Unit 3 Lesson 1

**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

**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 9th grade and she has been attending her IEP meetings since the 6th 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.*

• Record the solutions students identify in the space below or somewhere in the classroom.

Problems Solutions

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• 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.

o *Please take out your KWL charts.*

o *Today you are going to start learning about your IEP.*

o *Before we start, let's look at what we have learned and what we would like to learn.*

o *Is there anything listed on your KWL that you have not gotten an answer to yet?*

o *Now, let's 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.

o *Now, let’s take a minute to write some entries on what you want to know about IEPs.*

o *Let’s move on to our lesson about IEPs*

**PROCEDURE**

**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: IEP Scavenger Hunt.

**Handout:** Distribute copies of student IEPs and worksheet 3-1: IEP Scavenger Hunt. Have students work in small groups or pairs to complete worksheet 3-1.

**Discussion point(s):** Briefly introduce the IEP document to students.

o *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. Let's look at the IEP first.*

o *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.

o *Take a minute to look through the pages just to get an idea of what it looks like.* o *Have you seen your IEP before?*

o *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.*

• Encourage students to write on the IEP if they need to.

**LESSON CLOSURE**

• Any questions?

• Have students report about their progress for today.

o *Let’s take a minute to add to our KWL charts.*

o *Make sure you put all of your papers in your ME! Book so you will have them during our next class.*

**STUDENT EVALUATION**

1. **Handout:** Distribute Unit 3 Knowledge Quiz for students to complete.

2.Student participation

3.Progress on worksheet 3-1

4. Entries on KWL chart as needed