

**Self Determination & IEP Involvement Unit**

Evidence outcomes:	Day 1: What is Self Determination		Day 2: Abilities & Challenges
<ul style="list-style-type: none"> <li>★ Students will be provided with tools that will enable them to use <b>self-determination</b> skills</li> <li>★ Students will develop self-advocacy, problem solving, networking and leadership skills.</li> <li>★ Students will understand their abilities and challenges in order to contribute to the development of their IEP to the highest degree possible.</li> <li>★ Students will be guided and supported to present and lead their annual/triennial IEP meeting to the best of their ability.</li> </ul>	Standards	Reading Standards 1 & 6 Access Skills: Decision making and Problem-solving	Access Skills: Communication & Basic Language Skills, Intra/Inter Personal Workplace Competencies: Communication, Self-management,
	DOL	SWBAT define and explain the benefits of <i>self-determination</i> in their own words through the use of a graphic organizer and discussion.	SWBAT recognize and communicate their abilities and challenges related to their disabilities.
	Activities	<p><b>Bell Work</b></p> <ul style="list-style-type: none"> <li>★ What do the words "Self" and "Determine" mean (dictionaries available)</li> </ul> <p><b>Explain</b></p> <ul style="list-style-type: none"> <li>★ Think-pad Brainstorm: meaning of self-determination as a class (graphic organizer)</li> <li>★ Provide notes to complete the graphic organizer &amp; Discuss as a class</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>★ As a class read the "In Spite Of" stories &amp; discuss</li> <li>★ <i>Think, Pair, Share:</i> Have each student think of a time where they overcame adversity ("I did it in spite of..." Share with a friend.</li> <li>★ Complete the Abilities handout and share with a partner</li> <li>★ Introduction to IEP booklet p. 2 &amp; 3</li> </ul> <p><b>Differentiation</b></p> Large Print Dictionary, Picture Cards Complete the graphic organizer using Inspiration and their own graphics to define the meaning.	<p><b>Bell Work</b></p> <ul style="list-style-type: none"> <li>★ Review abilities, by sharing your list (from day 1) with a partner</li> </ul> <p><b>Explain</b></p> <ul style="list-style-type: none"> <li>★ Students will be split into 2 groups                             <ul style="list-style-type: none"> <li>○ Group A: Abilities</li> <li>○ Group B: Challenges</li> </ul> </li> <li>★ Switch after 20/30 minutes</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>★ Group A: Complete <i>Things that make you special</i>, Picking Stickies: <i>Multiple Intelligences Inventory</i>, Discuss abilities related to handouts, Learning Styles Web</li> <li>★ Group B: Discuss what it means to be ED/LD/ID- <i>We all have Challenges WS</i>, School Psych to explain disabilities, Complete <i>Things that are difficult for me</i></li> <li>★ Complete p. 7 of IEP book</li> </ul> <p><b>Differentiation</b></p> Small groups, or individual to discuss disabilities and challenges. Picture MI Inventory Student friendly Info on ED/LD/ID
<b>Materials &amp; Resources</b>		Self-determination graphic organizer Graphic organizer answers My abilities Handout	School Psychologist – to discuss disabilities & challenges. Abilities WS <i>Multiple Intelligences Inventory</i> – <a href="http://bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks3/ict">bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks3/ict</a> <i>They did not give up</i> <i>Things that are difficult for me</i> IEP Book

4 - can do and teach; 3 - can do using own ideas/thoughts; 2 - can do with prompting and support; 1 - attempted, but needs support		
Student's Names	DOL Ranking & Notes	DOL Ranking & Notes

Notes:

	Day 3: It's My Right	Day 4: Knowing Yourself	Day 5: Goal Setting
Standards	Reading & Writing Standards 1, 2 & 3 Access Skills: Self-Advocacy, Technology	Access Skills: Career Development, Intrapersonal, Self-Determination ICAP: 2.01(1)(a), 2.01(1)(b), 2.01(1)(c)	Writing Standards 2, 4 Access Skills: Self Advocacy, Career Development ICAP: 2.01(1)(i)
DOL	SWBAT understand and define their rights as a student with disabilities by creating a brochure that includes FAPE, IEPs, LRE, and Evaluations	SWBAT develop an understanding of their strengths, weaknesses, personal values, and goals and display them through graphic organizers.	SWBAT define short and long-term goals in specific terms and identify steps to achieve goals in measurable terms.
Activities	<p><b>Bell Work</b></p> <ul style="list-style-type: none"> <li>★ Discuss "What is a right?" IDEA truths and Myths Handout</li> </ul> <p><b>Explain</b></p> <ul style="list-style-type: none"> <li>★ Explain &amp; Discuss what IDEA, LRE, FAPE and IEPs related to their rights</li> <li>★ Give students a handout with terms defined</li> <li>★ Think-Write-Pair Share how to use terms in the brochure</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>★ Create a brochure titled "It's My Right" that explains these concepts (Using Word or Pages)</li> <li>★ P. 4 in IEP booklet</li> </ul> <p><b>Differentiation</b></p> <p>Copy the definitions, Use Word templates Fill in the blanks on a brochure Role-play self-advocacy of rights Bring in teachers or community members to practice self-advocacy.</p>	<p><b>Bell Work</b></p> <ul style="list-style-type: none"> <li>★ Listen to a speaker with a disability (<a href="http://www.imtyler.org">www.imtyler.org</a>)</li> </ul> <p><b>Explain</b></p> <ul style="list-style-type: none"> <li>★ Complete the Self-Awareness Map using words, pictures, magazine collage etc.</li> <li>★ P. 5 – 6 in IEP booklet</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>★ Volunteers to show their Map</li> <li>★ Use maps to write PLOP</li> <li>★ Transition Assessment Surveys (Choose from S Transition Plan)</li> <li>★ Complete present level section in IEP book</li> </ul> <p><b>Differentiation</b></p> <p>Give examples of each of the handouts on the board.</p>	<p><b>Bell Work</b></p> <ul style="list-style-type: none"> <li>★ Brainstorm goals as a class, separate the goals into short/long term. Sticky notes on the board</li> </ul> <p><b>Explain</b></p> <ul style="list-style-type: none"> <li>★ Introduce a web diagram as a tool for setting goals.</li> <li>★ Give examples of types of information that belongs in each section.</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>★ Complete the web diagram</li> <li>★ Encourage students to set an educational, work, and community goal</li> <li>★ Complete goal sections in IEP book</li> <li>★ P. 8, 9, 10</li> </ul> <p><b>Differentiation</b></p> <p>Allow students to choose from a list of goals Use pictures to represent goals and steps</p>
M&R	IEP Rights (Review Parent/Student Rights), Sample Brochures/Templates	Computer with internet access, projector PLOP handout Transition assessment of teachers choice IEP Booklet Transcripts & grade reports Student Transition Plans	Goal Setting Web IEP Booklet List of example goals Pictures representing those goals (PICS – great resource)

4 – can do and teach; 3 – can do using own ideas/thoughts; 2 – can do with prompting and support; 1 – attempted, but needs support			
Students	DOL Ranking & Notes	DOL Ranking & Notes	DOL Ranking & Notes

Notes:

	Day 6: 4-Year Plans	Day 7: Transition Services & Networking	Day 8: Knowing Accommodations
Standards	Reading and Writing Standard 1 & 2 Math Standard 1 Access Skills: Decision making & Problem-solving ICAP 2.01(b)	Writing Standards 2 Access Skills: Communication & Basic Language, Career Development ICAP 2.01(a)	Writing Standards 2 Access Skills: Communication & Basic Language Skills, Self Advocacy & Determination
DOL	SWBAT select classes and electives of interest to complete their course of study (4 year plan) worksheet that best relates to their career goal.	SWBAT understand and network with transition agencies available with in the community by participating in activities provided by guest lecturers.	SWBAT understand the types of accommodations that help them the most in a variety of situations, as well as practice self-advocacy skills to attain those accommodations in each setting.
Activities	<p><b>Bell Work</b></p> <ul style="list-style-type: none"> <li>★ Create a list of courses that might be helpful for a career related to your goals.</li> </ul> <p><b>Explain</b></p> <ul style="list-style-type: none"> <li>★ Invite the guidance counselor in to discuss classes and courses of study.</li> <li>★ Discuss required classes and graduation requirements</li> <li>★ Discuss electives the school offers and how they can relate to careers</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>★ Find electives in course handbooks that students are interested in or relate to their goals.</li> <li>★ Complete the 4 year plan &amp; Upload to ICAP or complete on College in Colorado</li> </ul> <p><b>Differentiation</b></p> <p>Provide a handout with required credits Fill in required classes on the 4-year plan.</p>	<p><b>Bell Work</b></p> <ul style="list-style-type: none"> <li>★ In your own words write your post school goal.</li> </ul> <p><b>Explain</b></p> <ul style="list-style-type: none"> <li>★ Invite transition agencies in to speak to the group (SWAP, Community Options)</li> <li>★ Provide information</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>★ Complete a Transition assessment (Dependant on Student Transition Plan)</li> </ul> <p><b>Differentiation</b></p> <p>Differentiate through Transition assessment type &amp; guess speaker</p>	<p><b>Bell Work</b></p> <ul style="list-style-type: none"> <li>★ What strategies help you learn best in the classroom? (Review M.I. inventory)</li> </ul> <p><b>Explain</b></p> <ul style="list-style-type: none"> <li>★ Each student learns differently – it’s important to know what you are good at to ask for support and change negative (too challenging) situations into those of which you can benefit and learn.</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>★ Discuss as a class types of accommodations that help you learn best. (Review abilities &amp; challenges)</li> <li>★ Complete p. 11 of the IEP book</li> <li>★ Role play in situations to ask for these accommodations in the classroom</li> <li>★ Self-Advocacy Checklist &amp; Discussion</li> </ul> <p><b>Differentiation</b></p> <p>Multiple intelligence pictures List of accommodations</p>
M&R	Diploma status Guidance Counselor Guest Speaker	Outside Agency Guest Speaker Transition assessment	EIP Books, Previous lesson handouts, Self-Advocacy Check list



	<b>Day 9: Planning an IEP Meeting</b>	<b>Day 10, 11 &amp; 12: Build IEP Presentation Power Point</b>	<b>Day 13: Presentation Practice</b>
Standards	Access Skills: Communication, Self Advocacy, Organization	Writing Standard 2 Access Skills: Organization, Technology, Career Development Workplace: Organization, Technology	Access Skills: Self-Determination, Technology, Career Development, Inter/Intrapersonal, Communication Workplace: Communication
DOL	SWBAT review the process of preparing for an IEP meeting using their IEP books, as well as create invitations, and sample thank you notes.	SWBAT create a power point presentation to review the major portions of their IEP using a template.	SWBAT practice their presentation with a partner and in front of the class.
Activities	<p><b>Bell Work</b></p> <ul style="list-style-type: none"> <li>★ Review your IEP book by reading what you wrote. Make changes, additions etc. as necessary.</li> </ul> <p><b>Explain</b></p> <ul style="list-style-type: none"> <li>★ Explain the process of an IEP meeting and the purpose</li> <li>★ Revisit student rights</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>★ Discuss the IEP meeting check-list</li> <li>★ Allow students time to make a list of people they would like at their meeting, and create invitations.</li> <li>★ Create a sample "Thank you" note for students to use and hand out after the meeting.</li> </ul> <p><b>Differentiation</b></p> <p>Provide sample/fill in the blank thank you notes, or Explain the student role during the meeting</p>	<p><b>Bell Work</b></p> <ul style="list-style-type: none"> <li>★ Use the template and fill in ideas of what you might include in your presentation. (Review your IEP book)</li> </ul> <p><b>Explain</b></p> <ul style="list-style-type: none"> <li>★ Each student will create a power point presentation to read/show at their meeting.</li> <li>★ It should include the main pieces (sections) of the IEP.</li> <li>★ Use the template to create your own.</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>★ Be creative!!!!</li> <li>★ Have fun!</li> <li>★ Proof-read</li> </ul> <p>** Use the Student Lead IEP Timeline!</p> <p><b>Differentiation</b></p> <p>Provide templates</p>	<p><b>Bell Work</b></p> <ul style="list-style-type: none"> <li>★ Review your presentation. Prepare yourself to read your presentation.</li> </ul> <p><b>Explain</b></p> <ul style="list-style-type: none"> <li>★ Students will each have the opportunity to read their presentation to the class.</li> </ul> <p><b>Activities</b></p> <ul style="list-style-type: none"> <li>★ Present to a classmate,</li> <li>★ Present to the class</li> </ul> <p>** Use the Student Lead IEP Timeline!</p> <p><b>Differentiation</b></p> <p>Present/Read parts of the presentation Introduce themselves &amp; explain interests only.</p>
M&R	IEP Books, Check list, Sample invites and thank you's	IEP templates ppts Student lead IEP Timeline	Student lead IEP Timeline





### Resources:

1. *Self-Determined Graphic Organizer*. 2008 Commonwealth of Virginia Department of Education. I'm Determined Project IEP Involvement.
2. *Self-Determined Completed Graphic Organizer*. 2008 Commonwealth of Virginia Department of Education. I'm Determined Project IEP Involvement.
3. *Career Choices* Text.
4. *My Abilities*. 2008 Commonwealth of Virginia Department of Education. I'm Determined Project IEP Involvement. *A Student's Guide to the Americans with Disabilities Act: Teacher's Resource Guide*. By R. M. Balsler, B. M. Harvey, and K. L. Rotroff, 1996, Portland: Department of Vocational Services, Main Medical Center.
5. *Things that make you special*. A Student's Guide to the Americans with Disabilities Act: Teacher's Resource Guide. By R. M. Balsler, B. M. Harvey, and K. L. Rotroff, 1996, Portland: Department of Vocational Services, Main Medical Center.
6. *Assessing My Multiple Intelligences* Inventory. By National Dropout Prevention Center at Clemson University, 1995, Clemson, SC: Copyright 1995 by the National Dropout Prevention Center.
7. *They Did Not Give Up*. Self-Efficacy Lesson plan from imdetermined.org. 2008 Commonwealth of Virginia Department of Education Training and Technical Assistance Centers – I'm Determined Project *Self-Efficacy – They did not Give Up*.
8. *Things That are Difficult for Me*. Holding the Road: Student Self-Advocacy, by To. Long, B. Austin, and J. Bowen, 1998, Atlanta, GA: L.A.B. Educational Press. Copyright 1998.
9. *I'm Determined! Understanding and Preparing for My IEP*. Restructured from materials presented through the I'm Determined Project: 2008 Commonwealth of Virginia Department of Education.