

**Self-Advocacy in High School Lesson Series:
A Guide to Supporting Students with Learning Disabilities in British Columbia**

IEP Self Advocacy Goals:

IEP Goals	Materials/Methods	Assessment
<i>Student Name</i> will review their IEP and most recent psycho-educational assessment with their Case Manager and demonstrate an improved awareness of their learning profile and recommended accommodations.	Pre-Meeting with Student	Interview Observations Lesson Activities
<i>Student Name</i> will further develop their knowledge of their strengths and weaknesses.	Lesson 1: Understanding Self-Advocacy and Developing Knowledge of Self	Pre-Post Test Lesson Activities Observations
<i>Student Name</i> will demonstrate a greater awareness of the accommodations they can access to compensate for their learning weaknesses.	Lesson 2: Understanding Accommodations and Developing Knowledge of Self	Pre-Post Test Lesson Activities Observations
<i>Student Name</i> will recognize when an accommodation is needed with greater accuracy and frequency.	Lesson 2: Understanding Accommodations and Developing Knowledge of Self	Pre-Post Test Lesson Activities Observations
<i>Student Name</i> will further develop their understanding of their rights as a student with an IEP and be able to express some of their rights.	Lesson 3: Developing Knowledge of Rights	Pre-Post Test Lesson Activities Observations
<i>Student Name</i> will demonstrate an awareness of the FESTA strategy and use it to request accommodations from their classroom teachers with increasing frequency.	Lesson 4: Developing Communication Skills	Pre-Post Test Lesson Activities Observations
<i>Student Name</i> will develop the skills to request an accommodation from teachers appropriately, as well as the reason for needing it.	Lesson 4: Developing Communication Skills	Pre-Post Test Lesson Activities Observations

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<p><i>Student Name</i> will improve the accuracy and frequency with which they request accommodations from their classroom teachers.</p>	<p>Lesson 5: Developing Communication Skills</p>	<p>Pre-Post Test Lesson Activities Observations</p>
<p><i>Student Name</i> will use a communication tool such as an IEP summary or an accommodations student card to request accommodations with greater frequency.</p>	<p>Lesson 5: Developing Communication Skills</p>	<p>Pre-Post Test Lesson Activities Observations</p>
<p><i>Student Name</i> will identify factors in the school which may be inhibiting them from accessing accommodations and assist in creating a plan of support.</p>	<p>Lesson 5: Developing Communication Skills</p>	<p>Pre-Post Test Lesson Activities Observations</p>
<p><i>Student Name</i> will create a digital portfolio with copies of their IEPs, assessments, and relevant documentation for potential use with future employers or educational institutions.</p>	<p>Lesson 7: Developing the Digital Transition Portfolio in Preparation for Transitioning from High School to Post-Secondary Studies and/or Employment</p>	<p>Pre-Post Test Lesson Activities Observations</p>
<p><i>Student Name</i> will be able to explain the process for accessing supports from a disability or accessibility resource center at a post-secondary institution.</p>	<p>Lesson 7: Developing the Digital Transition Portfolio in Preparation for Transitioning from High School to Post-Secondary Studies and/or Employment</p>	<p>Pre-Post Test Lesson Activities Observations</p>
<p><i>Student Name</i> will initiate the process of connecting with a disability or accessibility resource center at a post-secondary institution and begin the process of requesting the development of a support plan.</p>	<p>Lesson 7: Developing the Digital Transition Portfolio in Preparation for Transitioning from High School to Post-Secondary Studies and/or Employment</p>	<p>Pre-Post Test Lesson Activities Observations</p>