

## 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.

## Lesson 2 – Learning About My Rights & Responsibilities After High School

- *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.*

## Lesson 2 – Learning About My Rights & Responsibilities After High School

- 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:

- a. create a list of 2 to 5 modifications the people in your group use or have used in school.
  - b. identify something you or the people in your group can start doing now to be successful without each of the modifications your group identified.
  - c. identify the person or people you or your group members could talk to about changing these modifications.
  - d. choose one of the modifications your group listed.
  - e. identify the person or people you or your group members will could talk to about changing this modification.
  - f. 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.*

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

- *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 students create 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.

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

- 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

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#### MATERIALS

1. Student Me! Book
2. Worksheet 4-2: Modifying My Modifications
3. **Worksheet 4-2: ADA and Section 504**
4. **Power Point Presentation**

#### LESSON OPENING

- Ask students to explain the IDEA.
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- *Look at your list of accommodations and modifications from our last class. Someone share one of their modifications with us.*

Examples:

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- In Mr. Cooper’s Social Studies class my report had to be 5 pages instead of 7.
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- No, students do not have to tell anyone about their disability.
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  - Name of your disability
  - How your disability affects your learning

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

- 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.*
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