

# 16 List Accommodations for Specific Learning Problems



## TRANSITION OBJECTIVE

Students will understand a variety of ideas for accommodating their disabilities and will design plans for the accommodations they will use in school and on the job.

## RELEVANCE TO SUCCESSFUL TRANSITION

Once we know what our weaknesses are, we can begin to look for ways to compensate that will help us become more successful at home, in school and on the job.

## INSTRUCTIONAL SEQUENCE

### ❑ STEP 1: Update Journal

When I need help I . . .

### ❑ STEP 2: Convene Roundtable

"When something is difficult for me, I \_\_\_\_."

### ❑ STEP 3: Advance Organizer

"Today you will write the accommodations you will use for your specific learning problems."

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PERSONAL MANAGEMENT: Unit 2 LESSON 36

Personal Accommodations

Things I have trouble doing at home: Accommodations:

Things I have trouble doing at school: Accommodations:

Things I have trouble doing at work: Accommodations:

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### ❑ STEP 4: Activity - 15 Minutes

Review the information from **Learning Style Preference and Accommodations in School** from Lessons 14 and 15 and ask students to select a partner and share accommodations

that they have identified will be useful. Reinforce the idea that people who know and are comfortable with their strengths and weaknesses spend their energy finding ways to compensate for their weaknesses.

### ❑ STEP 5: Activity - 30 Minutes

Have students work alone or with a partner to complete **Personal Accommodations**. Students then transfer this information to Section 11 of the **Personal Career Profile**. Circulate through the room to provide assistance. Provide accommodations to students who are weak writers.

### ❑ STEP 6: Evaluate Outcomes

A new accommodation I will try is "\_\_\_\_."

Introduce the concepts of accommodation by having students look up the ADA online and find out what the site says about accommodations. Write down one fact.

### ❑ STEP 7: Connecting Activity

Review information from Lesson 15. Ask students which celebrity seemed to have a disability similar to theirs. Review the importance of understanding your disability and knowing the accommodations and support you need. Tell students they will need to make a decision whether or not to disclose or tell about their disability when they go to college or get a job. There are

advantages and disadvantages to disclosing this information.

According to the National Collaborative on Workforce Disability (NCWD), advantages to disclosure include: 1) Legal protection against discrimination; 2) Assurance that you get what you need, that is, accommodations; 3) Reduces stress because you do not have

to worry about covering up your disability. Disadvantages to disclosure include: 1) Could cause you to be overlooked for a job; 2) Can lead you to be treated differently; 3) Can lead to being excluded. For more information, download "The 411 on Disability Disclosure: A Workbook for Youth with Disabilities," at [www.ncwd-youth.info](http://www.ncwd-youth.info)

## KEY WORDS

difficulties

implications  
responsibilities

strengths  
ADA

weaknesses  
accommodations

rights

## MATERIALS AND PREPARATION

- Student Handouts: **Learning Style Preference**, page 86; **Accommodations in School**, page 89; **Personal Accommodations**, page 90; **Personal Career Profile**, page 59.
- Prepare to discuss and review learning styles, disabilities and accommodations.
- Prepare a screen image of the handout with examples.
- Go to the Office for Civil Rights website (<http://www.ed.gov/ocr/transition.html>). Download the pamphlet: "Students with Disabilities Preparing for Postsecondary Education: Know your Rights." Use this information to enhance the discussion throughout the next several lessons.

## SCANS FOUNDATION SKILLS

- Basic Academic Skills: Reading, Writing
- Thinking Skills: Creative Thinking, Problem-Solving, Knowing How to Learn, Reasoning
- Personal Qualities: Responsibility, Sociability, Self-Management