



SELF-ADVOCACY

For Students Who are Deaf or Hard of Hearing

Second Edition

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UNIT 4

Putting It All Together: Using Knowledge with Skills

OVERVIEW OF UNIT 4, LESSONS 10-12

In these last five lessons, students will learn how to integrate their self-advocacy knowledge base and their negotiation and problem-solving skills into the context of their next Individualized Education Program (IEP) meeting. Students will learn how to attend the meeting prepared and ready to participate. They will rehearse a meeting and evaluate their ability to participate assertively.

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LESSON 10

My Role in Transition Planning: Preparation

PURPOSE OF LESSON 10

This lesson takes students through a review process to prepare for an IEP meeting. Students will review and synthesize past materials and identify a set of goals they would like to present at their next IEP meeting.

EXPECTED LEARNER OUTCOMES

1. Learners will summarize goals from past material and evaluate the level of agreement between IEP and Individual Transition Plan (ITP) goals and their personal goals.
2. Learners will identify one or more services that they would like to have on their next ITP to help meet their personal goals.
3. Learners will rehearse their positions with other classmates.

| Instructional Activities | Performance Activities | Materials |
|--|-------------------------------------|---------------------|
| 1. Warm-up activity: "A Driving Test" | Students perform, evaluate skit | Worksheet 10a |
| 2. Core material | Students take notes | Worksheet 10b |
| 3. Learning activity: "Reviewing Services as They Relate to Goals" | Students review, summarize goals | Worksheets 10c, 10d |
| 4. Summary, homework | Review notes | Worksheet 10e |

SUGGESTED INSTRUCTIONAL/ PERFORMANCE ACTIVITIES

1. Review Quiz 3 and main points of Lesson 9: Last time, we talked about some problem-solving strategies to use while negotiating when the answer is no. These strategies were (a) stay unemotional and calm, (b) say "tell me why" or "tell me more," (c) ask "what if," and (d) say "thank you" for working with me. Ask students to present and discuss their Lesson 9 homework skits.

2. State today's goal: Today we start "putting it all together." We will start combining our knowledge base with our personal and interpersonal skills and use them to actively participate in our next IEP meeting. We will use the IEP meeting to help us meet our goals after high school.

3. As a warm-up activity, ask two students to act out the skit on Worksheet 10a. Discuss: Was this student prepared? What should he have done?

4. Present Lesson 10 Core Material while students complete Worksheet 10b.

5. Provide practice with new information: Have students use Worksheet 10c to summarize the goals described on previous worksheets. Ask them to rate the level of agreement they find across these sets of goals. With Worksheet 10d, ask students to identify one or more services or materials that they would like to request at their next IEP meeting.

6. Discussion: Have students rehearse their positions with classmates. Ask observing students to present different points of view to help their classmates practice communicating clearly and effectively.

7. Summarize and assign homework: Today we learned about students' roles in transition planning in their IEP meetings. The first step is to prepare for the meeting

by developing a list of needs or requests.

8. State topic of next meeting: Next time we meet, we'll talk about participating in an IEP meeting. We will practice our roles and discuss how to use our knowledge base and our personal and interpersonal skills.

LESSON 10 CORE MATERIAL

This lesson is called "My Role in Transition Planning." We will combine your knowledge base and your personal and interpersonal skills, to help you be actively involved in the transition planning in your next IEP meeting.

There are four ways you can have a role in your IEP meeting:

1. choose to be absent
2. choose to be present and aggressive
3. choose to be present and passive
4. choose to be present and assertive

Which choice would a self-advocate make? Thanks to all the work we've completed so far, we know that a self-advocate will choose to be present and assertive.

As a self-advocate, your role in your IEP meeting depends on two things: preparation (using your knowledge base) and participation (using your personal and interpersonal skills). Today we will look at preparation, and next time, participation.

Preparation

Almost everything you do requires some kind of preparation. To get ready for school each morning, you prepare the night before by finishing your homework and making sure you have some clothes to wear and food or money for lunch. The more complicated things are, the more preparation they need. For example, how would you prepare to take

a driving test? [Discuss: take driving lessons, bring a car that you are familiar with, know where the instrumentation is, have several hours of practice, including the roads that your test will be on, etc.] How would you prepare for a job interview? [Discuss: complete the application neatly, dress nicely, be ready to talk about your experience.] How would you prepare for an important test? [Discuss: study well, get a good night's sleep, concentrate on the material and avoid distractions.]

So, how can you prepare for an IEP meeting? You probably realize that you have done a lot of preparation already:

1. You reviewed your last IEP (see Worksheet 2e).
2. If applicable, you reviewed your last ITP (see Worksheet 5d).
3. You identified your post-high school goals (see Worksheet 6b).

To fully prepare for your IEP you will need to look at these materials and ask yourself: Are the goals on the IEP consistent with my own goals for after high school? Worksheet 10c will help you find out.

Because the IEP is an agreement by a team, you will need to discuss your ideas with several people, most importantly your parents. Complete Worksheet 10d and ask your parents for input and guidance. You want to be in complete agreement with parents before your IEP meeting!



WORKSHEET 10a

“Preparing for a Driving Test”

STUDENT: Hello, I'm here to take the test for a driver's license.

OFFICER: Where is your application?

STUDENT: I haven't filled one out.

OFFICER: That's the first step. The forms are on the desk.

STUDENT: Do you have a pen? [Takes pen, fills out form.] Can I take the test now?

OFFICER: [Reads form.] Wait, I see you haven't taken driver's training.

STUDENT: That's OK, I know how to drive.

OFFICER: We'll see about that. Most people need driver's training to pass this test, and it's also required by the state. But let's see what you can do. Where are your car keys?

STUDENT: [Searches pockets.] Darn, I left them at home. But don't worry, I know how to hot-wire the car.

OFFICER: That's not a smart thing to say to an officer. [Looks around.] Which car is yours?

STUDENT: [Looks around, too, then remembers.] I can't believe this, but I left it home! I took the bus to get here!

WORKSHEET 10b

In terms of self-advocacy, what do we mean by the phrase “pulling it all together”?

There are four ways to have a role in an IEP meeting:

1. _____
2. _____
3. _____
4. _____

Self-advocates will choose Number _____

My role in my next IEP meeting depends on two things:

P _____

P _____

WORKSHEET 10c

Reviewing Services as They Relate to Goals

From Worksheet 2e, write down the services described in your IEP:

From Worksheet 5b, write down the services described in your ITP (if you have one):

From Worksheet 6e, write down the goals that you described:

Do the IEP and ITP services agree with your personal goals? Place an X on the line below to indicate the level of agreement you think exists here.

Complete Agreement _____ No agreement

WORKSHEET 10d

Describe services, aids, materials you would like to have on your ITP, and why.

1. I need _____

because my goal is _____

2. I need _____

because my goal is _____

3. I need _____

because my goal is _____

4. I need _____

because my goal is _____

WORKSHEET 10e

Summary

1. A self-advocate will choose to be present and assertive at his or her IEP meetings.
2. My role in transition planning starts with preparation.
3. To prepare for my next IEP meeting, I can review the services of my IEP and ITP and identify what additional services and materials I need (if any) to meet my personal goals.

Homework

Discuss Worksheet 10d with a parent. Ask for advice and suggestions, and explain what you understand about transition planning from high school to college or work. Ask your parent to write down his or her thoughts to these questions:

1. Do you feel these are reasonable and appropriate requests for my next IEP meeting?

2. What suggestions do you have to help me to actively participate in my next IEP meeting?
