# **Teaching the IEP Unit Plan**

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| **Teacher Name:** | **Course Name:** |
| **Dates:** | **Periods:** |
| **Unit Name:** Self-Directed IEP Curriculum | |
| **Unit Description:** The students will learn about their IEPs, which will build their advocacy and self-determination skills. We will break the IEP down, so the students can better understand what the IEP is, and why it is important for them to not only attend their case conferences but to participate in them. The students will also research their disability and present it to the class if they are comfortable. This is clearly a very personal topic, but we have built a culture of respect, family, and trust. | |
| Objectives 1-Formative  The students will be able to discuss openly how their disability makes them feel.  2-Formative  The students will be able to analyze the first section of their IEP.  3-Formative  The students will be able to analyze the second section of their IEP. The students will be able to identify key vocabulary.  4-Formative  The students will be able to analyze the third section of their IEP. The students will be able to discuss advocacy and how it relates to self-directed IEP case conferences.  5-Summative  The students will be able to apply the first section of their IEP. The students will be able to identify key vocabulary.  6-Summative  The students will be able to apply the second section of their IEP.  7 and 8-Summative  The students will be able to create a presentation to lead their own case conference.  9-Formative  The students will be able to create a google form to send to their teachers asking for present levels.  10 -Summative  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.  11-Formative  The students will be able to openly discuss their case conference with the teacher and their peers.  12-Summative  The students will be able to apply their knowledge about their IEP by leading their own case conference.  13-Summative  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.  14 and 15-Summative  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.  16-Summative  The students will be able to analyze their IEP and compare and contrast their IEP with a partner they are comfortable with.  17-Formative  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. | |

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| Plans for differentiation for specific students’ needs: **Strategically put the students in groups**  **Lower ability-modification of slideshows**  **Large print**  **Fill in the blank notes** | |
| How will this unit demonstrate rigor and high-level thinking? **The students will have to critique each other’s work.**  **Higher order questions will be asked during discussion.**  **Modified assignments**  **Students will use the rubric to grade their presentations before turning them in.**  **Consistent review and higher order thinking questions** | What instructional strategies will you use to engage all students in this unit? **Hands on**  **Small group discussion**  **Visual**  **Auditory**  **Choice**  **Group activities \*Strategic grouping\***  **No opt out**  **Cold Call**  **Small group instruction**  **Gradual Release**  **Whole group instruction** |
| Vocabulary: TEAMWORK  COMMUNICATION  SIGNATURE PAGE  ACCOMMODATIONS  PRESENT LEVELS  IEP  GOALS  TRANSITION SURVEY  LEAST RESTRICTIVE ENVIRONMENT  SELF-DETERMINATION  POST-SECONDARY GOALS  ADVOCATE  SELF-DIRECTED IEP MEETING  ADULT SERVICE PROVIDER  STRENGTHS  LIMITS  TRANSITION | Materials and Resources: *IEP notes days 1-3*  *Binder for each student*  *IEP for each student*  *IEP google slideshow-for the notes*  *IEP questions 1*  *IEP questions 2*  *Kahoot-IEP VOCABULARY:*[*https://play.kahoot.it/#/k/be310bd5-a989-4725-84c0-a8023300e02f*](https://play.kahoot.it/#/k/be310bd5-a989-4725-84c0-a8023300e02f)  *Example of case conference slideshow*  *Case conference slideshow outline*  *Case conference rubric*  *Disability presentation rubric*  *Disability presentation outline slideshow*  *Disability awareness papers*  *Famous person with disability article outline*  *Construction paper and markers*  *Google form outline*  *Highlighter for each student*  *3 hole punch*  Advocacy Article-iNSOURCE  *Famous people with disabilities videos-*  <https://www.youtube.com/watch?v=GGCnhCXSQBg>  <https://www.youtube.com/watch?v=ohKzofgBx2w>  What is an IEP video:<https://www.understood.org/en/school-learning/special-services/ieps/understanding-individualized-education-programs#item0> |