

# ME! Lessons for Teaching Self-Awareness & Self-Advocacy

Developed by Penny Cantley, Karen Little, & James Martin

*Self-determination skills, such as self-advocacy and self-awareness, have the potential to increase successful secondary and postsecondary outcomes for students with disabilities.*

Welcome to the ME! Lessons. All of the lessons and supplemental information needed to teach the lessons can be found on this page. Prior to teaching the lessons, please download and read

- [Using The Lessons \(doc\)](#),
- [Scope and Sequence \(doc\)](#), and
- [Recommended Resources \(doc\)](#).

The unit overviews, Common Core State Standards, and lesson plans are arranged by unit in one file each and may be downloaded by clicking on the link. Student and teacher materials, and additional resources may be downloaded by clicking on the appropriate links.

*In addition to the Common Core State Standards (CCSS) listed within each Unit, the [Oklahoma Priority Academic Student Skills \(PASS\) \(pdf\)](#) standards aligned with ME! Units 1 through 10 are also available.*

Educators using the ME! Lessons may modify all lesson materials as needed to better meet individual student and teacher needs. The Word documents and PowerPoint presentations can easily be modified by users, or the entire lesson package is available to download in PDF format.

- [ME! Units 1-10 Lessons and Materials \(combined pdf\)](#)

Educators may download, use, copy, and modify the ME! Lessons at no cost. The ME! Lessons may not be reproduced for sale.

Please send your modified versions and suggestions to [zarrowcenter@ou.edu](mailto:zarrowcenter@ou.edu) so that they may be considered for posting for others to use.

## ME! Lesson Plans and Materials

*All links are Word documents, unless noted otherwise.*

### Unit 1 Lessons, Materials, and Additional Resources

#### Unit Overview, Lesson Plans, & Common Core Standards

- [Unit 1: Getting Started](#)
- [Unit 1 modified lessons](#)

#### Student Materials

- [ME! Scale](#)
- [ME! Scale Spanish](#)
- [YOU! Scale](#)

- YOU-Scale Spanish
- Worksheet 1-1: Understanding self-awareness & self-advocacy
- Worksheet 1-2: My Improvement Plan
- ME! Book Instructions and TOC
- Group Activity
- Unit 1 Knowledge Quiz

### **Teacher Materials**

- Worksheet 1-1: Understanding SA and SA TE
- Worksheet 1-2: My Improvement Plan TE
- Unit 1 Knowledge Quiz TE

### **Additional Resources**

- Using a KWL Chart
- Unit 1 - It's Not Easy (PPT)
- Unit 1 Bell Ringers (PPT)
- Unit 1 Common Core Standard correlates

### **Unit 2 Lessons, Materials, and Additional Resources**

#### **Unit Overview, Lesson Plans, & Common Core Standards**

- Unit 2: Learning About Special Education
- Unit 2 modified lessons

### **Student Materials**

- Worksheet 2-1: History of Disability
- Individual KWL Chart
- Worksheet 2-2a: Learning About Special Education (Terms)
- Worksheet 2-2a modified
- Worksheet 2-2b: Learning About Special Education (Flow Chart)
- Worksheet 2-2c: Learning About Special Education (information boxes)
- Worksheet 2-2d: Learning About Special Education (answer key)
- Worksheet 2-3: Creating MY! History
- Worksheet 2-3 modified
- Unit 2 Knowledge Quiz

### **Teacher Materials**

- Worksheet 2-1: History of Disability TE
- Worksheet 2-2a: Learning About Special Education TE
- Worksheet 2-2d: Learning About Special Education (Teacher Edition)
- Unit 2 Knowledge Quiz TE

### **Additional Resources**

- Using a KWL Chart
- Unit 2 - A Brief History (PPT)
- Unit 2 - Learning About Special Education (PPT)
- Unit 2 Bell Ringers (PPT)
- Unit 2 Common Core Standard correlates

### Unit 3 Lessons, Materials, and Additional Resources

#### **Unit Overview, Lesson Plans, & Common Core Standards**

- Unit 3: Understanding My Individualized Education Program
- Unit 3 modified lessons

#### **Student Materials**

- Worksheet 3-1: Important Things in My IEP
- Worksheet 3-1 modified
  
- Unit 3 Knowledge Quiz

#### **Teacher Materials**

- Unit 3 Knowledge Quiz TE

### **Additional Resources**

- NICHCY: Helping Students Develop Their IEPs (PDF)
  
- NICHCY: A Student's Guide to the IEP (PDF)
  
- Unit 3 - Types of Disabilities (PPT)
- Unit 3 Bell Ringers (PPT)
- Unit 3 Common Core Standard correlates

### Unit 4 Lessons, Materials, and Additional Resources

#### **Unit Overview, Lesson Plans, & Common Core Standards**

- Unit 4: Understanding My Rights and Responsibilities
- Unit 4 modified lessons

#### **Student Materials**

- Worksheet 4-1a: Accommodations and Modifications List

- Worksheet 4-1b: Rights and Responsibilities
- Worksheet 4-2a: Modifying My Modifications
- Worksheet 4-2b: ADA and Section 504
- Worksheet 4-3: Where do I go from here?
- Unit 4 Knowledge Quiz

### **Teacher Materials**

- Matching - Unit 4 Vocabulary Review
- Unit 4 Knowledge Quiz TE

### **Additional Resources**

- NCLD Making the Transition from High School to College for Students with Disabilities: Transition Checklist (PDF)
- OSDE Parent Rights (PDF)
- Unit 4 - ADA and Section 504 (PPT)
- Unit 4 - Rights and Responsibilities (PPT)
- Unit 4 Bell Ringers (PPT)
- Unit 4 Common Core Standard correlates

### **Unit 5 Lessons, Materials, and Additional Resources**

#### **Unit Overview, Lesson Plans, & Common Core Standards**

- Unit 5: Improving My Communication Skills
- Unit 5 modified lessons

### **Student Materials**

- Worksheet 5-1a: Communication Notes
- Worksheet 5-1b: Presentation Response Form
- Worksheet 5-2: My Disability Information Form
- Unit 5 Knowledge Quiz

### **Teacher Materials**

- Unit 5 Knowledge Quiz TE

### **Additional Resources**

- Unit 5 - How to Communicate Effectively (PPT)
- Unit 5 & 6 Bell Ringers (PPT)
- Unit 5 Common Core Standard correlates

## Unit 6 Lessons, Materials, and Additional Resources

### Unit Overview, Lesson Plans, & Common Core Standards

- Unit 6: Increasing My Self-Awareness
- Unit 6 modified lessons

### Student Materials

- Worksheet 6-1a: Self-Awareness Research Project Requirements and Checklist
- Worksheet 6-1b: Self-Awareness Project Planning Guide
- Worksheet 6-1c: Self-Awareness Report Outline
- Worksheet 6-1d: Self-Awareness Project Timeline
- Worksheet 6-3a: Self-Awareness Project Self Evaluation Form
- Worksheet 6-3b: Self-Awareness Project Peer Evaluation Form

### Additional Resources

- Unit 6 - Famous People (PPT)
- Unit 6 - My Self-Awareness Project (PPT)
- Unit 5 & 6 Bell Ringers (PPT)
- Unit 6 Common Core Standard correlate

## Unit 7 Lessons, Materials, and Additional Resources

### Unit Overview, Lesson Plans, & Common Core Standards

- Unit 7: Advocating For My Needs in High School

### Student Materials

- Worksheet 7-1: My Meeting
- Worksheet 7-2: Teacher Report
- Unit 7 Knowledge Quiz

### Teacher Materials

- Unit 7 Knowledge Quiz TE

### Additional Resources

- Unit 7 & 8 Bell Ringers (PPT)
- Unit 7 Common Core Standard correlates

## Unit 8 Lessons, Materials, and Additional Resources

## **Unit Overview, Lesson Plans, & Common Core Standards**

- Unit 8: Advocating For My Needs After High School
- Unit 8 modified lessons

### **Student Materials**

- Worksheet 8-1a: A Plan For My Job
- Worksheet 8-1b: Disclosing My Disability
- Worksheet 8-1c: Legal or Not
- Worksheet 8-1d: Questions to Think About
- Worksheet 8-2: Requesting Accommodations at PS Schools
- Unit 8 Knowledge Quiz

### **Teacher Materials**

- Unit 8 Knowledge Quiz TE

### **Additional Resources**

- Unit 8 - Drew scenario
- Unit 7 & 8 Bell Ringers (PPT)
- Unit 8 Common Core Standard correlates

## **Unit 9 Lessons, Materials, and Additional Resources**

### **Unit Overview, Lesson Plans, & Common Core Standards**

- Unit 9: Developing My Resources
- Unit 9 modified lessons

### **Student Materials**

- Worksheet 9-1a: Summary of Performance Overview
- Worksheet 9-1b: A Summary of My Performance & Goals
- YOU! Scale
- Unit 9 Knowledge Quiz

### **Teacher Materials**

- Unit 9 Knowledge Quiz TE

### **Additional Resources**

- Unit 9 - Summary of Performance (PPT)
- Unit 9 & 10 Bell Ringers (PPT)
- Unit 9 Common Core Standard correlates

#### Unit 10 Lessons, Materials, and Additional Resources

#### **Unit Overview, Lesson Plans, & Common Core Standards**

- Unit 10: Assessing My Progress & Portfolio

#### **Student Materials**

- ME! Scale
- Worksheet 10-1: My Improvements Plan
- Unit 10 Knowledge Quiz

#### **Teacher Materials**

- Unit 10 Knowledge Quiz TE

#### **Additional Resources**

- Unit 9 & 10 Bell Ringers (PPT)
- Unit 10 Common Core Standard correlates

#### Miscellaneous Additional Resources

- Acronyms Overview (doc)
- Special Education Vocabulary Review (doc)
- Special Education Laws (doc)
- Me! Unit 1 & 2 Review (doc)
- Me! Unit 4 & 5 Review (doc)
- Me! Jeopardy Review Game (ppt)

#### ME! Oklahoma PASS Standards for Units 1-10

- Oklahoma PASS Standards for ME! Units 1-10 (doc)

## More information about ME!

About ME!

We would like to acknowledge the Oklahoma Developmental Disabilities Council (ODDC) for their generosity during the development of the ME! Lessons. The ODDC provided funding to Dr. James Martin at the University of Oklahoma's Zarrow Center for the purpose of developing the ME! Lessons for Teaching Self-Awareness and Self-Advocacy.

*When referencing the ME! Lessons, we recommend using the following citation:*

Cantley, P., Little, K., & Martin, J. E. (2010). *ME! Lessons for Teaching Self-Awareness and Self-Advocacy*. Retrieved from <http://www.ou.edu/content/education/centers-and-partnerships/zarrow/transition-education-materials/me-lessons-for-teaching-self-awareness-and-self-advocacy.html>

**Why ME!**

## Tying the Knot

### Tying the Knot-Marrying English Language Arts Objectives and Transition Competencies

Transition skills and academic skills can be taught simultaneously. With this tool, we aligned Oklahoma English Language Arts Standards and research-identified skills students need to obtain employment or participate in further education after high school. The activities and annual transition goals are arranged on a continuum to accommodate students with the least support needs to students with more support needs.

We intend this tool to be used as a guide to generate additional annual transition goals using core standards. The examples given may be modified to better suit the students you teach. The measurable statements should be modified to meet the needs of individual students

## Transition Bell Ringers

Developed by Mindy E. Lingo M.Ed.

The Transition Bell Ringers are derived from the Me! Lessons and designed to be short journaling activities. These can be completed independently during the first few minutes of class once a week throughout the school year. The bell ringers focus on the areas of self-awareness, disability awareness, goal setting, and students gaining the knowledge to lead their IEPs. There are two versions of the bell ringers, one for secondary students and one for elementary age students or secondary students working on alternate achievement standards. Also, we provided real life transitional math bell ringers aligned with personal financial literacy objectives. All three versions of bell ringers include approximately 50 slides, not all of the slides have to be used, and can be downloaded and adapted for teacher's preferences.

- **ME! Lesson Bell Ringers (ppt)** Below you can find the the adapted ME! Lesson Pre- and Post-tests

[Bell Ringers Pre-test \(pdf\)](#)

[Bell Ringers Post-test \(pdf\)](#)

- **Fundamental Bell Ringers (ppt)**
- **Math Bell Ringers (Personal Financial Literacy) (ppt)**



## It's Not Easy

Dr Jamie Van Dycke interviewed high school students across Oklahoma regarding their opinions about participating in their own IEP meeting. She developed the "It's Not Easy" automated PowerPoint slide to disseminate the results of her interviews. It demonstrates the importance of providing students the opportunity to actively participate in their IEP meetings.

To capture the full effect of this automated slide show, purchase the song titled "Superman (It's Not Easy)" recorded by Five for Fighting from their American Town album. This PowerPoint slide show is sequenced to begin when the song starts and it ends when the song finishes. If you purchase this song you will need to manually begin the song using I-Tunes or a similar music software program.

### It's Not Easy Automated Slide Show

- [It's Not Easy.ppt](#)

It's Not Easy is a great tool to demonstrate to educators and parents the importance of providing students the opportunity to actively participate in their own IEP meetings. Many teachers also use It's Not Easy with their students as a lead-in to being taught the Self-Directed IEP.

## Whose Future Is It *Anyway?* 2nd Edition

### A Student-Directed Transition Planning Process

Whose Future Is It *Anyway?* helps prepare students for their IEP meetings and gain self-determination skills through six sections that contain 36 lesson sessions.

This lesson package comes with a [Coach's Guide](#) (PDF) that outlines the lessons, how to teach them, the roles of the students and teachers, as well as expected outcomes.

### Section 1: Getting to know you

Session 1: **The planning meeting**

Session 2: **Choosing people to attend**

Session 3: **Your preferences & interests**

Session 4: **Disabilities**

Session 5: **Your unique learning needs**

Session 6: **Supports**

### Section 2: Making Decisions

Session 7: **Introduction to DO IT!**

Session 8: **Steps 1 & 2 of DO IT!**

Session 9: **Steps 3 & 4 of DO IT!**

Session 10: **Using DO IT!**

Session 11: **Real life stories to use DO IT!**

Session 12: **Giving informed consent**

Section 3: **How to Get What You Need**

Session 13: **Community resources in your plan**

Session 14: **Community resources for work**

Session 15: **Community resources for more school**

Session 16: **Community resources for living**

Session 17: **Community resources for fun**

Session 18: **Community resources you want**

Section 4: **Goals, Objectives and the Future**

Session 19: **Identifying goals in your plan**

Session 20: **Identifying goals for work**

Session 21: **Identifying goals for more school**

Session 22: **Identifying goals for living**

Session 23: **Identifying goals for fun**

Session 24: **Keeping track of your goals**

Section 5: **Communicating**

Session 25: **Communicating in small groups**

Session 26: **Body language and assertiveness**

Session 27: **Advocating and appealing**

Session 28: **Timing and persuasion**

Session 29: **Keeping your ideas out there**

Session 30: **Listening and the team**

Section 6: **Thank You, Honorable Chairperson**

Session 31: **Different kinds of meetings**

Session 32: **Steps to planning a meeting**

Session 33: **Being a good team member**

Session 34: **Managing the meeting**

Session 35: **Session 1-18 review**

Session 36: **Sessions 19-34 review**

A 20-year longitudinal study by Raskind, Goldberg, Higgins, and Herman (1999) found that six attributes, including self-awareness and use of support systems, were more powerful predictors of students' post-school success than any of the demographic variables examined in their research (IQ, socio-economic status, age, gender, or academic achievement).

Thoma and Getzel (2005) interviewed successful postsecondary students with varied disabilities to identify which skills are important to support success in postsecondary educational settings. These students with disabilities identified “problem solving skills, learning about oneself (and one’s disability), goal setting, and self-management” (p. 237). Thoma and Getzel noted an additional theme from the interviews indicating young students would benefit from information about other successful adults with disabilities, information about disabilities, accommodations, and available resources. Goldberg, Higgins, Raskind, and Herman (2003) in their qualitative study of success predictors found that the adults with disabilities who were characterized as successful had the ability to understand their disability as only a part of their identity, and not the defining attribute.

**Research & Feedback**