

Session 5

Getting to know **you** - Your unique learning needs

WHOSE FUTURE GOAL 4: You will identify unique learning needs related to your disability.



In the last session you learned about what the word “disability” means to you. You were going to think more about your disability and maybe talk with someone. Did you do that? Don’t answer.... I mean, it is your responsibility, not mine. It’s your program.

But, if you did do some thinking about this, you may still want to know more. You may want to know more about how someone decided you have a disability. Or about what your disability is called.

Are you becoming more comfortable talking about having a disability? Maybe? Quick.... tell me what all these people have in common:

Whoopi Goldberg: Comedienne and Actress, star of “Sister Act”, “The Color Purple”, and television
Bruce Jenner: Decathlete, Gold medalist, 1976 Olympics
Beethoven: Composer, original longhair
Cher: Singer and Actress, star of “Mask” and “Moonstruck”
Marlee Matlin: Actress, star of “Children of a Lesser God”, “Reasonable Doubts”, and television
Albert Einstein: Inventor of “bad hair day,” Mathematician, Physicist

Susan B. Anthony: Women's rights leader, namesake of a U.S. Dollar coin.
Magic Johnson: Retired Basketball star.
Florence Nightingale: Founder of the Red Cross
Ray Charles: piano player and singer

Right... they are all famous and they all have a disability of some kind.

What disability do they have? I can’t do all your work for you, can I? Find a book or



go on the internet and check it out for yourself.

People with disabilities might be better thought of as people who are:

- former Presidents
- television and movie stars
- athletes
- business people
- scientists/inventors
- teachers
- musicians
- mothers/fathers
- sisters/brothers
- husbands/wives
- neighbors/friends

And the list could go on and on. You get the picture...disability is part of life!

You're in good company. The part about being human, that is. I mean, we all are human.

Now, all you have to do is figure out what you can do to make sure you get the support you need to be the best you can be.



You should have a copy of your IEP from the last session. If you threw it away or didn't make a copy, talk to your



teacher or coach and get a copy. You will need this to work on the rest of this lesson.

What? Of course I'll wait.

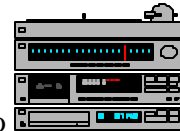
Ready? Now, locate your planning sheet. Remember, that's the one that has your transition goals on it? This might be a separate sheet or it might be a section on your IEP.

Okay, now use the **School Records Survey** at the end of this lesson to answer some questions using your transition plan.

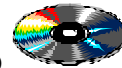
You are going to look at the label used to describe your disability. Next you will look at the adult outcomes that were picked at your last transition planning meeting.



An outcome is what you expect will happen.

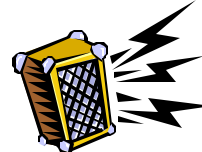


Like, if I turn up my stereo



put in a CD and press play, what is the outcome?

Right... the music will play real loud.



That's what I expected to happen.

Also, my dad will come and yell at me to turn it down. That's another outcome I expect.



If you turn the key in a car, you expect the car to start.



Adult outcomes are what you expect to do



when you graduate.

An **employment outcome** is what you expect to do about work.



A **residential or living outcome** is where you expect to live. At home, with a roommate, in a house or an apartment.



A **post-secondary outcome** is what you expect to do about more school after you graduate. Like going to college or vocational school, or just taking classes to learn something you want to know more about.



A **recreation or leisure outcome** is what you expect to do with your free time (and money!). Like exercising, doing sports, traveling or going to movies.



Come to think of it, if you were not at your last meeting, these are what **other people** expect you to do. Do you want to do only what **other people** think you want to do about work, living, school and playing?

I didn't think so.



Take about 15 or 20 minutes to work on the **School Records Survey**. When you are finished filling it out, start back right here.

Go ahead... I'll wait.

Are you back? Did you get all that stuff? What did you think about what was planned for you? Does it look like something you want to do with the rest of your life? If not, do you have any better ideas?



The rest of the time today would be a good time to explore a little more about your disability. Remember, disability is part of the human experience. Part of being you is living with your disability.

Some people who haven't experienced a disability think that people with disabilities would like to be "fixed". That means that if a person is blind, they want to see or if they cannot walk, they want to be able to do that.

But a lot of people with disabilities wouldn't change anything about themselves. They are proud of who they are and what they have accomplished. They don't need to see or walk to live a full life.

You may wish to change something about yourself. Many people do. There are some things you can change. You can change your hairstyle. You can change your clothes.

But you probably can't change your disability.

Oh, you can do some things that make it easier to work with your disability, like exercise or physical therapy. Other things that are difficult can be improved, like using a wheelchair to get you from one place to another if you don't walk.

Maybe it would be a good idea to look at what you can change about yourself and what you can't. List five things you can change and five you can't.

<p>I CAN CHANGE:</p> <p><i>My hairstyle</i></p> <hr/> <hr/> <hr/>
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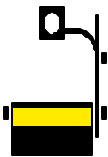
I CAN'T CHANGE:

How tall I am.

The things you can't change are what really make you **unique**. I mean, anyone can wear his or her hair the same way you do, or wear the same jeans.

Take what time is left and talk with someone you trust about your disability.

What do *other people* who have a disability like yours do? How does it affect your learning? In the next session you will look at how to figure out supports you can use to learn more.






Okay. Let's look at what you've covered this session.

- ☒ You saw that a lot of famous people have d_____.
- ☒ You saw that people with disabilities really should be called neighbor, friend, worker, spouse and teacher instead of by their l_____.
- ☒ You heard that having a disability is part of the h_____ experience.

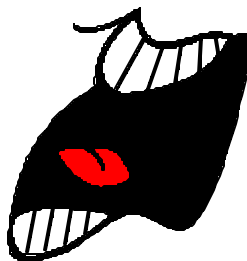
- ☒ You learned that an o_____ is what you expect to happen later on.
- ☒ You found the l_____ used to describe your disability.
- ☒ You found out what employment, living, school, and leisure outcomes were listed on your t_____ plan from last year.
- ☒ You found out what s_____ services were listed on your last transition plan.
- ☒ You thought about what you can c_____ about yourself and what you can't and how that makes you unique.



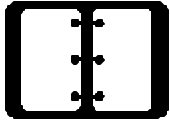
Before the next session, you should have:

-  Talked to someone you trust about your label, what it might mean and how it changes the way you learn.
-  Finished thinking about things that make you unique.
-  Thought about the plans and supports that are in your school program now, and what you might want to change.

Okay. So that's it for now.



Later.



Session 5 Summary Sheet - Your unique learning needs

WHOSE FUTURE GOAL 4: You will identify unique learning needs related to your disability.

- ☒ You saw that a lot of famous people have disabilities.
- ☒ You saw that people with disabilities really should be called by their name instead of by their label. They may be your neighbor, friend, co-worker, spouse or teacher.
- ☒ You heard that having a disability is part of the human experience.
- ☒ You learned that an outcome is something expected to happen later.
- ☒ You found the label used to describe your disability
- ☒ You found out what employment, living, school and leisure outcomes were listed on your transition plan from last year.
- ☒ You found out what support services were listed on your last transition plan.
- ☒ You thought about what you can change about yourself and what you can't and how that makes you unique.

SCHOOL RECORDS SURVEY

Find the section on the plan that is called “Desired Outcomes” or something like that. There may be more outcomes listed, but there will probably be at least these.

Check ✓ what is listed under each of these as the outcome:

Employment Outcomes



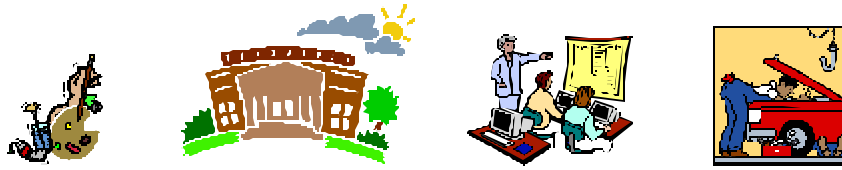
- ☐ None due to postsecondary education
- ☐ Competitive employment without support
- ☐ Competitive employment, time-limited support
- ☐ Competitive employment, long-term support
- ☐ Supported employment, infrequent support
- ☐ Supported employment, daily support
- ☐ Sheltered community employment
- ☐ Sheltered employment
- ☐ Adult day activities
- ☐ Other _____

Residential or Independent Living Outcomes



- ☐ With parents or relative
- ☐ Independent living, no support
- ☐ Independent living, support needed
- ☐ With roommate
- ☐ Supervised apartment
- ☐ Group home living, supervised
- ☐ Group home living, supervision and training
- ☐ Group home living, skilled nursing
- ☐ Other _____

Post-secondary Education or Training Outcomes



- ☐ None due to expected employment
- ☐ Community College, no support needed
- ☐ Community College, support needed
- ☐ Technical or Trade School, no support needed
- ☐ Technical or Trade School, support needed
- ☐ Military or Military School
- ☐ University, no support needed
- ☐ University, support needed
- ☐ Adult Education classes, no support needed
- ☐ Adult Education classes, support needed
- ☐ Other _____

Recreational and Leisure Outcomes



- ☐ Independent
- ☐ Family Supported
- ☐ Specialized recreation activities
- ☐ Community parks and recreation programs
- ☐ Local clubs
- ☐ Church groups
- ☐ Day program
- ☐ Other _____

Now, find the section on the plan that is called “**Services Required**” or “**Needed Services**” or something like that. List the services identified that you would need.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____