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."

Celebrity							
Gan	Celebrity Disabilities Game Sheet						
Directions: Match the celebrity with that represent their disability on the li have more than one disability.	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	Α.	Stuttering					
Betty Ford	в.	HIV					
Caillyn Jenner	C.	Deafness					
Cher	D.	Alzheimers Disease					
Franklin D. Roosevelt	E.	Dyslexia					
Hellen Keller	F.	Alcohol Addiction					
Whoopi Goldberg	G.	Hard of Hearing					
John F. Kennedy	н.	Bind					
Julias Caesar	l.	Deaf/Blind					
Ludwig Beethoven	J.	Math Disability					
Magic Johnson	К.	Diabetes					
Mary Tyler Moore	L.	Muscular Spine Disorder (Back)					
James Earl Jones	м.	Learning Disability					
Nelson Rockefeller	Ν.	Epilepsy					
Patty Duke	О.	Deformity (Bones or Limbs)					
Ronald Reagan	Ρ.	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 most correct answers. In review, discuss what these people have learned to compensate for their disabilities.

1	Accommodations in School
	Take initiative to ask the right person for the help you need
	belev with Organizing: Sile in hand of the class Hand the class Hand and the class Hand class of the class of the class Hand class of the clas of the class of the class of the class of the class of the clas
	Die by with Reaching: Head by out and the measter Add by how the first order serims reacted by pure Add by how the first order serims reacted by pure Add by how the first hard second reacted by the first hard sync do not do well add by the second order of the data strategies and the meast important point how for eards first loss first hard sync do not do well add by the second order of the data strategies and the first loss of the first loss of the second order of the second order of the measter of the second order of the second order of the measter of the second order of the second order of the second order of the measter of the second order of the se
	Use graph paper to line up problems correctly Allow for extra line. 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.

PERSONAL MANAGEMENT: Appendix A	PREPARATION UNIT: LESSON 8					
Learning Disabili	ties Definitions					
Use this information when explaining stud	Use this information when explaining student disabilities for the Disability Sips activity					
Audio ry Perception Deficit: Hos problems interpreting or organizing information received through the ear. May not understand version directions or lesson information.	Memory Deficit: The inability to store and retrieve, upon demand, previously experienced sensations and perception Will need repetition and practical application to learn a ne concept.					
Encoder Difficulties: A visual importement due to the inability of the two eyes to function together. May have difficulty with reading the board in the classroom and with sports requiring catching, throwing, hitting a target or using a racquet.	Minimal Beain Dysfunction: A mild or minimal neurological abnormality that causes learning difficulties in the child with near-average intelligence. May need extra bitaring with a classmate or feacher to kees up with the class.					
Conceptual Disoders A disturbance in the thinkingencess and in cognitive activities, or a disturbance in the ability to famulate concepts. May not understand new concepts without repetition, bands on demonstration and may experience discuties with group activities.	Perceptual Disorder: A disturbance in the awareness of objects, relationships, or qualities involving the interpretation of semicrystimul. May read repetition and practical applicatio of new concepts.					
Cost-modally perception deficit Hos problems converting information naceived through one input modally to another system within the brain. Mary not determine implication of sound, fouch, or small. For exemptia, may small smoke and feel heat but not undestand that this inpoles a free without	Perceptual Motor Defait Installity to Integrate mator activity with perceptual areas, including visual, auditory, factical and kinesthetic. With need instruction that incorporates all modalities to learn a new concept.					
near methods and the characteristic international regime of the weighted in the characteristic international seeing the first. Dyscalcola: Lackof ability to perform mathematical functions, usually associated with neurological dysfunction or brain domage. May have difficulties with brain math calculations	Presevention: The lendency to continue on activity-once it has been started. The student may be unable to modify or stop an activity even when told it is inappropriate to continue May have difficulty stopping to go on to a new activity. Ma need nemiclen, perfectedly sell initiated.					
Dysgraphia: Extremely poor handwriting or the inability to perform the motor movements required for handwriting. May need to use a typewriter or computer to complete	Receptive Language Deficit: The incibility to receive language that is spoken or written by others. Will need demonstration and hands-on activities when learning a new concept.					
written work or take notes. Dyslesta: A diarder that causes students to fail to attain the stills of reading despite conventional classoor experience May have difficulty reading any written material and will need	Senseimotor Deficit: Inability of motor activity to reflect what is happening to the other senses including visual, auditor factual, and kinesthetic. Will need sensory input while demonstrating and explaining concepts.					
additional reading instruction as well as accommodations such as books on tape, a reader, and visual cues.	Social Perception Delicit: The inability to interpret situations and stimuli to appropriately relate to a social situation. Studie will need to have social situations modeled and practiced.					
Dysnervia: Difficulty in recalling or remembering words or the names of objects. May have difficulty with communication spelling and woodbulary. Will need accommodations and shategies for developing a communication system.	Tactle Perception Deficit: The inability to interpret and give meaning to sensory information that is experienced through the sense of touch. Will need repetition when learning safety					
Expressive Language Deficits: Lacks skills to produce language to communicate in speaking and/or writing. May need to	precautions for things like burns, fost bite, or cuts. Visual Motor Coordination Deficit: The inability to coordinate					
use another communication system, such as sign language, picture symbols or other systems including computer assisted communication systems and touch screem.	vision with the movements of the body or parts of the body. May need assistance with writing or computer use. May benefit from exercise, ballet or dance instruction.					
Figure-Ground Perception Deficit: The inability to attend to one object within the visual field while perceiving it in relation to the reat of the field. May have difficulty reading, driving, participating in sports.	Visual Perception Deficit: The inability to identify, organise, and interpret information received by the individual through the eye. Will need to learn to recognize objects and events in the environment using other serves.					
Hyperkhesic Contant and excessive movement and motor activity. Kay have difficulty attending to lesson. Ala, may become aggregative and unhapping in a datasoom situation. Will need some freedom to move about without distuibing other students. Will respond best to hands-on, practical activities.	a na ann an ann an gu ann d'All Mile.					
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KEY WORDS

confidential	perceptual	compensate	learning disability	
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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