

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: _____

2. Event:

How/Why: _____

How/Why: _____

Section 3: MY LIFE 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 in your life. If not, explain why you think you have not experienced barriers or prejudice.

KWL Chart

Student: _____ Date: _____ to _____

[illegible]

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: _____

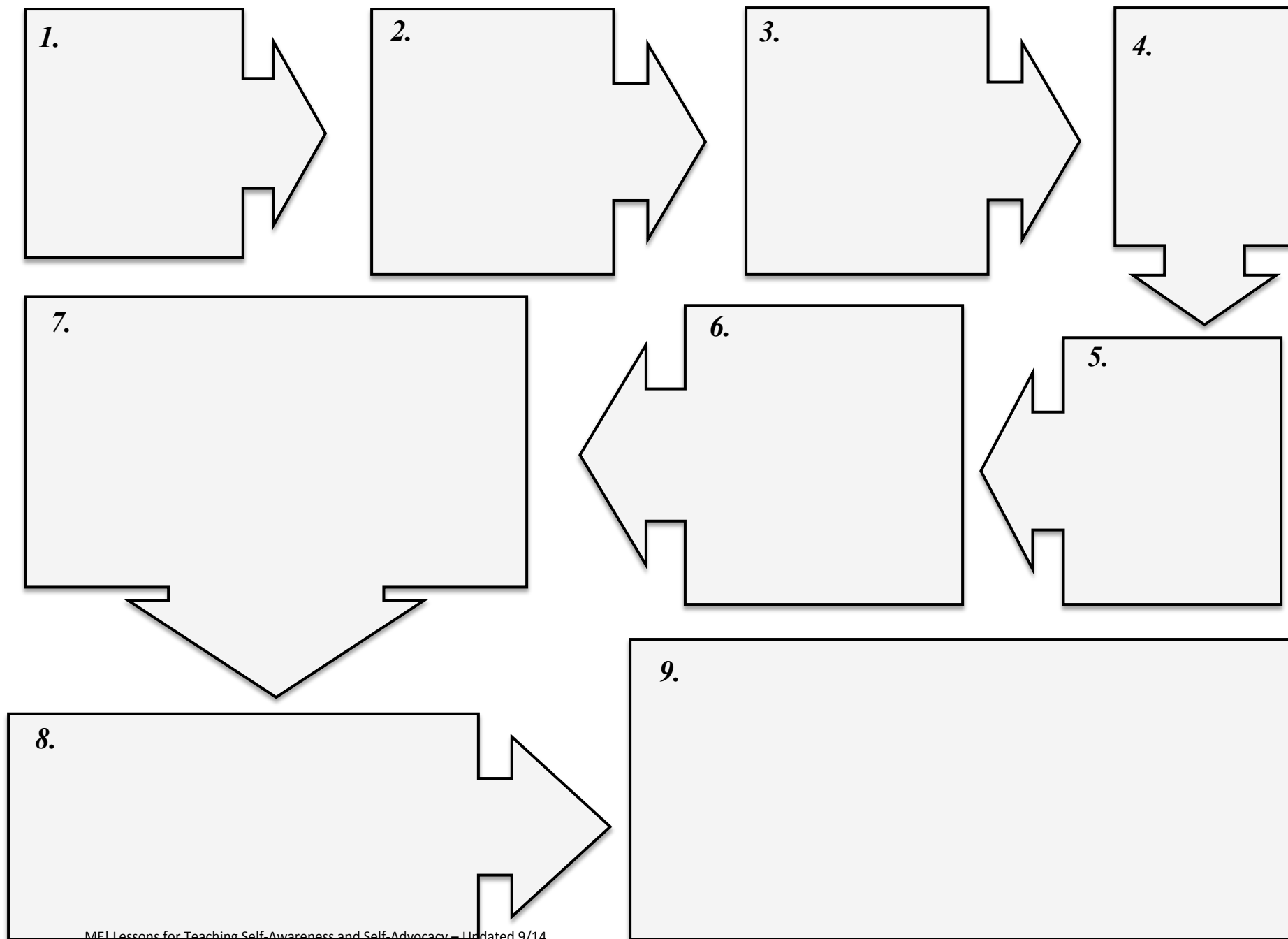
10. Annual Review: _____

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 psychometrist, or 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 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 has a disability?
 - a. 1 in 5
 - b. 1 in 10
 - c. 1 in 50
 - d. 1 in 100

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 Unites States view disability. **True False**

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