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

**Lesson 2**

Special Education! How and Why Did I Get Here?

**TIME:** 30-45 minutes

**OBJECTIVES**

Students will:

1. identify the purpose of special education

2. identify key terms and definitions related to special education

3. describe the four most common types of IEP meetings

**MATERIALS**

1. Worksheet 2-2: Learning About Special Education: How and why did I get here? (terms and acronyms, Flowchart)

2. Worksheet 2-2: Learning About Special Education: How and why did I get here? (answer key)

**LESSON OPENING**

o *We have learned about self-awareness, self-advocacy and a little about the history of disability rights. Today we are going to talk about special education. You will learn why some students are in special education and how they got there.*

o *Let’s start by adding to our KWL charts. In the last lesson, you each made entries in the “K” column about special education. Let’s take a minute and talk about the things you listed in the “K”and “W” column.*

**PROCEDURE**

1. Discuss and complete worksheet 2-2, Learning About Special Education.**Handout:** Distribute worksheet 2-2, Learning About Special Education.

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

o *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.

o *The letters IEP stand for Individual Education Program.*

• Continue using answer key/Google Slide 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 2-2 Flow chart. Review the Flow Chart with your students.

**LESSON CLOSURE**

o *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.*

o *In our next lesson, you are going to use what you learned today to describe your experience in school*

– *Can you remember your parents or teachers talking to you about your disability?*

– *What are some things that you feel are difficult for you in school?*

o *Now, take a minute and look at your KWL charts.*

o *Make entries identifying some things you learned today.*

o *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.*

o *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.*

**STUDENT EVALUATION**

1. Completed Worksheet 2-2: Learning About Special Education: How and why did I get here? (Terms and Acronyms)

2. Participation in discussions

3. Entries as needed on individual KWL chart