

15 Learn to Accommodate Your Disability



TRANSITION OBJECTIVE

Students will understand their learning disability and choose strategies to compensate for their disability.

RELEVANCE TO SUCCESSFUL TRANSITION

Some students have a learning disability that causes problems at school. Once students learn about their individual strengths and weaknesses, they can concentrate on overcoming them.

INSTRUCTIONAL SEQUENCE

❑ STEP 1: Update Journal

I have strengths and weaknesses that . . .

❑ STEP 2: Convene Roundtable

"Some things are difficult for me to do because ____."

❑ STEP 3: Advance Organizer

"Today you will learn ways to accommodate for your disabilities."

most correct answers. In review, discuss what these people have learned to compensate for their disabilities.

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PERSONAL MANAGEMENT: UNIT 2 LESSON 15

Celebrity Disabilities

Game Sheet

Directions: Match the celebrity with their disability by writing the letter or letters that represent their disability on the line next to their name. Some celebrities may have more than one disability.

_____ Albert Einstein	A. Stuttering
_____ Betty Ford	B. HIV
_____ Caitlyn Jenner	C. Deafness
_____ Cher	D. Alzheimer's Disease
_____ Franklin D. Roosevelt	E. Dyslexia
_____ Helen Keller	F. Alcohol Addiction
_____ Whoopi Goldberg	G. Hard of Hearing
_____ John F. Kennedy	H. Blind
_____ Julius Caesar	I. Deaf/Blind
_____ Ludwig Beethoven	J. Math Disability
_____ Magic Johnson	K. Diabetes
_____ Mary Tyler Moore	L. Muscular Spine Disorder (Back)
_____ James Earl Jones	M. Learning Disability
_____ Nelson Rockefeller	N. Epilepsy
_____ Patsy Duke	O. Deformity (Bones or Limbs)
_____ Ronald Reagan	P. Manic Depressive
_____ Stevie Wonder	
_____ Thomas Edison	
_____ Tom Cruise	
_____ Winston Churchill	

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❑ STEP 4: Activity - 15 Minutes

Have students work in groups of three to complete **Celebrity Disabilities**. After 10 minutes, review the sheet and record scores on the board. Identify the group with the

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PERSONAL MANAGEMENT: UNIT 2 LESSON 15

Accommodations in School

Take initiative to ask the right person for the help you need

To Help with Organizing:

- Sit in front of the class.
- Keep all class materials in a binder.
- Use a calendar to write down all assignments.
- Ask for a syllabus and a list of assignments before a new class begins.
- Ask for directions to be repeated when needed.
- Do not leave class until you understand all directions and assignments.
- Set up a time to meet with the teacher to go over new information.

To Help with Reading:

- Ask to have textbooks taped or ask for a reader.
- Ask to have tests and exams read to you.
- Let the teacher know before the class starts that you do not do well reading out loud.
- Ask for study guides and outlines to help find the most important point in the text.
- Allow for extra time to finish reading assignments.
- Underline or highlight key points in your textbooks.
- Take a reading skills class.
- Ask for a peer tutor to go over the important points in your text.
- Work in a quiet study area.
- Give yourself extra time to read and reread the material.

To Help with Writing:

- Ask for a note-taker.
- Learn to use a computer with spelling and grammar checks.
- Ask someone to proofread and edit your papers and reports.
- Use a tape recorder during class.
- Dictate your work to someone then rewrite or type their copy.
- Ask to change written assignments to oral reports or show and tell.

To Help with Math:

- Work with a peer tutor.
- Set up a time to talk with the teacher after class.
- Use a calculator.
- Ask teacher to explain symbols and steps.
- Take notes to list the steps to a process.
- Ask the teacher for real-life examples.
- Use graph paper to line up problems correctly.
- Allow for extra time.
- Ask for and use charts and tables that show symbols and steps.

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❑ STEP 5: Activity - 30 Minutes

Explain to students that everyone has an area of weakness. Describe your own weak area (eyesight, a physical problem, hearing, spelling, reading a map, getting lost). Some students may not recognize that they have a learning disability or they may think that having a disability is justification for failure. Help them understand that a learning disability does not prevent their success.

Prepare to discuss the disabilities that represent the students in your class. Prepare

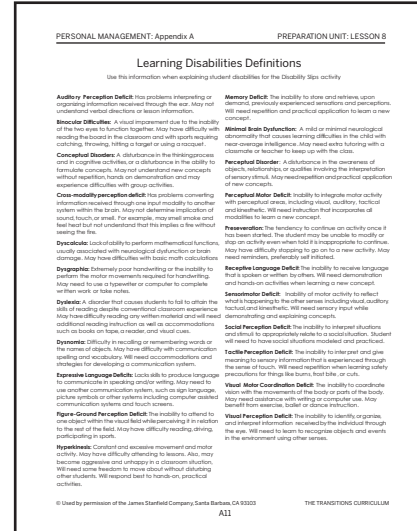
and give students their **Disability Slip** and talk about disabilities as follows: "In this class everyone has a learning disability that makes it hard for you to learn in a specific way. It is very important that you understand your disability and how it affects your learning. I am going to describe some of our disabilities to help each of us understand them. Once we understand we can learn strategies to compensate and overcome the problems it may cause." Define each of the disabilities that are represented by your students using information from the **Learning Disabilities Definitions**. Next, review the handout **Accommodations in School**, with the class. As you read through each section, refer to students' disabilities that will need these accommodations. Review and continue this discussion in the next lesson.

❑ STEP 6: Evaluate Outcomes

One accommodation I will use is "_____."

❑ STEP 7: Connecting Activity

Have students prepare an oral or written report about a famous person with a disability, focusing on ways that person overcame their barriers.



KEY WORDS

confidential

perceptual

compensate

learning disability

MATERIALS AND PREPARATION

- Student Handouts: **Celebrity Disabilities**, page 88; **Answer Sheet** Appendix A, page A10. **Accommodations in School**, page 89; **Learning Disabilities Definitions** Appendix A, page A11.
- Answers for the **Celebrity Disabilities** game are on the miniature game sheet in this lesson.
- Prepare **Disability Slips** for students by finding their disability on the IEP or psychological report. Write a short description of their disability in understandable language on a slip of paper to be distributed to students.

SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Listening
- Thinking Skills: Reasoning
- Personal Qualities: Sociability, Self-Management