SELF-ADVOCACY
For Students Who are Deaf or Hard of Hearing

Second Edition

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LESSON 12

Evaluating My IEP Participation

PURPOSE OF LESSON 12

This lesson leads students through a process of self-evaluation regarding their participation in their IEP meeting.

EXPECTED LEARNER OUTCOMES

1. Learners will provide a definition of the term *evaluation.*
2. Learners will use four steps to evaluate their IEP participation and will obtain feedback from a peer or adult.

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SUGGESTED INSTRUCTIONAL/PERFORMANCE ACTIVITIES

1. Review main points of Lesson 11: Last time, we looked at the basic activities of a typical IEP meeting and rehearsed a practice meeting using our self-advocacy skills. Since then, you have participating in your own IEP meeting.

2. State today's goal: Today we will discuss how to evaluate your participation at your IEP meeting and how to use feedback from others to help you decide what you might want to do differently next time.

3. As a warm-up activity, ask students to read the three examples in "Everyday Evaluations" on Worksheet 12a and write brief answers to the question, “How would you evaluate this situation?”

4. Present Lesson 12 Core Material while students complete Worksheet 12a.

5. Provide practice with new information: Ask students to take 10 minutes to conduct a self-evaluation using Worksheet 12b.

6. Discussion: To maintain confidentiality, ask students if they would like to discuss their answers on Worksheet 12b privately with you, and if they would like any feedback. If students agree, ask them to share their insights (in general terms) with the class.

7. Summarize, and assign homework: Today we learned how to evaluate our IEP meeting participation. For your homework assignment, ask a parent for some feedback about your self-evaluation.

LESSON 12 CORE MATERIALS

In our final lesson on self-advocacy, we are going to talk about evaluation, which we will define as "determining the quality of something by careful appraisal or study." At this point, you have attended your IEP meeting and have had a chance to think about it. It is always a good idea to evaluate how things go, because none of us does everything perfectly every time, especially the first time.

Evaluating yourself may sound complicated, or it may sound like taking a test, but actually it is something you do every day. We usually evaluate something automatically when it turns out differently from what we expected. For example, in the warm-up exercises, "Everyday Evaluations," you were asked to evaluate what happened to a birthday cake. The outcome was not what the baker expected, so he probably went back to check the recipe. He may have forgotten the eggs, or baked the cake too long; whatever he did, now he knows what to do next time to get a better outcome (a nicer cake). If he does not evaluate the steps he took to bake the cake, he will make the same mistake over and over again.

In the next situation, it appears the directions were not quite right. The man won’t use those same directions next time. When he stops to think about how he actually got to his friend's house, and then thinks of a way to do it better next time, he has conducted an evaluation.

The third situation could have many solutions. What are some? [Discuss.] If the first solution doesn’t solve the problem, then we would try another one, until we get it right. We'd be conducting an ongoing evaluation of the situation until we get the outcome we want.
Worksheet 12a

Everyday Evaluations

1. A baker decides to make a birthday cake for a friend. When he takes the cake out of the oven, it is heavy, burnt, and does not taste very good. If you were the baker, how would you evaluate the situation?

____________________________________________________________________
____________________________________________________________________

2. A man is invited to a friend's house in another town. Even though he has directions, he begins to feel lost as he drives around. Unexpectedly, he finds the right street and arrives at his friend's house. If you were the driver, how would you evaluate the situation?

____________________________________________________________________
____________________________________________________________________

3. Your 10 year old sister keeps forgetting her school backpack and leaves it at home at least half the time. If she asked you for help, how would you evaluate the situation?

____________________________________________________________________
____________________________________________________________________

*Evaluation* means ______________________________________________________

*Feedback* means ______________________________________________________
Worksheet 12b

How did it go?

Now that my IEP meeting is over:

1. Overall, I would describe the meeting as: __________________________________________
   ______________________________________
   ______________________________________

Circle one of the answers to describe your observations:

2. I felt prepared for the meeting. Yes No
3. I remembered to bring my notes. Yes No
4. I had identified my goals for the upcoming year. Yes No
5. I felt that I understood my role as a participant in this meeting. Yes No
6. I felt that I understood my role as self-advocate in this meeting. Yes No
7. I felt I expressed my goals and needs clearly. Yes No
8. I felt I negotiated with others well. Yes No
9. I felt I resolved problems effectively. Yes No
10. Three things I liked about my participation in this meeting:
   ______________________________________
   ______________________________________
   ______________________________________

11. Three things I would do differently next time:
   ______________________________________
   ______________________________________
   ______________________________________

12. If another student asked for my advice about IEP meetings, I would say:
   ______________________________________
   ______________________________________
   ______________________________________
Worksheet 12c

Summary

1. To evaluate something means to determine its quality by careful appraisal or study.
2. Evaluation is not like a test; it is a review exercise to help remember what was done well and what could be done better.
3. Feedback is information communicated to learners to help them change a behavior or thinking in order to improve learning.

Final Homework

Share your self-evaluation with a parent and ask for feedback.

Also, add the following items to your Self-Advocacy File:
   • High school transcripts (or a school address to request copies after graduation)
   • Copies of standardized tests (SATs, etc.)
   • Resume
   • Copies of medical records and phone numbers/addresses of physicians, audiologists, and others
   • Samples of academic work (essays, art, science projects)
   • Ask a parent for other ideas on important papers and records.
   • Be sure to thank parents and teachers for their ongoing support!