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The lessons leading up to this unit have included communication, positive mental attitude, “getting to know you”, and teamwork skills. In this unit, the students will learn about their disability, create a presentation, and some will even volunteer to present their disability. This can be uncomfortable for the students, so it is imperative for the classroom to have a welcoming and family environment. The first day back from a weekend we spend about 10 minutes discussing our weekends. During this time we practice non-verbal listening and verbal skills. This also allows the students to get to know each other and become more comfortable for when we discuss personal information such as their disability.

### **Day 1:**

Break students into two groups.

**Group 1 with me:** Discuss how the word disability makes you feel. Why does it make you feel this way? Does it give you a negative feeling because you don't know very much about it? What else do you not know much about that makes you feel uneasy? The bottom of the ocean...The future...Death.

**Group 2:** What do you “K”now about your IEP? Fill in the K part of the KWL chart. IEP Vocabulary-Quizlet. Create Index Cards.

### **Switch groups**

**Whole group instruction:** Videos-Famous people with disabilities

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**Group 2:** 3-hole punch IEPs and place them in binder. Create a cover for your IEP binder. Browse through your IEP.

Switch groups

### Objectives

The students will be able to understand the first section of their IEP.

**Day 3-Before the lesson:** Have each section from day 1 IEP notes on the board.

**Whole group instruction:** Have the students get on Kahoot. Go through the 16 questions describing the definitions. Students may use their index cards they created from Quizlet.

Students need to get their IEPs. Go through IEP notes 2 having the students highlight each section.

**Exit slip-**Have the students rate how well they feel they know the sections from IEP day 1.



If most of the students rate each section as a “2”, then add those words to the “L” portion of the KWL chart. If they are mostly 0 and 1, add those words to the “W” portion of the KWL chart.

### Objectives

The students will be able to understand the second section of their IEP. The students will be able to identify key vocabulary.

## Day 4

Go over how the students rated each section of the IEP. Add to the “W” and “L” parts of KWL chart.

Split up the students into two groups.

**Group 1:**Use the IEP notes slideshow to go over IEP notes day 3.

**Group 2:** Self-Advocacy article.

**Exit slip:** Have the students rate how well they feel they know the sections from IEP day 2.



If most of the students rate each section as a “2”, then add those words to the “L” portion of the KWL chart. If they are mostly 0 and 1, add those words to the “W” portion of the KWL chart.

**Objectives:** The students will be able to understand the third section of their IEP. The students will be able to discuss advocacy and how it relates to self-directed IEP case conferences.

## Day 5

Discuss how the students rated each section of the IEP. Add to the “W” and “L” parts of KWL chart.

Have the students get on Kahoot. Go through the 16 questions describing the definitions. Students may not their index cards they created from Quizlet.

Students need their IEPs to answer the “IEP questions 1” assignment found on google classroom.

If students get finished before the rest of the class-Go on quizlet and study vocabulary words.

If most of the students rate each section as a “2”, then add those words to the “L” portion of the KWL chart. If they are mostly 0 and 1, add those words to the “W” portion of the KWL chart.

Discuss as IEP questions 1 as a class.

**Exit slip:** When students are finished Have them rate how well they feel they know the sections from IEP day 3.



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2-



**Objectives:** The students will be able to apply the first section of their IEP. The students will be able to identify key vocabulary.

## Day 6

Discuss how the students rated each section of the IEP. Add to the “W” and “L” parts of KWL chart.

The students will get on google classroom and complete the IEP questions 2 using their IEP.

March is disability awareness month. The students will research a famous person with a disability, and they create an article including a biography of the famous person, a picture and information about their disability. I will print these articles and create a binder.

**Objectives:** The students will be able to apply the second and third sections of their IEP.

The students will choose a famous person with a disability and create a newspaper article about them and their disability.

## Day 7 and 8

Pass out the disability presentation rubric and pull up the disability presentation outline on the screen.

Tell the students they are going to spend the next two class periods researching their disability. Go through the outline and rubric, and tell the students that these are your expectations.

The students will find the disability outline and rubric on google classroom. They will also find some websites where they can pull their information.

The last half of the second day should be designated to presenting their disability presentation. (Only if they are comfortable. I also gave them the option of presenting their famous person with a disability article)

**Objectives:** The students will be able to better understand their disability and become more comfortable discussing their disability by creating a presentation and presenting to the class.

## Day 9 and 10

**Ask the students:** Do you attend your case conferences? Before this class, have you ever participated in your case conference? Have you ever contributed information from your IEP during your case conference?

Introduce that the students will be leading their own case conference. Pass out the case conference slideshow rubric and their IEPs. Also, pull up the case conference slideshow outline on the big screen. Go through the rubric and the case conference slideshow outline as a class. As you are explaining each portion, have the students find that part of their IEP that slide is covering. When you get to the present level slide, ask the students if we are able to fill this in yet? (No.) Ask them why? (Because they are present levels. The information on this IEP is no longer present).

Help the students fill in the information from their IEP to their slideshow.

**Objectives:** The students will be able to create a presentation to lead their own case conference.

## Day 11

Have the students get on Kahoot. Go through the 16 questions describing the definitions. Students may not have their index cards they created from Quizlet.

Pass out the disability awareness papers.

The students will complete the webquest about disabilities.

The students will then complete the wordsearch about disabilities.

The famous people with disabilities binder will be passed around.

**Objectives:** The students will be able to become more comfortable with their disability by learning about other's disabilities and their own. The students will be able to identify key vocabulary.

## Day 12

Have the students get on Kahoot. Go through the 16 questions describing the definitions. Students may not have their index cards they created from Quizlet.

The students will create a google form asking their teachers for present levels.

**Objectives:** The students will be able to create a google form to send to their teachers asking for present levels. The students will be able to identify key vocabulary.

## Day 13

The students will need to go to the responses portion of the google form and collect the information from the teachers. They will need to transfer this information to their case conference slideshow.

If time, play KAHOOT.

**Objectives:** The students will be able to transfer the present level information into their case conference slideshow. The students will be able to identify key vocabulary.

## Day 14

The students will put any finishing touches they need to on their case conference slideshow. The students will then get a partner, and each student will present their slideshow to their partner. If there is time, have the students pick a second partner and do the same thing.

**Objectives:** The students will be able to openly discuss their case conference with the teacher and their peers.

## Day 15

The students will lead their case conference! If it is not ACR “season”, I encourage a “mock conference” be held. The students can invite whomever they want, and I am going to have a coordinator present.

**Objectives:** The students will be able to apply their knowledge about their IEP by leading their own case conference.