

Research to Practice Lesson Plan Starter



IEP Meeting Participation Using the Self-Advocacy Strategy (2)

Objective: To address the limits of instructional time by developing an interactive multimedia version of instruction for self-advocacy.

Setting/Materials:

Setting: Instruction takes place in regular classroom with computers.

Materials: Self-Advocacy CD-Rom needed for instruction (Van Reusen, Bos, Schumaker, &

Deshler, 1994).

Content Taught

1. Students will learn five SHARE behaviors that will enable them to communicate effectively:

Sit up straight.

Have a pleasant tone of voice.

Activate your thinking.

Relax.

Engage in eye communication.

- 2. They will also work through five steps of Self-Advocacy Strategy (I-PLAN)

 Inventory completed by students listing their strengths, weaknesses, learning needs, goals, and choices which will prepare them for their upcoming IEP conference.
 - \boldsymbol{P} Provide your inventory involves identifying appropriate time for individual to share information during the conference, speaking clearly and completely, and referring to inventory as needed.
 - L Listen & Respond addresses being an active listener and responding to statements made by others in a positive manner.
 - **A** Ask questions focuses on preparing questions in advance for conference and on asking spontaneous questions when other participants make statements that students do not understand.
 - **N** Name your goals addresses written goals on inventory and negotiating students' goals suggested by teachers or parents.

Teaching Procedures

- 1. Six 30 . 45 minute sessions
 - In the **Interactive Hypermedia Group**, instructors ensure correct use of program, answer questions, and role play with students when they complete their instruction.
- 2. There is also an option of teaching curricula through **Live Instruction** and procedures are laid out in the Self-Advocacy Strategy Instructor's Manual (Van Reusen et. Al., 1994)

Criteria: Student-created IEP goals and objectives were considered relevant if they pertained to student's strengths, weaknesses, present and future goals, extracurricular goals and interests and learning procedures.

Evaluation

- 1. Oral test is given comprised of 10 questions. These questions were also used in original Self-Advocacy program (Van Reusen, 1985).
- 2. During role plays and IEP conference the SHARE checklist was used to record whether students were using SHARE behaviors.
- 3. During role plays and IEP conference the I-PLAN checklist was used to record whether students were using PLAN steps.

Lesson Plan Based on:

Lancaster, P. E., Schumaker, J., & Deshler, D. (2002). The development and validation of an interactive hypermedia program for teaching a self-advocacy strategy to students with disabilities. *Learning Disab*

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