



**Research to Practice  
Lesson Plan Starter**



**Decision Making and Goal Setting**

**Objective:** To simulate the transition from parent advocacy to self-advocacy by providing the student with practice in assuming responsibility for planning and decision making.

**Setting and Materials:**

**Setting:** Instruction takes place primarily in the school, but there are also some visits to colleges and job shadowing experiences in the community.

**Materials:** Uses the Self-advocacy Plan.

**Content Taught**

The Self-Advocacy Plan, a four-step plan covering four years of high school. Starts with Learning Disabilities Seminar that covers:

1. The concept of a learning disability
2. Information about specific learning disabilities
3. School and social relations issues that related to learning disabilities
4. Specific learning strengths and weaknesses of participating students
5. People who have a learning disability and have succeeded in careers
6. Legislation regarding learning disabilities (P.L. 94-142 and Rehabilitation Act 504)
7. The availability of postsecondary assistance
8. Responsibilities of the Division of Rehabilitation Services

**Teaching Procedure**

**Step 1**

1. Planning and Placement Team (PPT) meeting for transition to high school. Parents are given a short explanation of the plan and parents and students are given a written booklet that describes the plan in greater detail and includes final goals and objectives.
2. Student then may indicate willingness to participate.
3. 3-5 weeks into the first marking period of the ninth grade, a case meeting is scheduled for the student with all of the classroom teachers and the resource teacher. The student is required to be present but need not be active in the discussion.