

## Session 6

### Getting to know **you** - **Supports**

**WHOSE FUTURE GOAL 5:** You will identify supports to meet the unique learning needs related to your disability.



In the last two sessions you looked a lot at: 1) what the word “disability” means to you, 2) what disability you have, 3) how that changes the way you learn, and 4) what unique learning needs you have because of that disability.

Mainly you learned that having a disability is just part of being you. No big deal, really.

It is a good idea to know how to take advantage of what you do best so you can learn more in school. Why? Well, I just worked all this out:

1. school work = better job
2. better job = more money
3. more money = more fun things to buy!

so:  
school work = more fun things to buy!

I bet you never thought of schoolwork as being more fun things to buy! It is, in a way. **Really. Honest.** Besides that, a better job is usually in a place with more interesting things to see and do.

It would be a good idea to figure out what supports can meet your unique learning needs.

Let’s talk about this **support** stuff for a minute.

The reason for learning more about your disability was so you could learn about where you could use some support.

It is just as important to know about what you do really well (your strong points) as it is to know about what you don’t do as well.

The idea is that you will do a better job of *taking more control of your life* if you really know yourself.

This includes knowing your strengths and your limitations.

Knowing about your disability and the support you need will also help you when you leave school.

**FUN FACT:** The **ADA** (Americans with Disabilities Act) says that people who have a disability have the same rights as other people. The **ADA** says that employers have to provide some supports so that workers with disabilities can do the same jobs other workers can. But, the person with the disability has to know his/her strengths

and limitations and should be able to tell the employer what would be a good support.

OK, so you need to think of some supports you could use.

Think about these **support s** this way...  
There are a lot of things that need something else to be their best. They need **support**.

Like a car... without gas, it is not very useful.

Here is a list of things that could use something else to be their best. Beside the list are possible supports for each one. If you want, you can come up with your own instead of using the ones in the list. Take a minute and fill in some of the words.

<b>All right alone...</b>	<b>Better with....</b>
hammer	
pen	
coffee	
macaroni	
peanut butter	
brush	
ball	
salt	
camera	
wheel	
lock	
TV	
nuts	
picture	
staples	
bride	
paint	
spaghetti	

If you want to, you can just draw arrows



from the ones in the list to these:

bat

bolts

brush

cheese

coffeemaker

comb

film

frame

groom

jelly

key

meatballs

nail

paper

pepper

remote control

stapler

tire

Finished? Okay... turn the page.

Here's the way I matched them up...

All right alone....	Better with....
hammer	nail
pen	paper
coffee	coffeemaker
macaroni	cheese
peanut butter	jelly
brush	comb
ball	bat
salt	pepper
camera	film
wheel	tire
lock	key
TV	remote control
nuts	bolts
picture	frame
staples	stapler
bride	groom
paint	brush
spaghetti	meatballs

Some of the things work OK on their own.  
But with support they work even better!  
Like:

⇒ **Spaghetti and meatballs.**



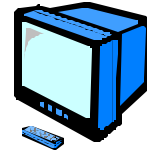
After all, you could eat spaghetti with sauce and no meatballs, and you can eat meatballs with no spaghetti. They are just better together.

⇒ **Camera and film.**



Here's one where each part depends on the other. A camera has to have film or a memory card or disk to take pictures and a roll

of film or digital disk doesn't work without a camera.



⇒ **TV and remote control.**

You could use the TV without the remote. But, what would you do with a remote control if you didn't have a TV? So in this case, you could use one without the other, but not both.

You get the idea. A lot of things in life work better with some type of support.

People too!

We depend on other people for a lot of things.

You depend on the rancher to raise the cow, the butcher to grind the meat from the cow, the supplier to get the meat to the restaurant, the manager to pay for the meat, and the cook to cook the meat just so you




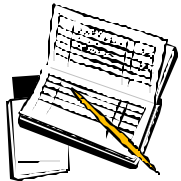


can eat a hamburger at a restaurant.

You depend on the automaker to make the car, the dealer to sell the car, the gas station owner to supply the gas, and the trooper to issue you a driver's license just so you can go cruising around in a car.



We depend on a lot of people and things. You could say that we use support from people and things for everyday living.

Let's look at some ways that you can get support you can use to learn more and do better in school. I thought of five ways a person's disability might make learning a little harder. I also thought of supports that the person could use to get around the limitation.

Limitation	Support
Reading directions. 	Someone reads the directions to me.
Balancing a checkbook. 	Use a computer program that balances the checkbook.
Cooking a meal. 	Eat out all the time.
Filling out a job application. 	Get the job application, get some support filling it out and take it to the interview completed.

Taking a math test in a short period of time.



Have the teacher give me more time to finish the test.

These were just examples I thought up. Some students came up with two more: 1) have someone explain the directions or 2) have someone show me how. Some of my examples are good. Like filling out the job application first. Some are probably not that great. Like eating out all the time.

But, they are all supports!

How about you?

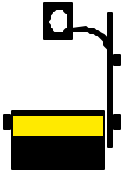
Use what you have worked on the last two sessions and write down five things that might be hard for you to do on the support sheet at the end of this lesson. Then, write down some supports that you could use right next to that.



Having a hard time thinking up supports? Well, use the supports you already know...talk to your teacher or family. Go on, you can check with them. They may have some good ideas about the kinds of supports that you could use. Use them. That's what they are there for.

When it comes time to help plan your transition program, you could work with other members of the planning team to identify supports you could use to learn your transition skills better and some

supports you could use to work, live and play more independently.





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

- ☒ You saw that it would be a good idea to figure out s\_\_\_\_\_ to meet your unique learning needs.
- ☒ You looked at how most things in life d\_\_\_\_\_ on other things to do their best.
- ☒ You listed some l\_\_\_\_\_ from your disability that might make learning harder or change the way you learn.
- ☒ You thought of some s\_\_\_\_\_ to work around those limitations.



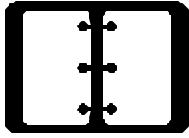
Before the next session, you should have:

-  Listed supports for your unique learning needs related to your disability.
-  Thought about other supports that might be useful for you in school and later on in life.

Okay. So that's it for now.



Later.



## Session 6 Summary Sheet - Supports

**WHOSE FUTURE GOAL 5:** You will identify supports to meet the unique learning needs related to your disability.

- ☒ You saw that it would be a good idea to figure out supports to meet your unique learning needs.
- ☒ You looked at how most things in life depend on other things to do their best.
- ☒ You listed some limitations from your disability that might make learning harder or change the way you learn.
- ☒ You thought of some supports to work around those limitations.

# SUPPORTS FOR \_\_\_\_\_

(Your name)

Limitation

Support



1.	
2.	
3.	
4.	
5.	

