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Student with Twice-Exceptionalities IEP Meeting Assignment Description

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Student with Twice-Exceptionalities IEP Meeting

Assignment Description

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Email Dr. David Wolff at dwolff@pittstate.edu to share how you used this resource in your classroom or connect to initiate further discussion on the development of future resources!

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Introduction

This assignment was created for a Human Relations course that introduced preservice teachers to cultural and ability diverse learners.

Keywords

Teacher education, elementary education, inclusion, special education, gifted and talented, twice-exceptionalities, IEP, children's literature

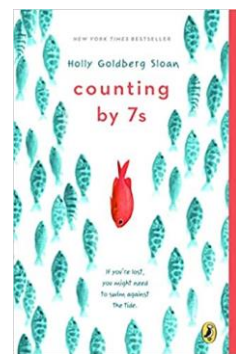
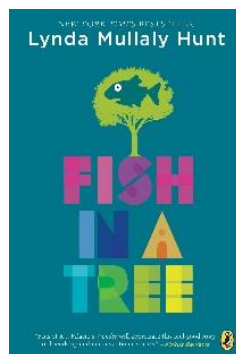
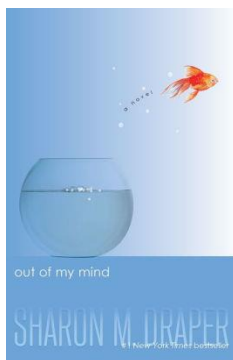
Abstract

General education teachers should remember that all students are general education students, first. We need to be prepared to work with students of all abilities in our classrooms. As general education teachers, we have an active role on a child's IEP team and an active role during the IEP meeting. This assignment asked preservice teachers to develop a script of what they would say at an IEP meeting of one character from four different novels that would be considered a child with twice-exceptionalities.

Student with Twice-Exceptionalities IEP Meeting

<i>Semester Essential Question:</i>	How can the behaviors of culturally responsive educators improve the lives and educational experiences of diverse learners?
<i>Course Essential Question:</i>	How can schools validate the identities and aspirations of all children they serve?

Children's Literature Texts: (choose 1 novel)	<i>Out of My Mind</i> by Sharon M. Draper (Student with Cerebral Palsy) <i>Fish in a Tree</i> by Lynda Mullaly Hunt (Student with Dyslexia) <i>Rain Reign</i> by Ann M. Martin (Student with Autism) <i>Counting by 7s</i> by Holly Goldberg Sloan (Student with Obsessive Compulsive Disorder)
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Purpose:

As general education classroom teachers, it is important we remember that all students are general education students, first. We need to be prepared to work with students with disabilities in our classrooms. As general education teachers, we have an active role on a child's IEP team and an active role during the IEP meeting.

What if the main character (the student with twice-exceptionalities e.g. Melody, Ally, Rose, or Willow) was a student in *your* class? Imagine you are attending this child's IEP meeting. As the general education teacher, what would you come prepared to say? Write a **SCRIPT** sharing what you would come prepared to say at the IEP meeting.

Consider the information from the novel and the texts, *Effective Inclusion Strategies for Elementary Teachers* and *Gifted Education and Gifted Students*.

Your paper should answer the following:

- a. **Introduction:** Greet the parents. Begin with your general observations about your main character. Generally, how are they doing in your class. Then, specifically, what are their strengths and challenges in your classroom?
- b. **Background Knowledge:** For everyone around the table to be aware of your main character's disability, describe the disability. Continue to describe your main character's gifts or talents.
- c. **Learning:** What are potential accommodations you would offer to support the main character's learning in your classroom?
[Accommodations address the "alteration to the curriculum, environment, instruction, and/or materials to meet the needs of the student with a disability in the general education classroom" (Simpson et al., 2013, p. 26)]
- d. **Living:** What strategies will you use to support the social and the emotional development for your main character? (i.e., consider classroom culture, building a sense of belonging, emotional needs, social needs, etc.)
- e. **Parent Involvement:** What questions would you ask your main character's parents/guardians to learn more about their personal and academic needs? What questions would you ask their parents to gain (or strengthen) a home-school partnership? What suggestions do you have for their parents/guardians of what they could do at home?
- f. **Reference page**

Potential Rubric:

Criteria	Glows: Evidence of Meeting Standard (1 point)	Grows: Opportunities for Growth (0 points)
<u>Ideas & Content:</u> <ul style="list-style-type: none"> • All elements are addressed: Introduction, Background Knowledge, Learning, Living, Parent Involvement, and Conclusion. • Introduction includes students' general development, strengths, and weakness. • Background Knowledge includes a description of disability and gift and its' impact on learning. • Learning includes instructional accommodations you will use in the classroom. • Living includes social/emotional supports for the classroom. • Parent Involvement includes questions to learn more about the main character, questions to build relationship with the parents, and suggestions for the parents. • Conclusion summarizes your ideas. • Information (facts and ideas) is analyzed, applied, and evaluated thoroughly. • Connections are made between other content knowledge. (x20)		
<u>Voice & Organization:</u> <ul style="list-style-type: none"> • Written in a coherent manner. • Written in the first-person as if this was a script for the IEP meeting. • Written specifically about the main character and is addressed to the main character's IEP team including his parents. • Includes an introduction and conclusion. • Organized logically with transitions. (x8)		
<u>Evidence from Course:</u> <ul style="list-style-type: none"> • Students support their ideas with evidence from text, lectures, practices, practicum, and theorists, etc. (x8)		
<u>APA 7:</u> <ul style="list-style-type: none"> • Books, articles, etc. are cited correctly on a references page. • Books, articles, etc. are cited correctly within text. (x10)		
<u>Mechanics:</u> <ul style="list-style-type: none"> • Error free; spelling, punctuation, and grammar are correct and allow ease of readability, meaning, or understanding. (x4)		

References

- Margot, K. (2020). *Gifted education and gifted students: A guide for inservice and preservice teachers*. Prufrock Press.
- Simpson, C.G., Reuter, J. A., & Bakken, J. P. (2013). *Effective Inclusion strategies for elementary teachers*. Prufrock Press.