Literacy.L.9-10.2a](#) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. [CCSS.ELA-Literacy.L.9-10.2b](#) Use a colon to introduce a list or quotation.

Speaking and Listening

[CCSS.ELA-Literacy.SL.9-10.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- b. [CCSS.ELA-Literacy.SL.9-10.1b](#) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. [CCSS.ELA-Literacy.SL.9-10.1c](#) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. [CCSS.ELA-Literacy.SL.9-10.1d](#) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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Reading Literature

[CCSS.ELA-Literacy.RL.9-10.7](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

Writing

[CCSS.ELA-Literacy.W.9-10.6](#) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

[CCSS.ELA-Literacy.W.9-10.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Lesson 1

Using My New Skills on The Job

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. identify appropriate ways to disclose disability on the job
2. distinguish legal from illegal job interview and application questions according to ADA
3. identify appropriate responses to questions about disabilities and abilities asked on job applications and interviews
4. identify appropriate responses when asked inappropriate questions on job applications and in interviews

MATERIALS

1. Making the Transition From High School to College for Students with Disabilities: Transition Checklist (page 1 of the NCLD handout from unit 4)

LESSON OPENING

- Review KWL chart from Unit 7.
 - *In our last unit you learned how to advocate for yourself in high school. Lets take a minute to look at your KWL charts to review some of the things you learned.*
- Provide time and opportunity for students to discuss and share.
 - *Today you are going to learn how to use self-awareness and self-advocacy skills in a job setting.*

PROCEDURE

1. Discussion point(s): Read students the following case study about dealing with disability at work.

Listen while I read a story about a young man named Drew who has dyslexia. While I read, I need you to pay attention to the story and see if you can think of something Drew could have done differently to change the outcome of his story.

Case study: *Drew is a twenty-eight year old man living in California and working for a large company that produces chemicals for pest control services. Drew grew up in a small town in Oklahoma and attended college after high school graduation. Having dyslexia made*

school difficult for Drew and he often had to work twice as hard as his friends to pass his classes. Drew worked hard and earned a degree in fire safety and protection. During his last semester of college, Drew began applying and interviewing for jobs. He sometimes worried about how dyslexia would affect his future career, but he never considered disclosing his disability during a job interview or after being hired for a job. Drew was excited when he received a job offer and an opportunity to move to a new place.

Drew's new job required him to supervise a large warehouse containing 16 large chemical tanks and a crew of six people. Each day the crew members would read gauges on the tanks, complete a check list, and take notes about the gauge information which was then given to Drew. He would use the information to calculate the amounts of different ingredients each tank needed to have added. Drew always read the information as soon as it was given to him. If he had questions about the written information, he would ask the crew member to clarify the information before they left his office.

For the first six months, his new job went well, then the company upgraded the gauge system on the tanks. Drew began receiving computer generated reports via email instead of handwritten reports from crew members. Drew had to read the reports and then email each crew member instructions on the ingredients to be added to each tank.

The new reports Drew received were written in numbers and symbols, which were extremely difficult for him to read because of his dyslexia. Drew had an especially difficult time distinguishing the greater than and less than signs on the report. To make things worse, he no longer had a crew member there to ask clarifying questions—everything was to be completed via email. As a result Drew frequently made mistakes reading the information and in the instructions he gave to his crew. Before long, crew members began to complain to Drew about the mistakes. He was very stressed out about his situation, but decided he would just have to do his best to deal with it if he wanted to keep his job.

During the first couple of weeks, Drew's boss was understanding about the mistakes and assumed they would stop once Drew adjusted to the new system. Eventually, the mistakes became dangerous and costly to the company. In one case, Drew's mistake resulted in an employee receiving chemical burns from mixing the wrong ingredients together as well as ruining thousands of dollars worth of chemicals in the tank. Drew felt terrible and his boss was furious.

The next morning, Drew's boss called him into his office and fired him. He told Drew that he was disappointed with his recent job performance and had expected more from him based on his performance early on with the company. Drew apologized for the problems he had caused and explained that the combination of having dyslexia and the new system had made his once easy job almost impossible. His boss was surprised to hear this, because he never suspected that Drew had any type of disability.

Discussion point(s): Ask students the following questions and have them brainstorm various answers, then discuss as a class.

- *What is something Drew could have done differently to change the outcome in this story?*

Possible answers:

Drew could have

- told his boss about his dyslexia as soon as he realized the new system was a problem.
- thought of an accommodation that could have been helpful to him at work.
- asked his boss if it was possible to get a printout written like the previous reports instead of with numbers and symbols.

- *Has anyone in here ever disclosed his/her disability during a job interview or on the job?*

Provide time and opportunity for students to share their personal experiences.

- *What are some reasons a person might have for disclosing his/her disability on the job?*

Possible answers:

- They may need accommodations to complete the job correctly.
- They want their employers to understand why some things may be difficult.
- They are comfortable with their disability and do not feel the need to hide it from others.
- They understand their disability and are confident they can complete their job as well as someone without a disability.

- *What are some reasons a person might have for not disclosing his/her disability on the job?*

Possible answers:

- They may be scared that others will judge them or pity them.
- They are embarrassed about their disability.
- They do not understand their disability well enough to explain it to others.
- They do not feel their disability affects their job.
- They are scared they will lose their job or not be hired for a job.

2. Activity: Have students split into pairs or small groups and identify one positive outcome and one negative outcome of disclosing their disability at work. Have pairs/small groups share their ideas and thoughts with the class.

Possible answers: (positive)

- You can get necessary accommodations at work.
- You do not have to worry about hiding your disability from others.

- People may be more understanding about why certain job tasks are more difficult or take you more time to complete.

Possible answers: (negative)

- Your employer and/or coworkers do not understand your disability or do not believe you.
- Your employer and/or coworkers feel that your disability prevents you from doing your job and therefore does not want you around.
- Your employer and/or coworkers seem uncomfortable about your disability.

Discussion point(s): Lead class in discussion about the importance of having a plan for disclosing or not disclosing one’s disability on the job.

- *Disclosing your disability on the job is a personal choice. There are valid reasons for disclosing and valid reasons for not disclosing to others. Either way, you need to have a plan on how to handle the situation. Part of that plan includes knowing answers to the following questions.*

1. What skills do you need for the job?
2. Does your disability prevent you from performing the job requirements?
3. If yes, could accommodations make the job doable for you?
4. If so, what accommodations would you need?
 - a. Remember, you must disclose your disability if you expect your employer to provide accommodations.
5. What are my legal rights as an employee with a disability?

Discussion point(s): Review ADA and discuss the main points of how it might impact your students during job interviews and after being hired.

- *During Unit 4, we learned a little about the Americans with Disabilities Act, known as ADA.*
- *You learned how ADA affects you in school. It is also important for you to understand how ADA affects you on the job. According to ADA, employers are not allowed to ask you questions about your disability on job applications or during job interviews.*

Discussion point(s): Discuss each of the following points and examples regarding ADA.

- It is illegal for employers to ask questions about disability on job applications and/or during job interviews.

Examples:

- (application) Do you have a disability? If so, please list and describe.
 - I noticed you are wearing glasses, do you have a visual impairment?
 - This job requires that you send out written correspondence from the company. Do you have any type of reading or writing disability that I should know about?
 - Do you have any type of disability that affects your behavior? We like to keep things calm around here.
 - You will be in direct contact with customers everyday. Do you have any type of disability that is going to make that difficult for you to do?
 - Have you ever undergone a psychiatric evaluation? What were the results?
 - Do you have asthma or high blood pressure?
 - Have you ever had heart surgery?
- Employers can ask you specific questions about your abilities and skills required to perform the job.

Examples:

- This job requires that you to drive during work hours everyday. Is there anything that will prevent you from being able to do so?
 - You will need to spend 5 to 6 hours a day working at a computer. Is there anything that prevents you from being able to do so?
 - We are looking for someone who is able to do complicated math on a regular basis. Will this be a problem for you?
 - Lifting 50 to 100 pounds several times a day is part of this job. Are you able to do so?
- *What if a job interviewer asks you questions about disability? (Pause to give students time to think about this question.)*
 - *There are no easy or correct answers to this question, but you should consider the following before you decide what and how to answer questions about your disability during a job interview or on a job application.*
 - How badly do you want/need the job?
 - How much information about yourself are you comfortable sharing with others?
 - Is the question related to your job performance?
 - *On the application you can simply choose to leave the question blank, but in the interview such questions could be uncomfortable. Again, think about how badly you want the job and how much information you are willing to share. Here are a few tips on dealing with the situation.*

- Do not lie! Telling your employer or future employer a lie is a bad idea. It gives them justification for firing you.
 - Always focus on the positive, not the negative.
 - Explain how your disability does and does not affect your ability to do the job.
 - Stick to the details that impact you on the job. Your personal life should not be discussed.
 - Ask your employer if he/she has questions about your disability (you need to be ready to answer the questions).
- *These are some suggestions on dealing with questions about your disability. However, it is illegal for employers to ask you about your disability on job applications and during interviews. If you feel the situation is serious enough, you can choose to report it the U.S. Equal Employment Opportunity Commission (EEOC) or other advocacy organizations in your area and request that they address the issue with the employer. Disability disclosure is a personal decision that everyone must make for themselves.*

Extension Activity: Have students work in pairs or small groups to generate a list of questions they might be asked during a job interview. This list should include both legal and illegal questions about disabilities and abilities. Have each group share their list aloud with the rest of the class.

- As a class, generate a list of appropriate answers to the questions identified by each pair/small group.
- Have each pair/small group role play a job interview based on the questions and answers identified by the class.

LESSON CLOSURE

- Revisit the following questions with the class. Have students identify 1 - 3 answers for each question. Answers may vary depending on the concerns and issues brought up by students during the lesson.
 - What are some ways to handle illegal questions about your disability on a job application or during a job interview?
 - What are some reasons a person might have for disclosing their disability on the job?

- What are some reasons a person might have for not disclosing their disability on the job?
- What are some benefits of disclosing your disability at work?
- Provide students time to add to KWL charts

STUDENT EVALUATION

1. Participation in class discussion
2. Participation in small group work/discussion
3. Entries on KWL chart as needed

Lesson 2

Using My New Skills at a Postsecondary School

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. Identify steps to obtain accommodations in postsecondary schools
2. Identify postsecondary schools of interest
3. Contact Disability Service offices at postsecondary schools
4. Demonstrate appropriate communications skills while contacting postsecondary schools

MATERIALS

1. KWL Chart
2. ME! Binder
3. Worksheet 8-2: Requesting Accommodations at Postsecondary Schools
4. Internet access, phonebook or other necessary resource to obtain school contact information
5. Phone or email access to contact schools

LESSON OPENING

You have learned how to advocate for yourself during high school and on the job. What about colleges and Technology Centers?

- *How many of you plan to go to college or a tech center?*
 - Provide time and opportunity for students to discuss and share.
- *Do you have rights to accommodations at tech centers and colleges?*
 - Provide time and opportunity for students to discuss and share.
- *Everyone take a minute and add to the “know” and “want to know” sections of your KWL chart. Someone share something you know about accommodations at colleges or tech centers.*
 - Provide time and opportunity for students to discuss and share.
- *Someone share something you “want” to know about accommodations at colleges or tech centers.*

- Provide time and opportunity for students to discuss and share.

PROCEDURE

Class discussion point: Review differences in student rights and responsibilities in high school versus postsecondary schools.

- *Think back to Unit 4 when we learned about your rights and responsibilities. Do you have the same rights in postsecondary schools as you do in high school?*
 - No
- *What are some of the differences?*
 - Provide time and opportunity for students to discuss and share. Possible answers include:

High School	College/University/Tech Center
IDEA	ADA and Section 504
Schools identify students with disabilities in the school	Students must self-disclose their disability to the school
Student progress is monitored by the school	Student is responsible for monitoring his/her progress
Students have an IEP and IEP Team to make sure they receive accommodations and modifications	Student is responsible for seeking out accommodations

- *You will not have an IEP or IEP Team in college. However, there are people who can assist you. These people work in an office called the Office of Disability Support Services. The name of this office varies from school to school, but it is usually named something very similar to Office of Disability Support Services.*
- *What do you think the Office of Disability Support Services does for students?*
 - Office of Disability Support Services – The office at postsecondary schools that assists college students with disabilities to ensure that students have access to reasonable accommodations.

Discussion point(s): Use the following questions to guide a class discussion about services for students with disabilities attending college.

- *What is something you as the student are responsible for doing in order to get assistance from an Office of Disability Support Services?*

Possible answers:

- contact the office to register
 - disclose your disability
 - provide documentation of your disability
 - explain how your disability impacts your learning
 - provide a list of suggested accommodations
- *What is something you need to know or have before you can contact the Office of Disability at your school of choice?*
 - You need to have the contact information for the office you need to reach.
 - *How can you find the contact information?*

Possible answers:

- internet
- school counselor
- parents
- teachers
- friend
- phone book

Activity: Have students brainstorm a list of postsecondary schools they are interested in attending after high school. Develop a complete list of the schools identified by students. Divide students into pairs or small groups and have each pair/small group select one or two of the schools.

Handout: Distribute copies of worksheet 8-2: Requesting Accommodations at Postsecondary Schools.

- Inform students that they are responsible for locating the contact information for the schools they selected. Once they have the contact information, they must contact the school and get answers to the following questions.
 - What do I need to do to receive accommodations at your school?
 - Who is the person I should speak to if I have questions?
 - How long does the process take?

- Provide time and opportunity for students to work on this task. Students may need to complete this task as homework or during the next class.

LESSON CLOSURE

- Check each group’s progress on obtaining answers to activity questions.
- Have students put papers in their binders.
- Remind students that each group will present their results to the class during the next session.
- Provide time and opportunity for students to discuss and share.

STUDENT EVALUATION

1. Participation in class discussion
2. Participation in pairs/small group activities
3. Completion of worksheet 8-2: Requesting Accommodations at Postsecondary Schools
4. Additions to KWL chart as needed

Lesson 3

Reporting My Findings

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. Identify the necessary steps for obtaining accommodations in postsecondary schools
2. Demonstrate appropriate communications skills while contacting postsecondary schools

MATERIALS

1. KWL Chart
2. ME! Binder
3. Worksheet 8-2 (completed)
4. Internet access, phonebook or other necessary resource to obtain school contact information
5. Phone or email access to contact schools

LESSON OPENING

- Begin with student KWL charts. Review information from lesson 2 with an emphasis on accessing accommodations in postsecondary schools.
- Bring students' attention to the list of schools they identified during the last lesson. Remind students of who they are paired/grouped with and the schools they are responsible for contacting.

PROCEDURE

- Have students proceed with the activity from lesson 2 as needed. Once students have obtained the required information, they must present the information to the class.
- Have each pair/small group present their findings to the class. Provide time and opportunity for class discussion about similarities and differences among the schools.
- Have each pair/small group add their information to a master list to be shared with the entire class. This can be done as time permits during and after the lesson. The purpose of the master list is to provide each student a hard copy of the information from each group. This information should be included in each students' ME! binder.

LESSON CLOSURE

- Guide students to their KWL charts and the information they have added during this unit.
- Provide time and opportunity for students to discuss, share, and update the information on their charts.

Handout: Distribute Unit 8 Knowledge Quiz for completion.

STUDENT EVALUATION

1. Participation in class discussion
2. Participation in pair/small group activities
3. Additions to KWL chart as needed

Unit 8: Advocating For My Needs After High School

Lesson Overviews

Unit Purpose: The purpose of Unit 8 is to review and expand knowledge regarding postsecondary rights and responsibilities related to school and work.

Lesson 1: Using My New Skills on The Job

Objectives

Students will:

1. identify appropriate ways to disclose disability on the job
2. distinguish legal from illegal job interview and application questions according to ADA
3. identify appropriate responses to questions about disabilities and abilities asked on job applications and interviews
4. identify appropriate responses when asked inappropriate questions on job applications and in interviews

Materials

1. Making the Transition From High School to College for Students with Disabilities: Transition Checklist (page 1 of the NCLD handout from Unit 4)

Activities and Procedures: Lesson 1 begins with a review and discussion of KWL chart entries. Next, the teacher reads aloud a case study about disability issues on a job site. A class discussion about work and disability is guided by a series of questions regarding the case study. Students then work in small groups or pairs to brainstorm about work-related disability issues. Main points of the ADA and Section 504 are then discussed in relation to job applications and interviews.

Student Evaluation:

1. Participation in class discussion
2. Participation in small group work/discussion
3. Entries on KWL chart as needed

Extension Activity: Students work in pairs or small groups to generate a list of possible interview questions. This list should include both legal and illegal questions about disabilities and abilities. Have each group share their list aloud with the rest of the class.

Lesson 2: Using My New Skills at Postsecondary School

Objectives

Students will:

1. identify steps to obtain accommodations in postsecondary schools
2. identify postsecondary schools of interest
3. contact Disability Service offices at postsecondary schools
4. demonstrate appropriate communications skills while contacting postsecondary schools

Materials

1. KWL Chart
2. ME! Binder
3. Worksheet 8-2: Requesting Accommodations at Postsecondary Schools
4. Internet access, phonebook or other necessary resource to obtain school contact information
5. Phone or email access to contact schools

Activities and Procedures: Lesson 2 begins with a brief review of self-advocacy during high school, on the job, and postsecondary school settings. Students then discuss KWL chart entries and review differences between secondary and postsecondary school settings. Next, the class participates in a discussion about disability services in postsecondary schools and creates a list of schools the students are interested in attending. Students then work in pairs using worksheet 8-2 as a guide for learning how to request accommodations at the identified schools.

Student Evaluation:

1. Participation in class discussion
2. Participation in pairs/small group activities
3. Completion of worksheet 8-2: Requesting Accommodations at Postsecondary Schools
4. Additions to KWL chart as needed

Extension Activity: Lesson 2 does not include an extension activity.

Lesson 3: Reporting My Findings

Objectives

Students will:

1. identify the necessary steps for obtaining accommodations in postsecondary schools
2. demonstrate appropriate communications skills while contacting postsecondary schools

Materials

1. KWL Chart
2. ME! Binder

3. Worksheet 8-2 (completed)
4. Internet access, phonebook or other necessary resource to obtain school contact information
5. Phone or email access to contact schools

Activities and Procedures: Begin Lesson 3 by reviewing KWL charts as needed and providing students time to complete the activity from Lesson 2 if needed. Once each group has completed worksheet 8-2, have them share aloud with the class what they have learned. Next, have students type the information from worksheet 8-2 into a master list or make copies of the worksheets for each student. Every student should have a hardcopy of each worksheet completed by the class. This information is to be placed in their ME! Book as a resource.

Student Evaluation:

1. Participation in class discussion
2. Participation in pair/small group activities
3. Additions to KWL chart as needed

Extension Activity: Lesson 3 does not include an extension activity.

Unit 8: Advocating For My Needs After High School

COMMON CORE STANDARDS

– High School English Language Arts (Grades 9, 10, 11, & 12) –

Language

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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Reading Literature

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Writing

[CCSS.ELA-Literacy.W.9-10.6](#) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

[CCSS.ELA-Literacy.W.9-10.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Lesson 1

Using My New Skills on The Job

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. identify appropriate ways to disclose disability on the job
2. distinguish legal from illegal job interview and application questions according to ADA
3. identify appropriate responses to questions about disabilities and abilities asked on job applications and interviews
4. identify appropriate responses when asked inappropriate questions on job applications and in interviews

MATERIALS

1. Making the Transition From High School to College for Students with Disabilities: Transition Checklist (page 1 of the NCLD handout from unit 4)
2. Copy of Drew Scenario
3. Power Point Presentation

LESSON OPENING

- Review KWL chart from Unit 7.
 - *In our last unit you learned how to advocate for yourself in high school. Lets take a minute to look at your KWL charts to review some of the things you learned.*
- Provide time and opportunity for students to discuss and share.
 - *Today you are going to learn how to use self-awareness and self-advocacy skills in a job setting.*

PROCEDURE

1. Discussion point(s): Read students the following case study about dealing with disability at work. (on power point)

2. Handout Scenario (following directions on worksheet as it is read)

Listen while I read a story about a young man named Drew who has dyslexia. While I read, I need you to pay attention to the story and see if you can think of something Drew could have done differently to change the outcome of his story.

Case study: *Drew is a twenty-eight year old man living in California and working for a large company that produces chemicals for pest control services. Drew grew up in a small town in Oklahoma and attended college after high school graduation. Having dyslexia made school difficult for Drew and he often had to work twice as hard as his friends to pass his classes. Drew worked hard and earned a degree in fire safety and protection. During his last semester of college, Drew began applying and interviewing for jobs. He sometimes worried about how dyslexia would affect his future career, but he never considered disclosing his disability during a job interview or after being hired for a job. Drew was excited when he received a job offer and an opportunity to move to a new place.*

Drew's new job required him to supervise a large warehouse containing 16 large chemical tanks and a crew of six people. Each day the crew members would read gauges on the tanks, complete a check list, and take notes about the gauge information which was then given to Drew. He would use the information to calculate the amounts of different ingredients each tank needed to have added. Drew always read the information as soon as it was given to him. If he had questions about the written information, he would ask the crew member to clarify the information before they left his office.

For the first six months, his new job went well, then the company upgraded the gauge system on the tanks. Drew began receiving computer generated reports via email instead of handwritten reports from crew members. Drew had to read the reports and then email each crew member instructions on the ingredients to be added to each tank.

The new reports Drew received were written in numbers and symbols, which were extremely difficult for him to read because of his dyslexia. Drew had an especially difficult time distinguishing the greater than and less than signs on the report. To make things worse, he no longer had a crew member there to ask clarifying questions—everything was to be completed via email. As a result Drew frequently made mistakes reading the information and in the instructions he gave to his crew. Before long, crew members began to complain to Drew about the mistakes. He was very stressed out about his situation, but decided he would just have to do his best to deal with it if he wanted to keep his job.

During the first couple of weeks, Drew's boss was understanding about the mistakes and assumed they would stop once Drew adjusted to the new system. Eventually, the mistakes became dangerous and costly to the company. In one case, Drew's mistake resulted in an employee receiving chemical burns from mixing the wrong ingredients together as well as ruining thousands of dollars worth of chemicals in the tank. Drew felt terrible and his boss was furious.

The next morning, Drew's boss called him into his office and fired him. He told Drew that he was disappointed with his recent job performance and had expected more from him based on his performance early on with the company. Drew apologized for the problems he had caused and explained that the combination of having dyslexia and the new system had made his once easy job almost impossible. His boss was surprised to hear this, because he never suspected that Drew had any type of disability.

Handout Worksheet 8-1: Questions to Think About

Discussion point(s): Ask students the following questions and have them brainstorm various answers, then discuss as a class.

- *What is something Drew could have done differently to change the outcome in this story?*

Possible answers:

Drew could have

- told his boss about his dyslexia as soon as he realized the new system was a problem.
- thought of an accommodation that could have been helpful to him at work.
- asked his boss if it was possible to get a printout written like the previous reports instead of with numbers and symbols.

- *Has anyone in here ever disclosed his/her disability during a job interview or on the job?*

Provide time and opportunity for students to share their personal experiences.

- *What are some reasons a person might have for disclosing his/her disability on the job?*

Possible answers:

- They may need accommodations to complete the job correctly.
- They want their employers to understand why some things may be difficult.
- They are comfortable with their disability and do not feel the need to hide it from others.
- They understand their disability and are confident they can complete their job as well as someone without a disability.

- *What are some reasons a person might have for not disclosing his/her disability on the job?*

Possible answers:

- They may be scared that others will judge them or pity them.
- They are embarrassed about their disability.
- They do not understand their disability well enough to explain it to others.
- They do not feel their disability affects their job.
- They are scared they will lose their job or not be hired for a job.

2. Activity: Have students split into pairs or small groups and identify one positive outcome and one negative outcome of disclosing their disability at work. Have pairs/small groups share their ideas and thoughts with the class.

Possible answers: (positive)

- You can get necessary accommodations at work.
- You do not have to worry about hiding your disability from others.
- People may be more understanding about why certain job tasks are more difficult or take you more time to complete.

Possible answers: (negative)

- Your employer and/or coworkers do not understand your disability or do not believe you.
- Your employer and/or coworkers feel that your disability prevents you from doing your job and therefore does not want you around.
- Your employer and/or coworkers seem uncomfortable about your disability.

Discussion point(s): Lead class in discussion about the importance of having a plan for disclosing or not disclosing one’s disability on the job.

- *Disclosing your disability on the job is a personal choice. There are valid reasons for disclosing and valid reasons for not disclosing to others. Either way, you need to have a plan on how to handle the situation. Part of that plan includes knowing answers to the following questions.*

1. What skills do you need for the job?
2. Does your disability prevent you from performing the job requirements?
3. If yes, could accommodations make the job doable for you?
4. If so, what accommodations would you need?
 - a. Remember, you must disclose your disability if you expect your employer to provide accommodations.
5. What are my legal rights as an employee with a disability?

Discussion point(s): Review ADA and discuss the main points of how it might impact your students during job interviews and after being hired.

- *During Unit 4, we learned a little about the Americans with Disabilities Act, known as ADA.*
- *You learned how ADA affects you in school. It is also important for you to understand how ADA affects you on the job. According to ADA, employers are not allowed to ask you questions about your disability on job applications or during job interviews.*

Discussion point(s): Discuss each of the following points and examples regarding ADA.

- It is illegal for employers to ask questions about disability on job applications and/or during job interviews.

Examples:

- (application) Do you have a disability? If so, please list and describe.
- I noticed you are wearing glasses, do you have a visual impairment?
- This job requires that you send out written correspondence from the company. Do you have any type of reading or writing disability that I should know about?
- Do you have any type of disability that affects your behavior? We like to keep things calm around here.
- You will be in direct contact with customers everyday. Do you have any type of disability that is going to make that difficult for you to do?
- Have you ever undergone a psychiatric evaluation? What were the results?
- Do you have asthma or high blood pressure?
- Have you every had heart surgery?

- Employers can ask you specific questions about your abilities and skills required to perform the job.

Examples:

- This job requires that you to drive during work hours everyday. Is there anything that will prevent you from being able to do so?
 - You will need to spend 5 to 6 hours a day working at a computer. Is there anything that prevents you from being able to do so?
 - We are looking for someone who is able to do complicated math on a regular basis. Will this be a problem for you?
 - Lifting 50 to 100 pounds several times a day is part of this job. Are you able to do so?
- *What if a job interviewer asks you questions about disability? (Pause to give students time to think about this question.)*
 - *There are no easy or correct answers to this question, but you should consider the following before you decide what and how to answer questions about your disability during a job interview or on a job application.*
 - How badly do you want/need the job?
 - How much information about yourself are you comfortable sharing with others?
 - Is the question related to your job performance?
 - *On the application you can simply choose to leave the question blank, but in the interview such questions could be uncomfortable. Again, think about how badly you*

want the job and how much information you are willing to share. Here are a few tips on dealing with the situation.

- Do not lie! Telling your employer or future employer a lie is a bad idea. It gives them justification for firing you.
- Always focus on the positive, not the negative.
- Explain how your disability does and does not affect your ability to do the job.
- Stick to the details that impact you on the job. Your personal life should not be discussed.
- Ask your employer if he/she has questions about your disability (you need to be ready to answer the questions).

Handout Worksheet 8-1: Legal or Not (complete with students)

- *These are some suggestions on dealing with questions about your disability. However, it is illegal for employers to ask you about your disability on job applications and during interviews. If you feel the situation is serious enough, you can choose to report it the U.S. Equal Employment Opportunity Commission (EEOC) or other advocacy organizations in your area and request that they address the issue with the employer. Disability disclosure is a personal decision that everyone must make for themselves.*

Extension Activity: Have students work in pairs or small groups to generate a list of questions they might be asked during a job interview. This list should include both legal and illegal questions about disabilities and abilities. Have each group share their list aloud with the rest of the class.

- As a class, generate a list of appropriate answers to the questions identified by each pair/small group.
- Have each pair/small group role play a job interview based on the questions and answers identified by the class.

LESSON CLOSURE

- Revisit the following questions with the class. Have students identify 1 - 3 answers for each question. Answers may vary depending on the concerns and issues brought up by students during the lesson.

- What are some ways to handle illegal questions about your disability on a job application or during a job interview?
 - What are some reasons a person might have for disclosing their disability on the job?
 - What are some reasons a person might have for not disclosing their disability on the job?
 - What are some benefits of disclosing your disability at work?
- Provide students time to add to KWL charts

STUDENT EVALUATION

1. Participation in class discussion
2. Participation in small group work/discussion
3. Entries on KWL chart as needed

Lesson 2

Using My New Skills at a Postsecondary School

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. Identify steps to obtain accommodations in postsecondary schools
2. Identify postsecondary schools of interest
3. Contact Disability Service offices at postsecondary schools
4. Demonstrate appropriate communications skills while contacting postsecondary schools

MATERIALS

1. KWL Chart
2. ME! Binder
3. Worksheet 8-2: Requesting Accommodations at Postsecondary Schools
4. Internet access, phonebook or other necessary resource to obtain school contact information
5. Phone or email access to contact schools

LESSON OPENING

You have learned how to advocate for yourself during high school and on the job. What about colleges and Technology Centers?

- *How many of you plan to go to college or a tech center?*
 - Provide time and opportunity for students to discuss and share.
- *Do you have rights to accommodations at tech centers and colleges?*
 - Provide time and opportunity for students to discuss and share.
- *Everyone take a minute and add to the “know” and “want to know” sections of your KWL chart. Someone share something you know about accommodations at colleges or tech centers.*
 - Provide time and opportunity for students to discuss and share.
- *Someone share something you “want” to know about accommodations at colleges or tech centers.*

- Provide time and opportunity for students to discuss and share.

PROCEDURE

Class discussion point: Review differences in student rights and responsibilities in high school versus postsecondary schools.

- *Think back to Unit 4 when we learned about your rights and responsibilities. Do you have the same rights in postsecondary schools as you do in high school?*
 - No
- *What are some of the differences?*
 - Provide time and opportunity for students to discuss and share. Possible answers include:

High School	College/University/Tech Center
IDEA	ADA and Section 504
Schools identify students with disabilities in the school	Students must self-disclose their disability to the school
Student progress is monitored by the school	Student is responsible for monitoring his/her progress
Students have an IEP and IEP Team to make sure they receive accommodations and modifications	Student is responsible for seeking out accommodations

- *You will not have an IEP or IEP Team in college. However, there are people who can assist you. These people work in an office called the Office of Disability Support Services. The name of this office varies from school to school, but it is usually named something very similar to Office of Disability Support Services.*
- *What do you think the Office of Disability Support Services does for students?*
 - Office of Disability Support Services – The office at postsecondary schools that assists college students with disabilities to ensure that students have access to reasonable accommodations.

Discussion point(s): Use the following questions to guide a class discussion about services for students with disabilities attending college.

- *What is something you as the student are responsible for doing in order to get assistance from an Office of Disability Support Services?*

Possible answers:

- contact the office to register
 - disclose your disability
 - provide documentation of your disability
 - explain how your disability impacts your learning
 - provide a list of suggested accommodations
- *What is something you need to know or have before you can contact the Office of Disability at your school of choice?*
 - You need to have the contact information for the office you need to reach.
 - *How can you find the contact information?*

Possible answers:

- internet
- school counselor
- parents
- teachers
- friend
- phone book

Activity: Have students brainstorm a list of postsecondary schools they are interested in attending after high school. Develop a complete list of the schools identified by students. Divide students into pairs or small groups and have each pair/small group select one or two of the schools.

Handout: Distribute copies of worksheet 8-2: Requesting Accommodations at Postsecondary Schools.

- Inform students that they are responsible for locating the contact information for the schools they selected. Once they have the contact information, they must contact the school and get answers to the following questions.
 - What do I need to do to receive accommodations at your school?
 - Who is the person I should speak to if I have questions?
 - How long does the process take?

- Provide time and opportunity for students to work on this task. Students may need to complete this task as homework or during the next class.

LESSON CLOSURE

- Check each group’s progress on obtaining answers to activity questions.
- Have students put papers in their binders.
- Remind students that each group will present their results to the class during the next session.
- Provide time and opportunity for students to discuss and share.

STUDENT EVALUATION

1. Participation in class discussion
2. Participation in pairs/small group activities
3. Completion of worksheet 8-2: Requesting Accommodations at Postsecondary Schools
4. Additions to KWL chart as needed

Lesson 3

Reporting My Findings

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. Identify the necessary steps for obtaining accommodations in postsecondary schools
2. Demonstrate appropriate communications skills while contacting postsecondary schools

MATERIALS

1. KWL Chart
2. ME! Binder
3. Worksheet 8-2 (completed)
4. Internet access, phonebook or other necessary resource to obtain school contact information
5. Phone or email access to contact schools

LESSON OPENING

- Begin with student KWL charts. Review information from lesson 2 with an emphasis on accessing accommodations in postsecondary schools.
- Bring students' attention to the list of schools they identified during the last lesson. Remind students of who they are paired/grouped with and the schools they are responsible for contacting.

PROCEDURE

- Have students proceed with the activity from lesson 2 as needed. Once students have obtained the required information, they must present the information to the class.
- Have each pair/small group present their findings to the class. Provide time and opportunity for class discussion about similarities and differences among the schools.
- Have each pair/small group add their information to a master list to be shared with the entire class. This can be done as time permits during and after the lesson. The purpose of the master list is to provide each student a hard copy of the information from each group. This information should be included in each students' ME! binder.

LESSON CLOSURE

- Guide students to their KWL charts and the information they have added during this unit.
- Provide time and opportunity for students to discuss, share, and update the information on their charts.

Handout: Distribute Unit 8 Knowledge Quiz for completion.

STUDENT EVALUATION

1. Participation in class discussion
2. Participation in pair/small group activities
3. Additions to KWL chart as needed

Me!

**Student
Materials**

Unit 8

Scenario

Drew is a twenty-eight year old man living in California and working for a large company that produces chemicals for pest control services. Drew grew up in a small town in Oklahoma and attended college after high school graduation. Having dyslexia made school difficult for Drew and he often had to work twice as hard as his friends to pass his classes. Drew worked hard and earned a degree in fire safety and protection. During his last semester of college, Drew began applying and interviewing for jobs. He sometimes worried about how dyslexia would affect his future career, but he never considered disclosing his disability during a job interview or after being hired for a job. Drew was excited when he received a job offer and an opportunity to move to a new place.

Underline: Drew's age, Drew's disability, Drew's degree

Answer: Did Drew disclose (tell) anyone about his disability? Yes No

Drew's new job required him to supervise a large warehouse containing 16 large chemical tanks and a crew of six people. Each day the crew members would read gauges on the tanks, complete a check list, and take notes about the gauge information which was then given to Drew. He would use the information to calculate the amounts of different ingredients each tank needed to have added. Drew always read the information as soon as it was given to him. If he had questions about the written information, he would ask the crew member to clarify the information before they left his office.

Underline: Drew's specific duties on his job

For the first six months, his new job went well, then the company upgraded the gauge system on the tanks. Drew began receiving computer generated reports via email instead of handwritten reports from crew members. Drew had to read the reports and then email each crew member instructions on the ingredients to be added to each tank.

Underline: Drew's new job duties

The new reports Drew received were written in numbers and symbols, which were extremely difficult for him to read because of his dyslexia. Drew had an especially difficult time distinguishing the greater than and less than signs on the report. To make things worse, he no longer had a crew member there to ask clarifying questions—everything was to be completed via email. As a result Drew frequently made mistakes reading the information and in the instructions he gave to his crew. Before long, crew members began to complain to Drew about the mistakes. He was very stressed out about his situation, but decided he would just have to do his best to deal with it if he wanted to keep his job.

Underline: Problems Drew had

During the first couple of weeks, Drew's boss was understanding about the mistakes and assumed they would stop once Drew adjusted to the new system. Eventually, the mistakes became dangerous and costly to the company. In one case, Drew's mistake resulted in an employee receiving chemical burns from mixing the wrong ingredients together as well as ruining thousands of dollars worth of chemicals in the tank. Drew felt terrible and his boss was furious.

Underline: Consequences of Drew's actions

The next morning, Drew's boss called him into his office and fired him. He told Drew that he was disappointed with his recent job performance and had expected more from him based on his performance early on with the company. Drew apologized for the problems he had caused and explained that the combination of having dyslexia and the new system had made his once easy job almost impossible. His boss was surprised to hear this, because he never suspected that Drew had any type of disability.

Underline: What happened to Drew?

Disclosing Your Disability

Why Tell?	
Why Not to Tell?	
Positive Outcomes (Good)	
Negative Outcomes (Bad)	

Legal or Not?

ADA Worksheet

Directions: Write an L in the blank if the question is legal or a NL if the question is not legal.

1. I noticed you are wearing glasses; do you have a visual impairment? _____
2. You will need to spend 5 to 6 hours a day working at a computer. Is there anything that prevents you from being able to do so? _____
3. Lifting 50 to 100 pounds several times a day is part of this job. Are you able to do so? _____
4. Have you undergone a psychiatric evaluation? What were the results? _____
5. Have you ever had heart surgery? _____
6. Do you have asthma or high blood pressure? _____
7. We are looking for someone to edit long reading passages is there anything that prevents you to do so? _____
8. You will be in direct contact with customers every day. Do you have any type of disability that is going to make that difficult for you to do? _____

5. E-

E-

O-

C -

A Plan for My Job

1. What skills do I need to do the job?

2. Does my disability prevent me from performing the job requirements?

3. If yes, could accommodations make the job doable for me?

4. If so, what accommodations would I need?

5. What are my legal rights as an employee with a disability?

Requesting Accommodations at Postsecondary Schools

Names of group members _____

1. List the name and contact information of the school(s) your group will contact for this activity.

School name: _____

Contact information: _____

School name: _____

Contact information: _____

Make sure you get answers to the following questions when you contact the school(s) listed above.

2. What do I need to do to receive accommodations at your school? _____

3. How long does this process usually take for new students? _____

4. Do you have any additional advice for a new student wanting to request accommodations at your school? _____

5. Who is the person I should speak to if I have questions? _____

Unit 8: Advocating For My Needs After High School
Checking Your Knowledge Quiz

Define the following terms using complete sentences.

1. Section 504: _____

2. ADA: _____

Circle the correct answer.

3. During a job interview, an employer is allowed to ask if you have a disability.
True False
4. During a job interview, an employer is allowed to ask about your abilities and skills.
True False
5. There are laws that protect the rights of students with disabilities.
True False
6. Students have a legal right to accommodations at Tech Centers.
True False
7. Students have a legal right to accommodations at colleges.
True False

Provide a short answer for the following questions.

8. List three reasons why a person with a disability might choose to tell people at work about his/her disability.

9. List three reasons why a person with a disability might choose **NOT** to tell people at work about his/her disability.

Me!

**Teacher
Materials**

Unit 8: Advocating For My Needs After High School
Checking Your Knowledge Quiz

Define the following terms using complete sentences.

1. Section 504: Section 504 is an anti-discrimination law that requires schools to provide students with disabilities access to education.
2. ADA: ADA is a civil rights law that protects people with disabilities by requiring places to be accessible to people with disabilities.

Circle the correct answer.

3. During a job interview, an employer is allowed to ask if you have a disability.
True False
4. During a job interview, an employer is allowed to ask about your abilities and skills.
True False
5. There are laws that protect the rights of students with disabilities.
True False
6. Students have a legal right to accommodations at Tech Centers.
True False
7. Students have a legal right to accommodations at colleges.
True False

Provide a short answer for the following questions.

8. List three reasons why a person with a disability might choose to tell people at work about his/her disability.

Answers will vary

9. List three reasons why a person with a disability might choose **NOT** to tell people at work about his/her disability.

Answers will vary

Unit 9: Developing My Resources

Lesson Overviews

Unit Purpose: The purpose of Unit 9 is to encourage students to develop and identify helpful resources for their ME! Books.

Lesson 1: Completing My Summary of Performance

Objectives

Students will:

1. identify purpose of the Summary of Performance
2. complete a Summary of Performance
3. identify appropriate uses of the Summary of Performance

Materials

1. Worksheet 9-1: A Summary of My Performance and Goals
2. YOU! Scale

Activities and Procedures: In this lesson students create a written document which concisely describes his/her disability, its impact on his/her daily life, ways he/she has learned to compensate, personal strengths, and his/her living, work, and educational goals. Students begin the lesson by sharing information from their KWL charts then move onto completion of worksheet 9-1: A Summary of My Performance & Goals. The teacher discusses reasons for having a summary of performance document and then reviews worksheet 9-1 with students. Next, students complete the worksheet as the teacher moves around the room answering questions and keeping students on task.

Student Evaluation:

1. Completion of worksheet 9-1: A Summary of My Performance & Goals
2. Additions to KWL chart as needed
3. Unit 9 Knowledge Quiz

Extension Activity: Have each student create a resume, cover letter, and application for his/her dream job. Access the following websites for great teaching tools for the creation of these resources: workkeys.com or okcis.intocareers.org.

Unit 9: Developing My Resources

COMMON CORE STANDARDS

– High School English Language Arts (Grades 9, 10, 11, & 12) –

Writing

[CCSS.ELA-Literacy.W.9-10.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- d. [CCSS.ELA-Literacy.W.9-10.1d](#) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. [CCSS.ELA-Literacy.W.9-10.1e](#) Provide a concluding statement or section that follows from and supports the argument presented.

[CCSS.ELA-Literacy.W.9-10.2](#) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- f. [CCSS.ELA-Literacy.W.9-10.2f](#) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[CCSS.ELA-Literacy.W.9-10.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- e. [CCSS.ELA-Literacy.W.9-10.3e](#) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

[CCSS.ELA-Literacy.W.9-10.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[CCSS.ELA-Literacy.W.9-10.6](#) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

[CCSS.ELA-Literacy.W.9-10.7](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[CCSS.ELA-Literacy.W.9-10.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Reading Informational Text

[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Reading Literature

[CCSS.ELA-Literacy.RL.9-10.9](#) Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Language:

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. [CCSS.ELA-Literacy.L.9-10.1a](#) Use parallel structure.

[CCSS.ELA-Literacy.L.9-10.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. [CCSS.ELA-Literacy.L.9-10.2a](#) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. [CCSS.ELA-Literacy.L.9-10.2b](#) Use a colon to introduce a list or quotation.

Lesson 1

Completing My Summary of Performance

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. identify purpose of the Summary of Performance
2. complete Summary of Performance
3. identify appropriate uses of the Summary of Performance

MATERIALS

1. Worksheet 9-1: A Summary of My Performance and Goals
2. YOU! Scale

LESSON OPENING

- Review KWL charts.
 - *In our last two units you learned how to advocate for yourself in high school and in job and education settings after high school. Lets take a minute to look at your KWL charts to review some of the things you learned.*
- Provide time and opportunity for students to discuss and share.

PROCEDURE

- *Today we are going to learn about something called the Summary of Performance also known as a SOP.*

Handout: Distribute worksheet 9-1: A Summary of My Performance and Goals to each student.

- *Has anyone ever seen or heard of a Summary of Performance?*
- Provide students time and opportunity to answer and discuss.
 - *The SOP is an important document because it describes your goals, disability, accommodations, and evaluation scores from high school. Having a completed SOP can help you participate in your IEP meeting and plan for the transition from high school to adult life. A well-written SOP can also help you when you go to postsecondary school by giving you helpful information when asking for accommodations.*

Lesson 1 – Completing My Summary of Performance and Goals

- *Let's take a minute and look at worksheet 9-1.*
- Facilitate discussion and answer questions students have about the document.
 - *The information in your ME! Book will be very helpful to you while you complete your SOP.*
- Move around the room to monitor student progress and answer questions as needed while students work individually or in pairs to complete their SOP.

Note to teacher: Have students use a computer to complete the SOP for a more professional document.

Handout: Distribute the YOU! Scale to each student.

- *Take this sheet home and have your parent/guardian answer each of the questions about you. Bring the completed sheet back to class with you tomorrow. When you bring it back, you will compare it to the first YOU! Scale your parent/guardian completed in unit 1.*

LESSON CLOSURE

- Ask students to answer the following questions aloud.
 - What are some reasons to have a well-written SOP?
 - How can you use your SOP after high school?
 - Does anyone have any questions about what we covered today?
 - Take out your student KWL chart and add your thoughts and questions to your chart.

Handout: Distribute Unit 9 Knowledge Quiz.

Extension Activity: Have each student create a resume, cover letter, and application for his/her dream job. Access the following websites for great teaching tools for the creation of these resources: workkeys.com or okcis.intocareers.org.

STUDENT EVALUATION

1. Completion of worksheet 9-1: A Summary of My Performance & Goals
2. Additions to KWL chart as needed
3. Unit 9 Knowledge Quiz

Unit 9: Developing My Resources

Lesson Overviews

Unit Purpose: The purpose of Unit 9 is to encourage students to develop and identify helpful resources for their ME! Books.

Lesson 1: Completing My Summary of Performance

Objectives

Students will:

1. identify purpose of the Summary of Performance
2. complete a Summary of Performance
3. identify appropriate uses of the Summary of Performance

Materials

1. Worksheet 9-1: A Summary of My Performance and Goals
2. YOU! Scale
3. **Power Point Presentation**

Activities and Procedures: In this lesson students create a written document which concisely describes his/her disability, its impact on his/her daily life, ways he/she has learned to compensate, personal strengths, and his/her living, work, and educational goals. Students begin the lesson by sharing information from their KWL charts then move onto completion of worksheet 9-1: A Summary of My Performance & Goals. The teacher discusses reasons for having a summary of performance document and then reviews worksheet 9-1 with students. Next, students complete the worksheet as the teacher moves around the room answering questions and keeping students on task.

Student Evaluation:

1. Completion of worksheet 9-1: A Summary of My Performance & Goals
2. Additions to KWL chart as needed
3. Unit 9 Knowledge Quiz

Extension Activity: Have each student create a resume, cover letter, and application for his/her dream job. Access the following websites for great teaching tools for the creation of these resources: workkeys.com or okcis.intocareers.org.

Unit 9: Developing My Resources

COMMON CORE STANDARDS

– High School English Language Arts (Grades 9, 10, 11, & 12) –

Writing

[CCSS.ELA-Literacy.W.9-10.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- d. [CCSS.ELA-Literacy.W.9-10.1d](#) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. [CCSS.ELA-Literacy.W.9-10.1e](#) Provide a concluding statement or section that follows from and supports the argument presented.

[CCSS.ELA-Literacy.W.9-10.2](#) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- f. [CCSS.ELA-Literacy.W.9-10.2f](#) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[CCSS.ELA-Literacy.W.9-10.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- e. [CCSS.ELA-Literacy.W.9-10.3e](#) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

[CCSS.ELA-Literacy.W.9-10.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

[CCSS.ELA-Literacy.W.9-10.6](#) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

[CCSS.ELA-Literacy.W.9-10.7](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[CCSS.ELA-Literacy.W.9-10.8](#) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Reading Informational Text

[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Reading Literature

[CCSS.ELA-Literacy.RL.9-10.9](#) Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Language:

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. [CCSS.ELA-Literacy.L.9-10.1a](#) Use parallel structure.

[CCSS.ELA-Literacy.L.9-10.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. [CCSS.ELA-Literacy.L.9-10.2a](#) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. [CCSS.ELA-Literacy.L.9-10.2b](#) Use a colon to introduce a list or quotation.

Lesson 1

Completing My Summary of Performance

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. identify purpose of the Summary of Performance
2. complete Summary of Performance
3. identify appropriate uses of the Summary of Performance

MATERIALS

1. Worksheet 9-1: A Summary of My Performance and Goals
2. YOU! Scale
3. **Power Point Presentation**

LESSON OPENING

- Review KWL charts.
 - *In our last two units you learned how to advocate for yourself in high school and in job and education settings after high school. Lets take a minute to look at your KWL charts to review some of the things you learned.*
- Provide time and opportunity for students to discuss and share.

PROCEDURE

- *Today we are going to learn about something called the Summary of Performance also known as a SOP.*

Handout: Distribute worksheet 9-1: A Summary of My Performance and Goals to each student.

- *Has anyone ever seen or heard of a Summary of Performance?*
- Provide students time and opportunity to answer and discuss.
 - *The SOP is an important document because it describes your goals, disability, accommodations, and evaluation scores from high school. Having a completed SOP can help you participate in your IEP meeting and plan for the transition from high school to adult life. A well-written SOP can also help you when you go to postsecondary school by giving you helpful information when asking for accommodations.*

Lesson 1 – Completing My Summary of Performance and Goals

- *Let's take a minute and look at worksheet 9-1.*
- Facilitate discussion and answer questions students have about the document.
 - *The information in your ME! Book will be very helpful to you while you complete your SOP.*
- Move around the room to monitor student progress and answer questions as needed while students work individually or in pairs to complete their SOP.

Note to teacher: Have students use a computer to complete the SOP for a more professional document.

Handout: Distribute the YOU! Scale to each student.

- *Take this sheet home and have your parent/guardian answer each of the questions about you. Bring the completed sheet back to class with you tomorrow. When you bring it back, you will compare it to the first YOU! Scale your parent/guardian completed in unit 1.*

LESSON CLOSURE

- Ask students to answer the following questions aloud.
 - What are some reasons to have a well-written SOP?
 - How can you use your SOP after high school?
 - Does anyone have any questions about what we covered today?
 - Take out your student KWL chart and add your thoughts and questions to your chart.

Handout: Distribute Unit 9 Knowledge Quiz.

Extension Activity: Have each student create a resume, cover letter, and application for his/her dream job. Access the following websites for great teaching tools for the creation of these resources: workkeys.com or okcis.intocareers.org.

STUDENT EVALUATION

1. Completion of worksheet 9-1: A Summary of My Performance & Goals
2. Additions to KWL chart as needed
3. Unit 9 Knowledge Quiz

Me!

**Student
Materials**

Summary of Performance

Overview

What is it?	
When is it completed?	
How can you use it?	
3 Types of Goals	

A Summary of My Performance & Goals

Name: _____ Date of high school graduation: _____

Date of my most recent testing/evaluation: _____

MY PERFORMANCE

1. My disability is _____

2. Common characteristics of this disability include the following.

3. My disability affects me in the following ways (writing, reading, spelling, math, mobility, verbal communication, understanding others, etc.).

4. I have learned to compensate for these effects by using the following supports and accommodations.

5. My greatest strengths and abilities include the following.

MY GOALS

1. I plan to live _____

To reach my living goal I need to take the following steps:

First. _____

Second. _____

Third. _____

2. I plan to go to school or get training _____

To reach my education goal I need to take the following steps:

First. _____

Second. _____

Third. _____

3. I plan to work _____

To reach my employment goal I need to take the following steps:

First. _____

Second. _____

Third. _____

Child: _____ Parent/Guardian: _____

YOU! Scale

1. My child knows he/she is in special education.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
2. My child knows he/she has a disability.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
3. My child knows he/she has an IEP.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
4. My child knows he/she has IEP goals.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
5. My child knows his/her IEP goals.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
6. My child has a copy of his/her IEP.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
7. My child knows what accommodations are.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
8. My child explains his/her accommodations to his/her teachers.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
9. I feel good about my child's future.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
10. People with disabilities go to college.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
11. My child talks about his/her postschool goals and dreams.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
12. My child can explain to others how his/her disability impacts his/her school work.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
13. My child is comfortable telling others about his/her disability.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No



14. People with disabilities get good jobs after high school.

- a. Yes
- b. I think
- c. Not sure
- d. No

15. List 3 things your child is good at when he/she is at school.

- 1. _____
- 2. _____
- 3. _____

16. List 3 things your child needs help with when he/she is at school.

- 1. _____
- 2. _____
- 3. _____

17. List 3 things your child is good at when he/she is somewhere other than school.

- 1. _____
- 2. _____
- 3. _____

18. List 3 things your child needs help with when he/she is somewhere other than school.

- 1. _____
- 2. _____
- 3. _____

19. The most important thing in my child's life is: _____



Unit 9: Developing My Resources
Checking Your Knowledge Quiz

Circle the correct answer.

1. It is important for me to clearly define my goals. **True** **False**
2. Accomplishing my goals requires me to take multiple steps toward each goal.
True **False**
3. It is important to have a timeline for accomplishing each of my goals. **True** **False**

Provide a short answer for the following questions.

4. What is a Summary of Performance? _____

5. Describe one way you can use your completed Summary of Performance during high school. _____

6. Describe one way you can use your Summary of Performance after high school.

7. List three types of goals listed on your Summary of Performance.
 - a. _____
 - b. _____
 - c. _____

Me!

**Teacher
Materials**

Unit 9: Developing My Resources
Checking Your Knowledge Quiz

Circle the correct answer.

1. It is important for me to clearly define my goals. True False
2. Accomplishing my goals requires me to take multiple steps toward each goal.
True False
3. It is important to have a timeline for accomplishing each of my goals. True False

Provide a short answer for the following questions.

4. What is a Summary of Performance? *The SOP is a document that describes a students goals, disability, accommodations, and evaluation scores.* _____
5. Describe one way you can use your completed Summary of Performance during high school. *Having a completed SOP can help a student participate in his/her IEP meeting and plan for the transition from high school to adult life.* _____
6. Describe one way you can use your Summary of Performance after high school. *A well-written SOP can help a student in postsecondary school by providing him/her with helpful information to share when asking for accommodations.* _____
7. List three types of goals listed on your Summary of Performance.
 - a. *independent living* _____
 - b. *education* _____
 - c. *employment* _____

Unit 10: Putting It All Together

Lesson Overviews

Unit Purpose: The purpose of Unit 10 is to provide students an opportunity to analyze and reflect on their new skills and knowledge gained throughout the ME! Lessons.

Lesson 1: Assessing My Progress

Objectives

Students will:

1. compare YOU! Scale and ME! Scale responses
2. identify areas of improvement on both Scales
3. identify areas on the scales they would still like to improve

Materials

1. ME! Scale
2. YOU! Scale (completed from unit 9)
3. Worksheet 10-1: My Improvement Plan

Activities and Procedures: This lesson begins with a brief review of the Summary of Performance & Goals students completed during the last lesson and review and discussion of KWL charts. Next, students complete the ME! Scale, just as they did during Unit 1, and compare the answers on the two ME! Scales. Students then compare the YOU! Scale completed during the last lesson and the YOU! Scale completed during Lesson 1. After reviewing and discussing the scales, students complete worksheet 10-1: My Improvement Plan, as they did in Unit 1, to update their improvement plan.

Student Evaluation:

1. Completed YOU! Scale (from unit 9)
2. Completed ME! Scale
3. Worksheet 10-1: My Improvement Plan
4. Participation in class discussion

Extension Activity: Have students work in pairs or small groups to create their own critical thinking scenario.

Lesson 2: Assessing My Portfolio

Objectives

Students will:

1. identify possible challenges in their future and solutions to those challenges
2. organize their ME! Book according to the provided table of contents
3. identify items to add to their ME! Book
4. complete the ME! Scale

Materials

1. ME! binder
2. ME! Scale
3. YOU! Scale

Activities and Procedures: This final lesson provides students an opportunity to ask any unanswered questions, organize their ME! Book, and identify times and places to use their ME! Book in the future. It is crucial that the teacher reviews each student KWL chart before beginning this lesson. The information on student KWL charts, specifically, unanswered questions, is the basis of the beginning discussion of this lesson. After KWL discussion, students use the Table of Contents handout to ensure all necessary products and information are included and organized in their ME! Books. Next, students break into small groups to brainstorm ways to improve and use their ME! Books in the future. Each group then presents their ideas and suggestions to the class. As the final activity, students complete Unit 10 Knowledge Quiz, a comprehensive quiz covering all ten units.

Student Evaluation:

1. Participation in class discussion
2. Completion of ME! Scale
3. Organization of ME! Book

Extension Activity: This lesson does not include an extension activity.

Unit 10: Assessing My Progress & Portfolio

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– High School English Language Arts (Grades 9, 10, 11, & 12) –

Writing

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- d. [CCSS.ELA-Literacy.W.9-10.1d](#) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. [CCSS.ELA-Literacy.W.9-10.1e](#) Provide a concluding statement or section that follows from and supports the argument presented.

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- f. [CCSS.ELA-Literacy.W.9-10.2f](#) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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- e. [CCSS.ELA-Literacy.W.9-10.3e](#) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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- a. [CCSS.ELA-Literacy.L.9-10.2a](#) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. [CCSS.ELA-Literacy.L.9-10.2b](#) Use a colon to introduce a list or quotation.

[CCSS.ELA-Literacy.L.9-10.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- b. [CCSS.ELA-Literacy.L.9-10.4b](#) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

[CCSS.ELA-Literacy.L.9-10.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Speaking and Listening

[CCSS.ELA-Literacy.SL.9-10.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- b. [CCSS.ELA-Literacy.SL.9-10.1b](#) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. [CCSS.ELA-Literacy.SL.9-10.1c](#) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. [CCSS.ELA-Literacy.SL.9-10.1d](#) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[CCSS.ELA-Literacy.SL.9-10.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[CCSS.ELA-Literacy.SL.9-10.3](#) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[CCSS.ELA-Literacy.SL.9-10.4](#) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[CCSS.ELA-Literacy.SL.9-10.6](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Lesson 1 **Assessing My Progress**

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. compare YOU! Scale and ME! Scale responses
2. identify areas of improvement on both Scales
3. identify areas on the scales they would still like to improve

MATERIALS

1. ME! Scale
2. YOU! Scale (completed from unit 9)
3. Worksheet 10-1: My Improvement Plan

LESSON OPENING

- Review SOP lesson and KWL charts.
 - *In our last lesson you learned about the Summary of Performance and created a copy for your ME! Book.*
 - *Does anyone have questions about the Summary of Performance?*
 - *Someone give me an example of how you can use your Summary of Performance during high school and/or after high school?*
- Provide time and opportunity for students to discuss and share.
 - *Lets take a minute to look at your KWL charts to review some of the things you learned.*
- Provide time and opportunity for students to discuss and share.

PROCEDURE

1. Students complete the ME! Scale then compare it to the one completed during unit 1.
 - **Handout:** Give each student a copy of the ME! Scale. It should typically take students five to ten minutes to complete the scale.
 - *I am giving each of you a copy of the ME! Scale. It is the same one you completed at the beginning of Unit 1. Take a few minutes to answer all of the*

questions listed. Remember, there are no right or wrong answers, just answers that are true for you!

- Provide students with an opportunity to share their answers or ask questions about the ME! Scale.
 - Have students take out the copy of their ME! Scale from Unit 1 and compare it to the one they just completed.
 - *Did you answer the questions differently this time?*
 - *What are some differences and similarities in your two scales?*
 - Provide students with an opportunity to share their answers or ask questions about the ME! Scale.
2. Students compare the completed YOU! Scales from Unit 1 and Unit 9.
- Have students take out the completed YOU! Scales they took home at the end of the last lesson.
 - Have students take out the copy of their YOU! scale from Unit 1 and compare it to the one completed during unit 9.
 - *Did your parent/guardian answer the questions differently this time?*
 - *What are some differences and similarities in the two YOU! Scales?*
 - Provide students with an opportunity to share their answers or ask questions about the Scales.
2. Students complete worksheet 10-1: My Improvements Plan (repeat of worksheet in unit 1)

Handout: Distribute worksheet 10-1: My Improvements Plan to each student.

- Go over instructions with the students.
- Encourage students to look at the worksheet they completed during Unit 1.
- How are their answers different this time?
- Provide time for students to complete the worksheet.
- Provide an opportunity for students to share their answers if they wish.
- Have students turn in completed worksheet 10-1: My Improvement Plan.

Extension Activity: Have students work in pairs or small groups to create their own critical thinking scenario.

During some of our units we learned about people like Jeremy who needed accommodations on his biology exam; and, Sonia struggling in her IEP meetings, Chris's problems communicating with his principle, and you during your first semester of college at OU. After each story you identified solutions for each person's problems. Now you are each going to create your own short story that identifies a problem you think you might have in the future or a problem you may have already experienced. Your story can be about high school, tech center, college, or a job. You need to tell the story, identify the problem, identify 1-3 solutions and then tell us why you choose this story.

Provide students time and opportunity to ask questions and complete task. Have each student or small group share their story, identified problem, and solutions to the problem.

LESSON CLOSURE

- Provide students time and opportunity to ask any questions they might still have.
- Have students place all completed papers in their ME! Book.
- Tell students that they need to make sure they have all completed work from all lessons in their ME! Book for the next lesson.

STUDENT EVALUATION

1. Completed YOU! Scale (from unit 9)
2. Completed ME! Scale
3. Worksheet 10-1: My Improvement Plan
4. Participation in class discussion

Lesson 2

Assessing My Portfolio

TIME: 45-60 minutes

OBJECTIVES

Students will:

1. identify possible challenges in their future and solutions to those challenges
2. organize their ME! Book according to the provided table of contents
3. identify items to add to their ME! Book
4. complete the ME! Scale

MATERIALS

1. ME! binder
2. ME! Scale
3. YOU! Scale

LESSON OPENING

Note to teacher: It would be wise to review students' KWL charts prior to this lesson to ensure you have all necessary information to answer the questions students have identified during the units.

- Have students take out individual KWL charts.
 - *Throughout the last 9 units you have all used a KWL chart to kept track of your learning. Today we are going to take some time to review what you listed in each section of your charts. I want to make sure you all got answers to the questions you listed on your chart during our units.*
- Take the time to discuss student charts and answer all questions.

PROCEDURE

Activity: Have students use the table of contents from Unit 1 to facilitate the organization of student binders. Each student should make sure they have all items in their binders and in the correct labeled section.

- After students have organized their ME! Books have them each select 2 -3 items they think will be helpful in the future. Have each student share the items they selected with the class and explain how they plan to use the items in the future.

- Have students work in pairs or small groups to identify 2 – 3 additional items they would like to add to their ME! Book or 2 -3 ways they think they could improve their ME! Book. Have each group share their ideas with the class and explain why they think the additions or improvements would be beneficial.

LESSON CLOSURE

- Congratulate students on becoming self-aware advocates.
- Encourage students to add to their ME! Book in the future as they see appropriate.
- Remind students that their ME! Book can be helpful in work and school environments now and in the future.

Handout: Distribute Knowledge Quiz 10 (comprehensive of all 10 units) for completion.

STUDENT EVALUATION

1. Participation in class discussion
2. Organization of ME! Book
3. Completion of ME! Scale
4. Knowledge Quiz 10

Me!

**Student
Materials**

Student: _____

Date: _____

ME! Scale

1. I know I am in special education.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
2. I have a disability.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
3. I have an IEP.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
4. I have IEP goals.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
5. I know my IEP goals.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
6. I (or my parents) have a copy of my IEP.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
7. I know what accommodations are.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
8. I can tell my teachers about accommodations I need in class.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
9. I feel good about my future.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
10. People with disabilities go to college.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
11. I can talk about my postschool goals and dreams.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
12. I can explain to others how my disability impacts my school work.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No
13. I am comfortable telling others about my disability.
 - a. Yes
 - b. I think
 - c. Not sure
 - d. No



14. People with disabilities get good jobs after high school.

- a. Yes
- b. I think
- c. Not sure
- d. No

15. List 3 things you are good at when you are at school.

1. _____

2. _____

3. _____

16. List 3 things you need help with when you are at school.

1. _____

2. _____

3. _____

17. List 3 things you are good at when you are somewhere other than school.

1. _____

2. _____

3. _____

18. List 3 things you need help with when you are somewhere other than school.

1. _____

2. _____

3. _____

19. The most important thing in my life is: _____



Worksheet 1-2 My Improvement Plan

Name _____ Date _____

Take a minute to look at the items you circled on the ME! and YOU! Scales. You should have circled three items. Write those three items and the scale they came from below.

1. _____

2. _____

3. _____

Brainstorm ways you can include your parents, friends, family and school to help you improve on the items you listed above. You can make a list, a web, an outline or any other brainstorming method that works best for you.

Unit 10: Knowledge Quiz

MATCHING Mark the most appropriate answer.

- | | |
|----------------------------|---------------------------|
| a. Accommodation | h. Responsibilities |
| b. ADA | i. Rights |
| c. Barrier | j. Section 504 |
| d. Child Find | k. Self-advocacy |
| e. IDEA | l. Self-awareness |
| f. Nonverbal communication | m. Summary of Performance |
| g. Prejudice | n. Verbal communication |

- _____ 1. Knowledge a person has about himself or herself. Things he/she does well, needs to improve, enjoys, and or dislikes doing.
- _____ 2. The deliberate or purposeful choice to speak up for personal needs and/or ideas.
- _____ 3. Anything that prevents or hinders movement and/or action.
- _____ 4. Beliefs and/or attitudes people have toward other people and/or situations without knowledge and facts about those people or situations. (race, social class, gender, ethnicity, etc.)
- _____ 5. Adjustments or changes made to **how** a student completes his/her work. These changes and adjustments can include presentation, response, setting, time, and equipment.
- _____ 6. A federal law that requires schools to provide special education to students with disabilities.
- _____ 7. Part of IDEA that states that school districts are responsible for identifying students with disabilities.
- _____ 8. A document that describes a students goals, disability, accommodations, and evaluation scores.
- _____ 9. Things a person is accountable for.
- _____ 10. The use of written or spoken words to express thoughts or messages.
- _____ 11. The use of body language to express thoughts or messages.
- _____ 12. An anti-discrimination law that requires schools to provide students with disabilities access to education.
- _____ 13. A civil rights law that protects people with disabilities by requiring places to be accessible to people with disabilities.

TRUE & FALSE Circle the most appropriate answer.

- T F** 14. Self-awareness plays an important role in a person's ability to self-advocate.
- T F** 15. My communication skills influence how well others listen to me.
- T F** 16. War has influenced the way people in the United States view disability.
- T F** 17. There is only one type of IEP meeting.
- T F** 18. High school students with disabilities have a legal right to modifications.
- T F** 19. Postsecondary students with disabilities have a legal right to modifications.
- T F** 20. Colleges are responsible for finding out if a student has a disability.
- T F** 21. Section 504 and the ADA are both anti-discrimination laws that focus on access for individuals with disabilities.
- T F** 22. Good communication skills are an important part of self-advocacy.
- T F** 23. During a job interview, an employer is allowed to ask if you have a disability.
- T F** 24. During a job interview, an employer is allowed to ask about your abilities and skills.
- T F** 25. There are laws that protect the rights of students with disabilities.
- T F** 26. Students with disabilities have a legal right to accommodations at Tech Centers.
- T F** 27. Students with disabilities have a legal right to accommodations at colleges.
- T F** 28. Clearly defining one's goals is an important step in reaching those goals.
- T F** 29. Setting timelines is part of the goal setting process.

MULTIPLE CHOICE Circle the most appropriate answer.

30. How many people in the United States have a disability?
- a. 1 in 5
 - b. 1 in 10
 - c. 1 in 50
 - d. 1 in 100

31. The _____ section of an IEP describes testing results and how a student is doing in school.
- a. Goals and Objectives
 - b. Course of Study
 - c. Parent Concerns
 - d. Present Levels of Educational Performance
32. Which of the following is NOT a section on your IEP?
- a. Goals and Objectives
 - b. Parent Concerns
 - c. Strengths
 - d. Student Concerns

SHORT ANSWER Provide a brief answer for the following questions.

33. What does IEP stand for?

I _____

E _____

P _____

34. List at least 3 people who are part of your IEP team.

a. _____

b. _____

c. _____

35. The three types of postsecondary goals listed on an IEP are _____,
_____, and _____.

36. What classes are listed on your Course of Study for next school year?

_____	_____
_____	_____
_____	_____
_____	_____

Me!

**Teacher
Materials**

Unit 10: Knowledge Quiz TE

MATCHING Mark the most appropriate answer.

- | | |
|----------------------------|---------------------------|
| a. Accommodation | h. Responsibilities |
| b. ADA | i. Rights |
| c. Barrier | j. Section 504 |
| d. Child Find | k. Self-advocacy |
| e. IDEA | l. Self-awareness |
| f. Nonverbal communication | m. Summary of Performance |
| g. Prejudice | n. Verbal communication |

- ___l___ 1. Knowledge a person has about himself or herself. Things he/she does well, needs to improve, enjoys, and or dislikes doing.
- ___k___ 2. The deliberate or purposeful choice to speak up for personal needs and/or ideas.
- ___c___ 3. Anything that prevents or hinders movement and/or action.
- ___g___ 4. Beliefs and/or attitudes people have toward other people and/or situations without knowledge and facts about those people or situations. (race, social class, gender, ethnicity, etc.)
- ___a___ 5. Adjustments or changes made to **how** a student completes his/her work. These changes and adjustments can include presentation, response, setting, time, and equipment.
- ___e___ 6. A federal law that requires schools to provide special education to students with disabilities.
- ___d___ 7. Part of IDEA that states that school districts are responsible for identifying students with disabilities.
- ___m___ 8. A document that describes a students goals, disability, accommodations, and evaluation scores.
- ___h___ 9. Things a person is accountable for.
- ___n___ 10. The use of written or spoken words to express thoughts or messages.
- ___f___ 11. The use of body language to express thoughts or messages.
- ___j___ 12. An anti-discrimination law that requires schools to provide students with disabilities access to education.
- ___b___ 13. A civil rights law that protects people with disabilities by requiring places to be accessible to people with disabilities.

TRUE & FALSE Circle the most appropriate answer.

- T F 14. Self-awareness plays an important role in a person's ability to self-advocate.
- T F 15. My communication skills influence how well others listen to me.
- T F 16. War has influenced the way people in the United States view disability.
- T F 17. There is only one type of IEP meeting.
- T F 18. High school students with disabilities have a legal right to modifications.
- T F 19. Postsecondary students with disabilities have a legal right to modifications.
- T F 20. Colleges are responsible for finding out if a student has a disability.
- T F 21. Section 504 and the ADA are both anti-discrimination laws that focus on access for individuals with disabilities.
- T F 22. Good communication skills are an important part of self-advocacy.
- T F 23. During a job interview, an employer is allowed to ask if you have a disability.
- T F 24. During a job interview, an employer is allowed to ask about your abilities and skills.
- T F 25. There are laws that protect the rights of students with disabilities.
- T F 26. Students with disabilities have a legal right to accommodations at Tech Centers.
- T F 27. Students with disabilities have a legal right to accommodations at colleges.
- T F 28. Clearly defining one's goals is an important step in reaching those goals.
- T F 29. Setting timelines is part of the goal setting process.

MULTIPLE CHOICE Circle the most appropriate answer.

30. How many people in the United States have a disability?
- a. 1 in 5
 - b. 1 in 10
 - c. 1 in 50
 - d. 1 in 100

31. The _____ section of an IEP describes testing results and how a student is doing in school.

- a. Goals and Objectives
- b. Course of Study
- c. Parent Concerns
- d. **Present Levels of Educational Performance**

32. Which of the following is NOT a section on your IEP?

- a. Goals and Objectives
- b. Parent Concerns
- c. Strengths
- d. **Student Concerns**

SHORT ANSWER Provide a brief answer for the following questions.

33. What does IEP stand for?

I Individual

E Education

P Program

34. List at least 3 people who are part of your IEP team.

a. Answers will vary

b. _____

c. _____

35. The three types of postsecondary goals listed on an IEP are independent living,
education, and employment.

36. What classes are listed on your Course of Study for next school year?

Answers will vary

_____	_____
_____	_____
_____	_____
_____	_____

Unit 1: Getting Started
Checking Your Knowledge Quiz

Choose the best answer that defines the following terms.

1. Self-awareness:
 - A. refers to a person knowing about himself or herself
 - B. refers to a person making a deliberate or purposeful effort to speak up for his or her needs or ideas.
 - C. refers to a person knowing about other people around them

2. Self-advocacy:
 - A. refers to a person making an effort to speak up for someone else
 - B. refers to a person knowing about himself or herself
 - C. refers to a person making a deliberate or purposeful effort to speak up for his or her needs or ideas.

Circle the correct answer.

3. Self-awareness plays an important role in my ability to self-advocate. **True False**

4. My communication skills influence how well others listen to me. **True False**

5. Using a KWL chart can help students keep track of what they learn. **True False**

Provide a short answer for the following questions.

6. Identify two or more purposes of your portfolio/ME! Book.

7. What does KWL stand for?

K _____

W _____

L _____

Unit 2: Learning About Special Education
Checking Your Knowledge Quiz

Choose the best answer that defines the following terms

1. Barrier:
 - A. Belief that a person lacks the capability to do something well
 - B. Anything that prevents or hinders movement and/or action
 - C. A document that describes the needs and services of a special education student

2. Prejudice:
 - A. Positive beliefs or attitudes towards certain people
 - B. Anything that prevents or hinders movement and/or action
 - C. Beliefs and/or attitudes people have toward other people and/or situations without knowledge and facts about those people or situations.

3. Accommodation:
 - A. Adjustments or changes made to how a student completes his/her work
 - B. Belief that a person lacks the capability to do something well
 - C. Anything that prevents or hinders movement and/or action

Provide a short answer for the following questions.

4. List at least 3 people who are part of your IEP team.

- a. _____
- b. _____
- c. _____

5. What does IEP stand for?

I _____
E _____
P _____

Circle the correct answer.

6. War has changed the way people in the United States view disability. **True False**

7. There is more than one type of IEP meeting. **True False**

8. How many people in the United States have a disability?

- a. 1 in 5
- b. 1 in 10
- c. 1 in 50
- d. 1 in 100

Unit 3: Understanding My Individualized Education Program
Checking Your Knowledge Quiz

1. Which of the following is **NOT** a section included on your IEP?
 - a. Goals and objectives
 - b. Parent concerns
 - c. Your strengths
 - d. Student concerns

2. Where on your IEP would you find specific information about how you are doing in school and the results from your testing?
 - a. Present levels of Educational Performance
 - b. Goals and Objectives
 - c. Course of Study
 - d. Program Modifications

3. How many pages does your IEP include? _____

4. List one benefit of having an IEP _____

5. According to my IEP, my strengths include

6. According to my IEP, I need to work on

7. Which of the following is not one of the postsecondary goals listed on an IEP:
 - A. independent living
 - B. accommodations
 - C. education
 - D. employment

8. What classes are listed on your Course of Study for next school year?

9. Are the courses listed on your Course of Study, classes you want and/or need to take next year?
YES NO

Unit 4: Understanding My Rights & Responsibilities
Checking Your Knowledge Quiz

What do the letters stand for?

- 1. **I** _____
- D** _____
- E** _____
- A** _____

Define the following term

- 2. Child Find _____

- 3. Give two examples of rights that you have:

- 4. Give two examples of responsibilities that you have:

Circle the correct answer.

- 5. High school students have a legal right to modifications **True False**
- 6. Postsecondary students have a legal right to modifications **True False**
- 7. During kindergarten through the 12th grade, it is the schools responsibility to find out if a student has a disability. **True False**
- 8. Colleges are responsible for finding out if a student has a disability. **True False**
- 9. Section 504 and the ADA are both anti-discrimination laws that focus on access for individuals with disabilities. **True False**

Provide a short answer for the following questions.

- 10. What does the acronym FAPE stand for?
F _____
A _____
P _____
E _____

Unit 5: Improving My Communication Skills
Checking Your Knowledge Quiz

Give an example of each:

1. Verbal communication _____

2. Nonverbal communication _____

Provide a short answer for the following questions.

3. List two examples of good communication skills

4. List two examples of poor communication skills

5. Why are good communication skills important?

6. What does the acronym SHARE stand for?

S _____

H _____

A _____

R _____

E _____

Circle the correct answer.

7. The way I talk to others influences how well they listen to me. **True False**

Unit 7 Knowledge Quiz
Unit 7: Advocating For My Needs in High School
Checking Your Knowledge Quiz

Give the definition.

1. Accommodation:

Circle the correct answer.

2. It is important that I know the accommodations listed on my IEP before asking my teacher(s) for accommodations. **True False**

3. It is important that I use good communication skills when asking my teacher(s) for accommodations. **True False**

Provide a short answer for the following questions.

4. List one class you will likely need accommodations in next school year?

5. What accommodations might you need during the class?

6. Explain how these accommodations might help you be successful in the class.

7. List at least one person you should contact about receiving these accommodations next year

Unit 8: Advocating For My Needs After High School
Checking Your Knowledge Quiz

Circle the definition for the following term:

1. Section 504:
 - A. an anti-discrimination law that requires schools to provide students with disabilities access to education.
 - B. a civil rights law that protects people with disabilities by requiring places to be accessible to people with disabilities
 - C. a law that states students have the right to eat lunch at school

What do the letters stand for?

2. A _____
D _____
A _____

Circle the correct answer.

3. During a job interview, an employer is allowed to ask if you have a disability.

True False

4. During a job interview, an employer is allowed to ask about your abilities and skills.

True False

5. There are laws that protect the rights of students with disabilities.

True False

6. Students have a legal right to accommodations at Tech Centers.

True False

7. Students have a legal right to accommodations at colleges.

True False

Provide a short answer for the following questions.

8. List two reasons why a person with a disability might choose to tell people at work about his/her disability.

9. List two reasons why a person with a disability might choose **NOT** to tell people at work about his/her disability.

10. List one possible positive outcome of disclosing your disability at work.

11. List one possible negative outcome of disclosing your disability at work.

12. Which is an example of an illegal question an employer may ask at a job interview?

- A. Do you have any type of reading or writing disability that I should know about?
- B. We are looking for someone who is able to do complicated math on a regular basis. Will this be a problem for you?

13. List one thing you can do if an employer asks about your disability.

What do the letters EEOC stand for?

14. **E** _____

E _____

O _____

C _____

Unit 9: Developing My Resources
Checking Your Knowledge Quiz

Circle the correct answer.

- 1. It is important for me to clearly define my goals. **True False**
- 2. Accomplishing my goals requires me to take multiple steps toward each goal. **True False**
- 3. It is important to have a timeline for accomplishing each of my goals. **True False**

Provide a short answer for the following questions.

4. What is a Summary of Performance?

5. When is a Summary of Performance completed?

6. Describe one way you can use your completed Summary of Performance during high school.

7. Describe one way you can use your Summary of Performance after high school.

8. List three types of goals listed on your Summary of Performance.

- a. _____
- b. _____
- c. _____

9. List three examples of accommodations used in a summary of performance

- a. _____
- b. _____
- c. _____

10. Which of the following is not addressed in the goal section of the summary of performance?

- A. employment
- B. accommodations
- C. education

Unit 1: Getting Started TE
Checking Your Knowledge Quiz

Choose the best answer that defines the following terms.

1. Self-awareness:

A. refers to a person knowing about himself or herself

B. refers to a person making a deliberate or purposeful effort to speak up for his or her needs or ideas.

C. refers to a person knowing about other people around them

2. Self-advocacy:

A. refers to a person making an effort to speak up for someone else

B. refers to a person knowing about himself or herself

C. refers to a person making a deliberate or purposeful effort to speak up for his or her needs or ideas.

Circle the correct answer.

3. Self-awareness plays an important role in my ability to self-advocate. True False

4. My communication skills influence how well others listen to me. True False

5. Using a KWL chart can help students keep track of what they learn. True False

Provide a short answer for the following questions.

6. Identify two or more purposes of your portfolio/ME! Book. Possible answers:

Organizing and displaying work, displaying my growth over time, evaluating my performance, determining if my learning goals have been met and/or creating a valuable resource to use during and after high school.

7. What does KWL stand for?

K: *what students know*

W: *what students want to learn/know*

L: *what students want to learn/know*

Unit 2: Learning About Special Education TE
Checking Your Knowledge Quiz

Choose the best answer that defines the following terms

1. Barrier:
 - A. Belief that a person lacks the capability to do something well
 - B. Anything that prevents or hinders movement and/or action**
 - C. A document that describes the needs and services of a special education student

2. Prejudice:
 - A. Positive beliefs or attitudes towards certain people
 - B. Anything that prevents or hinders movement and/or action
 - C. Beliefs and/or attitudes people have toward other people and/or situations without knowledge and facts about those people or situations.**

3. Accommodation:
 - A. Adjustments or changes made to how a student completes his/her work**
 - B. Belief that a person lacks the capability to do something well
 - C. Anything that prevents or hinders movement and/or action

Provide a short answer for the following questions.

4. List at least 3 people who are part of your IEP team.
 - a. *Special education teacher*
 - b. *Student*
 - c. *Parent*

5. What does IEP stand for?

I: *Individual*

E: *Education*

P: *Plan*

Circle the correct answer.

6. War has changed the way people in the United States view disability. **True False**

7. There is more than one type of IEP meeting. **True False**

8. How many people in the United States have a disability?
 - a. 1 in 5**
 - b. 1 in 10
 - c. 1 in 50
 - d. 1 in 100

Unit 3: Understanding My Individualized Education Program TE

Checking Your Knowledge Quiz

1. Which of the following is **NOT** a section included on your IEP?
 - a. Goals and objectives
 - b. Parent concerns
 - c. Your strengths
 - d. Student concerns**

2. Where on your IEP would you find specific information about how you are doing in school and the results from your testing?
 - a. Present levels of Educational Performance**
 - b. Goals and Objectives
 - c. Course of Study
 - d. Program Modifications

3. How many pages does your IEP include? _____ 3-6, 8-9__

4. List one benefit of having an IEP _____

5. According to my IEP, my strengths include

6. According to my IEP, I need to work on

7. Which of the following is not one of the postsecondary goals listed on an IEP:
 - A. independent living
 - B. accommodations**
 - C. education
 - D. employment

8. What classes are listed on your Course of Study for next school year?

9. Are the courses listed on your Course of Study, classes you want and/or need to take next year?
YES NO

Unit 4: Understanding My Rights & Responsibilities TE
Checking Your Knowledge Quiz

What do the letters stand for?

1. **I:** Individuals (with)
D: Disabilities
E: Education
A: Act

Define the following term

2. Child Find: *Is the part of IDEA that states that school districts are responsible for identifying students with disabilities.*

3. Give two examples of rights that you have: *right to an education, right to vote, right to own property, right to bear arms*

4. Give two examples of responsibilities that you have:

Circle the correct answer.

5. High school students have a legal right to modifications **True False**

6. Postsecondary students have a legal right to modifications **True False**

7. During kindergarten through the 12th grade, it is the schools responsibility to find out if a student has a disability. **True False**

8. Colleges are responsible for finding out if a student has a disability. **True False**

9. Section 504 and the ADA are both anti-discrimination laws that focus on access for individuals with disabilities. **True False**

Provide a short answer for the following questions.

10. What does the acronym FAPE stand for?

F: *Free*

A: *Appropriate*

P: *Public*

E: *Education*

Unit 5: Improving My Communication Skills TE
Checking Your Knowledge Quiz

Give an example of each:

1. Verbal communication: _____

2. Nonverbal communication: _____

Provide a short answer for the following questions.

3. List two examples of good communication skills

4. List two examples of poor communication skills

5. Why are good communication skills important?

6. What does the acronym SHARE stand for?

S: *Sit/stand up straight*

H: *Have a pleasant tone of voice*

A: *Activate your thinking*

R: *Relax*

E: *Engage in eye communication*

Circle the correct answer.

7. The way I talk to others influences how well they listen to me. True **False**

Unit 7 Knowledge Quiz
Unit 7: Advocating For My Needs in High School TE
Checking Your Knowledge Quiz

Give the definition.

1. Accommodation: *Adjustments or changes made to how a student completes his/her work*

Circle the correct answer.

2. It is important that I know the accommodations listed on my IEP before asking my teacher(s) for accommodations. **True False**

3. It is important that I use good communication skills when asking my teacher(s) for accommodations. **True False**

Provide a short answer for the following questions.

4. List one class you will likely need accommodations in next school year?

5. What accommodations might you need during the class?

6. Explain how these accommodations might help you be successful in the class.

7. List at least one person you should contact about receiving these accommodations next year

Unit 8: Advocating For My Needs After High School TE
Checking Your Knowledge Quiz

Circle the definition for the following term:

1. Section 504:

- A. an anti-discrimination law that requires schools to provide students with disabilities access to education.**
- B. a civil rights law that protects people with disabilities by requiring places to be accessible to people with disabilities
- C. a law that states students have the right to eat lunch at school

What do the letters stand for?

2. A: *Americans (with)*

D: *Disabilities*

A: *Act*

Circle the correct answer.

3. During a job interview, an employer is allowed to ask if you have a disability.

True False

4. During a job interview, an employer is allowed to ask about your abilities and skills.

True False

5. There are laws that protect the rights of students with disabilities.

True False

6. Students have a legal right to accommodations at Tech Centers.

True False

7. Students have a legal right to accommodations at colleges.

True False

Provide a short answer for the following questions.

8. List two reasons why a person with a disability might choose to tell people at work about his/her disability.

9. List two reasons why a person with a disability might choose **NOT** to tell people at work about his/her disability.

10. List one possible positive outcome of disclosing your disability at work.

11. List one possible negative outcome of disclosing your disability at work.

12. Which is an example of an illegal question an employer may ask at a job interview?

A. Do you have any type of reading or writing disability that I should know about?

B. We are looking for someone who is able to do complicated math on a regular basis. Will this be a problem for you?

13. List one thing you can do if an employer asks about your disability.

What do the letters EEOC stand for?

14. **E: *Equal***

E: *Employment*

O: *Opportunities*

C: *Commission*

Unit 9: Developing My Resources TE

Checking Your Knowledge Quiz

Circle the correct answer.

1. It is important for me to clearly define my goals. True False
2. Accomplishing my goals requires me to take multiple steps toward each goal. True False
3. It is important to have a timeline for accomplishing each of my goals. True False

Provide a short answer for the following questions.

4. What is a Summary of Performance?

A document that describes a student's goals, disability, accommodations, and evaluation scores

5. When is a Summary of Performance completed?

Ongoing through the high school experience

6. Describe one way you can use your completed Summary of Performance during high school.

Help a student participate in his/her IEP meeting and plan for the transition from high school to adult life.

7. Describe one way you can use your Summary of Performance after high school.

Can help student in postsecondary school by providing him/her with helpful information to share when asking for accommodations.

8. List three types of goals listed on your Summary of Performance.

a. *Independent*

b. *Education*

c. *Employment*

9. List three examples of accommodations used in a summary of performance

a. *Read A Loud*

b. *Separate Setting*

c. *Extended time*

10. Which of the following is not addressed in the goal section of the summary of performance?

A. employment

B. accommodations

C. education