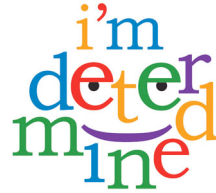


**Organizing Topic:** IEP Involvement

**Title:** Important Words to Know About Me and My IEP

**Target Level:** Elementary and Middle Schools



**Sample Related Standards of Learning:**

- 2.2 The student will continue to expand listening and speaking vocabularies.
  - a) Use words that reflect a growing range of interests and knowledge.
  - b) Clarify and explain words and ideas orally.
  - c) Follow oral directions with three or four steps.
  - d) Give three-step and four-step directions.
  - e) Identify and use synonyms and antonyms in oral communication.
  
- 3.1 The student will use effective communication skills in group activities.
  - a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.
  - b) Ask and respond to questions from teachers and other group members.
  - c) Explain what has been learned.
  
- 4.1 The student will use effective oral communication skills in a variety of settings.
  - a) Present accurate directions to individuals and small groups.
  - b) Contribute to group discussions.
  - c) Seek ideas and opinions of others.
  - d) Use evidence to support opinions.
  - e) Use grammatically correct language and specific vocabulary to communicate ideas.

**Objective:**

- Students will understand and be able to articulate words that are used in the IEP process.

**Prerequisite Understandings/Knowledge/Skills:**

- Prior knowledge of the concept of individual differences, including disabilities
- Knowledge of own disability
- Prior knowledge of the concept of an IEP
- Recognition of the vocabulary used in the IEP process

**Materials Needed:**

- Chart paper
- Markers and highlighters
- Blank IEP document
- "*Words I Need to Know*" organizer
- "*Words I Need to Know*" post test
- List of words/accurate definitions (provided through lesson)
- Examples of high- and low-tech assistive technology
- "*I Have.. Who Has..?*" cards

**Timeframe:** 45-60 minutes

**Lesson Procedure:**

1. Obtain an understanding of the students' prior knowledge of this subject (pre-test) by providing the "*Words I Need to Know*" organizer and asking the students to describe on the top line of the second column what they know about each word.
2. Present question to class: "What unfamiliar words have you heard in an IEP meeting?" and/or "What words have you heard adults use about you and your IEP that puzzle you?" Record words on chart paper and probe or guide the discussion to include the eight terms included in this lesson plan (disability, IEP, assistive technology, services, confidential, accommodations, goal, present level of performance)
3. Discuss each word by providing a description, explanation and example. Have the class restate description, explanation and example for each on the chart paper or board.
4. Ask students to construct a picture, symbol or graphic representing each term.
5. Have students locate and highlight each word in the sample IEP document you provide. Follow up with a think-pair-share activity whereby the students check their accuracy with a partner. The whole class can then discuss more fully each term.
6. As a review, play "*I Have.. Who Has..?*" and then administer post-test (matching terms).

**Specific Options for Differentiating this Lesson:**

- Use pictures/ computer web sites for identifying assistive technology.
- Show a video of an IEP meeting and ask students to listen for familiar/unfamiliar words.
- Have students interview a teacher about the IEP process. Record words that are unfamiliar to them on a graphic organizer.
- View IEP document electronically and highlight using Smart Board.
- Orally administer pre- and post-test.

**Evaluation:**

- Rubric for class participation during brainstorming, reflection and definition creation
- Teacher review of "I Have.. Who Has..?" activity.
- Pre- and post-test.

**Extending Understanding:**

- Create a photo story, collage, PowerPoint presentation, audiotape recording or pod cast of the IEP process emphasizing the vocabulary.

**References:**

- US, Department of Education ED.gov. Retrieved January 27, 2008, from Building the Legacy:IDEA 2004. Web site:  
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## “Words I Need to Know” Organizer

<b>Words Used in IEP Process</b>	<b>Description and/or Explanation</b>	<b>Example or Picture/Symbol/Graphic</b>
<b>1. Disability</b>		
<b>2. IEP (Individualized Education Program)</b>		
<b>3. Assistive Technology</b>		
<b>4. Related Services</b>		
<b>5. Confidential</b>		
<b>6. Accommodations</b>		
<b>7. Goals</b>		
<b>8. Present Level of Performance</b>		
<b>9. Services</b>		

## “I Have.. Who Has..?” Activity

Note to teacher: Delete numbers from each card, print on cardstock, cut cards apart and shuffle. Distribute to individual students. Have the student holding Who Has ..... the result of a physical or mental condition that limits ...? begin by reading the card. Then the student holding I Have ..... Disability should read his/her answer and then the question on the card he/she is holding. Continue with this process until all cards have been read, ending with I Have.....services.

Teacher may wish to prompt when students get stuck. Repeat as necessary until understanding is reinforced. Timing often makes it fun, placing students on competing teams.

<p>(If you are holding this card, you begin the game.)</p>	<p><b>1.A. I Have.....</b> Disability</p>
<p><b>1. Q. Who Has.....</b> the result of a physical or mental condition that limits or prevents my ability to develop, achieve, and/or function in school at a normal rate?</p>	<p><b>2. Q. Who Has.....</b> how school and my teachers adapt, adjust, or change the physical environment, instruction or services for me so that my disability does not affect my learning. They are based upon my special needs. Examples are allowing me 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?</p>

<p><b>2.A. I Have...Accommodations</b></p>	<p><b>3.A. I have...Individualized Education Plan or Program</b></p>
<p><b>3.Q. Who has.....</b> a written document that describes my educational plan. My IEP talks about my disability, what skills I need to learn, what I'll do in school this year, what services my school will provide, and where my learning will take place?</p>	<p><b>4. Q. Who has.....</b> transportation and developmental, corrective, and other supportive services that I require in order to benefit from school. Some examples are: speech/language pathology, audiology, psychological services, physical and occupational therapy, recreation (including therapeutic recreation, orientation and mobility services, school health services, social work services in schools, and parent counseling and training)?</p>

<p><b>4.A. I Have.....Related Services</b></p>	<p><b>5.A. I Have.....Goals</b></p>
<p><b>5.Q. Who Has.....</b> what I intend to accomplish?</p>	<p><b>6. Q. Who Has.....</b> any item that is used to increase, maintain, or improve my participation and achievement in school, these are tools to help me overcome challenges and enable me to enhance my quality of life and lead a more independent life?</p>

<p><b>6.A. I Have.....</b> Assistive Technology</p>	<p><b>7.A. I Have.....</b> Confidential</p>
<p><b>7.Q. Who Has.....</b>my education and the way I learn is my business and the business of my family and teachers- nobody else needs to know?</p>	<p><b>8.Q. Who has....</b>a description of my current strengths and needs?</p>
<p><b>8.A. I Have.....</b>Present Level of Performance</p>	<p><b>9.A. I Have.....</b> services</p>
<p><b>9.Q. Who Has.....</b> special supports I will need to benefit from school and reach my goals?</p>	<p><b>The End!</b></p>

Student: \_\_\_\_\_

Date: \_\_\_\_\_

## **Words I Need to Know**

### Post Test

<b>Word Bank</b>			
<b>Accommodations</b>	<b>Assistive Technology</b>	<b>Services</b>	
<b>Confidential</b>	<b>Disability</b>	<b>Goals</b>	<b>IEP</b>
<b>Present Level of Performance</b>		<b>Related Services</b>	

***Place each word in front of the definition that you learned in class.***

1. \_\_\_\_\_ means my education and the way I learn is my business and the business of my family and teachers. Nobody else needs to know.
2. \_\_\_\_\_ are items that are used to increase, maintain, or improve my participation and achievement in school.
3. \_\_\_\_\_ are transportation and developmental, corrective, and other supportive services that I require in order to benefit from school.
4. \_\_\_\_\_ is a written document that describes my educational plan.
5. \_\_\_\_\_ describe how school and my teachers adapt, adjust, or change the physical environment, instruction or services for me so that my disability does not affect my learning.
6. \_\_\_\_\_ is the result of a physical or mental condition that limits or prevents my ability to develop, achieve, and/or function in school at a normal rate.
7. \_\_\_\_\_ are something I intend to accomplish.
8. \_\_\_\_\_ is a list of my strengths and needs.
9. \_\_\_\_\_ are special supports I will need to benefit from school and reach my goals.