Using *Self-Advocacy Strategy (2)* to Teach IEP Meeting Participation

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

Setting and Materials:

Settings: 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.
    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.
    Listen & Respond addresses being an active listener and responding to statements made by others in a positive manner.
    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.
    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 Disabilities*

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