

Title of Lesson:

Introduction to Student-Led IEPs

Search Terms:

IEPs, self-advocacy, elementary, junior high, history (disability rights and responsibilities)

Date of Creation:

July 11, 2020

Creator of the Lesson:

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Grade Level:

5th-8th

Subject:

Self-advocacy

Time Duration:

Approx. 90 minutes (split up over several days)

Summary of Lesson:

Students will learn about the IEP process, their roles and responsibilities, and create a presentation to communicate about self and advocate for supports/accommodations.

DSE Alignment:

DSE 1. Contextualize disability within political and social spheres.

- I can understand and communicate about my disability and my educational needs.

DSE 2. Privilege the interests, agendas, and voices of people labeled with disability/disabled people.

- I can listen and value the work of disabled peers.

DSE 3. Promote social justice, equitable and inclusive educational opportunities, and full and meaningful access to all aspects of society or people labeled with disability/disabled people.

- I can develop ideas to increase inclusive practices in my school.

DSE 4. Assume competence and reject deficit models of disability.

- I can view disability as natural.
- I can identify environmental barriers that cause me harm.

Standards:

Common Core Standards:

- 1B.3b. Analyze how making use of school and community supports and opportunities can contribute to school and life success.

Lesson Objectives and Assessments:

Objective:

- Students will identify and communicate their personal strengths, weaknesses, and learning differences.
- Students will recognize the supports they need to access and benefit from their educational environment.

Assessment:

- Ongoing formative assessment embedded throughout the lesson. Each student completes the self-assessment rubric that was designed by Two Rivers Public Charter Schools (2019) as a summative assessment.

Success Criteria:

- Students will understand and communicate about their disability and educational needs.
- Students will show empathy for all peers, including peers with disabilities in the classroom, school, and communities

Teacher Guide:

Step 1: Lesson Component: Introduction of Individual Education Program (IEP)

Estimated Time: 15 minutes

Instructional Strategy: Whole group discussion, whiteboard/chart paper

What is an IEP?

- An IEP is a written statement of the educational program designed to meet a child's individual needs. Every child who receives special education services must have an IEP. The IEP is designed to set appropriate learning goals for the child and to state the services that will be provided.

Who is on the IEP team?

- Parents
- Student
- Special Education Teacher
- General Education Teacher
- Agency (School District) Representative
- Any other person that has knowledge that can help develop your IEP

Key parts of an IEP, definition of terms

- Present Levels of Academic Achievement and Functional Performance (strengths and areas of need) - How are you currently doing in school? How does your disability affect your or her performance in class?
- Annual Goals - Are created to address each need in your IEP. It is the annual progress expected for you to achieve.
- Accommodations - What environmental support is needed for you to access the learning? Examples include, extra time, repeated directions, breaks, quiet area to work, etc...
- Placement and Services - What are the special services from teachers or therapists that you need to help you achieve your goals?

Step 2: Lesson Component: Identify the parts of an IEP

Estimated Time: 15 minutes

Instructional Strategy: Guided practice

- Teacher passes out the "The Best Me I Can Be Video" worksheet to the students. As the video is playing, have students identify the parts of the IEP that students are leading in the video (formative assessment).
- Watch The Best Me I Can Be – Module 5 (2019) video [Captioned] [Length: 11:09] <https://youtu.be/DGaazxPIqt0>
- Teacher pauses video after each example to guide/model/discuss what the students are doing in the video
- Class discussion following the video

Step 3: Lesson Component: IEP planning

Estimated Time: 15 minutes (more if needed)

Instructional Strategy: Independent practice, formative assessment

- Each student completes an "IEP Meeting - Planning" worksheet and then conferences with the teacher to view their own IEP and discuss the planning worksheet.

Step 4: Lesson Component: Communicate about parts of an IEP

Estimated Time: 30 minutes

Instructional Strategy: Independent activity, formative assessment

- Each student develops a personal presentation using their planning worksheet, the teacher provides feedback and guidance

Step 5: Lesson Component: Presentation practice activity

Estimated Time: Varies

Instructional Strategy: Student presentations, summative assessment

- Each student practices their presentation. They are given the choice to present to their class or just to the teacher. The teacher provides encouragement and feedback.

Step 6: Lesson Component: Self-assessment

Estimated Time: 5 minutes

Instructional Strategy: Summative assessment, reflection

- Each student completes the "self-assessment rubric" worksheet that was designed by Two Rivers Public Charter Schools (2019)

Required Materials/Equipment:

- Copy of each student's IEP
- Video and worksheet - The Best Me I Can Be
<https://youtu.be/DGaazxPlgt0>
- IEP planning worksheet
- Self-Assessment Rubric

Extensions/Practice (Continuation of Engagement):

Students are encouraged to practice their presentations with family members and other members of their educational team (general education teachers, therapists, specials teachers).

References:

- Hawbaker, B. W. (2007). Student-Led IEP Meetings: Planning and Implementation Strategies. *Teaching Exceptional Children Plus*, 3(5). August 11, 2019. <https://files.eric.ed.gov/fulltext/EJ967458.pdf>.
- Learn with Two Rivers: Student-led IEPs (2019). <http://www.learnwithtworivers.org/student-led-ieps.html>
- Module four: Students determined to take control of their education and their lives (n.d.). <https://www.imdetermined.org/quick-links/modules/module-four/>
- The short and sweet of IEP overview. (2017, August 1.). <https://www.parentcenterhub.org/iep-overview/>

Name: _____ Date: _____

The Best Me I Can Be Video Worksheet
Circle the part of the IEP that each student is leading.

1st Student - Marney's IEP Meeting:

- Present Levels (strengths and areas of need)
- Goals
- Accommodations
- Placement and Services

2nd Student - Jimon's IEP Meeting:

- Present Levels (strengths and areas of need)
- Goals
- Accommodations
- Placement and Services

3rd Student - Jabez's IEP Meeting

- Present Levels (strengths and areas of need)
- Goals
- Accommodations
- Placement and Services

Reflection Question:

Do you believe it is important for students to lead their own IEP meetings? Why?

Name: _____ Date: _____

IEP Meeting - Planning Worksheet

Part of IEP	Questions To Answer
Present Levels	What are you good at (strengths)? What do you need to work on (areas of need/challenges)?
Goals	What academic areas do you need help in? What behavioral or social emotional areas do you need help in?
Accommodations/ Supplementary Aids	What helps you be successful in the classrooms?
Placement and Services	How can a teacher help you? How can your parents help you?

Name: _____ Date: _____

**Self-Assessment Rubric
(Adapted from Two Rivers Public Charter School, 2019)**

	4	3	2	1
IEP Awareness	I understand my IEP and can explain the IEP and its purpose to others.	I know the meaning of IEP and the purpose of an IEP meeting.	I know the meaning of IEP.	I do not know what an IEP is.
IEP Participation	I have discussed my IEP with my teacher(s) and have contributed information about myself for the development of my IEP. I communicate and take ownership of this information at my IEP meeting.	I have discussed my IEP with my teacher(s) and have contributed information about myself for the development of my IEP.	I have discussed my IEP with my teacher(s), but I do not participate in the meeting.	I do not participate or attend my IEP meeting.
Knowledge of IEP Content	I can name the accommodations and goals in my IEP. I have assisted in their development and am able to explain them.	I can name the accommodations and goals in my IEP, but I do not have a voice in the development.	I know that I have accommodations and goals, but I do not know what they are.	I do not know what is in my IEP.
Abilities and Disabilities	I am able to explain my strengths and challenges and its impact to members of my IEP team and to others.	I am able to describe my strengths and challenges and explain its impact to members of my IEP team	I have an understanding of my strengths and challenges and how it impacts me.	I can recognize some strengths and challenges and am unsure of how it impacts me.