

## 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 9<sup>th</sup> grade and has been attending her IEP meetings since the 6<sup>th</sup> 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

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#### MATERIALS

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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  
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**\*\*NICHCY free resources only available until Sep. 30, 2014\*\***

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