

Lesson Plan

Objective: To teach students to **conduct their own IEP meetings**.

Setting and Materials: Conducted in a regular high school classroom
Self-Directed IEP instructional program (Martin, Marshall, Maxon, & Jerman, 1996a, 1996b, Sopris West Inc.)
Contact #: (800) 547-6747
Cost: \$120

Content Taught

The *Self-Directed IEP* program consists of 11 sessions:

1. Students are introduced to IEP and SD-IEP instruction. A video of a student running his own IEP meeting is presented and discussed. The students are directed to write the definitions of the following terms in their workbooks: *self-directed*, *IEP*, *goals*, and *staffing*. Then the video presentation is reviewed. After this, students write the purpose of the IEP staffing in their workbooks. The session closes with a review of the purpose of *Self-Directed IEP* instruction and IEP meeting.
2. A brief introduction is presented to the students. The students then write the definitions of *transition goals*, *transition specialist*, *vocation*, and *adult service providers* in their workbooks. This is followed by a discussion about who is required to attend IEP meetings. The session closes with a review of the procedures for beginning the IEP meeting.
3. Discuss why an IEP is conducted and a brief introduction to begin the session. The students copy three of their goals from their personal IEP's into their workbooks. A discussion is held about how to meet these goals. The students write the action needed to meet a sample goal and then write the actions needed to meet their own goals. The session is concluded by summarizing the major points of the lesson.
4. A brief introductory statement describes the objectives of the session. The students then write the definitions of *feedback* and *standard* in their workbooks. The group then discusses how to obtain feedback from members of the IEP team. Then, students write how to get feedback from people attending their IEP in their workbooks. The topics of the session are then reviewed which concludes the session.
5. A review of the first four steps of *Self-Directed IEP* begins the session. The students write definitions of *interests*, *skills* and *limits* in their workbooks. The students write one area of interest and a transition goal in their workbooks. Also, they write how they can obtain information about this area of interest.
6. Six transition areas are discussed to start the session. The students are queried on how to ask questions during their IEP meetings. The students write ways to ask questions and the definition of *advocate* in their workbook.

7. The previous six steps are reviewed. The students write the definitions of *strategy* and *compromise* in their workbooks. The *Listening, Using a respectful tone, Compromising, and Knowing the reasons for your opinion (LUCK)* strategy is explained. The students write examples of each step of the LUCK strategy in their workbooks. A role-play situation is conducted that gives the students practice in using the LUCK strategy. This session is concluded with a wrap-up.
8. The first seven steps are reviewed. The students write the definition of *support* in their workbooks. They also write down the support they need for their goals. Session 8 concludes with a wrap-up.
9. The first eight steps are reviewed. The students are asked to write the definition of *summarize* in their workbooks. The students state two steps needed to summarize one of their IEP goals, and then they summarize one of their IEP goals. A summary of the main objectives for the lesson concludes the session.
10. The first nine steps are reviewed. The students write closing statements in their workbooks and then read their closing statements aloud. A wrap-up statement closes the session.
11. The 10 steps are reviewed. A staffing script is completed by the students. Also, students complete the Student Feedback Sheet. Session 11 is closed by summarizing all the steps needed to manage an IEP meeting.

Teaching Procedures

1. **Instructional Sessions** – Each instructional session lasts 40 minutes. During instruction, emphasis is placed on teaching students to feel comfortable asking questions and talking to adults in a formal setting. This was accomplished by talking with students about their experiences with adults, their goals, and how best to interact with adults in order to accomplish their goals.
2. **Pre and Post Simulated IEP Meetings** – These meetings consisted of (a) an introduction of people present at the meeting, (b) a review and discussion of student's current IEP goals, (c) discussion of future goals for student's IEP, and (d) closing statements. Meeting time ranges from 10-45 minutes and were conducted and videotaped after the second, fourth, seventh, and tenth sessions.

Evaluation

1. **Self-Directed IEP Behavior Rating Scale (SD-IEPBRS)** – The SD-IEPBRS for each student is scored from videotaped sessions. The observers who scored these scales were trained by watching simulated IEP conferences and they were not part of the study or aware of the purpose of the study.
2. **Self Perception Profile for Adolescents (SPPA)** (Harter, 1998) – Students will complete the SPPA before and after instruction.

Lesson Plan Based on:

Snyder, E. P., & Shapiro, E. S. (1997). Teaching students with emotional/behavioral disorders the skills to participate in the development of their own IEP's. *Behavioral Disorders*, 22, 246-259.