

Appendix

The High School IEP Meeting

A High School Activity

Peterson's Guide

GOALS:

1. **For the student to develop and awareness of self by conducting a series of interviews with key personnel** having information about the student's evaluations, strengths, areas of deficits, **talents** and abilities and functional classroom performance.
2. **For the student to compose an extended essay that will serve as the statement of Present Levels of Academic and Functional Performance on his or her IEP.**

Activity

A classroom teacher or case manager will meet with the a class or an individual student to explain the activity

The teacher, or designated facilitator, will assist the students in developing a questionnaire that will be used to interview the following personnel:

1. IEP Team case manager
2. Guidance/School Counselor
3. Two classroom teachers- (one from general education if applicable)

The objectives are for students to find the answers to questions about themselves:

- Their gifts and talents,
- Their strengths and weaknesses,
- Their need for accommodations and modifications (current and past)
- Their use of accommodations being provided
- Their classroom performance (as a narrative, not a grade)
- Their potential for success in their post secondary transition
- Areas of concern, both their own and those concerns raised by the people they interview.

The completed questionnaire will be brought to the interviews and be used by the student as his/her script.

Students who can take notes should. Those with learning or physical issues and who cannot may, with permission, tape record the interview. An alternative could be for the person interviewed to complete the

questionnaire in writing before the interview and then meet to discuss it with the student.

The data collected in the interviews will be brought back to the class and will form the basis for the essay each student will write and will be included in the *PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE* section of the student's next IEP.

Each student will also chair the portion of the IEP for the reading of and discussion of this information.

The student's disability, maturity, skills in reading and writing and ability to interact in this non-traditional setting must all be taken into account by the lesson organizer. Information regarding the student's ability to perform all or part of the assignment is data which will be helpful both for future planning of instruction and services and also as data as to the student's current level of functioning.

Sample questions could include:

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1. Please explain what the results of the testing tell you about what I am really good at and what areas give me trouble?
2. What are some reasons why I have so much trouble with _____?
3. Can you explain why I get extended time for my testing and it is supposed to help me?
4. What did the testing show about my memory and my ability to take notes and listen at the same time?
5. What was that test about where I had to _____?
6. What are some things I do in your class that are positive?
7. Do you have any concerns about my ability to perform well in your class?
8. How do you think I could do if I tried to take another year of ____ next year?

This outline and lesson plan can be modified as needed or preferred by the teacher or IEP team using it. It is an additional tool to use in engaging a student with a learning disability/ADHD/Asperger Syndrome in a discussion of self as preparation for future self-advocacy.