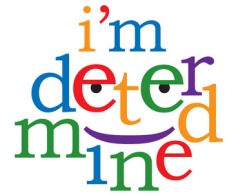**Organizing Topic:** IEP Involvement

Title: Important Words Used in My IEP

Target Level: Secondary

Sample Related Standards of Learning:
ENG 9.4   The student will read and analyze a variety of informational
materials.
　　　　e) extend general and specialized vocabulary through speaking,
　　　　　reading and writing.
　　　　f)
ENG 9.9   The student will use print, electronic databases, and online
resources to access information.

Objective:
❑ Student will understand, be able to articulate and apply definitions of
terminology used in the IEP.

Prerequisite Understandings/Knowledge/Skills:
❑ Knowledge of the concept of an IEP
❑ Ability to access information through research

Materials Needed:
❑ "I'm Determined! Understanding and Preparing for My IEP" booklet and
student's current IEP
❑ Dictionaries
❑ Text books or web sites with IEP terminology
❑ "Important Words" organizer
❑ Chart paper/markers
❑ Self-sticking note pads

Time Frame: Two 45-minute sessions

Lesson Procedure:
1. Have students look at their individual IEP and mark words they do not
understand, using self-sticking note pads.
2. As a whole group, have students share their words in a round-robin
fashion as teacher records word on board or chart paper, tracking number
of times words are repeated. Probe with questions until all words on
organizer are listed.
3. On the "Important Words" organizer, ask students to describe on the top
line of each block in the second column what they know about each term.

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4. Divide the class into groups of two, assign each group a term. Have groups record the following on chart paper.
    i. Term
    ii. Definition(Students look up definition, explanation and/or example for each term)
    iii. Explanation of term in their own words
    iv. Give an example
    v. Draw a picture, symbol of graphic.
5. Post chart paper on wall and conduct a gallery walk by asking students to take their organizers on clipboards (optional), walk around and record definitions, explanations and/or examples and sketch picture, symbol or graphic for each term.
6. Ask students to create "similar concepts" analogies for each word. An example might be "My *diploma status* is like planning a car trip. I must know where I want to go before I can begin taking care of all of the details required to get there."

Specific Options for Differentiating this Lesson:
❑ Read IEP to students and ask to give a signal when a word is unfamiliar.
❑ Scribing for students.
❑ Pictorial "similar concepts" analogies.
❑ Act out analogies.

Evaluation:
❑ Check organizer for completeness and accuracy.
❑ Have students participate in the IEP development and meeting process to demonstrate mastery of IEP terminology.

Extending Understanding:

❑ Using the entire IEP document, develop a comprehensive list of additional terms and go through lesson again with different words.
❑ Use technology to create a brochure.
❑ Have students lead IEP meeting to demonstrate mastery of the concepts.

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"Important Words in the IEP" Organizer

Word used in IEP process	Description and/or explanation in your own words	Example or picture/symbol/ graphic
	Dictionary or Expert Definition	
1. Present Level of Performance		
2. IEP Individualized Education Plan		
3. Postsecondary Goals		

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"Important Words in the IEP" Organizer – *Continued*

4. Services		
5. Diploma Status		
6. Accommodations		
7. Annual Goals		

"Important Words in the IEP" Organizer - *Continued*

8. Transition Services		
9. Agency Linkages		
10. Age of Majority		

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