**Unit 4: Understanding My Rights & Responsibilities**

***Lesson Overviews***

**Unit Purpose:** The purpose of Unit 4 is to provide students with crucial information regarding their legal rights and responsibilities during high school to postsecondary school transition. Students receive basic information about the Individuals with Disabilities Education Act (IDEA), Section 504, and the Americans with Disabilities Act (ADA). Major emphasis is placed on student responsibilities, accommodations, and modifications.

**Lesson 1:** Learning About My Rights & Responsibilities in High School

**Objectives**

Students will:

1. identify legal facts that affect special education programs
2. identify student rights and responsibilities in a high school setting
3. identify personal accommodations and modifications

**Materials**

1. Notebook paper
2. Transfer of Parental Rights at Age of Majority (extension activity)

**Activities and Procedures:** Lesson 1 begins with a critical thinking activity and review of individual KWL charts. The class briefly reviews IDEA and then moves to a detailed discussion about rights and responsibilities. Next, students participate in a discussion about four major components of IDEA (Child Find, Free Appropriate Public Education, and Accommodations and Modifications). Each student creates figure 4.1 using notebook paper to list his/her personal rights and responsibilities regarding accommodations.

**Student Evaluation:**

1. Participation in class discussion
2. Completed Accommodations and Modifications list (Figure 4.1)
3. Rights and Responsibilities Statement (extension activity)
4. Additions to student KWL chart as necessary

**Extension Activity:** Review the “Transfer of Parental Rights at Age of Majority” section of the Policies and Procedures for Special Education in Oklahoma (2007). Have students work in small groups or pairs to create a their personal written statements explaining their rights and responsibilities at age of majority.

**Lesson 2:** Learning About My Rights & Responsibilities After High School

**Objectives**

Students will:

1. identify legal facts that affect special education programs
2. identify student rights and responsibilities in a high school setting
3. identify student rights and responsibilities in a postsecondary setting
4. identify whom to contact in high school and postschool settings regarding student rights and responsibilities

**Materials**

1. Student ME! Book
2. Worksheet 4-2: Modifying My Modifications

**Activities and Procedures:** Students review the four major components of IDEA and review individual KWL charts. Once students have had the opportunity to discuss KWL entries, the class moves on to a discussion about ADA and Section 504, emphasizing differences between accommodations and modifications in high school versus postsecondary school. Next, students work in groups to complete worksheet 4-2: Modifying My Modifications to further develop their ideas and thoughts. Once completed, each group presents and discusses the information they included on worksheet 4-2. The lesson closes with a review of KWL charts and encouraging students to think about postsecondary living, working, and educational goals. Students will need to identify these areas in writing during the next lesson.

**Student Evaluation:**

1. Completion of worksheet 4-2: Modifying My Modifications
2. Verbal participation during class discussion
3. Add to student KWL chart as necessary

**Extension Activity:** Lesson 2 does not include an extension activity.

**Lesson 3:** Where Do I Go From Here?

**Objectives**

Students will:

1. identify legal facts that affect special education programs
2. identify their rights and responsibilities in a high school setting
3. identify their rights and responsibilities in a postsecondary setting
4. identify whom to contact in high school and postschool settings regarding their rights and responsibilities

**Materials**

1. Worksheet 4-3: Where do I go from here?
2. Colored pencils, makers, etc. for student illustrations

**Activities and Procedures:** Lesson 3 begins with a brief review of main points from Lesson 2 and making entries on KWL charts as needed. The main activity is the completion of worksheet 4-3: Where do I go from here? planning guide that requires students to develop a plan for where they want to work, live, and go to school after high school. Once the worksheet is completed, each student creates a picture, poster, or comic strip illustrating the information they included on worksheet 4-3. The final activity of this lesson requires students to revisit the critical thinking scenario originally presented at the beginning of Unit 4. The purpose for revisiting the scenario is to determine if students identify additional problems and solutions after learning the information presented in this unit. Lastly, each student completes Unit 4 Knowledge Quiz.

**Student Evaluation:**

1. Completion of worksheet 4-3: Where do I go from here? Planning guide.
2. Illustration
3. Presentation of illustration
4. Participation during class discussion

**Extension Activity:** Lesson 3 extension activity familiarizes students with the handout, *Making the Transition from High School to College for Students with Disabilities* (NCLD, 2008). This handout and the NCLD website are both valuable resources for students with disabilities. The time required to complete this activity depends on the extent to which you choose to discuss the handout. The first of four pages in the handout includes a chart comparing important legal differences between colleges and high schools regarding disability services. Page 1 is an important review of information students have learned in the ME! Lessons thus far. It is highly recommended that you either cover the other three pages during this extension activity or include them as part of discussions and/or activities in the remaining units.

**Unit 4: Understanding My Rights & Responsibilities**

***COMMON CORE STANDARDS***

**- High School Language Arts (Grades 9, 10, 11, & 12) -**

**Writing**

[CCSS.ELA-Literacy.W.9-10.1](http://www.corestandards.org/ELA-Literacy/W/9-10/1/) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

d. [CCSS.ELA-Literacy.W.9-10.1d](http://www.corestandards.org/ELA-Literacy/W/9-10/1/d/) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. [CCSS.ELA-Literacy.W.9-10.1e](http://www.corestandards.org/ELA-Literacy/W/9-10/1/e/) Provide a concluding statement or section that follows from and supports the argument presented.

[CCSS.ELA-Literacy.W.9-10.2](http://www.corestandards.org/ELA-Literacy/W/9-10/2/) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

 f. [CCSS.ELA-Literacy.W.9-10.2](http://www.corestandards.org/ELA-Literacy/W/9-10/2/) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[CCSS.ELA-Literacy.W.9-10.3](http://www.corestandards.org/ELA-Literacy/W/9-10/3/) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

 a. [CCSS.ELA-Literacy.W.9-10.3a](http://www.corestandards.org/ELA-Literacy/W/9-10/3/a/) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

 c. [CCSS.ELA-Literacy.W.9-10.3c](http://www.corestandards.org/ELA-Literacy/W/9-10/3/c/) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

 e. [CCSS.ELA-Literacy.W.9-10.3e](http://www.corestandards.org/ELA-Literacy/W/9-10/3/e/) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

[CCSS.ELA-Literacy.W.9-10.6](http://www.corestandards.org/ELA-Literacy/W/9-10/6/) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**Language**

[CCSS.ELA-Literacy.L.9-10.1](http://www.corestandards.org/ELA-Literacy/L/9-10/1/) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

 a. [CCSS.ELA-Literacy.L.9-10.1a](http://www.corestandards.org/ELA-Literacy/L/9-10/1/a/) Use parallel structure.

[CCSS.ELA-Literacy.L.9-10.2](http://www.corestandards.org/ELA-Literacy/L/9-10/2/) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

 a. [CCSS.ELA-Literacy.L.9-10.2a](http://www.corestandards.org/ELA-Literacy/L/9-10/2/a/) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

 b. [CCSS.ELA-Literacy.L.9-10.2b](http://www.corestandards.org/ELA-Literacy/L/9-10/2/b/) Use a colon to introduce a list or quotation.

 c. [CCSS.ELA-Literacy.L.9-10.2c](http://www.corestandards.org/ELA-Literacy/L/9-10/2/c/) Spell correctly.

[CCSS.ELA-Literacy.L.9-10.4](http://www.corestandards.org/ELA-Literacy/L/9-10/4/) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

 b. [CCSS.ELA-Literacy.L.9-10.4b](http://www.corestandards.org/ELA-Literacy/L/9-10/4/b/) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

[CCSS.ELA-Literacy.L.9-10.6](http://www.corestandards.org/ELA-Literacy/L/9-10/6/) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Speaking and Listening**

[CCSS.ELA-Literacy.SL.9-10.1](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

b. [CCSS.ELA-Literacy.SL.9-10.1b](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/b/) Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

c. [CCSS.ELA-Literacy.SL.9-10.1c](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/c/) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

d. [CCSS.ELA-Literacy.SL.9-10.1d](http://www.corestandards.org/ELA-Literacy/SL/9-10/1/d/) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[CCSS.ELA-Literacy.SL.9-10.2](http://www.corestandards.org/ELA-Literacy/SL/9-10/2/) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[CCSS.ELA-Literacy.SL.9-10.3](http://www.corestandards.org/ELA-Literacy/SL/9-10/3/) *Evaluate* a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

[CCSS.ELA-Literacy.SL.9-10.4](http://www.corestandards.org/ELA-Literacy/SL/9-10/4/) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[CCSS.ELA-Literacy.SL.9-10.6](http://www.corestandards.org/ELA-Literacy/SL/9-10/6/) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Lesson 1**

Learning About My Rights & Responsibilities in High School

**TIME:** 45-60 minutes

**OBJECTIVES**

Students will:

1. identify legal facts that affect special education programs
2. identify student rights and responsibilities in a high school setting
3. identify personal accommodations and modifications

**MATERIALS**

1. Notebook paper
2. Transfer of Parental Rights at Age of Majority (extension activity)

**LESSON OPENING**

**Critical thinking:** Read the following scenario to students. Have them identify the key issues/problems and solutions.

*You have just started your first semester at the University of Oklahoma and are very excited about all of the fun things that go along with being a college student. Three weeks into the first semester, you fail your History exam and do poorly on your Algebra test. You are concerned about your GPA and you know you need some accommodations on your exams. You are confused because there are no special education teachers at college and none of your professors are asking you if you need help. What do you do?*

* Provide students time and opportunity to respond to the story.
* Record the solutions students identify in the space below or somewhere in the classroom. Students will need to revisit these solutions at the end of Unit 4.

Problems Solutions

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* Instruct students to think about this scenario as they work through Unit 4. Inform them that at the end of the unit the class will discuss this situation again to see if anyone has come up with new problems and/or solutions.
* *Please take out your KWL charts.*
* *Today you are going to start learning about your rights and responsibilities as a student.*
* *Before we start, is there anything listed on your KWL that you have not gotten an answer to yet?*
* *Now, lets take a minute to write some entries on what you know about rights and responsibilities.*
* Provide students time and opportunity to discuss what they know about rights and responsibilities.
* *Now, take a minute to write some entries on your KWL charts.*
* Provide students time to make entries on their KWL charts.
	+ *Let’s move on to our lesson about rights and responsibilities.*

**Discussion point(s):** Introduce and discuss the Individuals with Disabilities Education Act (IDEA).

* Write “IDEA” on the board. Ask students what they think “IDEA” means.
* Provide students an opportunity to share their thoughts and ideas.
* *In unit 2, when we were learning about Special Education, we briefly talked about the Individuals with Disabilities Education Act (IDEA). It is a law created to help protect the educational rights of students with disabilities.*
* Ask students the following two questions and provide them time to brainstorm and share possible answers.
* Is the IDEA important to you? Explain why or why not.
* Does having a law that protects you mean that you can do anything you want? Explain why or why not.
* *Today we are going to learn about the IDEA and some of the ways it might affect you while you are in high school.*
* *There are two important terms you need to understand when we discuss laws that protect us. Those two terms are “rights” and “responsibilities*”.

**PROCEDURE**

1. Introduce, define and discuss the terms “rights” and “responsibilities”.

* Write the words “rights” and “responsibilities” on the board.
* Ask students to define each of the terms. Provide students an opportunity to share their thoughts and ideas aloud.

Definitions:

**Rights:** Something that is due to a person by law. Examples include getting an education, voting (if you are 18 or older), not being discriminated against, and owning property.

**Responsibilities:** Your responsibilities are things you are accountable for. Taking responsibility means making and acting on decisions and being reliable. Examples include paying your bills, getting to your job on time, turning in your school work, and doing things you tell others you will do.

* Have students brainstorm specific behaviors or actions of people who are responsible. Provide students an opportunity to share their thoughts and ideas aloud.

Examples:

People who are responsible:

* + acknowledge that they make choices about their life
	+ accept that they are solely responsible for the choices they make
	+ choose the direction of their life
	+ do not blame others for their poor choices and/or mistakes
* Have students brainstorm specific behaviors or actions of people who are NOT responsible. Provide students an opportunity to share their thoughts and ideas aloud.

Examples:

People who are not responsible:

* + rely on others to make choices for them
	+ get upset when the choices made for them are not what they wanted
	+ blame others for their mistakes
	+ do not learn how to make better decisions
* Have students brainstorm reasons people use for not taking responsibility for their actions. Provide students an opportunity to share their thoughts and ideas aloud.

Examples:

Some common excuses for not taking responsibility for ones actions:

* + that’s just how I am
	+ I don’t want to be responsible
	+ it’s too hard
	+ I don’t know how
	+ it doesn’t matter
	+ who cares?
	+ it’s my parents’ (teacher, friends, brother, sister, etc) fault
	+ life is just unfair
* Have students brainstorm reasons for being or becoming a responsible person. Provide students an opportunity to share their thoughts and ideas aloud.

Examples:

Reasons for taking responsibility for yourself:

* + I am important and what I think matters
	+ I want to learn to make better choices and the only way to do that is to practice
	+ I want to be taken seriously by others
	+ I want to be successful
	+ I want to be happy
* Have students brainstorm a list of their responsibilities.
* *Think about some of the responsibilities you have in your life. Lets make a list of the responsibilities you have in your life right now.*
* Encourage students to write their answer(s) on the board.

 Examples:

* walk, feed, and water my dog (pet)
* turn my work in for class
* finish my homework on time
* arrive to my job on time
* take care of my school books
* put gas in my car
* plan for my future
* *What are some consequences you might face if you choose not to take care of the responsibilities listed on the board?*
* Have each student describe at least one consequence of failing to take care of the responsibility they listed.

Examples:

* dog gets hungry, hyper, and makes a mess in the house
* earn poor grades in school
* lose my job
* have to use my money to pay for school books
* run out of gas while I am driving
* have a difficult time being successful

**2. Class discussion point:** Introduce, define and discuss the Individuals with Disabilities Education Act (IDEA).

* *Now we are going to talk more about the Individuals with Disabilities Education Act (IDEA). This law exists to help protect the educational rights of students with disabilities.*
* *The IDEA is the law that outlines the rights of students in special education. It describes how schools must provide special education to students during elementary, middle, and high school. There are many things discussed and described in the law; we are not going to cover all of the information. However, there are four things in the IDEA that are especially important for you to understand while you are in high school. Those things include FAPE, Child Find, accommodations, and modifications.*
* Ask students if they have heard the term Child Find before today.
* Ask students what they think Child Find means.
* Provide students an opportunity to share their thoughts and ideas aloud.
* *Child Find is the part of IDEA that states that school districts are responsible for identifying students with disabilities. If the school believes that a student has a disability, they test the student. If the student is found to have a disability the school must provide special education.*

**Note to teacher:** Important point about Child Find

Child find:

* You did not have to tell anyone about your disability
* The school was responsible for testing you to see if you have a disability
* The school was responsible for providing you services for your disability

* Ask students if they have heard the acronym FAPE before today.
* Ask students what they think FAPE means.
* Provide students an opportunity to share their thoughts and ideas aloud
* *The acronym FAPE stands for Free Appropriate Public Education. It means that schools must provide students with disabilities an education. Sometimes special education services can be very expensive, but because of FAPE, schools cannot make families pay for special education.*

**Note to teacher:** Important points about FAPE

FAPE:

* + You did not have to pay for the test to find out if you have a disability
	+ You do not have to pay for special education services
* Ask students to describe accommodations.
* Provide students an opportunity to share their thoughts and ideas aloud.
* *Accommodations are changes made to the environment or assignments that change how students access information and how a student shows what he/she has learned. For example, a student might get more time to finish a test or project. A student might need their test read aloud or might need help taking notes in class.*

**Note to teacher:** Important points about accommodations

Accommodations:

* You have the right to accommodations on your schoolwork during high school and in postsecondary school.
* Ask students to describe modifications.
* Provide students an opportunity to share their thoughts and ideas aloud.
* *Modifications are changes to the work students must complete. For example, answering one essay question on the test when there are three or watching a video while other students are required to read a book.*

**Note to teacher:** Important point about modifications

Modifications:

* You have the right to modifications on your schoolwork during high school, but not in postsecondary school.
* Ask students to give examples of how FAPE, Child Find, accommodations, and modifications affect them at school.

3. **Discussion point(s):** Have students create a list of their accommodations and modifications and describe their rights and responsibilities.

* Read the following instructions while you draw an example on the board.
* *Everyone take out a sheet of paper and fold it down the middle so you have two equal sides. Draw a line down the middle of the page and label the two columns like I am doing.*

*Figure 4.1*

|  |  |
| --- | --- |
| **My Rights to:** | **My Responsibility to receive:** |
| Accommodations: | Accommodations: |
| *1. To have extra time on my test in Math* | *1. Talk to my teacher before the test to decide when I will come in for the extra time I need* |
|  |  |
|  |  |
|  |  |
|  |  |
| Modifications: | Modifications: |
| *1. Write 5 pages for my World History report instead of the 7 assigned* | *1. Talk to my History teacher to explain why the modification is important and come to an agreement about how many pages I will write* |
|  |  |

* *Think about the accommodations and modifications we learned about when we talked about your IEPs in Unit 3. You still have your IEPs in your Me! Book. Go back and look at them if you are having a difficult time remembering your accommodations and modifications.*
* *I need you to write one or two accommodations in this space.* Point to the space for accommodations in the “My Rights to” column.
* *I need you to write one or two modifications in this space.* Point to the space for modifications in the “My Rights to” column.
* Provide students time to write their information in the two boxes. Move around the room to check student answers and assist students having a difficult time providing an answer.
* Provide students an opportunity to share their answers.
* *Now you have identified at least one modification and one accommodation listed on your IEP. Next, you need to identify your responsibilities.*
* Encourage students to discuss possible answers with each other. Share the examples from figure 4.1. Provide students time to write their information in the two boxes. Move around the room to check student answers and assist students having a difficult time thinking of answers.
* Provide students an opportunity to share their answers aloud.

**Extension Activity:** Have students work in small groups to create a written statement describing their educational rights and responsibilities. Distribute a copy of the “Transfer of Parental Rights at Age of Majority” from “Notice of Procedural Safeguards” (see below) for students to consider as they create their written statements. Provide students time and opportunity to read their statements aloud and discuss questions regarding the “Transfer of Parental Rights at Age of Majority” statements and their personal statements.

\*TRANSFER OF PARENTAL RIGHTS AT AGE OF MAJORITY

When a young adult with a disability reaches the age of majority (18 years of age) or when a minor is married, under State law (except for a young adult with a disability who has been determined to be incompetent under State law):

* The school district must provide any notice required by the law to both the young adult and the parents.
* All other rights afforded to parents under the IDEA Part B transfer to the young adult.
* The school district must notify the individual and the parent(s) of transfer of rights at least one year before the transfer in your student’s IEP.
* All rights afforded to parent(s) under this law transfer to young adults who are incarcerated in an adult or juvenile federal, state, or local correctional institution.

If, under State law, a young adult with a disability who has reached the age of majority has not been determined to be incompetent, but who is determined not to have the ability to provide informed consent with respect to his or her educational program, the State must establish procedures for appointing the parent(s) of the young adult, or if the parent(s) are not available, another appropriate individual, to represent the educational interests of the young adult throughout the period of eligibility of the young adult under this part.

\* Taken from the Policies and Procedures for Special Education in Oklahoma (2007).

**LESSON CLOSURE**

* Ask students to answer the following questions aloud.
* *What is the IDEA?*
* *Is the IDEA important to you? Explain why or why not.*
* *Does having a law that protects you mean that you can do anything you want? Explain why or why not.*
* *Does anyone have any questions about what we covered today?*
* *Take out your student KWL chart and add your thoughts and questions to your chart.*

**STUDENT EVALUATION**

1. Participation in class discussion
2. Completed Accommodations and Modifications list (Figure 4.1)
3. Rights and Responsibilities Statement (extension activity)
4. Additions to student KWL chart as necessary

**Lesson 2**

Learning About My Rights & Responsibilities After High School

**TIME:** 45-60 minutes

**OBJECTIVES**

Students will:

1. identify legal facts that affect special education programs
2. identify student rights and responsibilities in a high school setting
3. identify student rights and responsibilities in a postsecondary setting
4. identify whom to contact in high school and postschool settings regarding student rights and responsibilities

**MATERIALS**

1. Student Me! Book
2. Worksheet 4-2: Modifying My Modifications

**LESSON OPENING**

* Ask students to explain the IDEA.
* *The IDEA is the law that outlines the rights of high school students in special education. It describes how schools must provide special education to students with disabilities.*
* *What are the four things from the IDEA that are especially important for you to understand while you are in high school?*

FAPE

Child Find

Accommodations

Modifications

* Have students take out their student KWL chart. Provide students time and opportunity to ask questions and discuss what they added to their KWL chart during the last class.

**PROCEDURE**

1. Introduce, define and discuss the Americans with Disabilities Act (ADA) and Section 504.

* *Today we are going to focus on two laws that affect students with disabilities after they graduate from high school. Those two laws are Section 504 and The Americans with Disabilities Act (ADA).*
* *Section 504 is an anti-discrimination law. That means that schools cannot discriminate against students for having a disability. Schools must provide students with disabilities access to education. Access can mean things such as ramps by the doors so a student using a wheelchair can get into the building or it can mean access to assignments. For example, a student who has a visual impairment might need a textbook with enlarged print. Some students might need more time to complete a test than their classmates.*
* *Like Section 504, ADA is a civil rights law that protects people with disabilities by requiring places to be accessible to people with disabilities. ADA is different than Section 504 because it applies to more places, such as transportation (public buses), telecommunication, as well as schools.*
* *Both Section 504 and ADA are anti-discrimination laws that focus on access.*
* *What is something we talked about last time that deals with access?* Accommodations

**Discussion point(s):** Ask the class the following questions. Provide time and opportunity for students to discuss possible answers and ask questions for clarification.

* *What is the difference between an accommodation and a modification?*
* *Do you have the right to accommodations and modifications? Explain why or why not.*
* *Do college students with disabilities have the right to accommodations and modifications?*

**Discussion point(s):** *The two laws that protect students with disabilities at colleges are Section 504 and ADA. Both of these laws require schools to make accommodations and modifications. However, the modifications are not the same as the modifications you get in school now.*

* *Look at your list of accommodations and modifications from our last class. Someone share one of their modifications with us.*

Examples:

* For Mrs. Smith’s Biology class I have three choices on my multiple choice questions instead of four like the other students.
* In Mr. Cooper’s Social Studies class my report had to be 5 pages instead of 7.
* In Mrs. Brook’s Algebra class I complete no more than 15 problems for homework no matter how many are assigned to the class.
* *Do college students have a legal right to these types of modifications?* NO
* *What can you do to prepare for not having modifications on your schoolwork?*
* Provide students time and opportunity for discussion.

**Handout:** Distribute worksheet 4-2: Modifying My Modifications and have students divide into small groups

* *Today you are going to work in small groups to come up with ideas to prepare yourself for when you no longer have the right to the modifications you have now.*

In your groups you need to:

1. create a list of 2 to 5 modifications the people in your group use or have used in school.
2. identify something you or the people in your group can start doing now to be successful without each of the modifications your group identified.
3. identify the person or people you or your group members could talk to about changing these modifications.
4. choose one of the modifications your group listed.
5. identify the person or people you or your group members will could talk to about changing this modification.
6. write a short paragraph describing how you would explain to this person that you no longer want to use the modification(s).

* Have groups share their responses to items d, e, and f with the class.

**Discussion point(s):** Differences in high schools and colleges

* *Someone tell me who is responsible for finding out if a student has a disability in elementary, middle, or high school.*
* According to Child Find the school is responsible for testing to see if a student has a disability.
* *Do high school students have to tell their teachers they have a disability in order to get accommodations?*
	+ No, students do not have to tell anyone about their disability.
* *This is very different in colleges and universities. Once you enter college, you are responsible for telling certain people about your disability if you want accommodations. You are also the one responsible for requesting accommodations in your classes*.
* *Who are some people in college you would need to tell about your disability?*
* Instructors/professors
* Disability Resource Center
* *What information do you need to know to be able to tell others about your disability?*
* Name of your disability
* How your disability affects your learning
* The accommodations you need for school
* *Will you need proof/documentation that you have a disability?*
* Yes, when you go to college you will need the results of your testing to show you have a disability.
* *What happens if you do not have documentation?*
* If you do not have your test results, you will have to get tested before the school will provide accommodations. Colleges and universities are not responsible for paying for your testing.
* *What are some things you can do while you are in high school to make sure you have the documentation you need in college?*
* Know what is on my IEP
* Get a copy of my most recent testing

**Note to teacher:** Have studentscreate a section in their Me! Book to include a copy of their most recent testing.

**LESSON CLOSURE**

* *Today we learned about Section 504 and ADA. We discussed the differences in the modifications you get in school now and the modifications you have a right to in college.*
* *What information do you need to tell educators about your disability when you self-advocate for accommodations at school?*
	+ Name of your disability
	+ How your disability affects your learning
	+ The accommodations you need for school
	+ A copy of your testing to prove you have a disability (postsecondary settings)
* Provide students time and opportunity to ask questions and add to their KWL chart as needed.
* Provide students an opportunity to share the information on their KWL chart with the class.
* *Next time we are going to talk about planning and preparing for your future and the importance of understanding your rights and responsibilities for your future.*
* *Between now and then I need each of you to think about what you want to do after high school.*
	+ *Where do you want to live?*
	+ *Where do you want to work?*
	+ *Where do you want to go to school?*

**STUDENT EVALUATION**

1. Completion of worksheet 4-2: Modifying My Modifications
2. Verbal participation during class discussion
3. Add to student KWL chart as necessary

**Lesson 3**

Where Do I Go From Here?

**TIME:** 45-60 minutes

**OBJECTIVES**

Students will:

1. identify legal facts that affect special education programs
2. identify their rights and responsibilities in a high school setting
3. identify their rights and responsibilities in a postsecondary setting
4. identify whom to contact in high school and postschool settings regarding their rights and responsibilities

**MATERIALS**

1. Worksheet 4-3: Where do I go from here?
2. Colored pencils, makers, etc. for student illustrations

**LESSON OPENING**

* *During our last class we learned about Section 504 and ADA. We discussed the differences in the modifications you get in school now and the modifications you have a right to in college.*
* *Someone tell me how modifications are different in college than in high school.*
* *What information do you need to tell people about your disability?*
* Name of your disability
* How your disability affects your learning
* The accommodations you need for school
* A copy of your testing to prove you have a disability
* *Today we are going to talk about how you might use this information in your life after high school.*
* *First, let’s take a minute to review and add to our KWL chart. Let’s look at what we wrote on the chart during the last class and then we can add things for today’s topic.*
* Provide students time to discuss and write entries.

**PROCEDURE**

1. Complete worksheet 4-3:Where do I go from here? Planning guide

**Handout:** Distribute worksheet 4-3: Where do I go from here? Planning guide.

* *At the end of our last lesson I asked each of you to think about three things. Someone tell me what those three things are.*
	+ Where do you want to live?
	+ Where do you want to work?
	+ Where do you want to go to school*?*
* *Today we are going talk about these three things and then each of you will create an illustration of your future. Before you create your illustrations, you need to plan what you want to include. To help you plan, you each need to fill in this planning guide.*
* Provide students time and opportunity to complete worksheet 4-3.
1. Have students create a picture, poster, or comic strip illustrating their life two years after they finish high school.

The illustration must include at least two of the three experiences included on worksheet 4-3.

* + - * Education
			* Work/career
			* Living arrangements
* Provide students time to complete their illustration and present to the class.

**Extension Activity:** Use *Making the Transition from High School to College for Students with Disabilities: Transition Checklist* (NCLD, 2008) to review the differences in student rights and responsibilities at high school and college. Have students include this handout in their ME! Book as a resource. This handout is included with the unit materials and is also available for downloaded at <http://www.ncld.org/publications-a-more/checklists-worksheets-a-forms> . You may find many of the resources available at the NCLD website helpful to you and your students.

**LESSON CLOSURE**

**Critical thinking:** Reread the following scenario to students. Have them discuss the solutions they identified at the beginning of this unit. Provide students time to brainstorm additional solutions they may have thought of after learning the information from Unit 4.

*You have just started your first semester and the University of Oklahoma and are very excited about all of the fun things that go along with being a college student. Three weeks into the first semester, you fail your History exam and do poorly on you Algebra test. You are concerned about your GPA and you know you need some accommodations on your exams. You are confused because there are no special education teachers at college and none of your professors are asking you if you need help. What do you do?*

* Discuss questions from student KWL charts that were not answered during this Unit.
* Provide students time and opportunity to add to their KWL chart as needed.
* Have students place their illustration in their ME! Book.

**Handout:** Distribute Unit 4 Knowledge Quiz for completion by each student.

**STUDENT EVALUATION**

1. Completion of worksheet 4-3: Where do I go from here? Planning guide.
2. Illustration
3. Presentation of illustration
4. Participation during class discussion
5. Unit 4 Knowledge Quiz